



EXPLORING THE WORK COLLEGE MODEL FOR WORKING LEARNERS

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EXECUTIVE SUMMARY

Introduction and Background

Higher education institutions are working hard to support student success in today’s dynamic—and even chaotic—environment. The acute challenges of the coronavirus pandemic exacerbated the chronic challenges on the horizon prior to the pandemic. These included declining numbers of traditional students (Grawe 2018); diminishing college affordability; increasing numbers of students attempting to balance academics, work, and family; growing doubt about the value of higher education (Strada Center for Education Consumer Insights 2020); and accelerating student demand for career-building education.¹ In addition to these challenges, there is increased focus on the long-overdue need to provide more racially equitable access to higher education and to a large potential market of working adult students, or working learners. The American Council on Education estimates that there are 71.7 million potential working learners in the United States.

Through the haze of pandemic disruptions and recovery and shifting student markets, we are starting to more clearly see a trend that has been emerging over the years: the students of today and tomorrow need something different than the traditional model of higher education. This context creates an opportunity for higher education institutions to explore new educational and financial models that meet these challenges and are attractive to new types of students, particularly working learners.

A promising set of models are “learn and earn” programs, such as apprenticeships, paid internships, and co-ops. One often overlooked learn and earn model is work colleges, which are four-year liberal arts institutions that intentionally include work programs alongside academic programs. There are 10 work colleges in the country today:

- Alice Lloyd College in Pippa Passes, Kentucky
- Bethany Global University in Bloomington, Minnesota
- Berea College in Berea, Kentucky
- Blackburn College in Carlinville, Illinois
- College of the Ozarks in Point Lookout, Missouri
- Ecclesia College in Springdale, Arkansas
- Kuyper College in Grand Rapids, Michigan
- Paul Quinn College in Dallas, Texas
- Sterling College in Craftsbury Common, Vermont
- Warren Wilson College in Asheville, North Carolina

¹ Grawe projected in 2018 that, starting around 2026, there will be a 15 percent drop in the traditional college-going population. The pandemic accelerated this trend. ACE’s Pulse Point surveys of college presidents during the pandemic revealed that student enrollments were the presidents’ second-highest concern after student mental health. Enrollments were a pressing concern for between 50 and 60 percent of responding college and university presidents.

About the Research Questions and Work Colleges

The research questions driving this report were: Can the work college model work for working learners, who must combine learning with significant earning to support themselves and their families? Can the work college model be expanded or adapted to provide these learners with some sort of learn and earn postsecondary education experience?

Work colleges are unique in that they structure an intentional program of learning, work, and service for their four-year undergraduate students. Residential students at work colleges combine work and learning; however, those students are required to work as part of their academic program. Working learners must also navigate the combination of work and learning, without the additional structure provided by work college programs. Further, the nature of work and learning is evolving to intersect and interact more. The research discussed in this report was conducted to explore whether work colleges—a higher education model that purposefully combines work and learning for all students—have promise for the many students who are already trying to balance work and learning.

The goal of this report is not to encourage colleges to seek work college status; this is a complex undertaking and should not be approached lightly. The intent is to share information and insights into work college models and inspire colleges to consider as part of crafting learn and earn opportunities for students, especially working learners (traditional age and nontraditional age) who must combine learning with significant earning to support themselves and their families. As colleges seek more equitable higher education opportunities for students of color, students from modest economic means, and working students, work college programs should be a source for creative, innovative thinking and programming, as described in the case studies in this report.

Overall, work colleges serve students from low-income backgrounds, many of whom are the first generation in their families to attend college. The high concentration of these students on small campuses creates a special atmosphere of commonality and inclusion. This concentration also means that colleges need to provide higher levels of support to fill in the gaps in college knowledge, financial support, and social capital support, and they must also provide the role models and mentors these students may need. Many work colleges have very high retention rates and good graduation rates, particularly given their student population. With work stipends to students, many work colleges also are able to minimize student debt, which is a significant concern for most active and aspiring college students today.

This report provides case studies on two work colleges that can provide insight on how the work college model might be leveraged to serve working learners: Berea College and Paul Quinn College. Berea College in Berea, Kentucky is one of the oldest work colleges in the country—opening just prior to the beginning of the American Civil War—and has a Non-Traditional Student Program to specifically support older, married, and/or parenting students. Paul Quinn College in Dallas, Texas is one of the newer work colleges, having gained this designation in 2017. It was the first urban work college and is the only one with a Corporate Work Program, in which students work off-campus in corporations and nonprofits as well as on campus. It also is the only work college that is a Historically Black College or University (HBCU).

This report also explores the financial models at work colleges. All 10 work colleges have strikingly different budgets that vary by size of budget, size of endowment, and how the work programs function at each college. For this analysis, the authors added a third work college—Warren Wilson College—to provide a data point between the well-endowed Berea College and the more modestly budgeted Paul Quinn College. There is high variation among the student budgets, i.e., cost of attendance estimates and student financial aid packages, at these colleges, as well. The wide variation demonstrates the flexibility in designing different types of learn and earn programming.

Concluding Takeaways

The work college model has several strong attributes that should be considered as colleges look to adopt more learn and earn programming. There are also some challenges when it comes to applying this model to working adult students.

Strengths of the Work College Model for Traditional Students

The work college model has several strengths that work particularly well for traditional students and could help working learners in a program designed specifically for them. These strengths include:

- The work college model provides free or reduced tuition.
- Students gain valuable professional workplace skills and experience during every year that they are in college and in the work program.
- The concept of work is consistently woven throughout a student's college program.
- Mentorship by college faculty and staff is part of the work college model.
- Work colleges make combining academics and work logistically easier.

Challenges to the Current Work College Model for Serving More Working Adult Students

It would be challenging, but not impossible, for the general work college model and the Corporate Work Program model at Paul Quinn College to inform how all institutions can serve working learners. Challenges to the work college model in serving working learners include:

- The work college model is currently designed as an early career development model more appropriate for younger students with less work experience than working learners.
- The work college model does not intentionally integrate work placements with the academic program as much as it could.
- The current work program models do not provide enough hours or pay for working learners to support themselves and their families.

Key Components of the Work College Model to Note

As colleges consider the work college model or similar learn and earn models, they should note a few key components to this model that should not be overlooked:

- In the work college model, work or labor supervisors are teachers and mentors, not just bosses; these supervisors need training and support for both roles.
- College faculty and staff must be culturally aware and responsive when exploring and designing work programs. Colleges must acknowledge and honor the historical experience different types of students (e.g., Black and Brown students with historical generational experiences of enslavement and indentured servitude) have had with work, and they should design programs appropriately.
- A work or labor program requires substantial staffing and financial systems infrastructure.
- A work or labor program also requires a data system to measure and track nonacademic learning in the work program.

Further Research

The work college model and its growing variations have promising seeds of innovation that could provide a useful learn and earn model for working learners. However, more research and experimentation are necessary. The authors suggest the following as next steps to further understand and explore the work college model for working learners:

- More research on the outcomes and benefits of work colleges across all work colleges
- Deeper research into disaggregated data by age, gender, and race and ethnicity on the work positions of work college students to understand how equitable work college positions are across gender and race
- More research into how learning and earning are and can be more integrated into one experience
- Expanded support for experimentation with external corporate and nonprofit work programs, similar to Paul Quinn College's model

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INTRODUCTION

Higher education institutions are working hard to support student success in today’s dynamic—and even chaotic—environment. The acute challenges of the coronavirus pandemic, such as shutdowns and class cancellations, a rapid pivot to online education, and falling enrollments (Cecil and Melidona 2022), exacerbated the chronic challenges on the horizon that existed prior to the pandemic.² These included declining numbers of traditional students (Grawe 2018); diminishing college affordability; increasing numbers of students attempting to balance academics, work, and family; growing doubt about the value of higher education (Strada Center for Education Consumer Insights 2020); and accelerating student demand for career-building education.³ In addition to these challenges, there is increased focus on the long-overdue need to provide more racially equitable access to higher education, including a large potential market of working adult students or “working learners.” The term working learners was coined by one of the authors of this report (Soares 2009) and championed more recently by Mitchell Stevens and his co-authors of a report to the National Science Foundation arguing for a more scientific approach to studying and addressing the needs of working learners (Stevens et al. 2022).

The American Council on Education estimates that there are 71.7 million potential working learners in the United States. This includes 67.6 million traditional working adults ages 25 to 64 who are in the labor force, but who have not earned an associate degree or higher and are not enrolled in college. It also includes 4.2 million adults ages 18 to 24 who are also in the labor force, are or have been married or have children, have not completed a college degree, and are not enrolled in higher education. Eighty-four percent of the 71.7 million have a high school diploma or its equivalent, or a higher degree. Thirty-six percent have attempted postsecondary education and have some college, but have not earned a degree (U.S. Census Bureau 2019).⁴

Through the haze of pandemic disruptions and recovery and shifting student markets, we are starting to more clearly see a trend that has been emerging over the years: the students of today and tomorrow need something different than the traditional model of higher education. This includes both traditional-aged and older students. For example, one of the surveys in the Strada Education Network’s Public Viewpoint survey series during the height of the coronavirus pandemic focused on 2020 and 2021 high school graduates. The survey found that one-third were “disrupted students,” delaying their educational plans due to the stress and uncertainty of the pandemic and finances (Torpey-Saboe and Leavitt 2021). The survey found that Black and Latino students were more likely to have changed their plans, compared with White students, and their plans shifted to include less expensive and closer-to-home options. Noteworthy to the topic of this report, all survey respondents highly ranked earn and learn as the second highest of the “most helpful items when trying to get more education” (the highest ranked option was “an adviser”) (Torpey-Saboe and Leavitt 2021).⁵

Another Public Viewpoint survey focused on adults and their views on postsecondary education. The survey included adults ages 25 to 44 who did not have a two- or four-year college degree and were seriously considering or planning to enroll in additional education. The COVID-19 crisis has made them more likely to enroll in an education or training program: 42 percent said they are more likely to enroll, versus 21 percent who said they were less likely to enroll due to the crisis (Strada Education Network 2020). However, finances were top of mind for these aspiring adult learners. The percentage of surveyed adults who cited the ability to pay bills and take care of immediate needs as a potential benefit of education doubled from 16 percent in 2019 to 33 percent in 2020 (Strada Education Network 2020).

2 ACE’s Pulse Point surveys of college presidents during the pandemic revealed that student enrollments were the presidents’ second-highest concern after student mental health. Enrollments were a pressing concern for between 50 and 60 percent of responding college and university presidents.

3 Grawe projected in 2018 that starting around 2026 there will be a 15 percent drop in the traditional college-going population. The pandemic accelerated this trend.

4 American Council on Education data analysis, 2019 American Community Survey.

5 The use of “earn and learn” in this sentence reflects the language used in the survey.

This context creates an opportunity for higher education institutions to explore new educational and financial models that meet these challenges and are attractive to new types of students, particularly working learners.

A promising set of models are “learn and earn” programs, such as apprenticeships, paid internships, co-ops, and work colleges, among others. Many postsecondary students and potential students are already working: the National Center for Education Statistics has reported that 81 percent of part time undergraduate students and 43 percent of full-time students worked in 2018 (Hussar et al. 2020). So colleges that facilitate earning while learning—versus prioritizing learning over earning—will better support students to success. One often overlooked learn and earn model is work colleges, which are four-year liberal arts institutions that intentionally include work programs alongside academic programs. There are 10 work colleges in the country today.

The research questions driving this report were: Can the work college model work for working learners, who must combine learning with significant earning to support themselves and their families? Can the work college model be expanded or adapted to provide these learners with some sort of learn and earn postsecondary education experience?

Why Explore the Work College Model for Working Learners?

Work colleges are unique in that they structure an intentional program of learning, work, and service for their four-year undergraduate students. Residential students at work colleges combine work and learning; however, those students are required to work as part of their academic program. Working learners must also navigate the combination of work and learning, without the additional structure provided by work college programs. Further, the nature of work and learning is evolving to intersect and interact more. The research discussed in this report was conducted to explore whether work colleges—a higher education model that purposefully combines work and learning for all students—have promise for the many students who are already trying to balance work and learning.

Our Research Approach and Structure of Report

To answer these questions, the authors conducted a literature review on all work colleges, and the research team analyzed quantitative data available on these colleges. The research team selected two work colleges that could provide insight into the research question: Berea College and Paul Quinn College. This report includes short case studies on each, focusing on their work programs and any special focus on or support they provide for adult students, particularly those who must earn enough to support themselves and their families while they are enrolled in college.

Berea College in Berea, Kentucky is one of the oldest work colleges in the country—opening just prior to the beginning of the American Civil War—and its Non-Traditional Student Program specifically supports older, married, and/or parenting students.⁶ The authors were interested in what could be learned from the intersection of a work program with Berea’s Non-Traditional Student Program. Paul Quinn College in Dallas, Texas is one of the newer work colleges, having gained this designation in 2017. It was the first urban work college and is notable for its Corporate Work Program, the only college with this type of program in which students work off-campus as well as on campus. It is the only work college that is also an HBCU.

To understand how the work college model supports—or could support—working learners, the research team looked deeply into the operations of the two colleges. In the fall of 2021, the authors interviewed 12 faculty and staff at Berea College and seven at Paul Quinn College (including two external employer partners). The authors also conducted one focus group of students at each college. All interviews and focus groups were conducted virtually. Faculty and staff at each

⁶ Berea College was founded in 1855. The Labor Program started in 1859 and was formalized in 1906.

college reviewed a draft of this report and are listed in the report's acknowledgments. A group of subject matter experts convened by the American Council on Education, also listed in the acknowledgments, has provided helpful guidance and input on the research questions, data analysis, and the final report.

Following the two case studies in this report is a section on the financial models at work colleges. For this analysis, the authors added a third work college—Warren Wilson College—to provide a data point between the well-endowed Berea College and the more modestly budgeted Paul Quinn College. Chief financial officers at each of the three colleges and the student financial aid director of Berea College were interviewed for this section, provided financial information to the authors, and reviewed a draft of this section of the report. This section spotlights the financial models of the colleges, as well as the financial models for work college students, including their additional work program income.

The concluding section of this report shares takeaways from the research. It also highlights some essential aspects of work programs that should not be overlooked as institutions consider the work college model. The authors also propose further research on the concept of the work college model for working learners.

The purpose of this report is not to encourage colleges to seek work college status. This is a complex undertaking and should not be approached lightly. The purpose is rather to share information and insights into work college models and inspire colleges to consider this information as part of crafting learn and earn opportunities for students, especially working learners (traditional age and nontraditional age) who must combine learning with significant earning to support themselves and their families. As colleges seek more equitable higher education opportunities for students of color, students from modest economic means, and working students, work college programs should be a source for creative, innovative thinking and programming—as described in the case studies discussed within this report.



SECTION ONE: BRIEF PRIMER ON WORK COLLEGES AND THE WORK COLLEGE MODEL

Work colleges are approved by the U.S. Department of Education if they meet criteria outlined in a special definition in the Federal Work-Study Program section of the Higher Education Act (HEA) of 1965, as amended. The work college designation first appeared in the federal HEA in 1992, making 2022 the 30th anniversary of federally recognized work colleges.

These colleges must be four-year, degree-granting institutions and can be public or private nonprofits. Their mission must include some sort of focus on providing students with work, learning, and service opportunities. All residential students and at least half of all full-time students must participate in a work-learning-service program that meets the requirements in the HEA special definition, as follows:

- (a) Work-college: An eligible institution that—
 - (1) Is a public or private nonprofit, four-year, degree-granting institution with a commitment to community service;
 - (2) Has operated a comprehensive work-learning-service program for at least two years;
 - (3) Requires resident students, including at least one-half of all students who are enrolled on a full-time basis, to participate in a comprehensive work-learning-service program for at least five hours each week, or at least 80 hours during each period of enrollment, except summer school, unless the student is engaged in an institutionally organized or approved study abroad or externship program; and

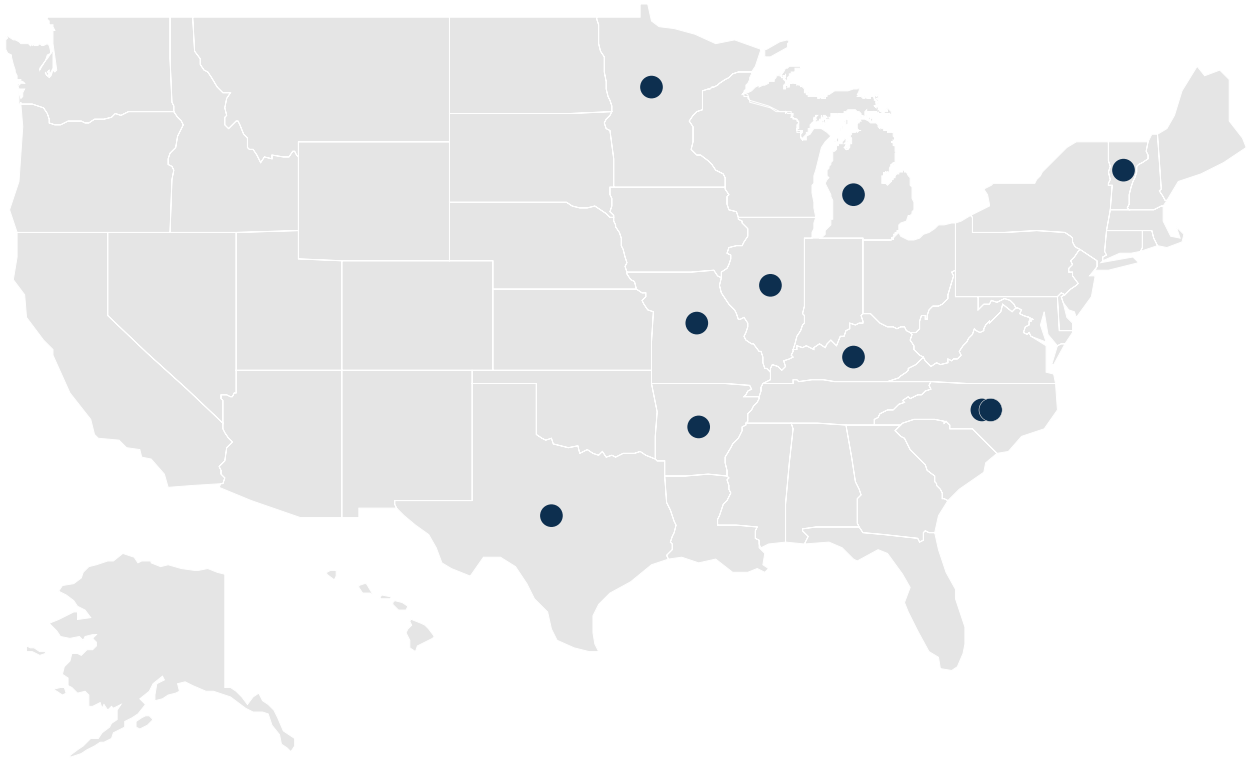
- (4) Provides students participating in the comprehensive work-learning-service program with the opportunity to contribute to their education and to the welfare of the community as a whole.
- (b) Comprehensive student work-learning-service program: A student work-learning-service program that—
- (1) Is an integral and stated part of the institution's educational philosophy and program;
 - (2) Requires participation of all resident students for enrollment and graduation;
 - (3) Includes learning objectives, evaluation, and a record of work performance as part of the student's college record;
 - (4) Provides programmatic leadership by college personnel at levels comparable to traditional academic programs;
 - (5) Recognizes the educational role of work-learning-service supervisors; and
 - (6) Includes consequences for nonperformance or failure in the work-learning-service program similar to the consequences for failure in the regular academic program (Office of the Federal Register 1994).

Historically, and still at most work colleges, work program learners work on campus supporting the operations of the college in exchange for free or reduced tuition. A work college work program is different from the Federal Work-Study (FWS) Program in several ways. First, a work program is a specific program at a designated work college, whereas FWS is available to a variety of colleges. All residential students must participate in a work program at a work college, but only financially eligible students are allowed to participate in FWS. In the FWS program, work study aid is awarded to the student, and most often there is only minimal assistance in finding FWS employment on campus (and in some cases, off-campus). At a work college, the work program is an intentional part of a student's schedule and learning, so the college provides considerable support to students in accessing employment. It should be noted that work college learners often receive both a work college grant and FWS funding, as discussed in section four, which discusses financial models.

The 10 currently approved work colleges, shown in figure 1, are:

- Alice Lloyd College in Pippa Passes, Kentucky
- Bethany Global University in Bloomington, Minnesota
- Berea College in Berea, Kentucky
- Blackburn College in Carlinville, Illinois
- College of the Ozarks in Point Lookout, Missouri
- Ecclesia College in Springdale, Arkansas
- Kuyper College in Grand Rapids, Michigan
- Paul Quinn College in Dallas, Texas
- Sterling College in Craftsbury Common, Vermont
- Warren Wilson College in Asheville, North Carolina

FIGURE 1. CURRENT WORK COLLEGES, 2022



Most work colleges have been located in rural areas; however, Bethany Global University, Paul Quinn College, and Kuyper College are located in urban and suburban areas and have broken that mold. Most of the work colleges have a Christian foundation and include some study of religion in the core curriculum. Several work colleges are primarily missionary education institutions.

Most of the work colleges provide on-campus work program opportunities for learners; this model stems from the original formulation of the work college in the late 1800s, which aimed to provide affordable college education for students from modest means and formerly enslaved persons by creating an opportunity to work in exchange for education. However, Paul Quinn College and Kuyper College are emerging as urban work colleges that provide off-campus work opportunities for students. All work colleges continue the primary mission of serving students from modest economic means and providing quality affordable education to these students.

Some work colleges also have a strong commitment to racial equity and opportunity. As mentioned previously, Paul Quinn College is the only HBCU work college. As an HBCU, Paul Quinn College provides its students with knowledge, insights, culture, and supports they would not get at predominantly White institutions. As a corporate work college model, it connects Black and Latino students to well-paid professional corporate and nonprofit jobs to which these students typically lack access. The combination of HBCU status and the corporate work college model provides a powerful combination for students who have not been served well in higher education to thrive.

At Berea College, the Great Commitments guide living, learning, and working for its community, and two of those commitments promote racial equity and opportunity: “to provide an educational opportunity for students of all races, primarily from Appalachia, who have great promise and limited economic resources” and “to assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites as a foundation for building community among all peoples of the earth” (Berea College 2022).⁷ The demographic data on the college’s student body, shared in table 2, demonstrates how Berea College embodies these commitments.

Beyond the work college designation and these mission-driven commonalities, work colleges are all very different in how they structure, fund, and operate their work programs. They also differ by size, student demographics, and outcomes, as the following data tables illustrate.

Work colleges receive a small amount of extra funding from the federal government. Congress allocated \$10.136 million for all 10 federally approved work colleges in fiscal year 2021–22. The work college application is competitive, so each college receives different amounts approved by the U.S. Department of Education. Overall, none of the work colleges receive enough additional funding to support the extra work of being a work college, as described in section four. Additionally, each college must match the federal work college allocation dollar for dollar.

The federal funding for the work colleges is allocated to the Work Colleges Consortium (WCC). This consortium directs funding to each work college and assists the colleges with federal reporting requirements, which are quite extensive. The WCC also: “(a) conducts research across the institutions to help assess student work-learning and service outcomes; (b) shares best practices; and (c) supports ongoing activities among the colleges in the areas of work-learning-service” (Work Colleges Consortium 2020b).

The data tables on the following pages provide a quantitative snapshot of the nine work colleges that were approved as of 2020, the latest available data across most of the colleges. Kuyper College in Grand Rapids, Michigan became a work college in 2021 (Kuyper College 2021) and therefore is not included. Readers might note the small enrollments at these colleges. The largest work colleges are Berea College and the College of the Ozarks, at around 1,400 students each. Work college students are mostly traditional students (young, not married, no children, and not working outside of their work college positions). Some institutions have a significant percentage of first-generation students.

Most work colleges are predominantly White institutions—the exceptions are Paul Quinn College, Berea College, and Ecclesia College. The retention and graduation rates vary dramatically. The authors urge readers to compare these rates not against the average higher education institution, but rather, against other higher education institutions serving students from similar demographics, i.e., low-income (see the high percentages in the table of work college students qualifying for federal aid, including Pell Grants), often first-generation college students from underserved communities. The average net price at work colleges varies considerably, and this point is further elaborated on in the financial models section of this report. Finally, since these data are from the fall of 2020, in the middle of the pandemic, they should be read with some caution.

⁷ See Berea College’s mission for more information.

Quick Take on Work College Data

Overall, work colleges serve students from low-income backgrounds, many of whom are the first generation in their families to attend college. The high concentration of these students on small campuses creates a special atmosphere of commonality and inclusion. This concentration also means that colleges need to provide higher levels of support to fill in the gaps in college knowledge, financial support, and social capital support, and provide role models and mentors these students may need. Many work colleges have very high retention rates and good graduation rates, particularly given their student population. With work stipends to students, many work colleges also are able to minimize student debt, which is a significant concern for most active and aspiring college students today.

TABLE 1. WORK COLLEGE DATA—ENROLLMENT: 2019–20

	Alice Lloyd College	Berea College	Bethany Global University	Blackburn College	College of the Ozarks	Ecclesia College	Paul Quinn College	Sterling College	Warren Wilson College
Total Number of Students Enrolled	569	1,432	339	516	1,489	193	468	139	703
Nontraditional Students^a	3%	4%	11%	6%	2%	15%	15%	20%	6%
First-Generation Students^b	70%	58%	-	31%	-	-	-	21%	20% ^c

Source: (NCES 2020a), analysis by user

Notes: ^a Fall 2019 data displayed (reporting these data was optional for fall 2020). | ^b Data in this row is from the Work Colleges Consortium. | ^c Data was self-reported by Warren Wilson College. This percentage increased to 40 percent in the fall of 2020, based on data collected through the college’s Beginning College Survey of Student Engagement (BCSSE). The increase is likely due to Warren Wilson College launching its North Carolina Free Tuition Plan and Milepost One scholarships in 2018 specifically to attract in-state students from modest economic means.

TABLE 2. WORK COLLEGE DATA—DEMOGRAPHICS, BY PERCENT OF ENROLLED STUDENTS: 2019–20

	Alice Lloyd College	Berea College	Bethany Global University	Blackburn College	College of the Ozarks	Ecclesia College	Paul Quinn College	Sterling College	Warren Wilson College
American Indian	0%	0%	0%	1%	1%	3%	0%	0%	1%
Asian	0%	3%	0%	1%	1%	3%	0%	4%	2%
Black	4%	18%	4%	9%	1%	12%	75%	1%	6%
Hispanic	1%	14%	0%	7%	4%	25%	22%	2%	6%
Multiracial	0%	9%	3%	3%	3%	2%	0%	2%	4%
Pacific Islander	0%	0%	0%	0%	0%	1%	0%	0%	0%
Unknown	1%	1%	17%	6%	3%	0%	0%	14%	2%
White	93%	50%	70%	72%	86%	51%	1%	71%	77%
Nonresident	1%	6%	5%	1%	2%	4%	1%	5%	3%

Source: (NCES 2020a), analysis by user

TABLE 3. WORK COLLEGE DATA—OUTCOMES: 2019–20

	Alice Lloyd College	Berea College	Bethany Global University ^c	Blackburn College	College of the Ozarks	Ecclesia College	Paul Quinn College	Sterling College	Warren Wilson College
Retention Rates^a	65%	87%	64%	69%	80%	44%	56%	71%	57%
Six-Year Graduation Rate^b	100%	63%	33%	52%	66%	10%	20%	44%	52%

Source: (NCES 2020a), analysis by user

Notes: ^a Retention rates—first- to second-year retention rates of first-time, degree-seeking, full-time undergraduates. | ^b Graduation rates of full-time, degree/certificate-seeking undergrads within 150 percent of normal time. | ^c Institutions that revised cohort enrollment downwards, which increased reported graduation rates.

TABLE 4. WORK COLLEGE DATA—FINANCIAL INFORMATION: 2019–20

	Alice Lloyd College	Berea College	Bethany Global University	Blackburn College	College of the Ozarks	Ecclesia College	Paul Quinn College	Sterling College	Warren Wilson College
Average Net Price	\$15,196	\$4,938	\$21,169	\$15,603	\$7,505	\$16,336	\$14,237	\$17,685	\$25,718

Source: (NCES 2020b), analysis by user

TABLE 5. WORK COLLEGE DATA—UNDERGRADUATE STUDENTS RECEIVING AID, BY PERCENT AND AVERAGE AMOUNT: 2019–20

	Alice Lloyd College	Berea College	Bethany Global University	Blackburn College	College of the Ozarks	Ecclesia College	Paul Quinn College	Sterling College	Warren Wilson College
Grants or Scholarship Aid^a	96% (\$10,576)	100% (\$47,514)	98% (\$14,224)	99% (\$16,619)	100% (\$24,303)	97% (10,615)	98% (\$5,682)	82% (\$30,434)	99% (\$25,036)
Pell Grants	54% (\$4,675)	84% (\$5,332)	45% (\$5,206)	61% (\$4,916)	50% (\$4,200)	55% (\$5,298)	79% (\$5,363)	40% (\$4,949)	40% (\$4,556)
Federal Student Loans	55% (\$4,821)	18% (\$2,199)	49% (\$6,713)	85% (\$5,907)	0%	61% (\$6,101)	80% (\$9,116)	49% (\$6,145)	60% (\$6,150)

Source: (NCES 2020b), analysis by user

Notes: ^a Grant or scholarship aid from the federal government, state or local government, the institution, and other sources known to the institution, excluding federal student loans.

TABLE 6. WORK COLLEGE DATA—UNDERGRADUATE STUDENT DEBT: 2019–20

	Alice Lloyd College	Berea College	Bethany Global University	Black-burn College	College of the Ozarks	Ecclesia College	Paul Quinn College	Sterling College	Warren Wilson College
Average Debt of Graduates (2019–20)^a	\$19,068	\$1,939	-	\$24,654	\$0	-	\$20,611 ^a	-	-
Graduating Students Who Have Borrowed (Any Loan Type, 2020)^b	69%	59%	-	92%	0%	-	71%	-	78%
Median Total Debt After Graduation^c	\$16,908	\$3,700	\$12,000	\$24,001	-	\$14,109	\$20,499 ^d	-	\$25,000

Sources: ^a (TICAS 2020) | ^b (U.S. News & World Report, n.d.) | ^c (U.S. Department of Education 2022)

Notes: ^dData self-reported by Paul Quinn College. The student-debt levels include transfer students who used up Pell Grant eligibility at previous institutions and had to borrow more at Paul Quinn College.



SECTION TWO: CASE STUDY ON BEREA COLLEGE AND ITS NON-TRADITIONAL STUDENT PROGRAM

For 25 years, Berea College has had an intentional focus on nontraditional students, particularly student parents. The authors of this report were interested in what might be learned from Berea College's Non-Traditional Student Program to inform the research question on applying the work college model for working learners. The quick answer is: if a college can assemble an adequate level of support for adult students (including student parents) that is equitable to the support they provide for more traditional students, the work college model can be very effective. However, this assumes that, like more traditional college students, the adult student is willing to live in extremely modest financial circumstances while in college. More details are provided in the following case study and in the conclusion and takeaway sections at the end of this report.

History

The seeds of Berea College were planted in 1855 by Reverend John G. Fee, who built a one-room antislavery church and school in the Appalachian region of Kentucky that he named Berea. The American Civil War disrupted the effort, but Fee and his followers returned in 1865. Enrollment in the college's first academic year, 1866–67, totaled 187 students—96 Black students and 91 Whites—making Berea the first interracial college in the South. The equal proportion of enrollment between Black and White students continued until 1904, when the Kentucky Legislature passed the Day Law, which prohibited education of black and white students together. This law was subsequently changed in 1950.

The Labor Program at Berea started in 1859 and became a formal part of every student's educational experience in 1906. The financial model was radically different from traditional colleges at that time and even today—in exchange for reduced tuition, students worked to support the functioning of the college. They grew and prepared food for their fellow students and teachers. They built the buildings, maintained the grounds, and ran the farm. They operated the laundry, dairy, and creamery, among other essential functions for the college. The college sought to dignify manual labor by connecting it to earning an education.

Berea College and Students Today

Berea College today aims to enroll high-potential students from low-income backgrounds, especially from the Appalachian region. Faculty and staff interviewed for this case study described the students as high-achieving, intelligent, hardworking, motivated, and resilient. Most of Berea College's students have faced considerable adversity in their lives, including poverty, abuse, racism, class oppression, poor secondary education, and drug and alcohol addiction. They have experienced trauma and its effects. Many are the first generation in their families to attend college and need guidance on navigating the college experience. Sylvia Asante, the recently retired Berea College dean of labor, describes students in this way: "The average student is an excellent student, someone who needed the opportunity that probably they wouldn't have gotten somewhere else. We cater to these students, we mentor them, we train them and prepare them for a life that maybe they wouldn't have had, had they not come to Berea."⁸

Berea College has a "no-tuition promise," meaning that students' tuition is completely covered by scholarships and grants. Students work in exchange for about 20 percent of their tuition; the other 80 percent is mostly covered by the endowment, coupled with annual fund gifts as well as federal, state, and local grants. This no-tuition promise uniquely enables students from low-income backgrounds to access a liberal arts education at a small private college. Students in the focus group convened by this report's research team indicated the no-tuition promise played a significant role in their choice to attend Berea, as well as the history, prestige, and rigorous reputation of the college. In a focus group, one student shared that "the free tuition promise played a big part, and also . . . the ethical history of Berea and its history in social justice work," and another said, "Berea is a college, a serious school."⁹

Network of Supports and College Culture

Berea College's Great Commitments are the foundation of the Berea College mission of creating a "moral framework." Berea College commits itself "to provid[ing] an educational opportunity for students of all races, primarily from Appalachia, who have great promise and limited economic resources." Among the eight commitments are the values of work, kinship, sustainability, and gender equality. These commitments drive the culture, programs, and systems of Berea College (Berea College 2022).¹⁰

As soon as students arrive on campus, the college supports its first-year and first-generation students with programs, policies, and offices dedicated to their success. Among these supports is the Office of Student Success and Transition, which supports summer initiatives, initiatives focused on male student success, and support such as the Berea Bridge program and Strategies for Academic Success course. The FRESH Start (First-year Residential Experience Supporting Health) program is composed of two courses taken over the course of one year on eight dimensions of wellness. The college also supports a student group of first-generation students on campus.

Throughout their journey at Berea College, students are supported in many facets of wellness and health. Berea College Counseling Services and the Campus Christian Center (CCC) support student mental health through individual and group services. Interviewed students and staff noted the positive impact of the CCC student chaplains "who confidentially can support our students if they just need to talk to someone and they don't feel comfortable talking to someone they deem as a faculty or staff member."¹¹ The college partners with a local clinic to provide health care for students.

There are eight centers to support a variety of students and their needs and many groups to support students from different racial and ethnic backgrounds (e.g., Espacio Cultural Latinx), gender identities (e.g., Sisterhood of Queens United Among Diasporas (S.Q.U.A.D.)) and religious beliefs. The Office of Internships and Career Development and the Office of Student Success and Transition support students as they navigate to graduation.

8 Interview with Sylvia Asante, dean of labor, Berea College, November 12, 2021.

9 Berea College students, focus group, November 18, 2021.

10 See Berea College's mission for more information.

11 Interview with Brittany "Bee" Lakes, social media manager, marketing and communications, Berea College, December 10, 2021.

As students reach the end of their time at Berea College, they have the opportunity to participate in a new pilot program that supports them as they move on to the next phase of their lives. “Bridge Out is for graduating seniors, where they get the opportunity to have the experience to live in an apartment, pay bills, before they go out into the world of work.”¹²

Berea prides itself on being collaborative and centralized in order to be radically inclusive and transformative for students. Its small size helps to facilitate collaboration and coordination of student supports. One student focus group participant provided this example: “Academic advisers work closely with our internships office and our career development to help with those placements and working with the Bridge Out program so that writing recommendation letters for positions or for graduate school is pretty much automatic.”¹³

The college endeavors to be integrated and holistic in supporting students and this draws students to the college. As one nontraditional student recalled: “Because everything was so intertwined and interconnected, I was like, ‘That will provide me with a lot more security and stability versus going to another school, with my kids going to daycare somewhere else, and then working somewhere else on top of that.’ Just the centralization of everything is what made me come here.”¹⁴ For all students, the adviser—with a maximum of 10 students each—is the hub of support for students. Students meet a minimum of three times per semester with their advisers, but often the contact is more frequent. All advisers rotate teaching a mandatory first-semester course called GSTR 110: Writing Seminar I—Critical Thinking and the Liberal Arts. According to the Berea College website, “This course is designed to help students with transitions from their past experiences to the challenges of college academic life and culture, also emphasizing writing, reasoning, and learning as foundations or continuing academic success in General Education and beyond” (Berea College, n.d.).

Students also can be mentored by their labor supervisor in the Work Program and can connect with a variety of mentors and supportive adults across the various student life groups and centers. Nontraditional students benefit from having their education, housing, work, and childcare all located on one small campus.

Berea College is committed to being radically inclusive by welcoming a wide diversity of cultural, financial backgrounds, and belief systems. As Asante recalled, “there’s a student on this campus that fits [any] demographic.”¹⁵ This means that students at Berea consistently have the opportunity to connect with other students in their classes, in their labor position, or social and cultural organizations and “have those meaningful conversations, that otherwise you may not get in your smaller circles back at home, because you’re around people that look like you.”¹⁶ This interaction in class, on the job, and in more social situations “unlocks their potential” and is transformational for these students who come from “inadequate high school experiences, multiple adverse childhood experiences, but leave on par with any other graduate across the country.”¹⁷

12 Berea College student, focus group, November 18, 2021.

13 Berea College student, focus group, November 18, 2021.

14 Berea College student, focus group, November 18, 2021.

15 Interview with Sylvia Asante, dean of labor, Berea College, November 12, 2021.

16 Interview with Sharonda Steele, Ecovillage and SENS house manager, Berea College, November 15, 2021.

17 Interview with Matthew Saderholm, dean of faculty, Berea College, November 15, 2021.

Berea College's Labor Program

When we get that research data back from employers, we do hear that Berea students are uniquely prepared to immediately begin their careers in whatever field that they're in, because they have essentially a four-year internship to learn and take on skills and tasks and projects that they find valuable. —Brittany Ash, Associate Dean of Labor, Berea College

All residential students are required to participate in the Labor Program. The Labor Program Office maintains an extensive website that includes everything students, supervisors, and those interested in the model need to know about the program.¹⁸ Of particular interest are the comprehensive Workplace Expectations and Learning Goals and Expected Outcomes of students in the Labor Program.

Each student in the Labor Program earns a labor grant work scholarship that offsets a portion of their tuition (currently \$9,000; the rest of their tuition is paid with federal, state, local, or college grants, as described in section four).¹⁹ Students also earn wage income through the Labor Program to cover personal and other educational costs. Wage income equates to about \$1,100 to \$1,600 per semester for personal costs. The Labor Grant work scholarship and the wage income earned during the semester are considered a scholarship payment for tax purposes. Students also can work full time during college breaks to supplement the semester income (i.e., Thanksgiving, Christmas, spring break, and summer vacation). This income is considered as regular earnings and is taxed.

Labor Program students are required to work a minimum of 10 hours per week or 160 hours per semester. Some students can work up to 20 hours per week during the semester with special permission, such as student managers, who are typically students in their third or fourth year.

All labor students are employed by Berea College and work for the college in some capacity. Students are placed in their labor positions by the college during their first year based on their résumé. In some cases, a labor supervisor might send a student an interest inventory to better understand their interests and academic goals. Many first-year students work in dining and facilities. Starting with their second year, students can apply to work in positions of their choice. The Labor Program Office posts open positions and hosts a job fair in which departments can recruit students. Every department at the college has open positions.

About one-third of labor students work in education and general positions, which include teaching assistants, administrative jobs, and student media, among others. Sixteen percent work in student services, serving as residence hall staff, student chaplains, and in student athletics, and 14 percent work in auxiliary, including dining services, facilities staff in the residence halls, and working in the Ecovillage where adult students live. Berea is well-known for its craft departments as well. Students can learn to weave, make handmade brooms, develop woodworking skills, or make ceramics. These craft items are sold to the public, and the income is general revenue for the college (Berea College 2021).²⁰

The Labor Program complements students' academic programs and helps them learn professional skills and behaviors applicable to most jobs and careers. Students have some agency in how much of a connection to make between their academic program and their labor position. For example, the authors spoke with one student who is majoring in English and works as a news writer for the student newspaper. This student has been allowed a small second labor position to work with an English faculty member to teach one of their classes. This is directly in line with the student's career goal to earn a PhD and become an English professor.

18 See the Berea College Labor Program Office website for more information.

19 The vast majority of Berea College students are residential. There are few students who do not live on campus and, therefore, are not required to participate in the program.

20 See the Berea College Student Craft Catalog for more information.

Other students choose labor positions that are not necessarily a direct match to their career goals, but that still provide relevant valuable learning opportunities. For example, one IT major works in the marketing department creating content for social media because he is good at this type of work and because understanding how to market content to various audiences is a useful skill in almost any occupation. A pre-med student realized that honing fine motor skills in the weaving department would be useful for a future career as a surgeon.

Students tend to have a mix of positions during their years at Berea College. A 2018 report by the Berea College Office of Institutional Research and Assessment surveyed a panel of alumni about their labor positions, categorizing them into three types. Alumni had multiple labor positions during their time at Berea College, so they could select more than one answer when reflecting on their experience. Seventy-five percent of students said at least one of their positions was related to their future career interests. Fifty percent said at least one of their positions was not related. Fifty percent said at least one of their positions was not related to their future careers, but related to their personal interests. Alumni indicated significant contributions of the Labor Program to their personal and professional growth, with little differentiation across the three categories of labor positions.

The Berea College Labor Program Council and Labor Program Office staff are working to create career pathway maps to help students identify labor positions that would help prepare them for their intended careers. Berea is looking at “more intentional ways to structure our jobs and the program from start to finish, where it aligns more closely with our academic programming for each student.”²¹ To do this, staff work with career development services to restructure job descriptions and also collaborate with academic departments to create “curriculum plans” for different career pathways.

The Labor Program provides many benefits to students that are not found in regular part-time employment for students in non-work colleges. First, work colleges intentionally schedule and account for the time students spend working. According to one student focus group participant who had attended other colleges before Berea College, “I like that you’re guaranteed a job here and that the college knows you work and are a student. Other [employers] may know you’re a student, but they might not really apply that” to your hours or scheduling.²²

Second, the Labor Program positions provide frequent informal learning opportunities for students to learn valuable general professional skills. Marsha Elliott, office manager of the Campus Christian Center (CCC), described how her labor students learn skills such as event planning, project management, budgeting, cash management and accounting, and other administrative organizational skills. While they may or may not see the value of these skills “in the moment,” she said that students “come back and say, ‘Hey, thank you for teaching me that or turning me onto this when I was working at the CCC.’”²³

Third, labor supervisors often become mentors to students because they have more contact with the students each week in their labor positions than do faculty or other staff. “I have a much stronger relationship with my students now than I ever did when I was a faculty member [at another college],” indicated Erin R. Miller, head of weaving, who supervised 19 students in the fall of 2021.²⁴

Berea College also supports students through professional development. For example, the Office of Internships and Career Development offers two courses: Enhancing Your Career Readiness and Transitioning to Graduate School. The college also provides trips to professional conferences. Students can seek out opportunities and submit a proposal to the Labor Program Office to attend a conference of their choosing. All departments on campus offer some type of professional development to the campus community.²⁵

21 Interview with Brittany Ash, associate dean of labor, Berea College, November 21, 2021.

22 Berea College student, focus group, November 18, 2021.

23 Interview with Marsha Elliott, office manager, Campus Christian Center, Berea College, December 10, 2021.

24 Interview with Erin Miller, head of weaving, Berea College, December 13, 2021.

25 Interview with Brittany Ash, associate dean of labor, Berea College, November 12, 2021.

Labor Supervision and Assessment

Labor supervisors manage the student workers and can be either college faculty or staff. They generally manage one to five students, but some high-production areas such as dining, facilities and crafts departments like weaving have more student workers.²⁶ Labor supervisors provide not only another avenue of learning for students, but also mentorship, especially since most supervisors spend three to four times the number of hours with each student each week compared with their professors, possibly over three or four years.

Students are assessed by their labor supervisor at the end of each semester through a standardized assessment form, the Student Labor Evaluation. The evaluation focuses on seven core areas including: attendance, accountability, teamwork, initiative, respect, learning, and position specific (based on individual departmental position descriptions). The evaluation results are shared with the students and cumulative ratings are shared on a Labor Transcript, which is a separate document from the student's academic transcript (see figure 2).²⁷ The student chooses how to use the Labor Transcript in their future education and career paths.

Students assess their labor supervisors at the end of the year. The evaluation results are not shared with the supervisor due to the difficulty of protecting student anonymity when supervisors manage a small number of students. In the last few years, the college has begun to provide orientation training to labor supervisors when they step into the position initially. Voluntary trainings are subsequently available as are informal conversation opportunities among the supervisors.

FIGURE 2. BERA COLLEGE SAMPLE LABOR TRANSCRIPT

2008-2009 Academic Year		2009-2010 Academic Year		2010-2011 Academic Year	
Department	Supervisor	Position	WLS Level	Hrs/Wk	Departmental Labor Evaluation
FALL TERM Information Systems and Services	William Cullen	Administrative Assistant	1	10	Meets Expectations
SPRING TERM Information Systems and Services	William Cullen	Administrative Assistant	1	10	Meets Expectations
SUMMER TERM Information Systems and Services	John Hastings	Help Desk Consultant I	2	40	Exceeds Expectations
FALL TERM Information Systems and Services Computer Science	Jennifer Bullins Bella Swan	Help Desk Consultant II Teaching Assistant	3 3	10 5	Exceed Expectations Meets Expectation
SPRING TERM Information Systems and Services Computer Science	Jennifer Bullins Bella Swan	Help Desk Consultant III Teaching Assistant	4 3	10 5	Exceed Expectations Meets Expectation
Distinctions: Microsoft Certification, Departmental Labor Award					
SUMMER TERM Information Systems and Services	Jennifer Bullins	Web Designer/Developer	4	40	Exceptional Performance
FALL TERM Information Systems and Services Computer Science	Jennifer Bullins Richard Jones	Web Design Team Lead Research Associate	5 4	10 5	Exceptional Performance Meets Expectation
SPRING TERM Information Systems and Services Computer Science	Jennifer Bullins Richard Jones	Web Design Team Lead Research Associate	5 4	10 5	Exceptional Performance Exceeds Expectation
Distinctions: Student Employee of the Year Award; 1 st Place Danforth Creative Effort Award.					

Office of the Registrar
Berea College
CPO 2168
Berea, KY 40404
859-985-3094

Signature Here
Wanda Burch, Registrar

This officially sealed and signed transcript is printed on blue SCRIP-SAFE® security paper. The official signature of the Registrar is printed in white. A raised seal is not required. Translucent globe icons must be visible from both sides when held toward a light source.

Berea College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and a member of the Work Colleges Consortium.

26 Berea College is well known for its regional crafts programs, which make items such as homemade straw brooms and handwoven textiles. These products harken to the historical roots of the college and are attractive to college donors and supporters.

27 See “What is the Labor Transcript?” for an illustration of the Berea College Labor Transcript, its purpose, and its uses, accessed April 25, 2022.

Berea College's Non-Traditional Student Program

Especially for [students] who may have children, and we say to them, 'Look, if you come, we will make sure that you can prosper, you can move forward in your education.' In many places, if you have a family, you don't have that opportunity but we provide that opportunity to our students. They have this opportunity to continue working towards their education in a way sometimes it's not possible, especially for the parents.—Sylvia Asante, then Dean of Labor, Berea College

Following a study by the college Strategic Planning Council in 1996–97, Berea College launched a bundle of initiatives in the 1997–98 academic year to specifically support nontraditional students, specifically single parents (Berea College Office of Institutional Research and Assessment 2014).²⁸ This was a way for the college to fulfill its mission across more than one generation—the student and their child(ren). The goal was to increase the number of single parents enrolled in the college to 40. In the fall of 2021, there were eight single parents enrolled at Berea College, which was low due to the pandemic. There were 64 nontraditional students enrolled in fall 2021, which represented about 4 percent of the total degree-seeking student body. Prior to the pandemic, the percentage of nontraditional students was closer to 8 to 9 percent, on average, or 130 to 145 students, i.e., in the fall of 2019, there were 131 nontraditional students (8 percent of the degree-seeking student body).²⁹

The 2014 study on nontraditional students reported that these students graduated at significantly higher rates than traditional domestic students: 73 percent within six years versus 59 percent (Berea College Office of Institutional Research and Assessment 2014).³⁰

In aiming to serve more single parents based on the recommendations stemming from the 1996–97 report, the college recognized that these students would need more and different types of supports than traditional students. In response, the college designated a single parent coordinator to support single parents and the program; appointed a financial aid officer to work with single parents and become expert in federal, state, and local supports for these families; expanded the college preschool to a full-day care facility; created an orientation program specific to these students; and increased access to on-campus family housing.

As one student described it in a focus group:

I feel like even moving to Ecovillage, there's more of a community-based culture down here as well. Just, generally, I feel like people here are reaching out to help you in a lot of ways that you don't really get to take advantage of in other schools or other institutions. Like [others] have mentioned too, just having a smaller class size or having other people to reach out to with different programs on campus really means a lot to students who, for the most part, are doing this for the first time on their own.³¹

Today, the package of programs and supports for nontraditional students includes:

- Ecovillage is a housing complex adjacent to campus with 50 townhouse-style apartments reserved for nontraditional students. Students pay rent to Berea College, and utilities such as electric, heat, water and sewer, and cable are separate. Ecovillage is a core component of Berea College's environmental sustainability mission, and residents are expected to participate in associated activities (e.g., composting, planning and participating in sustainability programs).

28 Berea College defines nontraditional students as domestic students who are single parents, married with a child(ren), married with no child(ren), and/or ages 24 or older.

29 Email correspondence with Channell Barbour, vice president of student life, Berea College, March 28, 2022.

30 The six-year graduation rate was 73 percent for single parents, 82 percent for married with children, 82 percent for married with no children, and 50 percent for ages 24 or older.

31 Berea College student, focus group, November 18, 2021.

- Child Development Lab provides childcare and early childhood education for students' children, ages six weeks through five years. It is open from 7:30 a.m. to 5:30 p.m. on Monday through Friday throughout the calendar year. Berea College students are charged \$600 per month for children ages three to six years. They have the flexibility to drop off and pick up their children any time during operating hours.³² Many student parents receive aid through the state of Kentucky's Child Care Assistance Program for Families to help pay for this cost.
- The Non-Traditional Student Center is a house on campus where nontraditional students can gather, cook, do laundry, host and attend events, study, or spend time with their children.
- The Non-Traditional Student Association represents nontraditional students on campus and in student government, organizes events for these students and their families, and provides additional support for nontraditional students.
- Staff and Labor Program students organize workshops and events for nontraditional students that are fun (e.g., pumpkin patch outings) or informative (e.g., FAFSA workshops geared to nontraditional students). They also help these students access outside resources when their earnings and student financial assistance fall short of meeting their expenses (e.g., the Supplemental Nutrition Assistance Program (SNAP) food assistance).

There are currently no plans to grow the size of the nontraditional student body. Berea College's no-tuition promise for all residential students makes it difficult to add any more students—traditional or nontraditional—due to the significant increase in costs for each additional student.

³² Email correspondence with Scott R. Steele, provost and professor of economics, Berea College, March 25, 2022.



SECTION THREE: CASE STUDY ON PAUL QUINN COLLEGE AND ITS URBAN CORPORATE WORK PROGRAM MODEL

Paul Quinn College is the first urban work college, the only HBCU work college, and the only work college with a Corporate Work Program. These innovative expansions of the traditional work college model seem promising for exploring whether and how the model might be applicable for working learners.

About Paul Quinn College

Paul Quinn College is in South Dallas, Texas and is the first urban work college in the country. It is the only work college that is an HBCU and a minority serving institution (MSI). With its urban location, Paul Quinn College has been able to experiment with a new work college model: the Corporate Work Program, in which students work off-campus in corporations and nonprofit organizations. Students fulfill their work program requirements and gain earnings to help pay for their tuition (2021–22 tuition was \$6,960; the total of combined tuition and fees was \$10,692).³³ Although Paul Quinn College serves a small percentage of working adult students, the Corporate Work Program is an interesting model to explore as a learn and earn strategy for these working learners.

³³ The Paul Quinn College Corporate Work Program is somewhat modeled off the Cristo Rey Network's Corporate Work Study Program, created for Cristo Rey's high schools.

History and Background

Paul Quinn College's origin story began in April 1872 as the Connectional High School and Institute founded by a small group of African Methodist Episcopal (AME) preachers (Paul Quinn College 2020). Its original purpose was to educate freed enslaved people and their children. Bishop William Paul Quinn raised funds throughout the South to support the institution. In 1877, the college moved to Waco, Texas and became Waco College, teaching students the vocational trades of the day including blacksmithing, carpentry, tanning, and saddle-working. The college soon grew and adopted more liberal arts curricula that included Latin, mathematics, English, music, and theology.

The college became Paul Quinn College in 1881. It moved to the former campus of Bishop College in Dallas in 1990, and endured ups and downs in enrollment, outcomes, and leadership. Michael J. Sorrell became president in 2007 when “enrollment was down, the financial situation was particularly dire, and the physical campus was ailing” (Pickford 2018). The college has rebounded under his visionary and energetic leadership and his “commitment to being ruthlessly opportunistic.”³⁴ In the fall of 2015, Paul Quinn College implemented a new financial structure, reducing student tuition and fees to enable students to graduate with less than \$10,000 of student loan debt. The Corporate Work Program was a key piece of the new financial model (Work Colleges Consortium 2020a). Paul Quinn College became the ninth work college in the country in 2017.

Sorrell is passionate about expanding the urban work college model to other cities and formed the Urban Work College Network in 2018 with the expansion of the Paul Quinn College Urban Work College Model to Plano, Texas, where students live, work, and study. Since then, Kuyper College in Ann Arbor, Michigan has become an urban work college and has joined the network, as have Martin University in Indianapolis, Indiana and Clinton College in Rock Hill, South Carolina.³⁵

Paul Quinn College Today

Prior to the pandemic, in the fall of 2019, the college enrolled 555 students. Due to COVID-19, there were 385 students enrolled in the fall of 2021.³⁶ Seventy-six percent of the 385 students are Black, seventeen percent are Hispanic, and a small percentage are White. Generally, about 15 percent of the student body are nontraditional students. Around 85 percent of all students are Pell Grant-eligible. Fifty-one percent of full-time students were enrolled in the Work Program, meeting the legal requirement. Only about five percent of the Work Program students are nontraditional.³⁷

The culture of the college encourages student leadership in service to the community. The college's ethos is “WE over me,” brightly painted in its student union and other buildings on campus, meaning “the needs of the community supersede the wants of the individual” (Paul Quinn College 2021) The college is cultivating professional leaders who can advocate for themselves and their communities.

Many of the students who attend Paul Quinn College have an “entrepreneurial mindset.” “Everybody wants to be an entrepreneur. They want to make a difference . . . they come here because there's an opportunity to make your mark, make an impact, and be a part of something larger,” said Ashley Hamilton, director of the Work Program, who continued, “They want to be able to say, ‘I have come from the ground up, and have built this for us.’”³⁸ This notion was reinforced in the student focus group research. Ajai, a junior studying business administration, put it this way: “Paul Quinn College is definitely a powerful experience. On other campuses, I felt as if I was just another number, I was just

34 Interview with Michael J. Sorrell, president, Paul Quinn College, December 21, 2021.

35 Interview with Michael J. Sorrell, president, Paul Quinn College, December 21, 2021. Participation in the Urban Work College Network is distinct from federally recognized work college status.

36 Interview with Kizuwanda Grant, chief administrative officer, Paul Quinn College, November 8, 2021.

37 Interview with Ashley Hamilton, director of the Work Program, Paul Quinn College, November 5, 2021.

38 Interview with Ashley Hamilton, director of the Work Program, Paul Quinn College, November 5, 2021.

in an assembly line. And when I spoke, I felt like I was not being heard or able to make an impact. At Paul Quinn, I feel like my voice is heard and my opinions matter.”³⁹

As an HBCU, Paul Quinn College also teaches students about their history and celebrates their community’s resilience and successes, which further empowers and inspires them. Paul Quinn College goes well beyond overlaying cultural competence onto its education model or infusing some diversity and inclusion components. “Being an HBCU is a bone-deep aspect of the college’s identity . . . it’s part of the DNA of the college,” according to Chris Dowdy, vice president of academic affairs.⁴⁰ One of the three students in the focus group research for this report chose Paul Quinn College because it was an HBCU; she learned about the supportive power of this type of institution from her daughter who had graduated from an HBCU.

A moving example of the HBCU history and culture is the college’s Heritage Bell Ceremony, which is performed during each Summer Bridge Program—a six-week orientation program—and at graduation. The ceremony involves ringing a bell on campus that came from the original plantation upon which Bishop College (later Paul Quinn College) was founded. On the plantation, the bell was rung to call enslaved peoples in for dinner. Now, the bell is rung by free and educated community leaders, saying, “we ring the bell when we’re ready.”⁴¹ This is just one of many examples of Black and Latino histories and resilience baked into the college’s culture.

Paul Quinn College Work Program Model

The college has designed a two-phase Work Program. The first phase looks like all other work college models. During their first and second year, students work on campus. After getting some work experience in a low-stakes, supportive environment, students can apply to the Corporate Work Program and work off-campus for a corporate or nonprofit partner. All work positions are intended to last one year and prepare students for full-time work after graduation. All college classes are delivered on Mondays and Wednesdays, leaving Tuesdays and Thursdays for students to work. They may also work on Friday afternoons after mandatory chapel on Friday mornings (Paul Quinn College is a faith-based college).

Upon entry into the college, students complete new-hire paperwork and record a short video describing themselves and their interests, called their “Quinnite introduction.” This begins to shape where the Work Program staff place each student for their first-year on-campus assignment. Early in the fall semester, Work Program staff host a job fair for on-campus employers and students. After the job fair, on-campus employers and students complete a preference form indicating their preferences for student workers and for jobs, respectively. Work supervisors select students to interview, and the Work Program staff use all this information to assign students to their first work assignments.

Students in on-campus jobs are required to work 150 hours per semester/300 hours per academic year (nine to 10 hours per week, on average). Like other work colleges, on-campus Work Program students work in the cafeteria, facilities, the registrar’s office, the president’s office, enrollment management, financial aid, athletics, student support services, among a wide variety of other departments on campus. Paul Quinn College even has a farm—formerly the football field—where students and staff grow vegetables for the college, the local community (which is in a food desert), and Legends Hospitality at AT&T Stadium, home of the Dallas Cowboys. Paul Quinn College views the first two years of on-campus work as preparation for success in off-campus corporate and nonprofit positions, ensuring that the students are “corporate ready.”

During their third and fourth semesters, students can apply to the Corporate Work Program. It is a competitive process, so they submit a resume and participate in interviews. The placements are paid internships. Students in the Corporate Work Program are required to work 200 hours per semester/400 hours per year (12–13 hours per week, on average). The small number of hours can be a challenge for companies, which have to think carefully and creatively about what types

39 Paul Quinn College student, student focus group, November 19, 2021.

40 Interview with Chris Dowdy, vice president of academic affairs, Paul Quinn College, November 8, 2021.

41 Interview with Ashley Hamilton, director of the Work Program, Paul Quinn College, November 5, 2021.

of work assignments they can provide students that are short and flexible, but also interesting and meaningful. Some interns are hired by companies to work full time in the summer, which provides them with additional income and work experience.

Paul Quinn College has 54 corporate and nonprofit work partners across multiple industries, including:⁴²

- Nonprofit sector, e.g., Dallas Zoo (20 percent)
- Banking and financial services, e.g., JPMorgan Chase & Co. (17 percent)
- Legal, consulting, and professional services, e.g., Carrington Coleman (15 percent)
- Health care, e.g., Children’s Health (8 percent)
- Energy, e.g., Oncor Electric Delivery (8 percent)
- Education, e.g., Dallas Independent School District (8 percent)
- Telecommunications, advertising, and media, e.g., AT&T (7 percent)
- Real estate, e.g., Keller Williams Realty (7 percent)
- Other, e.g., Dallas Leadership Foundation (10 percent)

Thirty percent of the college’s current partners are Fortune 500 companies. Paul Quinn College becomes a vendor for the company or nonprofit organization, providing interns. For-profit corporations pay \$15,000 per intern, and nonprofits pay \$10,000 per intern. The college becomes the employer on record and pays the student part of this fee through hourly earnings, with the other part applied to tuition. Companies have a variety of motivations for participating in the program. For example, Oncor Electric Delivery participates for three main reasons:

1. To be a good corporate citizen
2. To provide meaningful opportunities for students to earn income and contribute to their community
3. To gain access to diverse talent⁴³

“Students’ lives are changed and they can pay it forward to someone else and other family members. We see this as a great opportunity,” said Monsherra Blank, senior talent acquisition and onboarding manager, Oncor Electric Delivery.⁴⁴ Paul Quinn College is just one source of interns for the company, however, which also works with high schools, technical colleges, and other colleges and universities to recruit interns, apprentices, and new hires.

Work placements do not always align exactly with a student’s major, and Paul Quinn College staff encourage students and employers to “think outside the box” on this.⁴⁵ For example, a psychology major could still benefit from working in a financial company and learning about finances for both their personal and professional financial management needs. Cultivating such flexible thinking is an important life skill in and of itself.

However, some students are able to shape an internship that is nearly perfect for their career aspirations. For example, Tartisha is an older student who returned to college 30 years after graduating from high school. She is a community health-care worker and served on the city council in her community for six years. She is a political science major and has aspirations to run for Congress. Her fall 2021 work program internship was with the Workers Defense Project, for which she researched voting patterns and political parties. Tartisha graduated in fall 2021.

42 PowerPoint presentation on the Paul Quinn College (PQC) Corporate Work Program provided by PQC staff on February 24, 2022.

43 Interview with Monsherra Blank, senior talent acquisition and onboarding manager, Oncor Electric Delivery, November 10, 2021.

44 Interview with Monsherra Blank, senior talent acquisition and onboarding manager, Oncor Electric Delivery, November 10, 2021.

45 Interview with Kizuwanda Grant, chief administrative officer, Paul Quinn College, November 8, 2021.

Students in both on-campus and corporate work positions are assessed half-way through the academic year and at the end of the year. The Work Program office provides a survey, based on National Association of Colleges and Employers standards, to supervisors to complete and assign a letter grade to each student, A through F (see the appendix for the survey). A work transcript appears on the student academic transcript. The student's work positions and companies are listed; however, the work program grades are not included in a student's GPA.

Typically, the Work Program staff meet every other week with each supervisor to check in on student performance and progress. These check-ins have been more sporadic in the last year due to the pandemic and staff vacancies in the Work Program office. Informally, information on academic needs surfacing in these check-ins is passed to faculty, who can bolster learning where students may have gaps. For example, if a student wrote an unprofessional memo in their Work Program position, that information can be shared with the English department to increase their focus on professional business writing. Additionally, the Work Program's director of training attends faculty meetings and can share information about academic needs stemming from the Work Program at these meetings. The Work Program staff aim to make this type of information flow more formal.

The college is in the process of creating a supervisor manual for both on-campus and corporate supervisors to provide clarity on the role and program and to consolidate relevant documents. The college also would like to provide management training for on-campus supervisors to help ensure they are providing quality work program opportunities for students. The work program at Paul Quinn College is fairly new and there have been staff transitions and growth, so much of this is a work in progress.

All students participating in the Work Program must also complete at least 25 hours per year of professional development training provided in weekly workshops. The four types of professional development training include:

1. Social and Emotional Learning
 - Self-awareness, self-management, social awareness, relationship skills, and responsible decision making
2. Knowledge and Information Building
 - Career panels, informational interview, stress management, career transitions, and building a personal brand
3. Skill Building
 - Financial literacy, Microsoft Office, JAVA, Python, Canva, and research skills
4. Corporate Social Responsibility
 - Environmental responsibility, ethical responsibility, philanthropic responsibility, and economic responsibility

The training hours are not listed on the academic transcript; however, Paul Quinn College works with students to list them on their resumes. Students can earn certifications in several information technology areas including Microsoft Office Suite, JAVA/Python, and Agile/Scrum, among others.

The college works with their corporate partners to help shape the academic curriculum in some of the majors, particularly business and information technology (IT) degree programs. They seek their advice and input on various aspects. For example, the college is partnering with JP Morgan Chase & Co. to build a computer science curriculum. Additional partners are advising on the latest IT software used in companies and nonprofits to ensure students are learning what they will need in today's workplace (e.g., Java, Agile, Scrum curriculum).

A future vision for the Paul Quinn College Work Program is to provide students opportunities in their third and fourth years to access Work Program internships with corporations in other cities across the nation and possibly even internationally.⁴⁶ The college could rent apartments for a cohort of students, and students could take their courses online or their professors could come to them to teach classes in the corporate office, public library, or whatever space is available. This is similar to Paul Quinn College's expansion to Plano, Texas, where students live in college-leased apartments, work in nearby corporate offices, and take courses in the corporate locations or online.

Additional Key Components of Paul Quinn College

In addition to the unique urban work college model, Paul Quinn College has a key program called the Summer Bridge Program and additional sets of significant supports that facilitate student success.

Summer Bridge Program

All new students must take the six-week Summer Bridge Program, which is designed to prepare them for their college experience. The Summer Bridge Program includes three courses:⁴⁷

- **Introduction to Quinnite Servant Leadership** (three credit hours): “This course is an introduction into the Quinnite community. It will explore the life of a Quinnite Scholar, the history and future of the AME Church, the history of Paul Quinn College, the history of Bishop College and the economics of a Quinnite education. In addition, this course will explore the role of service learning and character in becoming ethical servant leaders. Required General Education Core course.” (Paul Quinn College 2020)
- **Introduction to Christian Ethics** (three credit hours): “This course provides a general framework for studying historical and contemporary Christian ethical beliefs. The course objective is to sharpen critical thinking skills and dimensions of decision making in selected areas and to identify new ways of communicating Christian values in a pluralistic society. Required General Education Core course.” (Paul Quinn College 2020)
- **Career Management: How to Thrive in the Global Marketplace** (three credit hours): “This course will prepare students to successfully engage in the global marketplace by focusing on workforce characteristics, expectations, and competencies. Students will explore personal skills, interests, values, and work experience in connection with employer expectations. Students will develop competence in business communication, critical thinking, problem-solving, and personal and career management.” (Paul Quinn College 2020)

Significant Student Supports

The college intentionally designs programs and supports for the students they aim to serve—primarily Black and Brown students from modest means who are likely the first generation in their family to attend college. The goal is to provide students with “an immersive, wonderful experience” so they are learning and returning the next semester.⁴⁸ Paul Quinn College meets students where they are versus expecting students to be 100 percent college-ready from day one. As President Sorrell has noted, “the intensive wrap-around support services model from HBCUs [was] invented . . . out of necessity given the level of disinvestment in and exploitation of communities of color, especially descendants of enslaved peoples. That should be acknowledged.”⁴⁹

46 Interviews with President Michael J. Sorrell and Ashley Hamilton, director of the Work Program, Paul Quinn College, December 21 and November 11, 2021, respectively.

47 See the Paul Quinn College 2020–2021 College Catalog for more information.

48 Interview with Chris Dowdy, vice president of academic affairs, Paul Quinn College, November 8, 2021.

49 Interview with Michael Sorrell, president, Paul Quinn College, December 21, 2021.

College staff walk students step-by-step through the college enrollment and start-up process. Much of this is done during the Summer Bridge Program, described previously. For example, a staff member from the Registrar's Office walks the students through how to look up their class schedule, read their financial ledger so they understand exactly how they are getting billed, and use the Canvas system to look up and communicate with their instructors. The college also walks students through financial aid, budgeting, and student loan counseling. Everything is clearly described so that students understand precisely how college processes work and what they need to do.

The college's Academic Advising and Retention team provides traditional academic advising, i.e., what classes students should take and when, but also academic coaching, help navigating barriers, and assistance with "making the college process as frictionless and painless as possible so students can focus their mental energy on learning."⁵⁰ Mandy, a sophomore studying liberal arts and psychology, described it this way: "There hasn't been much structure in my life. With Paul Quinn, I feel like I can be safe for a little bit. I don't know how long this is going to last. There's a nice apartment, a good job, things of that sort just being taken care of. It just feels nice after years of so much uncertainty in my life."⁵¹

TRIO programs and Student Support Services are robust campus programs that provide significant support to students, according to students in the focus group research. The college provides a 24-hour tutoring service that students find useful. Since 2015, all course materials have been provided to students free as electronic resources, links to websites, and/or handouts. Students save money by not having to purchase textbooks or supplemental course materials. Paul Quinn College also engages the local community to assist with additional supports, such as providing a clothes closet for students to access professional clothing, and financial literacy workshops, among other types of supports that one would not normally find on a college campus.

Paul Quinn College provides significant student mental health support. The college requires entering first-year students and graduating final-year students to take a mental health screening; this is required of everyone, which avoids singling out students who might not feel comfortable acknowledging mental health needs. The college employs an on-campus nurse, a mental health clinic director, and a mental health counselor. It has a partnership with The University of Texas Southwestern Medical Center in which interns from the Department of Psychiatry provide mental health screenings and supports on campus. The mental health services department is in the student union, where students can easily access services. These are critical supports for students who have experienced toxic stress and trauma from poverty; adverse childhood experiences; racism and chronic microaggressions; and more recently, the disruptions, uncertainties, and health impacts of the COVID-19 pandemic.

Several staff, faculty, and students interviewed for this case study report used the words "community" and "family" to describe the highly supportive culture of Paul Quinn College. As Ashley Hamilton, director of the Work Program, put it, "we know all the students, and they tend to know each other. If someone goes missing for a minute, we check in to make sure they are okay."⁵² Grant described it as, "I've been in higher education for 20 years now, and I can tell you that the level of support that Paul Quinn College puts in place for students is highly 'intrusive' and above and beyond the norm compared with most institutions . . . it's a very family-centered approach."⁵³ The culture of community extends beyond students' time in college. "Our promise to them," stressed Dowdy, "and we say this explicitly, is that 'You're not just getting a degree here, you are getting a network and a community.'"⁵⁴

50 Interview with Chris Dowdy, vice president of academic affairs, Paul Quinn College, November 8, 2021.

Paul Quinn College aims for a one to 100 or one to 150 adviser-to-student ratio to accommodate its high-support model. Advisers are expected to make contact with each student weekly and to meet with each student directly a minimum of three times per semester.

51 Student at Paul Quinn College, student focus group, November 19, 2021.

52 Interview with Ashley Hamilton, director of the Work Program, Paul Quinn College, November 5, 2021. Outside of the disruptions of the COVID-19 pandemic, all student-facing staff at Paul Quinn College meet weekly to compare notes on students and plan collaborative action for any struggling students.

53 Interview with Kizuwanda Grant, chief administrative officer, Paul Quinn College, November 8, 2021

54 Interview with Chris Dowdy, vice president of academic affairs, Paul Quinn College, November 8, 2021.

In February 2022, the college took this family culture one step further with the announcement that it was accepting 400 local high school seniors who were on campus for what they thought was a regular college campus visit. The acceptance also came with acceptance of up to two family members who could take courses through PQCx, the college's credentialing and upskilling continuing education program. As President Sorrell described, the college is not just about educating students but about eradicating intergenerational poverty; educating family members together increases the likelihood of success (Weissman 2022).

Paul Quinn College's Partnership with Guild Education

In the fall of 2020, Paul Quinn College partnered with Guild Education to provide college courses to working adult students. Guild Education manages educational benefit programs for companies across the country, such as Target Corporation, JPMorgan Chase & Co., Discover Financial Services, and Chipotle Mexican Grill, among others. Guild Education partners with colleges to match employees with college courses in their areas of interest. At Paul Quinn College, students can take online courses in the business administration degree program. Working learners may qualify for student financial aid, depending on their income and course load. They also get some level of employer financial support, relevant to the specific employer's educational benefit program. Paul Quinn College is the first HBCU in the Guild Education network.

This is one way Paul Quinn College is expanding college to working adults. This Guild partnership is not connected to the work college aspect of the college. However, it is an important component in Paul Quinn College's value proposition to companies that it can provide the learning that their employees need—whether it is as an intern in the Corporate Work Program, or as an employee taking continuing education or earning a degree while working.



SECTION FOUR: WORK COLLEGE FINANCIAL MODELS

All 10 of the work colleges have strikingly different financial models. They vary by size of budget, size of endowment, and how the work programs function at each college. This section compares the financial models of three different work colleges: Berea College and Paul Quinn College, profiled in the previous sections, and Warren Wilson College.

Berea College is a mature, well-endowed institution with a no-tuition promise for all residential students. Paul Quinn College is a newer work college with a small endowment, low tuition, and a unique arrangement with corporate and nonprofit work program partners. Warren Wilson has been a work college for 30 years and has a limited endowment and high tuition. Together, these three institutions provide a cross-section view of work college financial models.

Budget and Key Expenditures

Table 7 spotlights the size of each college based on the number of students in 2021–22 and the size of the budget. It also highlights the dollar amount and percentage of budget spent on faculty, staff, and benefits, which are common points of comparison across all colleges. The final column lists the dollars and percentage of the budget allocated to student labor in the work program.

TABLE 7. BUDGET AND KEY EXPENDITURES AT THREE WORK COLLEGES, 2021–22

	Number of Students 2021–22 ^a	Size of Budget ^b	Budget per Student, in Dollars	Dollars and Percentage on Faculty, Staff, and Benefits	Dollars and Percentage on Student Labor
Berea College	1,468	\$68.2M	\$46,473	\$40.9M/60%	\$4.6M/6.7%
Paul Quinn College	385	\$18M	\$46,753	\$4.5M/25%	\$1.2M/5%
Warren Wilson College	720	\$29M	\$40,278	\$13.5M/47%	\$1.7/6%

Source: Data from interviews and internal documents provided by interviewees.

Notes: ^a These numbers show fall 2021 enrollment. As with most colleges, fall 2021 enrollments were lower than usual due to the pandemic. Typical enrollment number pre-pandemic are shown in the tables in section one. | ^b Total unrestricted operating budget.

Although the sizes of the student bodies and college budgets vary considerably, the overall budget dollars per student are very close to equal across the colleges. This is even more interesting when comparing the variation in college revenues in Table 8. Berea College spends 60 percent of its budget on faculty and staff salaries, wages, and benefits. Paul Quinn College’s 25 percent of the budget spent on salaries, wages, and benefits is rather low for higher education—the college does not have tenure track faculty or pensions. All full-time faculty at Paul Quinn are employees, generally on 10-month contracts, although several are now on year-round contracts with the college’s expanded educational offerings. About a dozen faculty work full time, and the rest are part-time adjunct who are paid by the number of hours or classes they teach.

Revenue

Table 8 spotlights key sources of revenue across the three colleges in 2021–22. This is not meant to be a comprehensive tally of all revenues; therefore, the dollars do not add up to the total budget amount for each college, and the percentages do not total to 100. The percentages in the table indicate the percentage of the college budget for each type of revenue.

TABLE 8. REVENUES AT THREE WORK COLLEGES, 2021–22

	Tuition and Fee Income	Endowment Earnings	Philanthropy and Other Gifts	Corporate Work Program	Federal Work College Grant
Berea College	\$782k/1.1%	\$40.3M/59%	\$4.7M/6.9%	\$0/0%	\$2.8M/1.5% ^a
Paul Quinn College	\$7.8M/32%	\$227K/.00001%	\$3.2M/13%	\$1M/4%	\$653K/3.6%
Warren Wilson College	\$24.9M/62%	\$666K/2%	\$1.25M/3%	\$0/0%	\$1M/3.4%

Source: Data from interviews and internal documents provided by interviewees.

Note: ^a Berea College applied \$1 million of the federal work college funds to its operating budget and added the remaining amount to the work college reserve.

The first thing to notice is that Berea College has a tiny percentage of its revenue from tuition and fees—the 1.1 percent is all from student fees. Berea College has a no-tuition promise, meaning that students pay no tuition (all tuition is covered by federal, state, or college grants). A significant amount of Berea College’s revenues come from earnings on an endowment that the college has built over 150 years.⁵⁵

The next thing to notice is that Paul Quinn College reaps just 32 percent of its revenues from tuition and fees. In 2015, the college significantly restructured its financial model to substantially reduce tuition and fees (and therefore student debt). The college cut tuition and fees for a full-time, on-campus student from \$23,850 to \$14,275 in 2015–16. Paul Quinn supplemented the lost tuition revenue with philanthropic grants and gifts in the early years, and now the Corporate Work Program earnings paid by external corporate and nonprofit partners are beginning to counterbalance low tuition revenue.

Finally, note that each college receives some amount of federal work college funds. However, this amount of funding is not nearly enough to cover the cost of student labor in each college’s work program (see table 7). Colleges supplement student labor costs with other Federal Work-Study Program funding and a variety of other institutional funds and auxiliary revenue, e.g., retail operations at Berea College.

⁵⁵ Almost half of Berea College’s endowment stems from a policy put in place in 1920, in which all unrestricted bequests to the college must be put into the endowment. These bequests have grown over the last 100-plus years to account for 46 percent of the endowment, according to Jeff Amburgey, vice president for finance, Berea College, interview on November 22, 2021.

The Shifting Financial and Experiential Value of the Work Program at a Work College

The Work Program model emerged before the American Civil War as a way to make college more affordable for students from modest economic means by providing them with an opportunity to work at the college in exchange for tuition. This model has morphed over the decades, however, altering its financial value to work colleges. The manual labor required to run work colleges, such as growing food to serve students, milking cows and churning butter, or building campus buildings, has been replaced by purchasing food from vendors and hiring professionals to provide skilled labor in regulated industries such as the building trades. Student attitudes on these campus positions and their value have also changed.

Many work college students still work in the dining hall and facilities. However, despite the colleges' earnest attempt to stress the dignity of all labor, at some work colleges these jobs feel much less dignified to students than the more professional office jobs in which other students work. This is especially true for Black, Hispanic, and very low-income students with generational histories of enslavement and indentured servitude. Students interviewed in the focus groups for this research said, "My parents didn't bust their butts [working] for me to go to college, as a person of color, to clean toilets," and noted that the "dignity of work" language falls flat.⁵⁶ The authors heard this sentiment in interviews with students and staff at Berea College, Paul Quinn College, and Warren Wilson College; however, not all work colleges have this same challenge.⁵⁷

This evolution and the disparity between types of work has prompted Warren Wilson College to drop many of the manual labor "work crews" in its Work Program in favor of focusing on placing students in professional work program positions to prepare them for professional careers. "We're right in the middle of a pretty major sea change in how we think about work," noted Jay Roberts, provost and dean of the faculty, Warren Wilson College.⁵⁸ This is also one of the reasons why Paul Quinn College developed the Corporate Work Program: "HBCU students always face needing to work, but you cannot sell many on working on a farm or making pottery. That's why we developed the Corporate Work Program—to give our students premiere professional employment opportunities."⁵⁹ Paul Quinn College's HBCU mission to understand and uplift the fraught history of the relationship between Black and Brown peoples and labor in the United States also motivates their focus on professional, career-building work opportunities for their students.

The reduction in manual labor work requirements and opportunities at work colleges coincided with the increase in the professionalization of many positions on campus. For example, today, the work in the Registrar's Office is less about manually typing letters, stuffing envelopes, and filing paperwork and more about running sophisticated software programs to track, manage, and produce student transcripts and other official documents. It is similar in the Financial Aid Office, which requires very knowledgeable and experienced directors and staff to ensure compliance with complicated federal and state financial aid rules while calculating and distributing student aid.

With these evolutions, the Work Program models have morphed from "labor in exchange for tuition" to becoming an additional learning experience for students, in which they learn and practice general professional workplace skills alongside full-time professional staff. This model does not result in a significant reduction in the operational costs of running a campus. In fact, it actually adds to the cost of operating a college. "The whole process of teaching, mentoring that particular student in that particular job . . . there's a lot of time spent there. . . . This would not be how you would run a very efficient workforce because there's a lot of time spent

56 Interview with Jay Roberts, provost and dean of the faculty, Warren Wilson College, December 6, 2021.

57 Interview with Robin Taffler, executive director, Work Colleges Consortium, June 14, 2022. The differences in how work college students experience manual labor is beyond the scope of this paper; more research would be needed to understand the variation in how work college students perceive manual labor and the factors shaping these perceptions and the variation.

58 Interview with Jay Roberts, provost and dean of the faculty, Warren Wilson College, December 6, 2021.

59 Interview with Michael J. Sorrell, president, Paul Quinn College, December 21, 2021.

on training, teaching,” explained Jeff Amburgey, vice president for finance at Berea College.⁶⁰ Add in the annual turnover in work positions that most work college students experience and this model becomes an even less efficient way to run an institution. The value of the Work Program model has shifted from a mostly financial value proposition to additional learning and professional work experience for students.

Student Finances

The three work colleges look considerably different from a student perspective as well. Table 9 highlights the annual tuition and fees students paid at each college in 2021–22. It also lists the amount of tuition offset students receive from their work program labor (basically the amount of tuition each student “works off” in the work program) and the amount of income each student makes from their work program jobs. The table also highlights student debt through the percentage of students graduating with debt and the average amount of debt per graduate.

TABLE 9. STUDENT FINANCES AT THREE WORK COLLEGES, 2021–22

	Annual Tuition	Annual Fees	Work Program Tuition Offset	Annual Work Program Earnings ^a	Average Pell Grant Award ^a	Percentage of Students Graduating with Debt	Average Amount of Debt per Graduate
Berea College	\$0 ^b	\$712	\$9,000	\$2,200–\$3,200	\$4,810	54% ^c	\$4,712 ^d
Paul Quinn College	\$6,960	\$3,712–\$4,600 ^e	on-campus job: \$5,000 corporate job: \$9,000 nonprofit job: \$6,000	corporate job: \$6,000 nonprofit job: \$4,000	\$4,318	65%	\$18,675
Warren Wilson College	\$37,500	\$950–\$1,900 ^f	\$2,172 or \$4,344	<i>all earnings are applied to the tuition offset</i>	\$4,592	93%	\$25,000

Notes: ^a Fall 2021 and spring 2022. | ^b The actual tuition was \$42,900; however, with Berea College’s no-tuition promise, students do not pay any of this out of pocket, as it is covered by federal, state, local, and college grants. | ^c This is the percentage for the class of 2020, which is the latest available data from Berea College. | ^d This is the average for the class of 2020, the latest available data from Berea College. This amount is slightly lower than is typical, as no students engaged in travel abroad programs in the summer of 2020 due to the pandemic. Berea College also received assistance through the Higher Education Emergency Relief Fund, which covered summer expenses, so students did not borrow aid that summer. Email from Theresa Lowder, director of student financial aid, Berea College, March 25, 2022. | ^e Paul Quinn College charges different fee amounts based on whether students live on or off campus; are commuter students or online students; and are enrolled as half-time, three-quarter time, or full-time students. | ^f Annual fees are \$950 for on-campus students and \$1,900 for off-campus students.

⁶⁰ Interview with Jeff Amburgey, vice president for finance, Berea College, November 22, 2021.

Berea College's no-tuition promise is a significant benefit for students. The actual tuition at Berea College is \$42,900; however, the college credits each work program student \$9,000 for their labor on campus toward this tuition cost and supplements students with other federal, state, and college grants. Berea's zero tuition helps keep student debt low. As noted in the revenue section, Paul Quinn College's annual tuition is intentionally quite low. As a result of the 2015 financial restructuring of the college, it has been able to lower the average debt of its graduates by \$30,000.⁶¹

As table 9 shows, there is a considerable range of tuition, fees, work program student tuition offset, work program student earnings, and student debt across these three colleges, indicating that there are many ways to structure a work program financial model. The same is true for student aid packaging. Depending on an individual student's expected family contribution, Pell Grant, and Work Program placement, they could owe money to the college at the end of the semester or year and have to take out loans, or they could receive a refund from the college.

This report is focused on the work college model from the perspective of working adult students; therefore, we highlight the financial experience of nontraditional students at Berea College, with its Non-Traditional Student Program. Berea College establishes a base budget for all students that includes modest amounts for housing, meals, student fees, books and supplies, transportation, and personal costs. The base budget for these costs in 2021–22 was \$11,495.

Nontraditional student parents often have expenses beyond what is reflected in the base budget, including higher rent costs than the dorms, utilities (electric, heat, water/sewer, internet), childcare costs, and the general costs of providing for children. Many of these students are on what Berea College calls an "expanded budget" to include these additional costs. If their costs exceed those estimated in the expanded budget, students can submit an appeal with their actual budget numbers to try to access more aid, which can be public funds, institutional funds, or student loans.

The Non-Traditional Student Program associate helps students in need access public assistance programs such as SNAP food assistance and childcare assistance. The Office of Student Financial Aid assists by providing requisite letters outlining students' costs and aid received. Almost all nontraditional students receive SNAP food assistance. Married couples with children often receive state childcare assistance. Single parents typically leverage these sources of public aid plus either Temporary Assistance for Needy Families (TANF; public cash assistance) or additional assistance from the college.

Accessing public benefits can be tricky, however, because those programs have rules and regulations of their own, and they are particularly strict in a "work-first" state like Kentucky.⁶² For example, the Kentucky TANF program requires recipients to work at least 20 hours per week, which exceeds Berea College's allowable work hours, putting students in a bind. Students who elect to take TANF cash assistance and work 20 hours per week must undergo three separate review processes to receive special permission from the college. Students who forgo TANF assistance may be able to get supplemental assistance from the college, but must sign an agreement not to work more than the 15 required hours per week.

Overall, the student budget is tight, particularly for student parents, and especially for those living off campus who often have higher rents, higher transportation costs (because they are driving to campus often from towns outside Berea), and higher and more complicated childcare costs.⁶³

Berea College does not package any loans up front for students. Students must make a compelling case as to why they need a loan above and beyond their earnings and grant aid. This helps to explain why Berea College has such a low student debt percentage. Nontraditional students at Berea College are more likely to have debt upon graduation, which is not surprising considering their higher costs of attendance, particularly for student parents. A 2014 study on

61 PowerPoint presentation on the Paul Quinn College (PQC) Corporate Work Program provided by PQC staff on February 24, 2022.

62 In 2012–14, Lumina Foundation invested in five community colleges to coordinate student financial aid and public benefits for students with low incomes (Gateway Community College in Northern Kentucky was one of the five). The Center for Law and Social Policy authored a report describing the initiative and lessons learned (Duke-Benfield and Saunders 2017).

63 Focus group with nontraditional Berea College students, November 18, 2021.

nontraditional students at Berea found that 82 percent of their nontraditional students graduated with at least some debt, compared with 70 percent of traditional students in the study years. The median debt at graduation for nontraditional students was \$8,158 and \$5,284 for traditional students.

CONCLUSION

The work college model has several strong attributes that should be considered as colleges look to adopt more learn and earn programming. There are also some challenges when it comes to applying this model for working adult students. These attributes and challenges are described in this section.

Strengths of the Work College Model for Traditional Students

The existing version of the work college model is a strong approach for many students. Strengths of the model include the following; note that only the first one is unique to the work college model and that the remaining strengths often are applicable to other learn and earn models, such as co-ops and apprenticeships:

- **The work college model provides free or reduced tuition.** Students in the Berea College and Paul Quinn College Work Programs get a two-part benefit. As a Work Program student, they get a tuition offset or scholarship applied directly to reduce their tuition costs. They also earn income or stipends to help pay for other costs of college. Of course, Berea College also is able to provide its no-tuition promise, supported in part by its uniquely large endowment.
- **Students gain valuable professional workplace skills and experience every year they are in college and in the work program.** This makes them more marketable upon graduation and provides them with the work experience most employers desire and require, even in entry-level positions.
- **The concept of work is consistently woven throughout the student's college program.** For example, at Paul Quinn College, it starts with the Summer Bridge Program for first-year students and continues each year with Work Program opportunities and professional development requirements.
- **Mentorship by college faculty and staff is an inherent part of the work college model.** Students spend significantly more time with their work supervisors than with their teachers, creating the potential for a close working and mentoring relationship not found in less frequent classroom interactions. Because the supervisor mentors are also part of the student's academic experience and are professionals, this mentorship opportunity is often richer than what most students might find in other part-time jobs they have while attending a non-work college. In a survey on "resiliency," Berea College graduates, particularly those since 2000, ranked their labor supervisors as providing the most support to them in college, just above friends and higher than faculty and family members (Weckman and Chapman 2019).
- **Work colleges make combining academics and work easier, logistically.** All residential students work, and they work a consistent number of hours so faculty and staff make intentional efforts to enable each student to balance academics and work. At Berea College, labor supervisors organize student work schedules around student class schedules. At Paul Quinn College, classes are held on Monday and Wednesdays, which leaves Tuesdays, and Thursdays, and Friday afternoons open for students to work in their Work Program positions.

Challenges to the Current Work College Model for Serving More Working Adult Students

The questions driving this research were: *Can the work college model work for working learners, who must combine learning with significant earning to support themselves and their families? Can the work college model be expanded or adapted to provide these students with some sort of learn and earn postsecondary education experience?* The answer is that it would be very challenging to use the current work college model or even the very promising Corporate Work Program model at Paul Quinn College for this purpose.

The Berea College Non-Traditional Student Program works in combination with the Labor Program fairly well due to the no-tuition promise (100 percent of tuition is guaranteed to be covered by grants, which are heavily subsidized by a uniquely large endowment) and significant supports the college provides or to which it facilitates access for students. The nontraditional students in this program who do not have children are not that dissimilar to the traditional students for whom the Labor Program is designed, so it appears that they can manage the program well.

Student parents have a lot more to juggle with children's school or childcare schedules, family and household obligations, and the energy expenditure of rearing children. Although Berea College provides subsidized housing for most of these students, expanded budgets to accommodate extra expenses, and assistance accessing public assistance funds, it is still extremely challenging for these students to juggle parenting, academics, and work on a very limited budget.⁶⁴

The Paul Quinn College Corporate Work Program appeared to be the most promising model from which a working learner work program model might be based; however, that model in its current form is still not a great fit for working adult students.

The challenges to the work college model serving working learners include:

- **The work college model is currently designed as an early career development model**, meaning that it primarily serves to help students learn general professional work skills, such as professional interaction with colleagues and clients, communication skills, time management, problem solving, and other executive functioning skills, as well as using professional tools such as email, work processing, spreadsheets, and social media applications. Most working learners who are returning to college or coming for the first time have learned many—if not most—of these skills in their work experience, so they do not want or necessarily need to learn these skills.

What could be changed about the work college model to make it work better for working learners? Building from the Paul Quinn College Corporate Work Program, if the work college model could tap into working learners' current jobs as their work placement, this would work better for them. For example, one unique student at Paul Quinn College worked as the social media manager and events coordinator for a small real estate brokerage firm. When the academic year started back up, she did not want to leave the company and the company did not want to lose her, so they signed up for the Corporate Work Program to keep her in her position, which helped her balance work and academics.

Granted, this arrangement likely could work only in certain industries and types of jobs in which working learners were working in entry level jobs that did not require a four-year degree, but where there were pathways for advancement with a four-year degree. That could perhaps include the IT or business services industries, but maybe not hospitality. The working learner would be straddling between their existing job and an internship for a future job (i.e., a bridge job).

Other models to consider in exploring this concept include mid-career executive education programs and College Unbound's combination of Personal Learning Plans and Action Research Projects. Mid-career executive education programs allow students to weave together work for their job with academic assignments, integrating learning and work, as well as providing value-add for the student and the company or organization. At College Unbound, students work on an Action Research Project, often connected to their workplace, focusing on a real-world challenge or product throughout their time in college. College Unbound's Personal Learning Plan is a student's personalized degree map that provides a common point of connection for the Action Research Project, the curriculum, and other components of the program (Soares and Choitz 2019).

64 Focus group with nontraditional Berea College students, November 18, 2021.

- **The work college model does not intentionally integrate the work placements with the academic program as much as it could.** As an early career development model, this is fine for younger students who are learning general professional work skills and often can be more open and flexible to opportunities. In fact, some Work Program students prefer a disconnection between their work placements and academic programs to get a variety of experiences, while others are able to organize work placements well-aligned with their career aspirations. Working learners, for the most part, are very focused on career development and so likely would prefer a tighter integration between their academic program, their work placement, and their career.

Both Berea College and Paul Quinn College aim to improve the integration between students' academic programs and their work placements. Berea College is working to create maps that outline pathways students can take to various careers, including academic course-taking and sample work placements. Paul Quinn College works with company and nonprofit partners to shape course curricula and new program offerings and has regular meetings with current Corporate Work Program supervisors. These collaborations could be mined for more intentional discussions of what students are doing on the job, what gaps exist between what they have learned in the classroom and what they need to know in the workplace, and what could be taught in the classroom.

- **Current work program models do not provide enough hours or pay for working learners to support themselves and their families.** In the Berea College and Paul Quinn College models described in this report, much of the credit that students earn through their work placements goes toward offsetting their tuition—well over half in both cases. Students also receive earnings stipends, but these translate into about \$6.00 per hour at Berea College, or between \$2,200 and \$3,200 per academic year, and \$10 to \$15 per hour at Paul Quinn College, depending on whether a student is in a nonprofit or corporate work placement, which is \$4,000 to \$6,000 per academic year. Of course, students at both colleges can and do work for additional income during college breaks and some work additional hours during the academic year. However, none of this adds up to enough to fully support a family, especially for student parents who do not have a parent partner.

What could be changed about the work college model to make it work better for working adult students? Clearly higher wages and more hours would work better, but the additional hours would have to be balanced with hours necessary to attend college, do coursework, and—in the case of student parents—raise children.

Additional alternatives to explore include combining paid work with online education or hybrid education. Paul Quinn College is exploring these options outside its Work Program with Guild Education and its continuing education opportunities. Colleges also could explore maximizing student financial aid and public assistance programs such as federal or state childcare assistance, housing assistance, SNAP food assistance, and TANF cash assistance. As discussed in the Berea College case study; however, navigating the minefields of regulations with each of these public assistance programs, which can be pretty punitive depending on the state, can be difficult.

Key Components of the Work College Model to Note

As colleges consider the work college model or similar learn and earn models, the authors would like to note a few key components to this model that should not be overlooked:

- **In the work college model, work or labor supervisors are teachers and mentors, not just bosses; they need training and support for these roles.** Especially with the evolution of the work college model from “work to offset tuition” to an additional student learning experience, this model requires work or labor supervisors to be teachers, as well as managers. This means that they need to receive training and support on how to do this job, as well as their primary full-time job as facilities manager, financial aid director, etc. This appears to be a work in progress at the work colleges interviewed, and there is room for growth.

- **Administrators must be culturally aware and responsive when exploring and designing work programs. Colleges must acknowledge and honor the historical experience different types of students have had with work, and they should design programs appropriately.** Students who are Black, Brown, or from modest financial means have a history of work in their families and past generations, but much of this has been manual labor, low-wage work, indentured servitude, and even enslavement. Low-wage, manual labor jobs serving one's peers on campus, such as janitorial or dining services, can be reminiscent of these historical work experiences and may not feel empowering or in camaraderie with fellow students, or they may not feel like a good trade for somewhat cheaper higher education. Colleges designing learn and earn experiences for students must consider these historical realities as well as student experiences and perceptions and be culturally competent in crafting meaningful work opportunities for students. Talking with and listening to students, as well as employer partners, is a good place to start.
- **A work or labor program requires substantial staffing and financial systems infrastructure.** Depending on the specific model, it could require three to seven staff to effectively operate a work college program. At a minimum, staff must arrange adequate work opportunities for students and track student work hours and assessments. Data on students participating in the work program and their hours must be reported to the U.S. Department of Education. Labor supervisors must be recruited, trained, and managed. The work increases exponentially if there are external partners involved and if a tighter connection is made between students' academic programs and their work programs.
- **A work or labor program also requires a data system to measure and track the nonacademic learning in the work program.** Each of the three work colleges interviewed for this report has developed their own data systems for measuring and tracking the nonacademic learning in their work programs. Two of the colleges' systems seem to be works in progress. One was called "a hot mess." The higher education field lacks such tools for tracking and awarding credit for nonacademic learning such as work college experiences because the system has always been geared for academic credit. As students demand more learn and earn opportunities and learning outside the classroom and traditional credit-bearing models, this challenge is much broader than just work colleges and needs to be addressed.

Further Research

The work college model and its growing variations have promising seeds of innovation that could provide a useful learn and earn model for working learners. However, more research and experimentation are necessary. The authors suggest the following next steps to further understand and explore the work college model for working learners:

- **More research must be conducted on the outcomes and benefits of work colleges across all work colleges,** including the earnings, career progression, civic engagement, etc., of work college students. The Work Colleges Consortium has done some of this research sporadically over the years; it should be updated more frequently and comprehensively. It would be helpful to expand the research to include additional learn and earn models such as internships, co-ops, and apprenticeships in one collective data set.
- **Deeper research must be done into disaggregated data** by age, gender, and race and ethnicity on the work positions of work college students to understand how equitable work college positions are across gender and race.
- **More research must be conducted into how learning and earning are and can be more integrated into one experience.** It was surprising how little integration of the *learning* and *earning* components in the work college models occurs. This can also be said of other "learn and earn" models, i.e., an internship that is a separate experience from any classroom-based academic learning. It would be helpful to have more research on how the learn and earn components can be more intentionally integrated and good examples of where this occurs.

- **Support must be expanded for experimentation with external corporate and nonprofit work programs similar to Paul Quinn College’s model.** Explore models in which working learners can work enough hours to support themselves and their families—in combination with student financial aid as possible—while they are enrolled in as many hours as possible to make adequate progress toward their degrees. Significant credit for prior learning should be included as a component of this experimentation.

APPENDIX

Paul Quinn College

Spring 2022 Corporate Work Program

End-Of-Year Student Performance Evaluation

Performance Evaluation Rating Scale Descriptions:

- Exemplary: Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves the overall team.
- Proficient: Demonstrates the skills required for the position with rare exception and shows initiative in improving skills.
- Needs Development: Inconsistent in demonstrating and developing skills for the position, but development is needed.
- Performance Improvement Plan Needed: Is not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. May need additional training.
- Unsatisfactory: Did not meet minimum expectations of the position and/or did not complete work hour requirements.

1. Organization and Student Information:

Student Name:

Department Name:

Supervisor Name:

Supervisor Email:

Supervisor Phone Number:

2. Attendance/Punctuality:

- Student understood expectations for attendance and adhered to expectations.
- Student regularly reported to work on time (virtually or in person).
- Student notified supervisor well in advance of absence or when running late for scheduled shift.
- Student intern worked and completed the scheduled hours to your satisfaction.

3. Accountability:

- Student took responsibility for all actions and did not deflect blame to others.
- Possessed strong time management skills and is able to complete projects/assignments in a timely manner.
- Student respected work site policies and procedures, as well as organization's policies.

4. Initiative/Willingness to Learn:

- Student participated fully in assignment from start to finish.

- Student inquired about next task upon completion of the previous one.
 - Student attempted to enhance the department by generating new ideas and suggestions.
 - Student approached work position as an opportunity for personal and professional development, exhibited an eagerness to learn new skills, and viewed mistakes as teachable moments, not setbacks.
5. Teamwork/Attitude:
- Student understood s/he is part of a team and made a significant effort to get along with others in a meaningful way.
 - Student is able to relate positively with coworkers and other staff members.
 - Student worked productively with individuals and teams.
6. Proudful Workmanship and Presentation:
- Student demonstrated significant effort by submitting neat and thorough work products.
 - Student dressed according to the company's dress code policy.
7. Response to Supervision:
- Student accepted direction, feedback, and/or constructive criticism from director supervisor or appointed student supervisor.
 - Student utilized feedback to correct behavior and improve work performance.
8. Workplace Culture, Policy, and Safety:
- Student demonstrated an understanding of your corporate values.
 - Student respected diversity in race, gender, and culture in the workplace.
 - Student complied with health and safety policies at the work site.
9. Communication:
- Student communicated needs or issues to supervisor clearly, effectively, and professionally (used work appropriate language).
 - Student listened attentively.
10. Problem Solving/Critical Thinking
- Student exhibited sound reasoning and analytical thinking.
 - Student is utilizing job-specific knowledge and training to resolve issues or problems effectively.
11. What areas of strength did your intern display that you would identify as being successful in your field? If possible, please check 1–3.
- Entrepreneurial spirit: implemented new opportunities and creative solutions through thoughtful analysis as a result of their tenacity and determination.
 - Initiative: Intern thinks ahead to anticipate future needs and demonstrates sound judgement when making decisions.

- Collaboration: Intern exhibits the ability to work well with others including their supervisor and other employees and is able to maintain a positive attitude and a sense of professionalism in all situations and interactions.
 - Accountability/Dependability: Intern takes responsibility for actions, good and bad, and demonstrates reliability and timeliness.
 - Resilience/Adaptability: Intern see challenges as opportunities for growth and remains motivated to reach their goals despite obstacles.
 - Integrity: Intern values honesty, trustworthiness, and respect for self and others.
 - Presentation: Intern demonstrates commitment to producing a quality work product no matter the scope of the project, presents well in all verbal and written communications and takes pride in their appearance.
 - Innovation: Intern is creative and offered unique solutions to the virtual and in person work environment, problems, presentations, meetings, and other tasks.
 - Other (please specify):
12. What areas of growth could improve the intern's success in your field? If possible, please check 1–3 (same list as number 11).
13. Briefly describe the types of projects and tasks the student has been assigned. (You can also upload/copy/paste the job description.)
14. How would you rate your intern's technical skills?
- Unsatisfactory
 - Needs Development
 - Proficient
 - Exemplary
15. How would you rate your intern's professional skills?
- Unsatisfactory
 - Needs Development
 - Proficient
 - Exemplary
16. Overall, how would you rate this student's work performance this semester?
- Unsatisfactory (Corporate Work Grade Equivalency "F")
 - Performance Improvement Plan Needed (Corporate Work Grade Equivalency "D")
 - Needs Development (Corporate Work Grade Equivalency "C")
 - Proficient (Corporate Work Grade Equivalency "B")
 - Exemplary (Corporate Work Grade Equivalency "A")
 - Please explain:

17. Do you plan to renew your internship agreement for the 2022–23 school year?
 - Yes
 - No
18. How many interns do you anticipate hosting for the 2022–23 school year?
19. Please indicate your preference:
 - We would like to host the same intern(s).
 - We would NOT like to host the same intern(s).
 - We would like to host the same intern(s), but are open to interviewing additional candidates as well.

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