

Developing Perceptions of Pre-Professional Identities Among Undergraduate Students in a Social Statistics Course Using Work-Integrated Learning Experiences

My SoTL project assessed the effectiveness of bringing “work-integrated learning” (WIL) experiences into the classroom to address equity concerns over access and ability to gain these experiences outside of the classroom. Exposure to career expectations is important for the development of pre-professional identities (PPIs) which increase confidence, motivation to learn, and perceptions of employability (Jackson 2016). My undergraduate social statistics class assessed the local Drug Treatment Court’s success following a large-scale evaluation. Students worked together in groups and applied their statistical knowledge to complete a technical report modeled after common career expectations. A pre- and post-test survey was administered to three treatment and two comparison groups to assess how well the experience increased their PPI. Students who completed a WIL project were statistically more likely to feel confident in calculating statistics, to highlight data skills, and to consider applying for jobs where statistical analysis is a primary responsibility.