**SWP ASSESSEMENT**

**WORK-BASED LEARNING/JOB PLACEMENT**

**And EMPLOYER ENGAGEMENT**

**DRAFT 6.21.18**

1. **Opportunities Offered**

What forms of career exploration and planning are available to students at your college? (Check all that apply.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | |  | Written or multimedia tools that describe various careers | |  | Career assessments or reflective exercises | |  | Consultation with a counselor or staff member who has career guidance training | |  | Development of a formal "education plan" that incorporates career options or goals | |  | Don’t Know | |  | Other (please specify) :   |  | | --- | |  | | |

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| FOR DEANS OR CAREER CENTERS: Which elements of work-based learning (WBL) do you offer at your college? *(Check all that apply.)*  FOR FACULTY: Which elements of work-based learning (WBL) do you incorporate into your program? *(Check all that apply.)* |
| *Select all that apply.* |
| |  |  | | --- | --- | |  | Workplace tours | |  | Guest speakers | |  | Career fairs | |  | Visits to parents’ worksites | |  | Informational interviews with industry partners | |  | Job shadowing | |  | Virtual exchanges with a partners | |  | Student-run enterprise with partner involvement | |  | Virtual enterprises | |  | Integrated projects with partner involvement | |  | Service learning and social enterprises with partners | |  | Internships for applying academics, career exploration or general career preparation | |  | Internships for career training (specifically for industry credential or entry to occupation) | |  | Apprenticeships | |  | Clinical experiences | |  | On-the-job training | |  | Cooperative education experiences | |  | Work experience education | |

**The class, department, or center through which opportunities are offered (check all that apply) – *note, best to array these next to the opportunity types, as some WBL is offered in class, and other opportunities offered through centralized offices***

* Content class (WBL as an embedded instructional strategy)
* Stand-alone class in Pathway (e.g. a capstone class)
* Through the career center
* Through the employment office
* Through a special program for a particular population (Puente, Workability, EOPS, etc.)
* Other

**SIMILAR BUT DIFFERENT FOCUS:** Please identify the current staffing for work-based learning and job placement coordination: [NOTE: CAN SPLIT BETWEEN WBL AND JP]

|  |  |  |
| --- | --- | --- |
|  | List classes, departments or programs as possible that facilitate WBL and JP | Approximate number of students served |
| Career center staff facilitate |  |  |
| Dept/ faculty facilitate for the entire department/program |  |  |
| Individual faculty facilitate |  |  |
| Special program staff facilitate |  |  |
| Existing coordinator facilitates |  |  |
| Employment office facilitates |  |  |
| Students find opportunities on their own |  |  |

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

Please indicate the degree to which your programs include the following characteristics of work-based learning (based on best practices)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Work-based learning and job placement…** | **Not at all** | **To some degree** | **To a large degree** | **Always** | **I don’t know** | **NA** |
| Is sequenced from lowest to highest intensity |  |  |  |  |  |  |
| Is connected to curriculum |  |  |  |  |  |  |
| Is connected to students’ interests |  |  |  |  |  |  |
| Includes learning goals or plans (for any opportunity) |  |  |  |  |  |  |
| Includes pre-work (for any opportunity) |  |  |  |  |  |  |
| For internships or other intensive experiences, |  |  |  |  |  |  |
| * Includes technical preparation |  |  |  |  |  |  |
| * 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 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**

Which skills (list to be provided) are facilitated by WBL?

* Collaboration
* Communication
* Etc.

How do you facilitate the development of 21st C. skills, such as critical thinking, collaboration, and communication, through work-based learning?  (Check all that apply.)

* Engage employers during the internship placement process on how to provide opportunities to students to develop these skills (e.g., discussing strategies such as inviting students to staff meetings, etc.)
* Build these skills into the learning plan discussed with the employer
* Guide students about how to ask for opportunities to develop these skills at the internship site
* Practice these skills in class before the students enter their internship or during the class that aligns with the internship
* Facilitate reflection while in class
* Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 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\_\_\_\_\_ | |

If you use work-based learning as a teaching strategy, please select your primary purposes in doing so?

* 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
* Hadn’t intended to, but was offered support
* Other purposes and reasons: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Challenges**

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| 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 |  |  |  |  | | Overall lack of WBL opportunities in the community (including lack of employer availability to provide speakers and tours, as well as internships) |  |  |  |  | | Lack of paid intensive workplace learning opportunities (such as paid internships) |  |  |  |  | | Lack of jobs in the community |  |  |  |  | | Students’ need to work for their livelihoods, making it difficult to take unpaid or temporary internships |  |  |  |  | | Difficulty of fitting into students’ class and life schedules |  |  |  |  | | 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 |  |  |  |  | | Time required to prepare students for work based learning and jobs, and to integrate it into classroom instruction and assessment |  |  |  |  | | Lack of student preparedness and required skills |  |  |  |  | | Insurance and liability issues |  |  |  |  | | Transportation issues |  |  |  |  | | Lack of incentives to provide opportunities |  |  |  |  | |

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

**Challenges related to job placement**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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 basic workplace knowledge (how organizations work; how interviews work) |  |  |  |  |
| Students need the personal skills or behaviors expected for a successful interview (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 workplace |  |  |  |  |
| 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 list, as above) |  |  |  |  |

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

What needs for support to you have for work-based learning?

*(Format of question: check all that apply and/or scale from immediate to long-term need)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Immediate** | **2019** | **2020** | **No Support Needed** |
| Access to searchable list of opportunities (listed by sector or other criteria) |  |  |  |  |
| Support for preparing students |  |  |  |  |
| Support for placement |  |  |  |  |
| Support for monitoring |  |  |  |  |
| Incentives for providing opportunities |  |  |  |  |
| Support for integrating WBL into curriculum |  |  |  |  |

What support is needed to facilitate Job Placement?

*(Format of question: check all that apply and/or scale from immediate to long-term need)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Immediate** | **2019** | **2020** | **No Support Needed** |
| Access to searchable list of job opportunities (listed by sector or other criteria) |  |  |  |  |
| Work with faculty to ensure that students adequately prepared with basic language and writing skills |  |  |  |  |
| Work with faculty to ensure that students 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 experiences into curriculum |  |  |  |  |
| Other \_\_\_\_\_\_ |  |  |  |  |

What kinds of also what kind of professional development would be of 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 types of professional development

1. **Employer Engagement**

***Targeted to faculty and staff who currently engage employers***

|  |
| --- |
| How frequently — either on your own or through an outside organization — do you contact industry representatives for input about the design and implementation of your programs? |
| *Select one.* |
| |  |  | | --- | --- | |  | Annually | |  | Once a semester | |  | Monthly | |  | Never | |
| How do industry representatives participate in the design and implementation of your 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) :   |  | | --- | |  | | |

Do you have support for employer engagement \_\_\_ Yes \_\_\_ No

If Yes, what support do you currently have for employer engagement? Check all that apply

|  |  |
| --- | --- |
|  | DSNs facilitate outreach by sector |
|  | Career center staff facilitate outreach |
|  | Dept/ 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 \_\_\_\_\_\_ |

1. **Technology**

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.

|  |  |
| --- | --- |
|  | 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 features (please specify):

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 means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Processes**

*To be covered through interviews or convening*