**SWP ASSESSEMENT**

**WORK-BASED LEARNING/JOB PLACEMENT**

**And EMPLOYER ENGAGEMENT**

**DRAFT 8.20.18**

*Add an introduction here to be inserted on cover page*

**Background Information**

* Name (optional)
* College – dropdown
* Primary Role – dropdown (faculty, adjunct faculty, counselor, career guidance staff/not counselor, co-op director, work experience director, dean, program director, other (please specify: \_\_\_\_\_\_\_)
* How long at the college? <1 year, etc.
* How long in this role? <1 year, etc.
* Department, pathway, program, and/or discipline taught (text box or dropdown – see separate list)
* Sector, if applicable (drop down of the 16)
* (for Faculty) Teach in
  + Credit
  + Non-credit
  + Both (radio button)

|  |
| --- |
| Please indicate the primary **industry groups/career areas** that best represent your pathway theme or your discipline taught. (Check the options that apply best.) (Note: can be converted to dropdown) |
| |  |  | | --- | --- | |  | Agriculture and Natural Resources | |  | Arts, Media, and Entertainment | |  | Building and Construction Trades | |  | Business and Finance, including Business Entrepreneurship | |  | Education, Child Development, and Family Services | |  | Energy, Environment and Utilities | |  | Engineering and Architecture | |  | Fashion and Interior Design | |  | Health Science and Medical Technology, including Health and Life Sciences/ Biotech | |  | Hospitality, Tourism, and Recreation | |  | Information and Communication Technologies | |  | Manufacturing and Product Development, including Advanced Manufacturing | |  | Marketing, Sales, and Service, including Global Trade | |  | Public Services | |  | Transportation, including Advanced Transportation and Logistics | |

1. **Opportunities Offered**

College perspective survey: What forms types of career assessment and planning are available to students at your college? (Check all that apply.)

Faculty survey: What types of career assessment and planning are you aware of for students at your college? (Check all that apply.)

|  |  |
| --- | --- |
|  | Written or electronic based tools that describe various careers and pathways or multimedia tools that describe various careers |
|  | Career assessments or reflective exercises |
|  | Opportunities for students talk with a counselor or staff member who has career guidance training |
|  | Career awareness and exploration class |
|  | Development of a formal “education plan” that incorporates career options or goals based on prior career exploration |
|  | Don’t know |
|  | Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

*Add WBL definition and continuum here*

|  |  |
| --- | --- |
| College perspective survey: Which elements of work-based learning (WBL) do you offer at your college? (Check all that apply and for each indicate who primarily brokers these opportunities for your students.)  Faculty survey: Which elements of work-based learning (WBL) do you incorporate into your program? (Check all that apply and for each indicate who primarily brokers these opportunities for your students.)   |  | | --- | | **Dropdown choices:**   1. Career center staff facilitate 2. Department/faculty facilitate for the entire department/program 3. Individual faculty facilitate for their own class 4. Special program staff facilitate (e.g. Puente) 5. Existing WBL coordinator facilitates 6. Employment office facilitates 7. Students find opportunities on their own | |
| |  |  | | --- | --- | |  | **Career Awareness and Exploration** | |  | Workplace tours | |  | Industry speakers / presentations | |  | Career fairs | |  | Informational interviews with industry professionals | |  | Job shadowing (individual) | |  | Mentorships with industry professionals | |  | **Career Preparation and Training** | |  | Student-run commercial or social enterprises | |  | Classroom projects with industry involvement | |  | Service learning | |  | Internships (unpaid) | |  | Internships (paid) | |  | Apprenticeships | |  | Clinical experiences | |  | On-the-job training | |  | Cooperative education experiences | |  | Work experience | |  | Jobs | |  | Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

1. **Characteristics of Work-Based Learning Experiences**

College perspective survey: Please indicate the degree to which the programs at your college include the following characteristics of work-based learning.

Faculty survey: Please indicate the degree to which work-based learning is incorporated into your program.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Work-based Learning and Job Placement** | **Not at all** | **To some degree** | **To a large degree** | **Always** | **Don’t know** | **N/A** |
| Is offered as part of a continuum of experiences |  |  |  |  |  |  |
| Is connected to curriculum |  |  |  |  |  |  |
| Is connected to students’ interests |  |  |  |  |  |  |
| Includes learning goals or plans (for any opportunity) |  |  |  |  |  |  |
| For internships or other intensive experiences, |  |  |  |  |  |  |
| * Includes technical preparation (hard skills) |  |  |  |  |  |  |
| * Includes “employment readiness” preparation (interview skills training, resume, an understanding of workplace culture and practices) |  |  |  |  |  |  |
| * Includes logistical preparation (transportation, clothing, equipment, etc.) |  |  |  |  |  |  |
| * Is monitored by faculty to ensure learning |  |  |  |  |  |  |
| Provides opportunities to learn 21st Century Employability Skills (critical thinking, creativity, collaboration, communication, etc.) |  |  |  |  |  |  |
| Includes opportunity for students to reflect on learning |  |  |  |  |  |  |
| Is assessed by faculty |  |  |  |  |  |  |
| Is assessed by employer, if appropriate |  |  |  |  |  |  |
| Is linked to labor market so that job prospects may follow |  |  |  |  |  |  |

1. **Learning through WBL**

Both college perspective survey and faculty survey: Which transferable “21st Century Employability Skills” can be better learned or reinforced through WBL compared to other instructional methods? (Check all that apply.)

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| --- | --- |
|  | Collaboration |
|  | Communication |
|  | Critical thinking/problem solving |
|  | Creativity |
|  | Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Both college perspective survey and faculty survey: How do you facilitate the development of 21st Century Employability Skills, such as critical thinking, collaboration, and communication, through work-based learning? (Check all that apply.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | |  | Build these skills into the learning plan discussed with the employer | |  | Encourage employers to provide opportunities to learn these skills during WBL experiences | |  | Guide students about how to ask for opportunities to develop these skills during WBL experiences | |  | Practice these skills in class before the students enter their WBL experiences | |  | Facilitate reflection about these skills while in class | |  | Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

College perspective survey: How does your college help promote the transfer of learning from the workplace context back to the classroom? (Check all that apply.)

Faculty survey: How do you promote the transfer of learning from the workplace context back to the classroom? (Check all that apply.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | |  | Link classroom academic content to WBL contexts | |  | Help students identify and practice transferable skills (e.g., communication) | |  | Help students identify and practice industry specific skills | |  | Facilitate students’ understanding of the implications of their WBL experiences for their career development process (e.g., self-assessment of strengths) | |  | Work with employers to develop quality WBL experiences, learning plans, and assessment processes | |  | Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

College perspective survey: If work-based learning is used as a teaching strategy, please select the primary purposes in doing so. (Check all that apply.)

Faculty survey: If you use work-based learning as a teaching strategy, please select your primary purposes in doing so. (Check all that apply.)

|  |  |
| --- | --- |
|  | Brings relevance to curriculum – helps students understand why they need to learn something |
|  | Helps students learn skills that are best learned through application |
|  | Supports students’ professional and social-emotional development |
|  | Helps students clarify their career goals |
|  | Prepares students for the world of work (provides exposure to workplace culture and practices) |
|  | Helps students secure employment |
|  | Other purposes or reasons (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | N/A |

1. **Challenges**

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| **Challenges related to work-based learning**  Both college perspective survey and faculty survey: The following is a list of some **challenges** that educators may encounter in implementing work-based learning opportunities. (Please mark the response that best reflects the extent to which you have found each item to be a challenge. Select one per row.) |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Not at all Challenging** | **Somewhat Challenging** | **Challenging** | **Very Challenging** | | Lack of staff to broker opportunities |  |  |  |  | | Lack of paid intensive workplace learning opportunities (such as paid internships) |  |  |  |  | | Students’ need to work for their livelihoods, making it difficult to take unpaid or temporary internships |  |  |  |  | | Students’ overall lack of time for any extra experiences |  |  |  |  | | Mismatch between student interests/skills and available workplace opportunities |  |  |  |  | | Time required to monitor students in the workplace |  |  |  |  | | Time required to engage employers and coordinate student placements |  |  |  |  | | Lack of time for integration into classroom instruction and assessment |  |  |  |  | | Lack of student preparedness and required skills |  |  |  |  | | Insurance and liability issues |  |  |  |  | | Transportation issues |  |  |  |  | | Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  | |

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| Please list any other challenges that you have encountered. |
| |  | | --- | |  | |  | |

**Challenges related to job placement**

Both college perspective survey and faculty survey: The following is a list of some **challenges** that educators may encounter related to job placement. (Please mark the response that best reflects the extent to which you have found each item to be a challenge. Select one per row.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not at all Challenging** | **Somewhat Challenging** | **Challenging** | **Very Challenging** |
| Lack of staff time to facilitate job search and case management of job placement |  |  |  |  |
| Students need jobs immediately and don’t take the time to look for opportunities connected to their long-term goals |  |  |  |  |
| Students already working and challenged in switching to a position related to their program |  |  |  |  |
| Students lack time overall to put into thoughtful job search strategy |  |  |  |  |
| Students lack resources for clothing, transportation, child care, etc. to facilitate job search |  |  |  |  |
| Students need improved English skills |  |  |  |  |
| Students need specific technical skills required by employers |  |  |  |  |
| Students need certificates or degrees required by employers |  |  |  |  |
| Students need knowledge of the industry and the professional culture and vocabulary of that industry |  |  |  |  |
| Students need knowledge of basic workplace practices (e.g., how organizations work; how interviews work) |  |  |  |  |
| Students need the personal skills or behaviors expected for a successful interview (e.g., punctuality, how to present themselves professionally) |  |  |  |  |
| Students need improved interview skills |  |  |  |  |
| Students need improved writing skills as evidenced in application, resume, or writing samples |  |  |  |  |
| Students need current research on the industry or the businesses of interest (e.g., size of the industry or business, growth trends, opportunities for advancement, etc.) |  |  |  |  |
| Students need portfolios or other demonstrable evidence of competence |  |  |  |  |
| Extremely competitive job market |  |  |  |  |
| Students need prior work experience, in general, as sought by employers |  |  |  |  |
| Students need prior work experience in the specific field, as sought by employers |  |  |  |  |
| Distance from the worksite where a job may be located, requiring extensive travel time |  |  |  |  |
| Students lack transportation |  |  |  |  |
| Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

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| Please list any other challenges that you have encountered. |
| |  | | --- | |  | |  | |

1. **Needs for Support and Professional Development**

College perspective survey: What support do you feel is needed at your college for work-based learning? (Check all that apply.)

Faculty survey: What needs for support do you have for work-based learning? (Check all that apply.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2018-2019** | **2019-2020** | **2020-2021** | **No Support Needed** |
| Access to a searchable list of opportunities (listed by sector or other criteria) |  |  |  |  |
| Support for preparing students |  |  |  |  |
| Support for placement |  |  |  |  |
| Support for monitoring |  |  |  |  |
| Incentives for providing opportunities |  |  |  |  |
| Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

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| Comments (please elaborate on any of your needs related to WBL): |
| |  | | --- | |  | |  | |

Both college perspective survey and faculty survey: What support is needed to facilitate job placement? (Check all that apply.)

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| --- | --- | --- | --- | --- |
|  | **2018-2019** | **2019-2020** | **2020-2021** | **No Support Needed** |
| Access to a searchable list of job opportunities (listed by sector or other criteria) |  |  |  |  |
| Work with faculty to ensure that students are adequately prepared with basic language and writing skills |  |  |  |  |
| Work with faculty to ensure that students are adequately prepared with technical and other workplace skills and knowledge |  |  |  |  |
| Work with WBL coordinators to ensure that students have prior exposure to and experience in industries and workplaces of interest |  |  |  |  |
| Support for preparing students with resumes, interview skills, etc. |  |  |  |  |
| Support for placement case management |  |  |  |  |
| Support for follow-up |  |  |  |  |
| Support for integrating preparatory activities into curriculum (e.g. job seeking skills, mock interviews) |  |  |  |  |
| Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

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| --- |
| Comments (please elaborate on any of your needs related to job placement): |
| |  | | --- | |  | |  | |

Both college perspective survey and faculty survey: To what extent would the following kinds of professional development be of interest? Please rate your level of interest in each kind of experience.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **No Interest** | **Some Interest** | **Great Interest** |
| Opportunity to hear about best practices |  |  |  |
| Opportunity to work with peers working in the same industry sector to embed work-based learning into curriculum |  |  |  |
| Opportunity to learn about the services and resources available at the college and in the region to support WBL in my classrooms |  |  |  |
| Opportunity to learn about the services and resources available at the college and in the region to support job placement for my students |  |  |  |
| Opportunities to experience WBL first hand, through a faculty job shadow or internship |  |  |  |
| Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |

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| --- |
| Comments (please elaborate on any of your professional development needs): |
| |  | | --- | |  | |  | |

1. **Employer Engagement**

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| Both college perspective survey and faculty survey: How frequently — either on your own or through an outside organization — do you contact industry representatives for input on the design and implementation of your WBL programs? (Select one.) |
| |  |  | | --- | --- | |  | Annually | |  | Once a semester | |  | Monthly | |  | Never | |
| Both college perspective survey and faculty survey: How do industry representatives currently participate in the design and implementation of your WBL programs? (Check all that apply.) |
| |  |  | | --- | --- | |  | Sit on advisory boards | |  | Consult on skill standards | |  | Consult on curriculum development | |  | Serve as classroom speakers | |  | Provide tours of their businesses | |  | Mentor students | |  | Participate in development of curriculum units | |  | Participate in classroom instruction | |  | Participate in assessment of student work | |  | Offer faculty job shadows | |  | Offer externships to faculty (1 week or more) | |  | Offer internships to students | |  | Offer paid employment to students | |  | Helped recruit other industry representatives to participate in our programs | |  | Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

Both college perspective survey and faculty survey: What support do you currently have for employer engagement? (Check all that apply.)

|  |  |
| --- | --- |
|  | Deputy Sector Navigators (DSNs) facilitate outreach by sector |
|  | Career center staff facilitate outreach |
|  | Department/faculty facilitate for the entire department/program |
|  | Special program staff facilitate outreach |
|  | Existing coordinator facilitates outreach |
|  | Employment office facilitates outreach |
|  | Students reach out to employers on their own |
|  | Work through the Workforce Board |
|  | Work through an outside organization such as a local non-profit organization |
|  | Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **Technology**

Both college perspective survey and faculty survey: Does your college use technology tool(s) to facilitate WBL activities? \_\_\_ Yes \_\_\_ No If yes, do the tool(s) sufficiently support WBL activities? \_\_\_ Yes \_\_\_ No

What features would be critical in a WBL technology tool? (Check all that apply.)

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| --- | --- |
|  | Ability to manage a database of employers and opportunities |
|  | Ability for employers to directly submit opportunities to one or more colleges |
|  | Custom approval paths for vetting employers and opportunities |
|  | The ability to share opportunities across the region as well as maintain proprietary relationships |
|  | An online tool providing students with a searchable list of opportunities by various dimensions (e.g., paid vs. unpaid, work schedule, sector) |
|  | Tools to support a facilitator matching students to opportunities |
|  | Ability import student profile data, including verified skills from ERP/LMS |
|  | A tool that automatically emails or texts students when opportunities are matched to their profile |
|  | Career exploration tools for students (e.g., career profiles, labor market information) |
|  | Career assessment tools for students |
|  | Resume/profile development tools for students |
|  | Integration of badges into student portfolio (e.g., New World of Work) |
|  | Tools to track students’ WBL applications, current activities, and status |
|  | Tools to facilitate the online submission of agreements, approvals, etc. |
|  | Tools that track hours completed |
|  | Ability to design and administer surveys to students and employers |
|  | Ability for employers to search for candidates and message when appropriate |
|  | Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Both college perspective survey and faculty survey: What are your ideas or goals for expanding or improving WBL on your campus? |
| |  | | --- | |  | |  | |

Both college perspective survey and faculty survey: What would be your preferred means to obtain the results of this survey? (Check all that apply.)

|  |  |
| --- | --- |
|  | Link to summary |
|  | Link to data from my college |
|  | Link to data for industry sector |
|  | Convening at my college to discuss the results and implications |
|  | Convening by meta-major or industry to discuss the results and implications |
|  | Opportunities to discuss results with like-minded faculty and staff and form a “community of practice” to learn more from my peers |
|  | Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Thank you for your input!**