**Workgroup 4 Leading Indicators with Feedback**

As of 8.27.18

**Definitions:**

* WBL: experiences that promote career exploration and hands-on learning through direct engagement with employers; productivity is secondary to learning.
* Job: “a regular remunerative position”; learning is secondary to productivity.

Some positions offer both learning and pay; group calibration will be required to determine how these are counted. Determination will also be needed about counting part-time vs. full-time jobs.

**Indicators**

1. Percent of faculty participating in WBL assessment.
* Could be counted by the Assessment Liaison during the data collection process, or from the survey results.
1. Percent of colleges completing hiring processes for full-time, contract job placement case manager.
2. Number of WBL activities offered, by type of activity.
* The proposed inventory process would facilitate counting.
1. Number of students accessing work readiness programs on campus (including classroom presentations by career center staff, separate work readiness courses, and campus workshops; may also include “case managed” work readiness for individual students, offered by the JPCM or other program staff.)
2. Number of students accessing WBL, by type of WBL opportunity (Note, includes the full range of learning opportunities, from career fairs and industry speakers to internships, paid co-operative work experience, clinical placements, and apprenticeships[[1]](#footnote-1)).
3. (WestEd proposed addition) Number of internships that result in (full-time?) paid employment.[[2]](#footnote-2)
4. Number of students placed in (full-time?) professional jobs by SWP Job Placement Case Managers.[[3]](#footnote-3)
5. Number of faculty attending WBL professional development.
* Would have to be collected via registrations or sign-ins.
1. The latter two would be expected to increase from year to year only if there were greater demand in the economy, not due to greater support for WBL. That said, an increase due to economic demand would be considered “responsive” and therefore positive. A “calibration” training with WBL coordinators will be needed to ensure consistency of definitions and data collection processes. [↑](#footnote-ref-1)
2. To be discussed, should co-operative work experience converting to full-time jobs also be counted, if the student was already working when enrolling in the co-op experience? If so, should some level of career advancement as a result of the co-op be demonstrated? See CEW report: [*Balancing Work and Learning: Implications for Low-Income Students*](https://georgetown.us3.list-manage.com/track/click?u=17c35e53c623b1a2893b0190c&id=f126a3bb01&e=dcb4254a7b) [↑](#footnote-ref-2)
3. The full number of students employed and retaining employment will be picked up by Launchboard through UI records. This is just the leading indicator specifically related to the intervention we are proposing—a Job Placement Case Manager to support students in finding work.

--WestEd recommends that campus jobs not be included as this is a strategy limited by campus offerings and not a strategy that SWP is striving to expand, *per se*. Alternatively, WG 4 may want to recommend including all types of jobs, such as those discussed on the 22nd, including campus jobs, as well as college-funded off-campus jobs, assuming these are jobs. Those that are more like paid internships or co-op experiences intended to support learning would be counted as WBL.

--The idea is to measure what SWP is trying to impact.

--There was significant discussion about whether the Job Placement Case Managers were primarily responsible for placement or preparation for placement. Preparatory activities could be captured under #4. The aim of the JPCM is to actually place the student. WG members warned that the focus on placement shouldn’t provide an incentive to place students in jobs in cases where other options may actually be better for the student long-term. Merits further discussion and/or crafting of the metric in a way that avoids unintended consequences. CEW report relevant here. [↑](#footnote-ref-3)