

Preliminary Regional Results for Applied and Work-Based Learning College Perspective and Faculty Surveys

San Diego Imperial Counties Regional Consortium
Strong Workforce Program

DRAFT

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INTRODUCTION AND BACKGROUND

The San Diego and Imperial Counties Strong Workforce Program (SWP) is building a regional system to support its ten community colleges in implementing programs and services that will develop students' career knowledge and navigation skills, as well as their ability to acquire employment upon completion of their program of study. Seven workgroups were established to carry out this mission:

- Career Pathways
- Middle School/High School Engagement
- Pathway Navigation
- Work-Based Learning and Job Placement
- Tutoring
- Employer Engagement
- Deputy Sector Navigators

These workgroups include regional staff and representatives from the following ten community colleges in the region:

- | | |
|----------------------------|-----------------------------------|
| 1. Cuyamaca College | 6. San Diego City College |
| 2. Grossmont College | 7. San Diego Continuing Education |
| 3. Imperial Valley College | 8. San Diego Mesa College |
| 4. MiraCosta College | 9. San Diego Miramar College |
| 5. Palomar College | 10. Southwestern College |

Applied and work-based learning are critical strategies for deepening learning and preparing students for future career opportunities. Improved job placement services are also critical for many students seeking employment. Workgroup 4: Work-Based Learning and Job Placement, was tasked with expanding and improving applied and work-based learning (WBL) opportunities throughout the region. A key step in this task was to conduct an assessment to learn more about the ways work-based learning and job placement are being implemented at the 10 colleges and any needs for support.

DESCRIPTION OF THE SWP ASSESSMENT SURVEYS

To conduct the assessment, Workgroup 4, with support from WestEd and an "assessment single point of contact" from each of the 10 colleges, administered several surveys in the fall of 2018.

The purpose of the surveys was to elicit input on the types of applied and work-based learning offered, ways that colleges and faculty implement applied and work-based learning and job placement, challenges faced, and needs for support. The following three applied and work-based learning related surveys were administered:

- Applied and Work-Based Learning College Perspective Survey – this survey sought perspectives from key staff involved in work-based learning and job placement who could provide the best college-wide perspective at each college. It was recommended that the people in the following roles complete this survey: Career Center director/coordinator; curriculum chairperson; counselor who could provide the best perspective on WBL at the college; cooperative work experience director/coordinator, and other key roles such as the director of experiential education. The number of respondents per college ranged from 1 to 9; most colleges had 3 or 4 respondents to the college perspective survey.
- Applied and Work-Based Learning Faculty Survey – this survey sought to gather information from all types of faculty (both academic and career education) across the colleges.
- Inventory of Applied and Work-Based Learning Opportunities – this survey sought to provide a comprehensive count of work-based learning and job placement offerings and participation levels at each campus.

This report provides the results of the first two surveys. The Inventory of Applied and Work-Based Learning Opportunities results are provided separately.

SUMMARY OF PRELIMINARY RESULTS FOR THE APPLIED AND WORK-BASED LEARNING SURVEYS

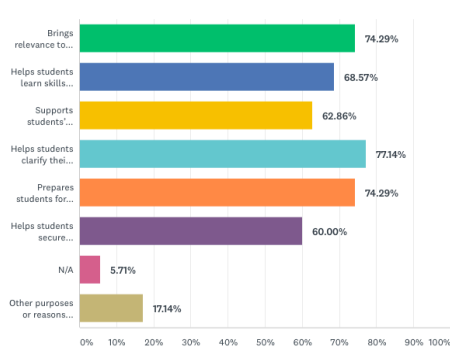
This section includes a summary of the data primarily for the opportunities, supports, and challenges sections of the Applied and Work-Based Learning Surveys. Each section includes a summary of College Perspective Survey data followed by a summary of Faculty Survey data and a “highlights” section at the end. While not all faculty who received the survey responded (see Appendix A), the summary below provides an important snapshot of the opportunities offered, challenges, and needs in the region. A full report of survey results can be found in Appendices B and C, which include Survey Monkey data reports for regional and college-level college perspective and faculty surveys.

Purposes for Using Work-Based Learning as a Teaching Strategy (CP #13 CP, Faculty #17)

As shown in [Figure 1](#) and [Figure 2](#) below, a considerable number of College Perspective Survey respondents report using the following purposes for using work-based learning as a teaching strategy:

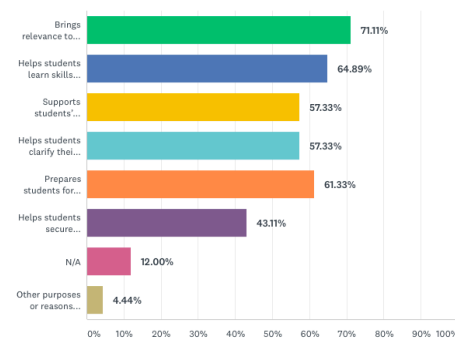
- Brings relevance to curriculum – helps students understand why they need to learn something
- Helps students learn skills that are best learned through application
- Supports students’ professional and social-emotional development
- Helps students clarify their career goals
- Prepares students for the world of work (provides exposure to workplace culture and practices)
- Helps students secure employment

Figure 1 College Perspective Survey – Purposes for Using WBL as a Teaching Strategy (CP #13)



ANSWER CHOICES	RESPONSES
Brings relevance to curriculum - helps students understand why they need to learn something	74.29% 26
Helps students learn skills that are best learned through application	68.57% 24
Supports students' professional and social-emotional development	62.86% 22
Helps students clarify their career goals	77.14% 27
Prepares students for the world of work (provides exposure to workplace culture and practices)	74.29% 26
Helps students secure employment	60.00% 21
N/A	5.71% 2
Other purposes or reasons (please specify)	Responses 17.14% 6
Total Respondents: 35	

Figure 2 Faculty Survey – Purposes for Using WBL as a Teaching Strategy (Faculty #17)



ANSWER CHOICES	RESPONSES
Brings relevance to curriculum - helps students understand why they need to learn something	71.11% 160
Helps students learn skills that are best learned through application	64.89% 146
Supports students' professional and social-emotional development	57.33% 129
Helps students clarify their career goals	57.33% 129
Prepares students for the world of work (provides exposure to workplace culture and practices)	61.33% 138
Helps students secure employment	43.11% 97
N/A	12.00% 27
Other purposes or reasons (please specify)	Responses 4.44% 10
Total Respondents: 225	

A comparison of the above figures show that respondents to the College Perspective Survey and Faculty Survey generally agreed on the primary purposes for teaching WBL and that their top purposes differed only slightly. For example, the purposes with the highest percentage of responses from the College Perspective respondents include:

- Helps students clarify their career goals (77%)

- Brings relevance to curriculum – helps students understand why they need to learn something (74%)
- Prepares students for the world of work (provides exposure to workplace culture and practices) (74%)

And, the purposes with the highest percentage of responses from Faculty Survey respondents include:

- Brings relevance to curriculum – helps students understand why they need to learn something (71%)
- Helps students learn skills that are best learned through application (65%)
- Prepares students for the world of work (provides exposure to workplace culture and practices) (61%)

Also, the purpose with the lowest percentage of responses for both the College Perspective Survey and Faculty Survey was:

- Helps students secure employment (60% College Perspective Survey respondents and 43% Faculty Survey respondents)

Emerging Themes for Purposes for Using WBL as a Teaching Strategy (CP#13, faculty #17)

In addition to the themes included as answer choices in the survey, following is a new theme with quote that emerged in our content analysis of related open response items:

- Provides content for resume, applications, and interviews
 - “Students are able to apply these experiences to resumes, share experiences during interviews, and apply these experiences to scholarship applications”

The consensus among this group of respondents appears to be that WBL helps bring relevance to the curriculum, helps develop skills, and provides exposure to the world of work that can help students clarify their career goals and secure employment.

Highlights of Purposes for Using WBL as a Teaching Strategy

A comparison of the above figures show that respondents to the College Perspective Survey and Faculty Survey generally agreed on the primary purposes for teaching WBL and that their top purposes differed only slightly. For example, the purposes with the highest percentage of responses include:

- Brings relevance to curriculum – helps students understand why they need to learn something
- Prepares students for the world of work (provides exposure to workplace culture and practices)

While we cannot infer that faculty who did not respond to these surveys agree, the consensus among this group of respondents appears to be that WBL helps bring relevance to the curriculum, helps develop skills, and provides exposure to the world of work that can help students clarify their career goals – all precursors to securing employment.

Opportunities for Career Assessment and Planning Offered at Colleges (CP #5, Faculty #9)

An analysis of the regional College Perspective Survey responses indicates that colleges in the San Diego and Imperial Counties Regional Consortium are offering a range of career assessment and planning opportunities. From this analysis, we found the following:

100% of colleges in the region (10 out of 10) offer the following career assessment and planning opportunities:

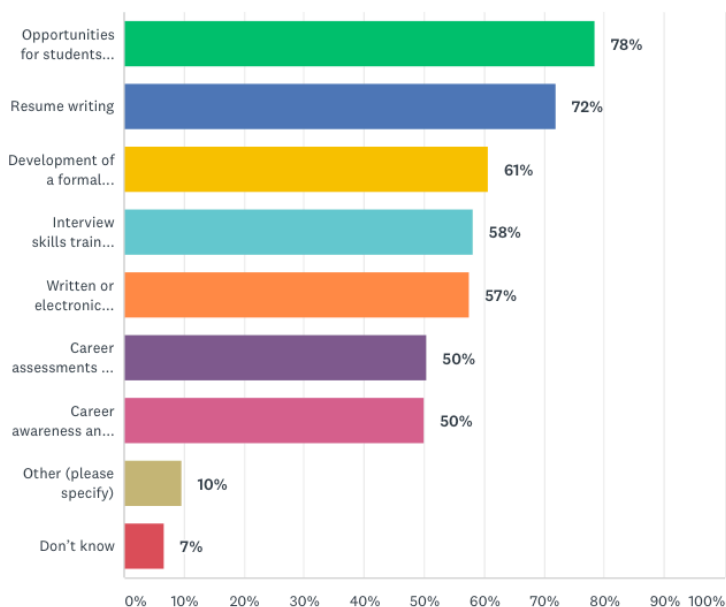
- Career assessments or reflective exercises
- Opportunities for students to talk with a counselor or staff member who has career guidance training
- Career awareness and exploration class

- Development of a format “education plan” that incorporates career options or goals based on prior career education
- Resume writing
- Interview skills training (e.g., mock interviews)

While, 90% of colleges in the region offer written or electronic based tools that describe various careers and pathways or multimedia tools that describe various careers.

An analysis of the regional Faculty Survey responses also show that colleges are offering a range of career assessment and planning opportunities. [Figure 3](#) below shows the number of faculty that indicated the above-mentioned career assessment and planning opportunities are offered at their colleges.

Figure 3 Faculty Survey – Career Assessment and Planning Opportunities Offered (Faculty #9)



ANSWER CHOICES	RESPONSES
Opportunities for students to talk with a counselor or staff member who has career guidance training	78% 221
Resume writing	72% 203
Development of a formal “education plan” that incorporates career options or goals based on prior career exploration	61% 171
Interview skills training (e.g., mock interviews)	58% 164
Written or electronic based tools that describe various careers and pathways or multimedia tools that describe various careers	57% 162
Career assessments or reflective exercises	50% 142
Career awareness and exploration class	50% 141
Other (please specify)	Responses 10% 27
Don't know	7% 19
Total Respondents: 282	

Respondents to the College Perspective Survey and Faculty Survey agreed that a variety of career assessment and planning opportunities are offered at their colleges. At least 50% of Faculty Survey respondents indicated they offered each of the opportunities. The three most frequently offered career assessment and planning opportunities include the following:

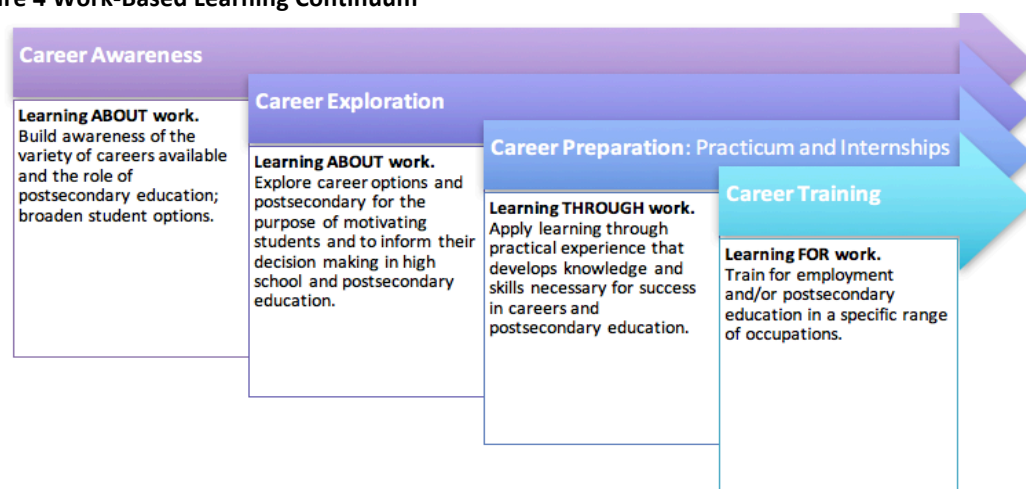
- Opportunities for students to talk with a counselor or staff member that has career guidance training (78%)
- Resume writing (72%)
- Development of a formal “education plan” that incorporates career options or goals based on prior career exploration (61%)

The extent to which these opportunities are offered at the various colleges cannot be inferred from this data. More detailed information about offerings and participation is included in the Inventory of Applied and Work-Based Learning Opportunities.

Opportunities for Applied and Work-Based Learning

The Applied and Work-Based Learning Surveys included several questions about the types of applied and work-based learning opportunities offered by colleges. Figure 4 below show the WBL continuum graphic that was included in the surveys for this set of questions.

Figure 4 Work-Based Learning Continuum



Source: Linked Learning Alliance (2012).

This WBL continuum shows the full range of learning opportunities, from career fairs and industry speakers to internships, paid co-operative work experience, clinical placements, and apprenticeships.

The summary of the applied and work-based learning opportunities data is divided into the following two sections (which represent the first half and second half of the Work-Based Learning Continuum):

- Opportunities for Applied and Work-Based Learning: Career Awareness and Exploration
- Opportunities for Applied and Work-Based Learning: Career Preparation and Training

Opportunities for Applied and Work-Based Learning: Career Awareness and Exploration (CP #6A, Faculty #10A)

The College Perspective Survey data show that colleges are offering several different types of applied and work-based learning opportunities in at least one area of their college¹. The below lists show the percentage of colleges in the region offering various types of career awareness and exploration related opportunities.

¹ For a coherent snapshot of the college perspective related to each opportunity, responses for college perspective items related to types of opportunities offered were combined for each college.

100% of colleges in the region (10 out of 10) offer the following career awareness and exploration related opportunities:

- Industry speakers/presentations
- Career fairs
- Informational interviews with industry professionals

While, 90% offer:

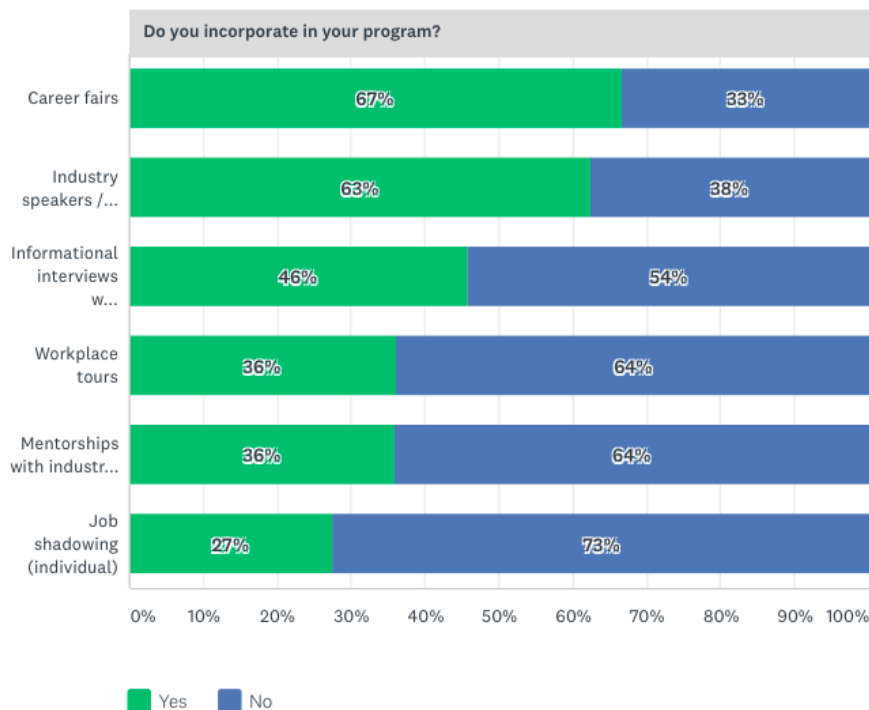
- Workplace tours
- Job shadowing (individual)

And, 80% offer:

- Mentorships with industry professionals

The data from the regional Faculty Survey show that colleges are offering a range of career awareness and exploration related opportunities. [Figure 5](#) below shows the number of faculty that indicated these types of opportunities are offered at their colleges.

Figure 5 Faculty Survey – Opportunities for Applied and Work-Based Learning: Career Awareness and Exploration (Faculty #10A)



Respondents to the College Perspective Survey and Faculty Survey agreed that the most frequently offered opportunities are the following:

- Industry speakers/presentations
- Career fairs
- Informational interviews with industry professionals
- Workplace tours

The extent to which these opportunities are offered at the various colleges cannot be inferred from this data. More detailed information about offerings and participation is included in the Inventory of Applied and Work-Based Learning Opportunities.

Facilitation and Brokering of Opportunities for Applied and Work-Based Learning: Career Awareness and Exploration (CP #6B, Faculty #10B)

The surveys also asked who facilitates or brokers the various types of opportunities. Figure 6 and Figure 7 below shows the extent to which the above-mentioned opportunities are facilitated or brokered in the following ways:

- Career center staff facilitate
- Department/faculty facilitate for the entire department/program
- Individual faculty facilitate for their own class
- Special program staff facilitate (e.g., Puente)
- Existing WBL coordinator facilitates
- Employment office facilitates
- Students find opportunities on their own

Figure 6 College Perspective Survey - Facilitation and Brokering of Opportunities for Applied and Work-Based Learning: Career Awareness and Exploration (CP #6B)

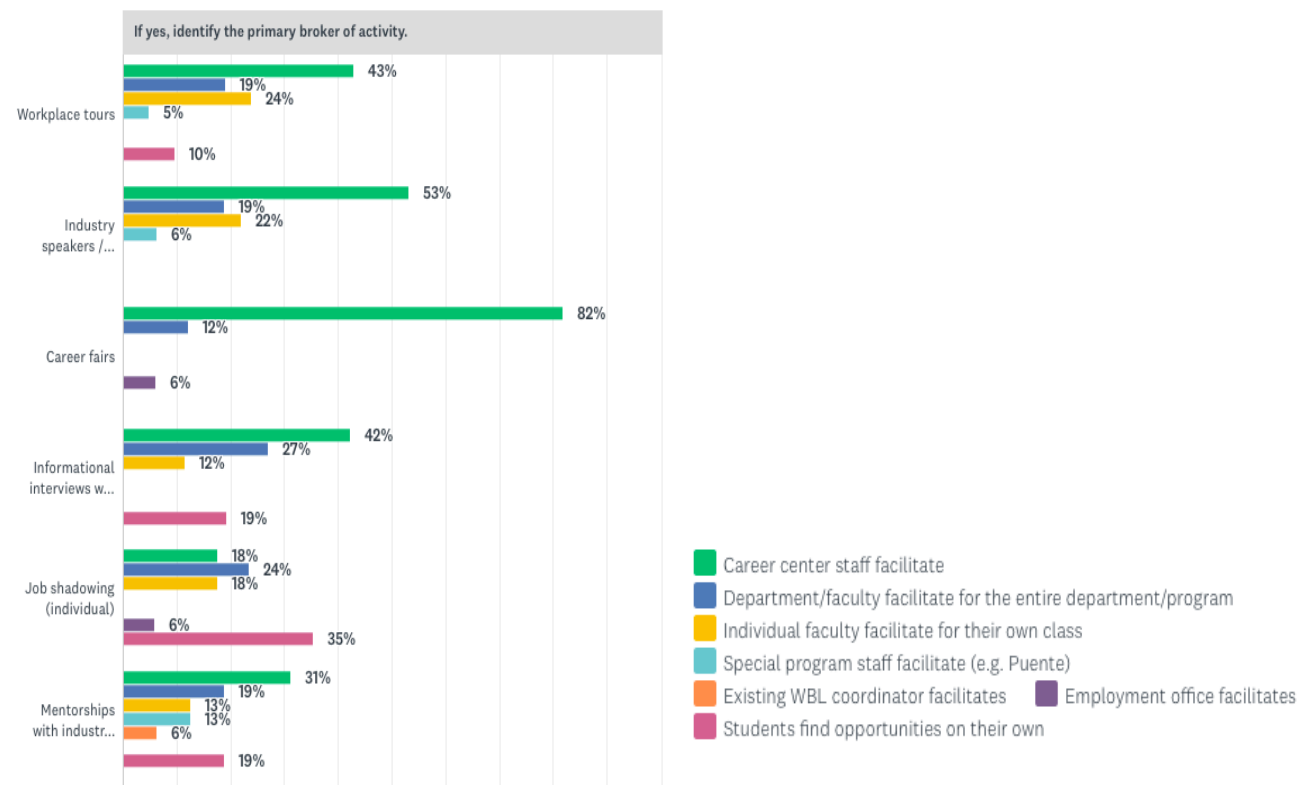
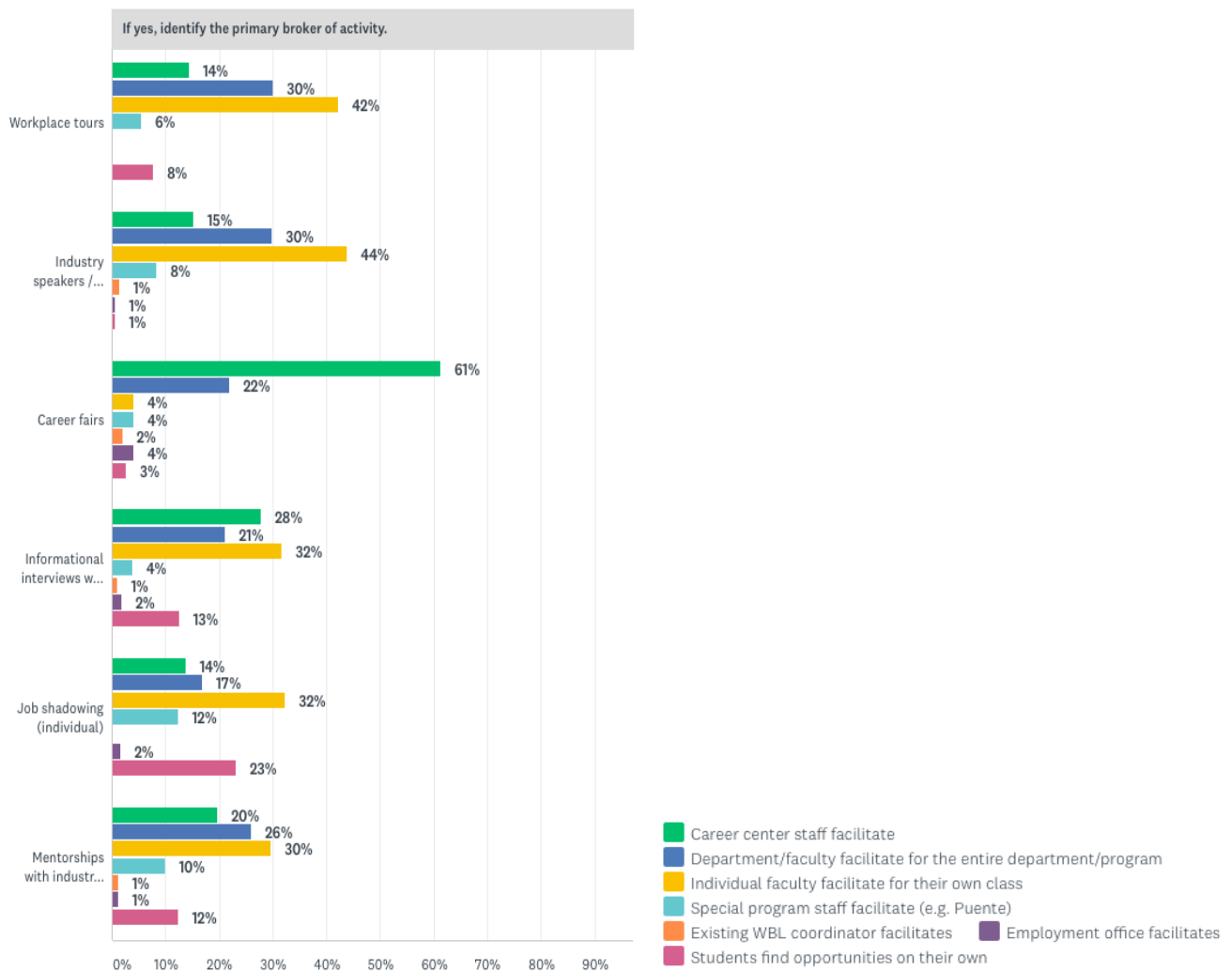


Figure 7 Faculty Survey – Facilitation and Brokering of Opportunities for Applied and Work-Based Learning: Career Awareness and Exploration (Faculty #10B)



While they agreed that a variety of opportunities are offered, College Perspective Survey and Faculty Survey respondents reported differently about how career awareness and exploration opportunities are brokered at their colleges.

College Perspective Survey respondents indicated that the Career Center is the most frequent primary broker for the following opportunities:

- Industry speakers/presentations
- Career fairs
- Informational interviews with industry professionals
- Workplace tours
- Mentorships with industry professionals

The only opportunity they reported as primarily brokered by someone else was Job Shadowing, which they indicated is most frequently brokered by students themselves (i.e., students find opportunities on their own).

In contrast, Faculty Survey respondents indicated that the Career Center is only the most frequent broker for Career Fairs and that all other opportunities are most frequently facilitated by individual faculty for their own class.

Note: The results from these two surveys may differ due to the survey samples. The College Perspective Survey data includes a more representative sample than the Faculty Survey because it was a targeted survey sent to a few key staff at each college and includes 1 to 5 responses from each of the colleges (with the exception of MiraCosta which has 8 responses because the survey was sent to a broader representative of staff). The Faculty Survey received responses from only a small percentage of the total population of faculty at the 10 colleges; therefore, we cannot infer that all faculty in the region agree that these opportunities are brokered in these ways.

Opportunities for Applied and Work-Based Learning: Career Preparation and Training (CP #7A, Faculty #11A)

The College Perspective Survey data also show that colleges are offering several different types of career preparation and training related opportunities. The below lists show the percentage of colleges in the region offering various types of career preparation and training related opportunities.

100% of colleges in the region (10 out of 10) offer the following career preparation and training related opportunities:

- Classroom projects with industry involvement
- Internships (unpaid)
- Internships (paid)
- Clinical experiences required by regulatory agencies (e.g., in nursing)
- Jobs

While, 90% offer:

- Service learning
- Cooperative work experience education
- Volunteering/community service
- Simulated workplace experience

80% offer:

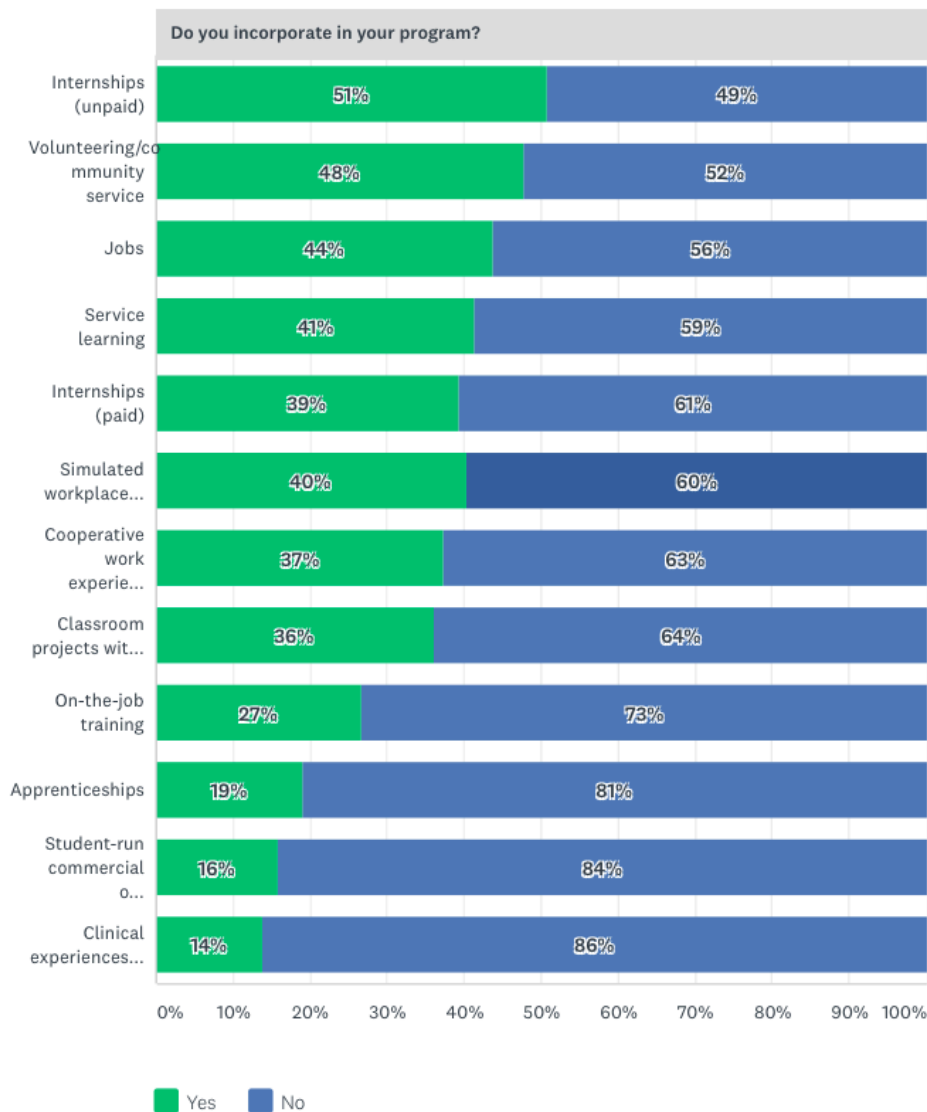
- Apprenticeships

And, 70% offer:

- Student-run commercial or social enterprises
- On-the-job training

An analysis of the regional Faculty Survey responses also shows that colleges in the region are offering a range of career preparation and training related opportunities. [Figure 8](#) below shows the number of faculty that indicated these types of opportunities are offered at their colleges. The extent to which these opportunities are offered at the various colleges cannot be inferred from this data. More detailed information about offerings and participation is included in the Inventory of Applied and Work-Based Learning Opportunities.

Figure 8 Faculty Survey – Opportunities for Applied and Work-Based Learning: Career Preparation and Training (Faculty #11A)



Respondents to the College Perspective Survey and Faculty Survey agreed that a variety of opportunities are provided at the colleges. The Faculty Survey respondents indicated that the most frequently provided career preparation and training related opportunities are the following:

- Internships (unpaid)
- Volunteering/community service
- Jobs
- Service Learning
- Internships (paid)
- Simulated workplace experience

The extent to which these opportunities are offered at the various colleges cannot be inferred from this data. More detailed information about offerings and participation is included in the Inventory of Applied and Work-Based Learning Opportunities.

Facilitation and Brokering of Opportunities for Applied and Work-Based Learning: Career Preparation and Training (CP #7B, Faculty #11B)

The surveys also asked who facilitates or brokers the various types of opportunities. [Figure 9](#), [Figure 10](#), and [Table 1](#) below show the extent to which the above-mentioned opportunities are facilitated or brokered in the following ways:

- Career center staff facilitate
- Department/faculty facilitate for the entire department/program
- Individual faculty facilitate for their own class
- Special program staff facilitate (e.g., Puente)
- Existing WBL coordinator facilitates
- Employment office facilitates
- Students find opportunities on their own

Figure 9 College Perspective Survey – Facilitation and Brokering of Opportunities for Applied and Work-Based Learning: Career Preparation and Training (CP #7B)

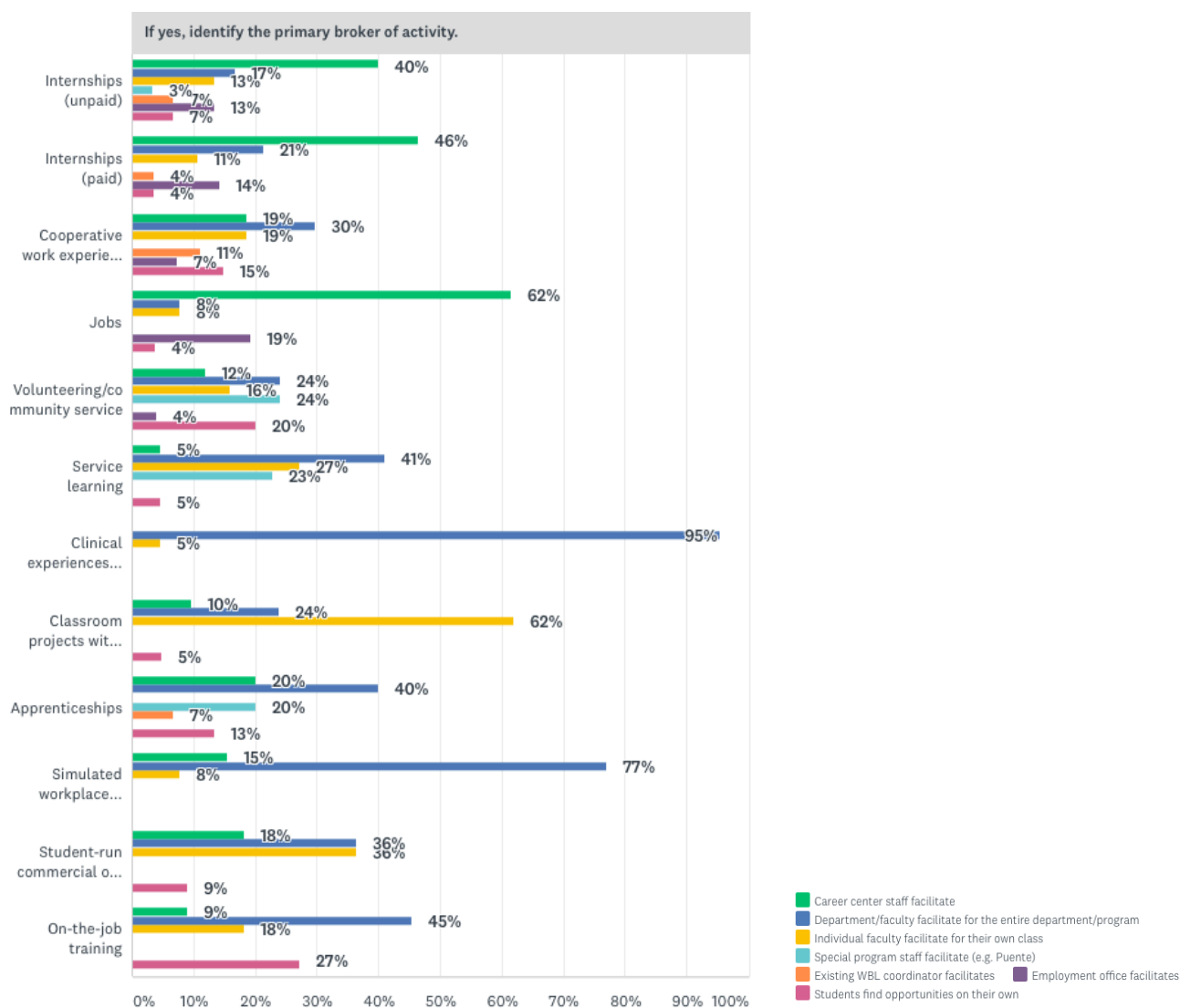


Figure 10 Faculty Survey – Facilitation and Brokering of Opportunities for Applied and Work-Based Learning: Career Preparation and Training (Faculty #11B)

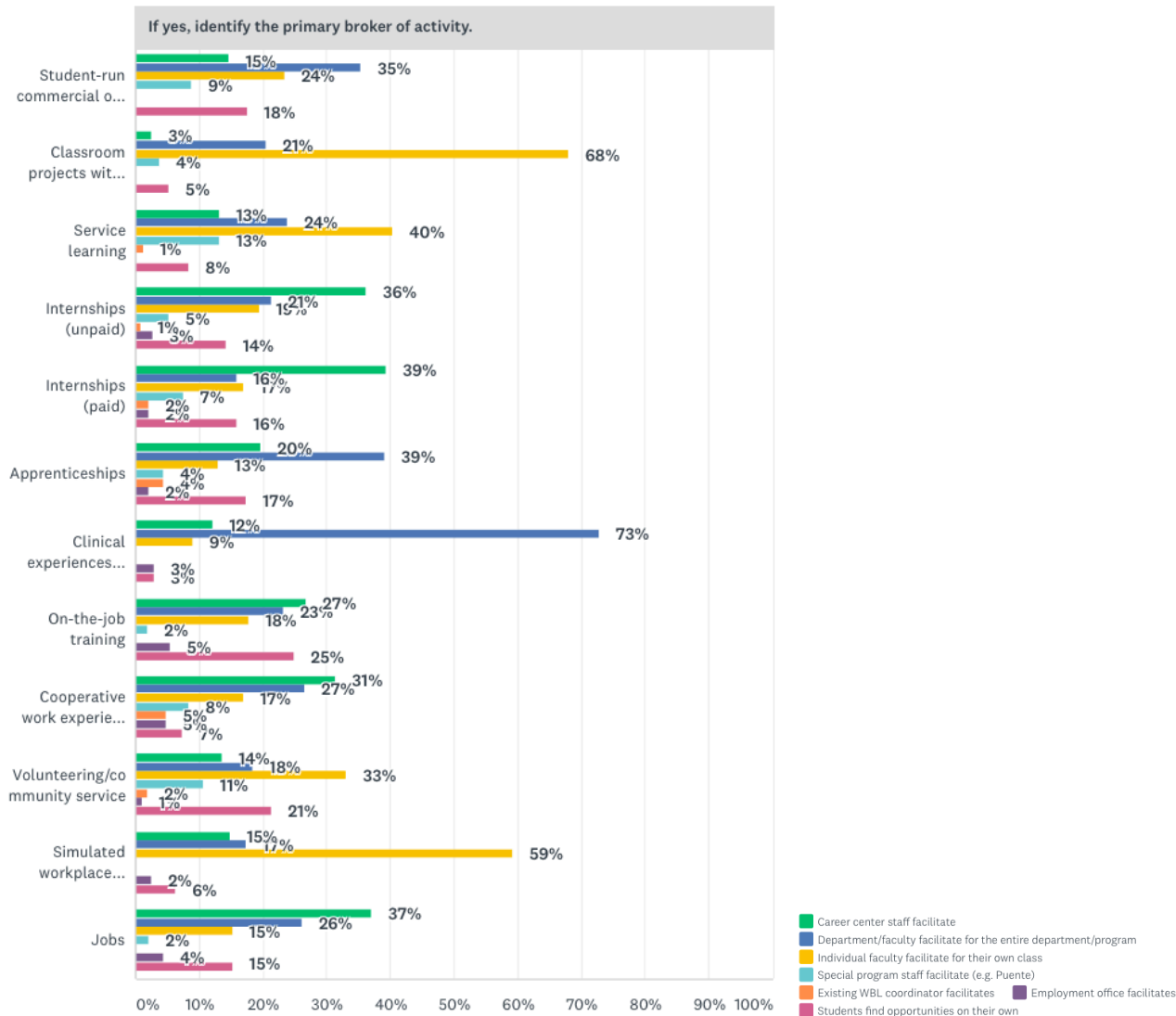


Table 1 Most Frequent Broker of Opportunities for Applied and Work-Based Learning: Career Preparation and Training

Career Preparation and Training Related Opportunities	College Perspective Most Frequent Broker	Faculty Survey Most Frequent Broker
Classroom projects with industry involvement	62% Individual faculty facilitate for own class	68% Individual faculty facilitate for own class
Internships (unpaid)	40% Career Center	36% Career Center
Internships (paid)	46% Career Center	39% Career Center
Clinical experiences required by regulatory agencies (e.g., in nursing)	95% Department/faculty facilitate for entire department/program	72% Department/faculty facilitate for entire department/program
Jobs	62% Career Center	37% Career Center
Service learning	41% Department/faculty facilitate for entire department/program	41% Individual faculty facilitate for own class
Cooperative work experience education	30% Department/faculty facilitate for entire department/program	31% Career Center 27% Department/faculty facilitate for entire department/program
Volunteering/community service	24% Department/faculty facilitate for entire department/program	33% Individual faculty facilitate for own class

Career Preparation and Training Related Opportunities	College Perspective Most Frequent Broker	Faculty Survey Most Frequent Broker
	24% Special program staff facilitate	
Simulated workplace experience	77% Department/faculty facilitate for entire department/program	59% Individual faculty facilitate for own class
Apprenticeships	40% Department/faculty facilitate for entire department/program	39% Department/faculty facilitate for entire department/program
Student-run commercial or social enterprises	36% Department/faculty facilitate for entire department/program 36% Individual faculty facilitate for own class	35% Department/faculty facilitate for entire department/program
On-the-job training	45% Department/faculty facilitate for entire department/program	27% Career Center 23% Department/faculty facilitate for entire department/program 18% Individual faculty facilitate for own class

While College Perspective Survey and Faculty Survey respondents reported somewhat differently about how opportunities are brokered at their colleges, they agreed that the opportunities were most often brokered in the following ways:

- Career Center staff facilitate
- Department/faculty facilitate for the entire department/program
- Individual faculty facilitate for their own class

Highlights of Opportunities for Applied and Work-Based Learning

Although we cannot infer the extent to which opportunities are offered, the data show that colleges in the region offer a variety of career assessment and planning, career awareness and exploration, and career preparation and training related opportunities. Following is a summary of opportunities provided.

Career Assessment and Planning Opportunities

- A variety of career assessment and planning related opportunities are offered at the colleges. One hundred percent of the colleges (10 out of 10) offer career assessments or reflective exercises, opportunities for students to talk with a counselor or staff member who has career guidance training, career awareness and exploration class, development of a format “education plan” that incorporates career options or goals based on prior career education, resume writing, and interview skills training (e.g., mock interviews); and 90% offer written or electronic based tools that describe various careers and pathways or multimedia tools that describe various careers.
- Respondents to the College Perspective Survey and Faculty Survey agreed that a variety of opportunities are provided with at least 50% of faculty responding that all of the opportunities are provided at their colleges.

Opportunities for Applied and Work-Based Learning: Career Awareness and Exploration

- A variety of career awareness and exploration related opportunities are offered at the colleges. One hundred percent of the colleges (10 out of 10) offer industry speakers/presentations, career fairs, and informational interviews with industry professionals, 90% offer workplace tours and job shadowing, and 80% offer mentorships with industry professionals.
- College Perspective Survey and Faculty Survey respondents agreed that the most frequently offered opportunities are industry speakers/presentations, career fairs, informational interviews with industry professionals, and workplace tours.
- While College Perspective Survey and Faculty Survey respondents agreed on types of opportunities offered, they reported differently about how these opportunities are brokered at their colleges. College Perspective Survey respondents indicated that the Career Center is the most frequent primary broker for all opportunities except Job Shadowing (which they indicated is most frequently brokered by students themselves). In contrast, Faculty Survey respondents indicated that the Career Center is the most frequent broker for Career Fairs only and that all other opportunities are most frequently brokered by individual faculty for their own class. While it cannot be inferred that all faculty in the region agree that these opportunities are brokered in these ways, it is interesting to note that many faculty do not seem to see the

Highlights of Opportunities for Applied and Work-Based Learning

Career Center as a primary broker of career awareness and exploration related opportunities. And, similarly Career Center staff may not be aware of all the opportunities provided by individual faculty. Increased collaboration between Career Center staff and faculty would likely be beneficial.

Opportunities for Applied and Work-Based Learning: Career Preparation and Training

- Although we cannot infer the extent to which opportunities are offered, the data show that colleges in the region offer a variety of career preparation and training related opportunities. One hundred percent of the colleges (10 out of 10) offer classroom projects with industry involvement, internships (unpaid and paid), clinical experiences required by regulatory agencies and jobs; 90% offer service learning, cooperative work experience education, volunteering/community service, and simulated workplace experience; 80% offer apprenticeships; and 70% offer student-run commercial or social enterprises on-the-job training.
- Respondents to the College Perspective Survey and Faculty Survey agreed that a variety of opportunities are provided at the colleges. The Faculty Survey respondents indicated that the most frequently provided opportunities are internships (unpaid), volunteering/community service, jobs, service learning, internships (paid), and simulated workplace experience.
- While College Perspective Survey and Faculty Survey respondents reported somewhat differently about how opportunities are brokered at their colleges, they agreed that the opportunities were most often brokered in the following ways:
 - Career Center staff facilitate
 - Department/faculty facilitate for the entire department/program
 - Individual faculty facilitate for their own class

Challenges Related to Implementing Applied and Work-Based Learning (CP #14, Faculty #18)

As shown in [Figure 11](#) and [Figure 12](#) below, both College Perspective Survey respondents and Faculty Survey respondents report the following as challenges to implementing applied and work-based learning:

- 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
- Time required to engage employers and coordinate student placements
- Lack of student preparedness and required skills
- Lack of staff to broker opportunities
- Mismatch between student interests/skills and available workplace opportunities
- Lack of time for integration into classroom instruction and assessment
- Transportation issues
- Time required to monitor students in the workplace
- Insurance and liability issues

Figure 11 College Perspective Survey – Challenges to Implementing Applied & WBL (CP #14)

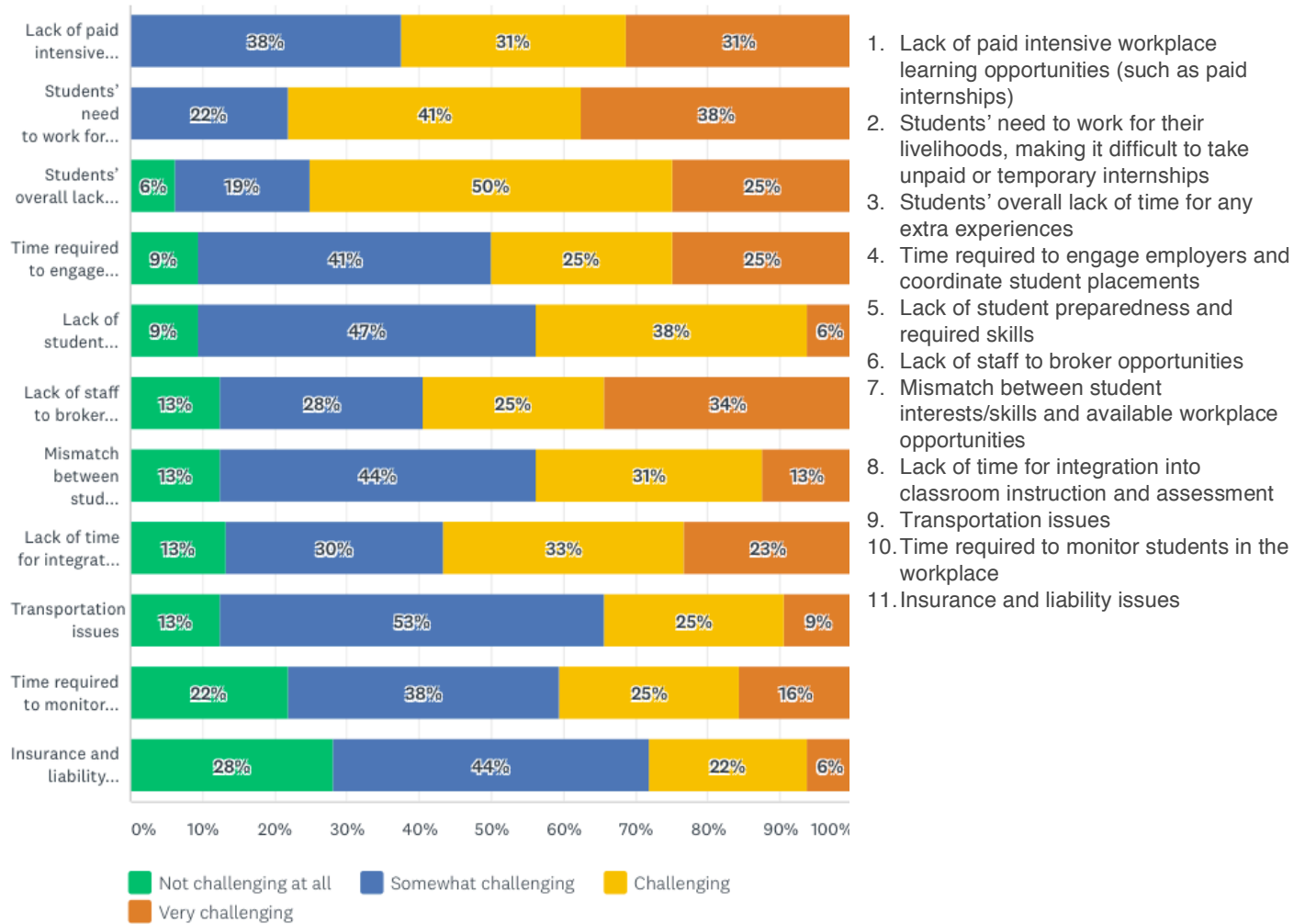
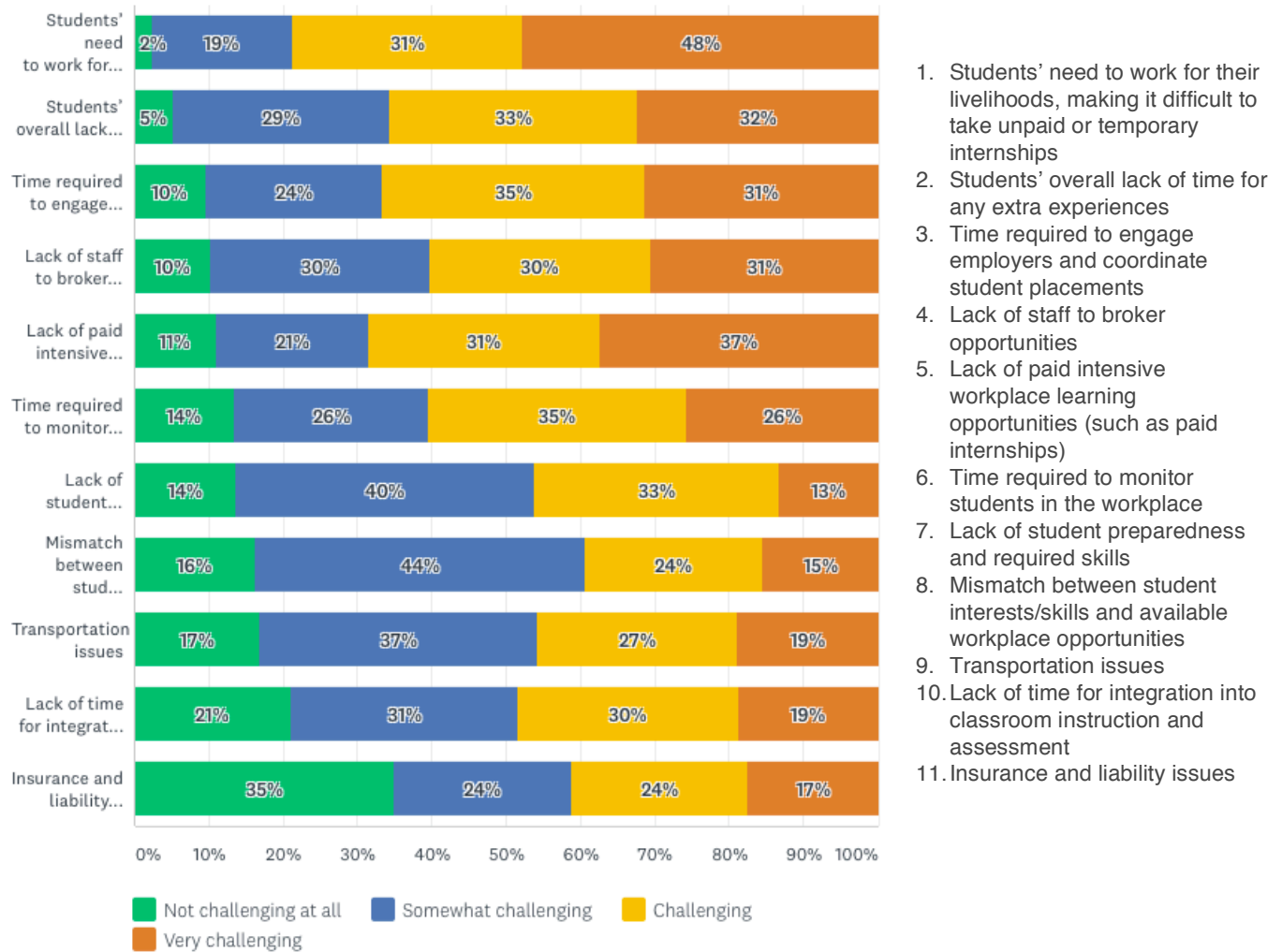


Figure 12 Faculty Survey – Challenges to Implementing Applied and Work-Based Learning (Faculty #18)



Respondents to both the College Perspective and Faculty Surveys indicated that all 11 of the answer choices provided were challenges. The following were the most frequently reported challenges:

- Students' need to work for their livelihoods, making it difficult to take unpaid or temporary internships
 - 100% of College Perspective Survey respondents reported this as a challenge (38% reported very challenging)
 - 98% of Faculty Survey respondents reported this as a challenge (48% reported very challenging)
- Lack of paid intensive workplace learning opportunities (such as paid internships)
 - 100% of College Perspective Survey respondents reported this as a challenge (31% reported very challenging)
 - 89% of Faculty Survey respondents reported this as a challenge (37% reported very challenging)
- Students' overall lack of time for any extra experiences
 - 94% of College Perspective Survey respondents reported this as a challenge (25% reported very challenging)
 - 95% of Faculty Survey respondents reported this as a challenge (32% reported very challenging)

- Time required to engage employers and coordinate student placements
 - 91% of College Perspective Survey respondents reported this as a challenge (25% reported very challenging)
 - 90% of Faculty Survey respondents reported this as a challenge (31% reported very challenging)
- Lack of student preparedness and required skills
 - 91% of College Perspective Survey respondents reported this as a challenge (6% reported very challenging)
 - 86% of Faculty Survey respondents reported this as a challenge (13% reported very challenging)
- Lack of staff to broker opportunities
 - 87% of College Perspective Survey respondents reported this as a challenge (34% reported very challenging)
 - 90% of Faculty Survey respondents reported this as a challenge (31% reported very challenging)

The other answer choices were also listed as challenges by a large percentage of respondents. The only challenge that was reported by fewer than 75% of respondents was:

- Insurance and liability issues
 - 28% of College Perspective Survey respondents indicated that this is not a challenge at all (but 72% indicated that it is)
 - 35% of Faculty Survey respondents indicated that this is not a challenge at all (but 65% indicated that it is)

Emerging Themes for Challenges to Implementing Applied and Work-Based Learning (CP #14B, Faculty #18B)

In addition to the themes included as answer choices in the survey, several challenges emerged in our content analysis of the open response items related to challenges. Below is a list of these challenges and sample quotes from the surveys.

- Marketing and communication challenges
 - “Marketing opportunities to students; most often we market through each program's faculty.”
- Students need to understand the importance of WBL as it relates to career preparation
 - “Making it explicit how what I teach is related to what workforce wants.”
 - “Finding relevance, making students understand why skillsets matter.”
- Language as a consideration in WBL and career preparation
 - “I teach noncredit ESL. At the lower levels it’s very difficult to teach these topics because of language barriers. But--it is not impossible, and the basics can begin at this level and increase as the student increases their language abilities.”
 - “Lack of classroom paid aids to help students from other countries who are not fluent in English.”
- Lack of professional space for meetings with employers
 - “Professional space setting to allow employers to come and speak to students in groups or individually.”

Based on the survey response and comments regarding challenges, it appears that in addition to the need for improved skills, opportunities, and systems, student interest and motivation should also be addressed.

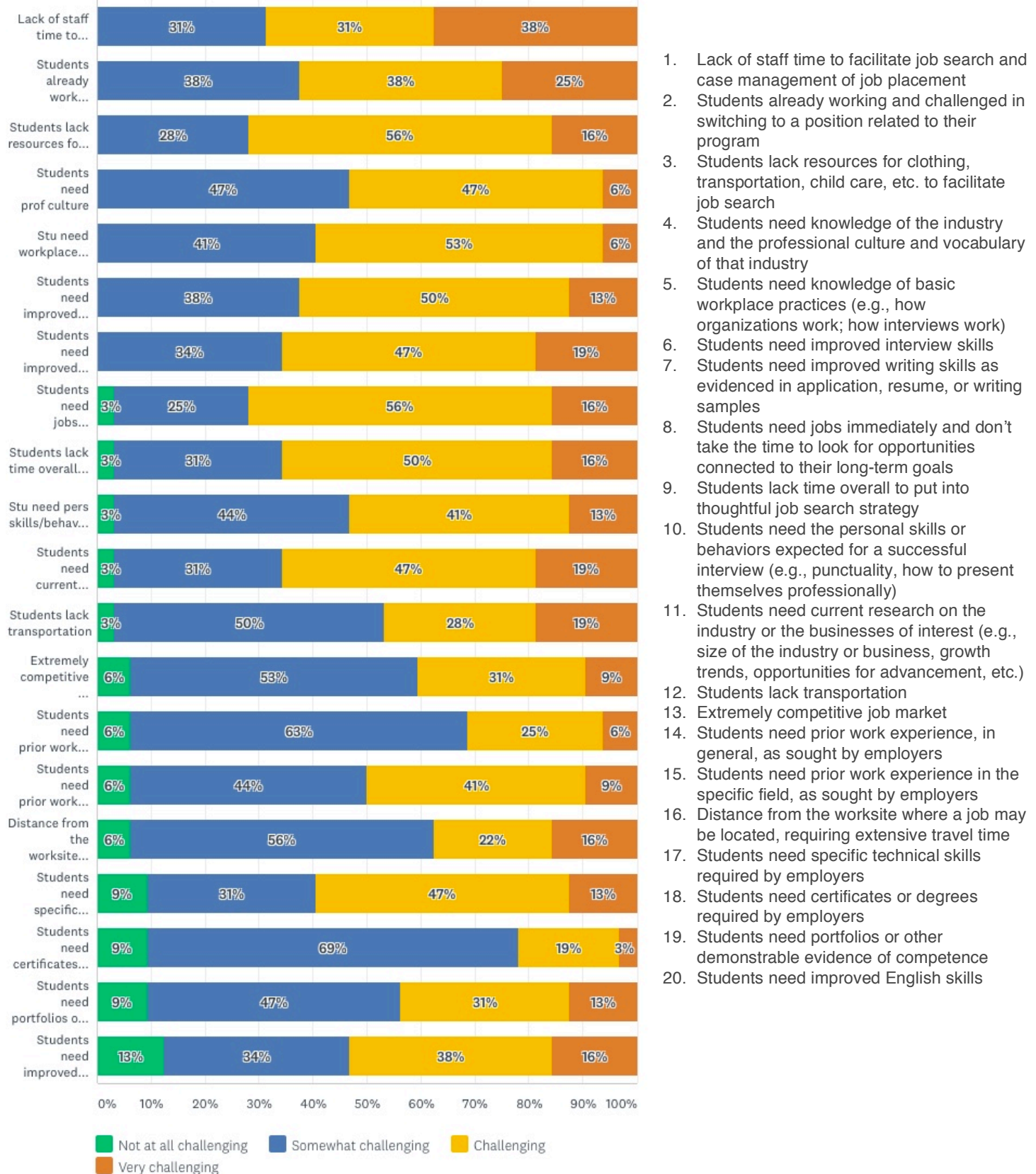
Students may need help understanding the importance and relevance of WBL and Job Placement and how it is directly related to their career preparation and future employment.

Challenges Related to Job Placement (CP#15, Faculty #19)

As shown in [Figure 13](#) and [Figure 14](#) below, both College Perspective Survey respondents and Faculty Survey respondents report the following as challenges to implementing job placement:

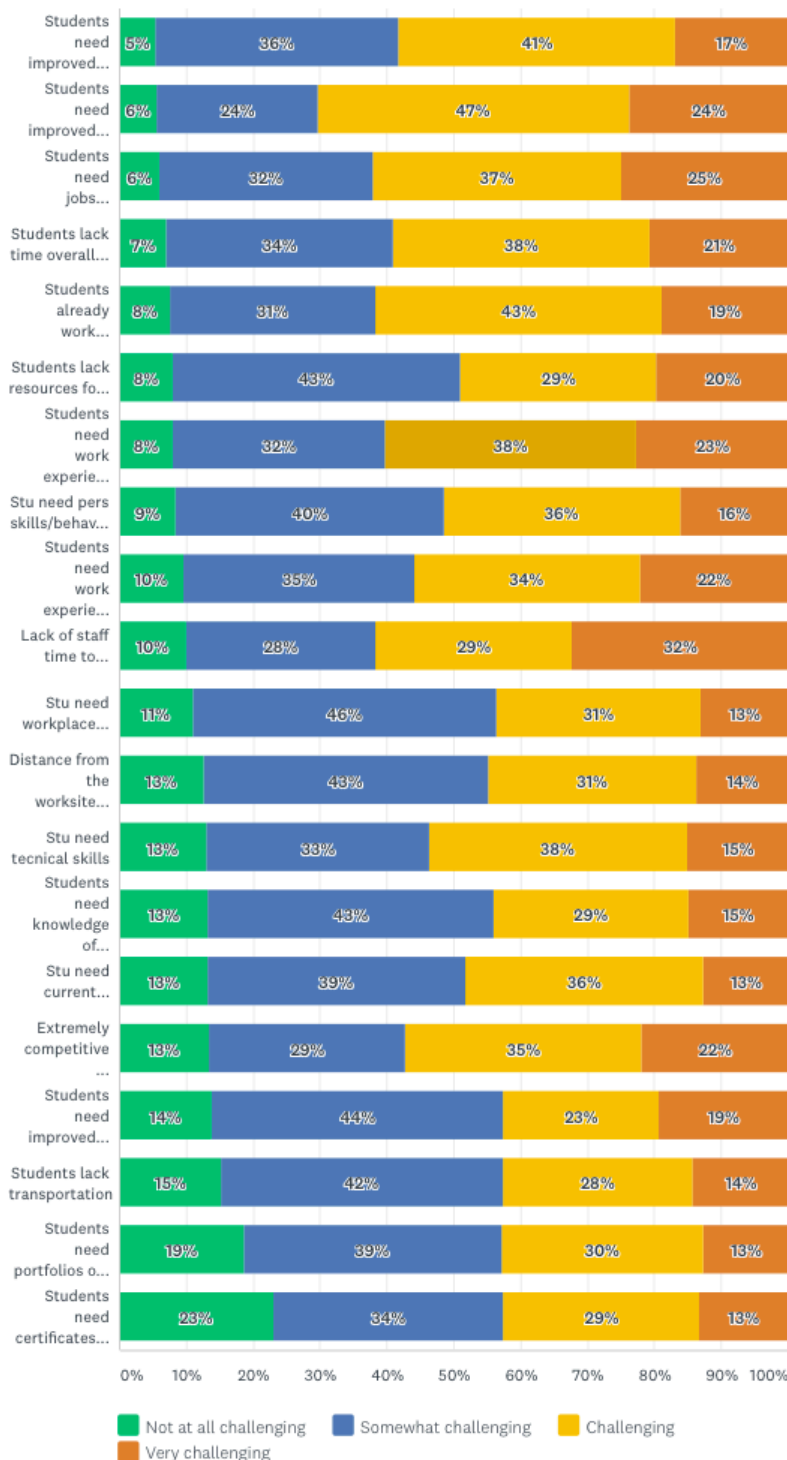
- Lack of staff time to facilitate job search and case management of job placement
- Students need jobs immediately and don't take the time to look for opportunities connected to their long-term goals
- Students already working and challenged in switching to a position related to their program
- Students 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

Figure 13 College Perspective Survey – Challenges Related to Job Placement (CP#15)



1. Lack of staff time to facilitate job search and case management of job placement
2. Students already working and challenged in switching to a position related to their program
3. Students lack resources for clothing, transportation, child care, etc. to facilitate job search
4. Students need knowledge of the industry and the professional culture and vocabulary of that industry
5. Students need knowledge of basic workplace practices (e.g., how organizations work; how interviews work)
6. Students need improved interview skills
7. Students need improved writing skills as evidenced in application, resume, or writing samples
8. Students need jobs immediately and don't take the time to look for opportunities connected to their long-term goals
9. Students lack time overall to put into thoughtful job search strategy
10. Students need the personal skills or behaviors expected for a successful interview (e.g., punctuality, how to present themselves professionally)
11. 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.)
12. Students lack transportation
13. Extremely competitive job market
14. Students need prior work experience, in general, as sought by employers
15. Students need prior work experience in the specific field, as sought by employers
16. Distance from the worksite where a job may be located, requiring extensive travel time
17. Students need specific technical skills required by employers
18. Students need certificates or degrees required by employers
19. Students need portfolios or other demonstrable evidence of competence
20. Students need improved English skills

Figure 14 Faculty Survey – Challenges Related to Job Placement (Faculty #19)



1. Students need improved interview skills
2. Students need improved writing skills as evidenced in application, resume, or writing samples
3. Students need jobs immediately and don't take the time to look for opportunities connected to their long-term goals
4. Students lack time overall to put into thoughtful job search strategy
5. Students already working and challenged in switching to a position related to their program
6. Students lack resources for clothing, transportation, child care, etc. to facilitate job search
7. Students need prior work experience in the specific field, as sought by employers
8. Students need the personal skills or behaviors expected for a successful interview (e.g., punctuality, how to present themselves professionally)
9. Students need prior work experience, in general, as sought by employers
10. Lack of staff time to facilitate job search and case management of job placement
11. Students need knowledge of basic workplace practices (e.g., how organizations work; how interviews work)
12. Distance from the worksite where a job may be located, requiring extensive travel time
13. Students need specific technical skills required by employers
14. Students need knowledge of the industry and the professional culture and vocabulary of that industry
15. 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.)
16. Extremely competitive job market
17. Students need improved English skills
18. Students lack transportation
19. Students need portfolios or other demonstrable evidence of competence
20. Students need certificates or degrees required by employers

Respondents to both the College Perspective and Faculty Surveys indicated that all of the 20 challenges listed as answer choices in the surveys were in fact challenges at their colleges.

All (100%) of College Perspective Survey respondents and 87-97% of Faculty Survey respondents indicated that the following were somewhat challenging, challenging, or very challenging:

- Lack of staff time to facilitate job search and case management of job placement
 - 100% of College Perspective Survey respondents reported this as a challenge (38% reported very challenging)
 - 90% of Faculty Survey respondents reported this as a challenge (32% reported very challenging)
- Students already working and challenged in switching to a position related to their program
 - 100% of College Perspective Survey respondents reported this as a challenge (25% reported very challenging)
 - 92% of Faculty Survey respondents reported this as a challenge (19% reported very challenging)
- Students lack resources for clothing, transportation, child care, etc. to facilitate job search
 - 100% of College Perspective Survey respondents reported this as a challenge (16% reported very challenging)
 - 92% of Faculty Survey respondents reported this as a challenge (20% reported very challenging)
- Students need knowledge of the industry and the professional culture and vocabulary of that industry
 - 100% of College Perspective Survey respondents reported this as a challenge (6% reported very challenging)
 - 87% of Faculty Survey respondents reported this as a challenge (15% reported very challenging)
- Students need knowledge of basic workplace practices (how organizations work; how interviews work)
 - 100% of College Perspective Survey respondents reported this as a challenge (6% reported very challenging)
 - 89% of Faculty Survey respondents reported this as a challenge (13% reported very challenging)
- Students need improved interview skills
 - 100% of College Perspective Survey respondents reported this as a challenge (13% reported very challenging)
 - 95% of Faculty Survey respondents reported this as a challenge (17% reported very challenging)
- Students need improved writing skills as evidenced in application, resume, or writing samples
 - 100% of College Perspective Survey respondents reported this as a challenge (19% reported very challenging)
 - 94% of Faculty Survey respondents reported this as a challenge (24% reported very challenging)

The challenge most frequently cited a very challenging was “Lack of staff time to facilitate job search and case management of job placement,” with 38% of College Perspective Survey respondents and 32% of Faculty Survey respondents reported that this was very challenging.

All other challenges listed in the survey were also reported to be somewhat challenging, challenging, or very challenging by at least 87-97% of College Perspective Survey respondents and 77-92% of Faculty Survey respondents.

The challenges that were reported least often (but still considered a challenge by many more respondents than not) were the following:

- Students need certificates or degrees required by employers
 - 9% of College Perspective Survey respondents indicated that this is not a challenge at all (but 91% indicated that it is)

- 23% of Faculty Survey respondents indicated that this is not a challenge at all (but 77% indicated that it is)
- Students need portfolios or other demonstrable evidence of competence
 - 9% of College Perspective Survey respondents indicated that this is not a challenge at all (but 91% indicated that it is)
 - 19% of Faculty Survey respondents indicated that this is not a challenge at all (but 81% indicated that it is)
- Students need improved English skills
 - 13% of College Perspective Survey respondents indicated that this is not a challenge at all (but 87% indicated that it is)
 - 14% of Faculty Survey respondents indicated that this is not a challenge at all (but 86% indicated that it is)

Emerging Themes for Challenges to Job Placement (CP#15B, Faculty #19B)

In addition to the themes included as answer choices in the survey, several challenges emerged in our content analysis of the open response items related to challenges. Below is a list of these challenges and sample quotes from the surveys.

- Students need to understand the importance of career preparation and the time and effort it takes to find a meaningful job
 - “The challenge is convincing students that this knowledge and experience will make them more successful.”
 - “Students are unaware that they should learn workplace practices, research industries and companies, demonstrate skill competence, or practice completing applications, writing resumes, and interviewing. Some students seem to think that if they Google interviewing, then they've prepared for the interview. We need to teach students that the likelihood of their obtaining employment increases in the same proportion as does their level of knowledge and their practice of employability skills.”
 - “Lack of student preparedness is an issue because many students think they are prepared. While there are requirements to participate in WBL, there are no requirements for students to seek employment. Many are not adequately prepared for the daunting experience of finding employment and being successful employees. “
- Lack of Institutional support
 - “The campus culture isn't in tune with the idea of WBL. It needs to be embedded in how we orient our students and staff/faculty.”

Given that this is a regional analysis with limited sample, it cannot be inferred that the above challenges are truly any more or less challenging than others. More analysis of college-level data could be done to determine to what extent each of these are challenges at the various colleges.

Highlights of Challenges to Applied and Work-Based Learning and Job Placement

The data show that colleges face a variety of challenges related to implementing applied and work-based learning and job placement. Following is a summary of challenges faced.

Highlights of Challenges to Applied and Work-Based Learning and Job Placement

Challenges related to implementing applied and work-based learning:

College Perspective Survey and Faculty Survey respondents agreed that all 11 of the challenges listed in the surveys were in fact challenges at their colleges.

The following were the most frequently reported challenges:

- 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
- Time required to engage employers and coordinate student placements
- Lack of student preparedness and required skills
- Lack of staff to broker opportunities

All 20 of the challenges listed in the surveys should be considered challenges to implementation. The only challenge that was reported by fewer than 75% of respondents was "insurance and liability issues" (which was still cited as a challenge by 72% of College Perspective Survey respondents and 65% of Faculty Survey respondents).

In addition to the challenges listed in the survey, the following challenges emerged in our content analysis of relevant open response items:

- Marketing and communication challenges
- Lack of student interest or understanding about the relevance of WBL / students need to understand the importance of WBL as it relates to career preparation
- Language barriers
- Lack of professional space for meetings with employers

Based on the survey response and comments regarding challenges, it appears that in addition to the need for improved skills, opportunities, and systems, student interest and motivation should also be addressed. Students may need help understanding the importance and relevance of WBL and Job Placement and how it is directly related to their career preparation and future employment.

Challenges related to job placement:

Respondents to both the College Perspective and Faculty Surveys indicated that all of the 20 challenges listed as answer choices in the surveys were in fact challenges at their colleges. All 20 challenges listed were selected as challenges by at least 87-100% of College Perspective Survey respondents and 77-100% of Faculty Survey respondents.

The challenges cited by 100% of College Perspective Survey respondents and 87-97% of Faculty Survey respondents include:

- Lack of staff time to facilitate job search and case management of job placement (this was reported as "very challenging" 38% of College Perspective Survey respondents and 32% of Faculty Survey respondents)
- Students already working and challenged in switching to a position related to their program
- Students lack resources for clothing, transportation, child care, etc. to facilitate job search
- 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 improved interview skills
- Students need improved writing skills as evidenced in application, resume, or writing samples

In addition to the challenges listed in the survey, the following challenges emerged in our content analysis of relevant open response items:

- Students need to recognize the importance of career preparation and understand the time and effort it takes to find a meaningful job
- Lack of Institutional support

Highlights of Challenges to Applied and Work-Based Learning and Job Placement

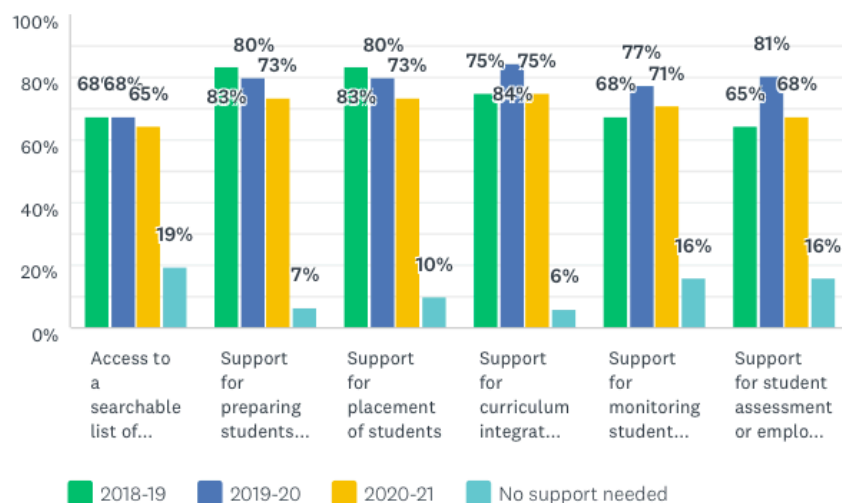
Given that this is a regional analysis with limited sample, it cannot be inferred that the above challenges are truly any more or less challenging than others. More analysis of college-level data could be done to determine to what extent each of these are challenges at the various colleges.

Support Needed to Expand or Improve Applied and Work-Based Learning (CP #16, #17 open response, Faculty #20, #21 open response)

As shown in [Figure 15](#) and [Figure 16](#) below, both College Perspective Survey respondents and Faculty Survey respondents report the following as supports needed to expand or improve applied and work-based learning:

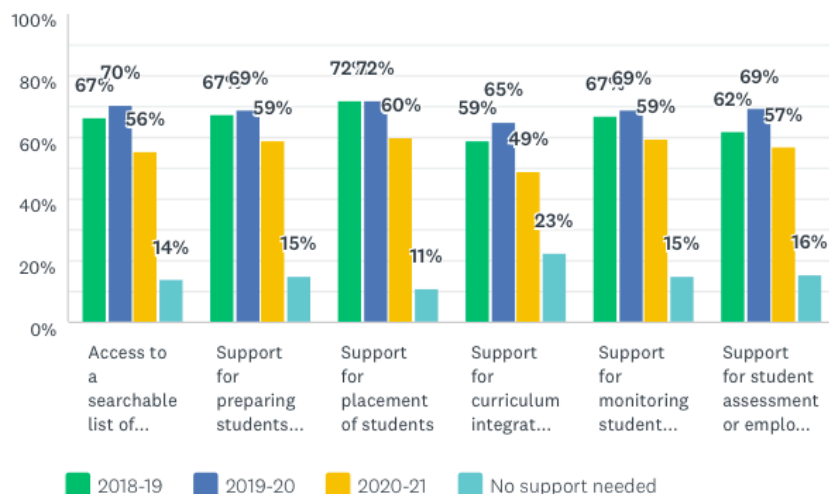
- Access to a searchable list of opportunities (listed by sector or other criteria)
- Support for preparing students for experiences
- Support for placement of students
- Support for curriculum integration and transfer of learning
- Support for monitoring student progress
- Support for student assessment or employer feedback

Figure 15 College Perspective Survey – Support Needed to Expand or Improve Applied and Work-Based Learning (CP #16)



College Perspective Supports Needed for Applied and WBL Rank Order	Total Across Years (Average % across 3 years)
Support for preparing students for experiences	78.89%
Support for placement of students	78.89%
Support for curriculum integration and transfer of learning	78.13%
Support for monitoring student progress	72.04%
Support for student assessment or employer feedback	70.97%
Access to a searchable list of opportunities (listed by sector or other criteria)	66.67%

Figure 16 Faculty Survey – Support Needed to Expand or Improve Applied and Work-Based Learning (Faculty #20)



Faculty Supports Needed for Applied and WBL Rank Order	Total Across Years (Average % across 3 years)
Support for placement of students	67.95%
Support for preparing students for experiences	65.22%
Support for monitoring student progress	65.14%
Access to a searchable list of opportunities (listed by sector or other criteria)	64.30%
Support for student assessment or employer feedback	62.81%
Support for curriculum integration and transfer of learning	57.63%

Many respondents (67-79% of College Perspective Survey respondents and 58-68% of Faculty Survey respondents) agreed that the 6 types of applied and WBL supports listed in the surveys are needed.

College Perspective Survey and Faculty Survey respondents also agreed that the top two applied and WBL support needs are the following:

- Support for preparing students for experiences
 - 79% of College Perspective Survey respondents reported this as a support needed
 - 65% of Faculty Survey respondents reported this as a support needed
- Support for placement of students
 - 79% of College Perspective Survey respondents reported this as a support needed
 - 68% of Faculty Survey respondents reported this as a support needed

All other supports needs listed also received high percentages of responses with at least 67% of College Perspective Survey respondents and 58% of Faculty Survey respondents agreeing on these needs.

Emerging Themes for Applied and Work-Based Learning Support and Needs (CP #16B other, CP #17 open response; Faculty #20B other, Faculty #21 open response)

In addition to the themes included as answer choices in the survey, several support needs emerged in our content analysis of the open response items related to supports. Below is a list of additional supports needed to expand or improve applied and work-based learning and also sample quotes from the surveys.

- Marketing and communication to students so they understand the importance of WBL as it relates to career preparation

- “Students need to learn the value of gaining experience while in college paid/unpaid and not see it as an option but rather as a need for job readiness.”
- Employer engagement to support work-based learning
 - “We need support from employers visiting the classroom.”
- Time and staff to teach job readiness skills
 - “Workshops regarding job-readiness skills have been offered regularly...but few instructors support their students' attendance at such opportunities...”
- Institutional support and collaboration
 - “Our Work-Based Learning Grants are helping with staffing issues so we will be able to better prepare, place and follow-up with our students and employers.”
 - “Administrative support for change.”
 - “If this is an institution-wide priority, then everyone at the institution needs to be made aware of its status as priority.”
 - “Need to institutionalize Work Based Learning activities from staffing, resources, database, marketing to students and faculty, etc.”
 - “Time and staff are the largest needs. Time to make a plan and then implement and the staff to do it.”
 - “My wish would be that CE programs collaborated with GE courses (and vice versa) to build the 21st century skills in focused, reinforced, relevant ways.”
 - “Teachers need more... collaboration with those who have already done this. Perhaps even some training from others who have done this.”
- Language support for ELLs
 - “Ensure students’ English abilities are up to par.”
 - “21st technology in our ESL program. Virtual reality classes can deepen student language learning experience.”
- Need for data collection and tracking
 - “Data collection is an area of need.”
 - “We often receive positive reports from students who have found employment after our program, but don't have an official system in place for tracking data of student transition into employment. Support of tracking this data would be most helpful.”

Given that this is a regional analysis, more analysis of college-level data could be done to determine to what extent each of these are needs at the various colleges.

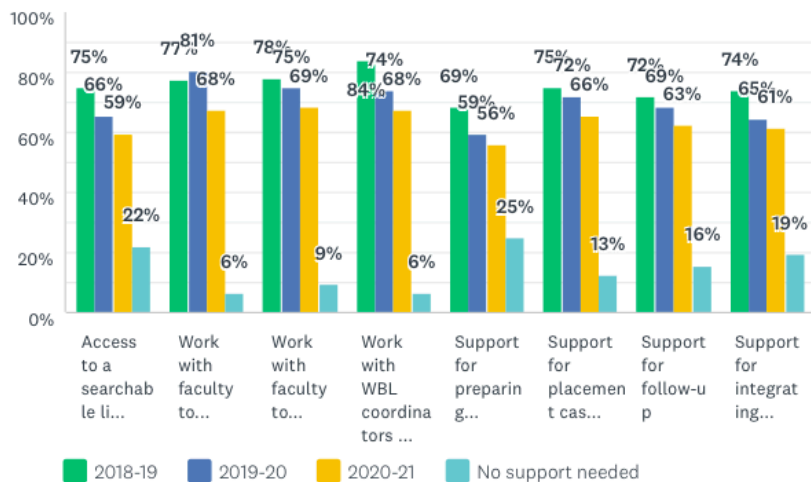
Support Needed to Expand or Improve Job Placement (CP #18, #19 open response, Faculty #22, #23 open response)

As shown in [Figure 17](#) and [Figure 18](#) below, both College Perspective Survey respondents and Faculty Survey respondents report the following as supports needed to expand or improve job placement:

- 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

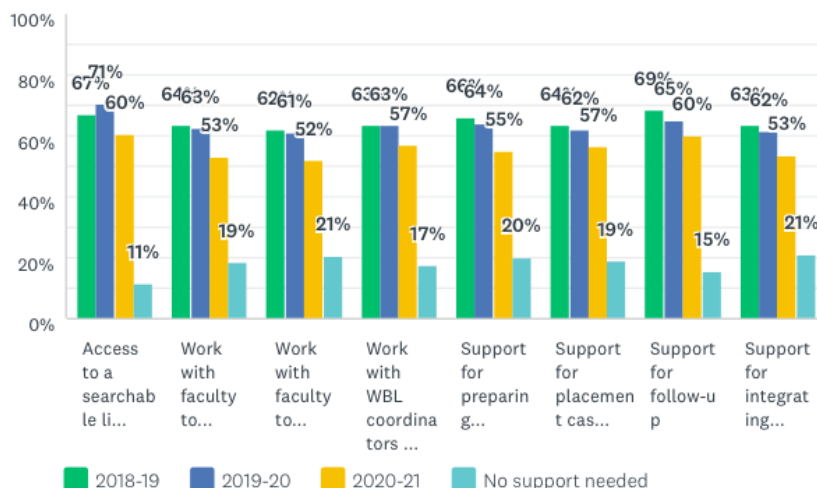
- Support for preparing students with resumes, interview skills, etc.
- Support for placement case management
- Support for follow-up
- Support for integrating preparatory activities into curriculum (e.g. job seeking skills, mock interviews)

Figure 17 College Perspective Survey – Support Needed to Expand or Improve Job Placement (CP #18)



College Perspective Supports Needed for Job Placement Rank Order	Total Across Years (Average % across 3 years)
Work with faculty to ensure that students are adequately prepared with basic language and writing skills	75.27%
Work with WBL coordinators to ensure that students have prior exposure to and experience in industries and workplaces of interest	75.27%
Work with faculty to ensure that students are adequately prepared with technical and other workplace skills and knowledge	73.96%
Support for placement case management	70.83%
Support for follow-up	67.71%
Access to a searchable list of job opportunities (listed by sector or other criteria)	66.67%
Support for integrating preparatory activities into curriculum (e.g. job seeking skills, mock interviews)	66.67%
Support for preparing students with resumes, interview skills, etc.	61.46%

Figure 18 Faculty Survey – Support Needed to Expand or Improve Job Placement (Faculty #22)



Faculty Supports Needed for Job Placement Rank Order	Total Across Years (Average % across 3 years)
Access to a searchable list of job opportunities (listed by sector or other criteria)	66.09%
Support for follow-up	64.50%
Support for preparing students with resumes, interview skills, etc.	61.66%
Work with WBL coordinators to ensure that students have prior exposure to and experience in industries and workplaces of interest	61.28%
Support for placement case management	60.71%
Work with faculty to ensure that students are adequately prepared with basic language and writing skills	59.66%
Support for integrating preparatory activities into curriculum (e.g. job seeking skills, mock interviews)	59.50%
Work with faculty to ensure that students are adequately prepared with technical and other workplace skills and knowledge	58.24%

Many respondents (61-75% of College Perspective Survey respondents and 58-66% of Faculty Survey respondents) agreed that the 8 types of job placement supports listed in the surveys are needed. However, College Perspective Survey and Faculty Survey respondents did not necessarily agree on the order of the needs.

College Perspective Survey respondents most frequently selected the following 3 choices as job placement support needs:

- Work with faculty to ensure that students are adequately prepared with basic language and writing skills
 - 75% of College Perspective Survey respondents reported this as a support needed
 - 59.66% of Faculty Survey respondents reported this as a support needed
- Work with WBL coordinators to ensure that students have prior exposure to and experience in industries and workplaces of interest
 - 75% of College Perspective Survey respondents reported this as a support needed
 - 61.28% of Faculty Survey respondents reported this as a support needed
- Work with faculty to ensure that students are adequately prepared with technical and other workplace skills and knowledge

- 74% of College Perspective Survey respondents reported this as a support needed
- 58.24% of Faculty Survey respondents reported this as a support needed

It is interesting to note that these 3 most frequently selected supports are related to working directly with faculty in some way. Respondents appear to want to work more closely with faculty to help ensure students have exposure to industries and are adequately prepared.

Faculty Survey respondents most frequently selected the following 3 choices as job placement support needs:

- Access to a searchable list of job opportunities (listed by sector or other criteria)
 - 66% of College Perspective Survey respondents reported this as a support needed
 - 66% of Faculty Survey respondents reported this as a support needed
- Support for follow-up
 - 68% of College Perspective Survey respondents reported this as a support needed
 - 65% of Faculty Survey respondents reported this as a support needed
- Support for preparing students with resumes, interview skills, etc.
 - 61% of College Perspective Survey respondents reported this as a support needed
 - 62% of Faculty Survey respondents reported this as a support needed

All other supports needs listed also received fairly high percentages of responses with at least 61% of College Perspective Survey respondents and 58% of Faculty Survey respondents agreeing on these needs.

Emerging Themes for Job Placement Support and Needs (CP #18B other, CP #19 open response; Faculty #23B other, Faculty #23 open response)

In addition to the themes included as answer choices in the survey, several support needs emerged in our content analysis of the open response items related to challenges. Below is a list of these supports and sample quotes from the surveys.

- Institutional support and collaboration
 - “If this is an institution-wide priority, then everyone at the institution needs to be made aware of its status as priority.”
 - “Need to institutionalize Work Based Learning activities from staffing, resources, database, marketing to students and faculty, etc.”
 - “There is a huge disconnect on our campus between the Career Center and classroom curriculum/teaching.”
 - “Faculty advisors could support some of this work, but this new role would have to be integrated into a systematic, collaborative effort across GE, CE, and Student Services”
 - “A shift in perception that it is the duty of one or two offices or staff on campus to provide it; all faculty, particularly CE faculty need to prepare students for WBL and employment. Even if it's to begin to talk about both as expectations of their educational experience.”
 - “The program is working at top capacity; however, District is not willing to increase faculty or provide clerical personnel for program.”
 - “Have a department that just works on job placement.”
 - “More collaboration between faculty and Student Employment services.”
- Employer engagement to support job placement
 - “Need more networking opportunities.”

- “We have implemented a new data base, but getting new opportunities and then bringing those to the students is a major concern. There needs to be more outreach to our campus community and the community at large.”
- “We need people who will develop opportunities for students by actively engaging with employers to develop jobs and partnerships before moving on to placement. There is a high need for job developers to increase the number of opportunities for students before even being able to move on to placement.”
- “I'd like more support/ability to get the career center and professionals into my classroom to assist with job seeking skills.”
- Marketing and communication to students about career preparation services
 - “We have opportunities but it's hard to convince students to take advantage of them.”
 - “We need support from the center by making their services aware to students.”
- Language support for ELLs
 - “Ensure students’ English abilities are up to par.”
- Transportation Support
 - “Would be nice to provide bus passes for students. Often they are offered internships, but need to be able to get to employer(s) location”

The data show that a variety of supports are needed for successful implementation of job placement at the colleges in the region. Given that this is a regional analysis, more analysis of college-level data could be done to determine to what extent each of these are needs at the various colleges.

Highlights of Supports Needed for Applied and Work-Based Learning and Job Placement

The data show that a variety of supports related to implementing applied and work-based learning and job placement are needed in the region. Following is a summary of the types of supports that respondents indicated are needed.

Supports needed for implementing applied and work-based learning:

College Perspective Survey and Faculty Survey respondents agreed that all 6 types of applied and WBL supports listed in the survey are needed. Respondents also agreed that the top two needs are preparing students for experiences and support for placement of students, but all other support needs also received high percentages of responses.

In addition to the support needs listed in the survey, the following needs emerged in our content analysis of relevant open response items:

- Marketing and communication to students so they understand the importance of WBL as it relates to career preparation
- Employer engagement to support work-based learning
- Time and staff to teach job readiness skills
- Institutional support and collaboration
- Language support for ELLs
- “Need for data collection and tracking

Supports needed for implementing job placement:

College Perspective Survey and Faculty Survey respondents agreed that all 8 types of job placement supports listed in the survey are needed. The two respondents groups did not necessarily agree on the order of the needs with College Perspective Survey respondents most frequently selected the following job placement support needs:

Highlights of Supports Needed for Applied and Work-Based Learning and Job Placement

- Work with faculty to ensure that students are adequately prepared with basic language and writing skills
- Work with WBL coordinators to ensure that students have prior exposure to and experience in industries and workplaces of interest
- Work with faculty to ensure that students are adequately prepared with technical and other workplace skills and knowledge

And, Faculty Survey respondents most frequently selected the following job placement support needs:

- Access to a searchable list of job opportunities (listed by sector or other criteria)
- Support for follow-up
- Support for preparing students with resumes, interview skills, etc.

In addition to the support needs listed in the survey, the following needs emerged in our content analysis of relevant open response items:

- Institutional support and collaboration
- Employer engagement to support job placement
- Marketing and communication to students about career preparation services
- Language support for ELLs
- Transportation Support

It is interesting to note that the most frequently selected supports by College Perspective Survey respondents are those related to working directly with faculty in some way. They appear to want to work more closely with faculty to help ensure students have exposure to industries and are adequately prepared. Faculty most often indicated needs related to direct supports for students, which is understandable given their role.

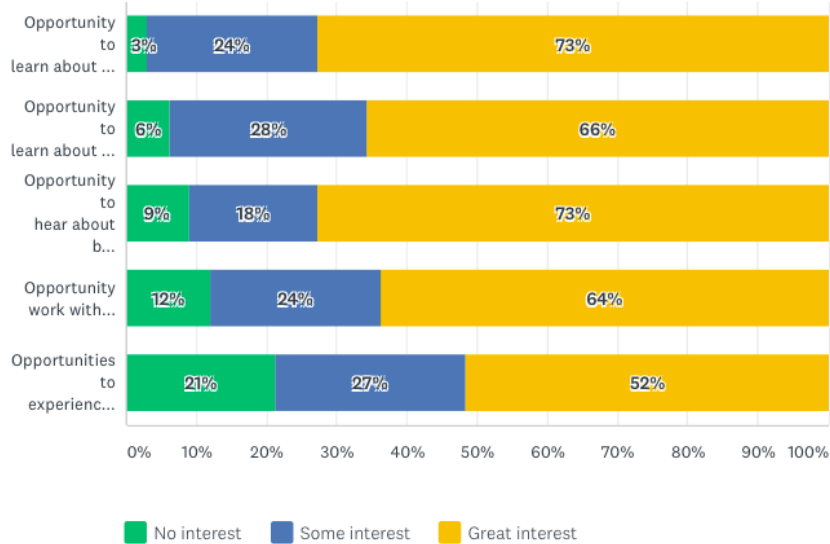
In general, the data show that respondents agree that a variety of supports are needed for successful implementation of job placement at the colleges in the region. Given that this is a regional analysis, more analysis of college-level data could be done to determine to what extent each of these are needs at the various colleges.

Professional Development Interests (CP #20, #21 open response, Faculty #24, #25 open response)

As shown in [Figure 19](#) and [Figure 20](#) below, both College Perspective Survey respondents and Faculty Survey respondents reported the following as professional development interests:

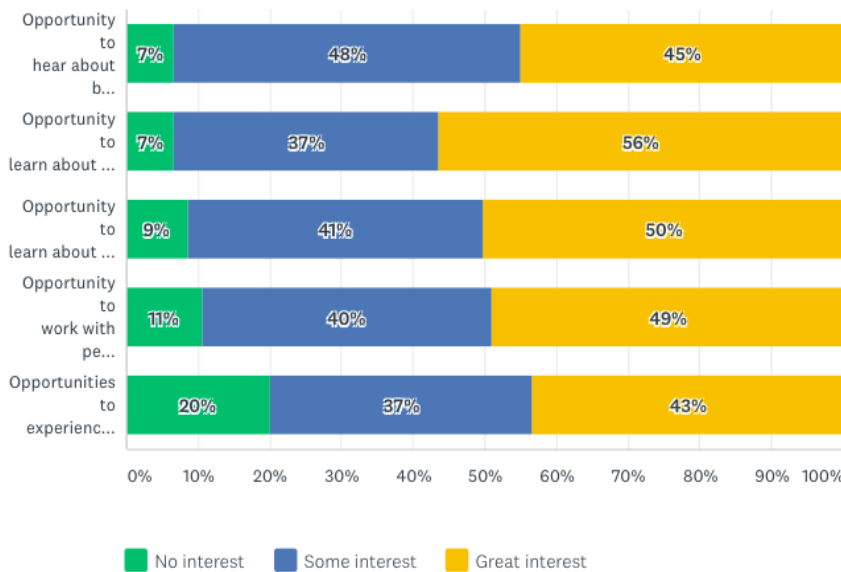
- Opportunity to hear about best practices
- Opportunity to work with peers working in the same industry sector to embed work-based learning into curriculum
- Opportunity to learn about the services and resources available at the college and in the region to support WBL in my classrooms
- Opportunity 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

Figure 19 College Perspective Survey – Professional Development Interests (CP #20)



1. Opportunity to learn about the services and resources available at the college and in the region to support job placement
2. Opportunity to learn about the services and resources available at the college and in the region to support WBL
3. Opportunity to hear about best practices
4. Opportunity to work with peers working in the same industry sector to embed work-based learning into curriculum
5. Opportunities to experience WBL first hand, through a faculty job shadow or internship

Figure 20 Faculty Survey – Professional Development Interests (Faculty #24)



1. Opportunity to hear about best practices
2. Opportunity to learn about the services and resources available at the college and in the region to support job placement for my students
3. Opportunity to learn about the services and resources available at the college and in the region to support WBL in my classrooms
4. Opportunity to work with peers working in the same industry sector to embed work-based learning into curriculum
5. Opportunities to experience WBL first hand, through a faculty job shadow or internship

A high percentage of survey respondents (79-97% of College Perspective Survey respondents and 80-93% of Faculty Survey respondents) indicated that they are interested in all of the following 5 professional development themes listed in the surveys.

- Opportunity to learn about the services and resources available at the college and in the region to support job placement
 - 97% of College Perspective Survey respondents reported this interest (73% very interested)
 - 93% of Faculty Survey respondents reported this interest (56% very interested)
- Opportunity to learn about the services and resources available at the college and in the region to support WBL
 - 94% of College Perspective Survey respondents reported this interest (66% very interested)

- 91% of Faculty Survey respondents reported this interest (50% very interested)
- Opportunity to hear about best practices
 - 91% of College Perspective Survey respondents reported this interest (73% very interested)
 - 93% of Faculty Survey respondents reported this interest (45% very interested)
- Opportunity to work with peers working in the same industry sector to embed work-based learning into curriculum
 - 88% of College Perspective Survey respondents reported this interest 64% very interested)
 - 89% of Faculty Survey respondents reported this interest (49% very interested)
- Opportunities to experience WBL first hand, through a faculty job shadow or internship
 - 79% of College Perspective Survey respondents reported this interest (52% very interested)
 - 80% of Faculty Survey respondents reported this interest (43% very interested)

The only opportunity selected by 80% or less respondents was the opportunity to experience WBL first hand, through a faculty job shadow or internship but this was selected by 79% of College Perspective Survey respondents and 80% of Faculty Survey respondents.

Emerging Themes for Professional Development Interests (CP #20B other, CP #21 open response; Faculty #24B other, Faculty #25 open response)

In addition to the themes included as answer choices in the survey, a few new professional development interests emerged in our content analysis of related open response items. Below is a list of these interests and sample quotes from the surveys.

- Employer Engagement and Sector Information
 - “Employer engagement (as in Doing What Matters sector employer meetings) and feedback opportunities to tailor programs to meet employer needs”
 - “There are several professional development activities that I would like to attend to improve industry relevance.”
 - “Technical training for our department is constantly needed to keep pace with industry needs”
 - “Knowledge of what the employers expect, both in skills and in readiness to apply for and succeed in positions.”
 - “One of the things that needs to be developed is strong relationships with employers in the industry with which instructors are familiar -- so that current best practices are shared, and employers are involved in developing upcoming talent.”
 - “Collaboration with community college faculty and industry personnel in larger cities.”
- Incentivize participation in professional development opportunities
 - “I'm all about professional development. I put a lot of workshops on. The issue is that very few people actually attend, even when we open it up district-wide and heavily advertise. I'm interested. But realistically a lot of people don't attend. I would consider ways to incentivize participation.”
- Technology
 - “How to teach technology to beginning adult ESL learners.”
 - “I need to get training on latest technologies in Smart Home Panels.”
 - “Webinars on making videos online to share with students who miss a lecture for online or face-to-face/hybrid.”

- Delivery of Professional Development
 - “Provide them also in Webinar form and in the evening or weekend for greater access.”
 - “Please add "webinars" through CCConfer so that we could share with those who may miss a session.”
 - “Better ways to present relevant information in online courses.”

In general, it appears that survey respondents are very interested in a variety of professional development opportunities with high percentages indicating interest in the 5 professional development themes listed in the surveys and others providing comments about additional interests. Given that this is a regional analysis, more analysis of college-level data could be done to determine to what extent each of these are needs at the various colleges.

Highlights of Professional Development Interests

The data show that faculty and staff at colleges appear to be very interested in a variety of professional development opportunities. High percentages (79-97% of College Perspective Survey respondents and 80-93% of Faculty Survey respondents) indicated an interest in:

- learning about the services and resources available at the college and in the region to support job placement
- learning about the services and resources available at the college and in the region to support WBL
- hearing about best practices
- having the opportunity to work with peers working in the same industry sector to embed work-based learning into curriculum, and
- having the opportunity to experience WBL first hand, through a faculty job shadow or internship

The only opportunity selected by 80% or less respondents was the opportunity to experience WBL first hand, through a faculty job shadow or internship but this was selected by 79% of College Perspective Survey respondents and 80% of Faculty Survey respondents.

In addition the following professional development interests emerged in our content analysis of related open response items.

- Employer Engagement and Sector Information
- Incentivize participation in professional development opportunities
- Structure of Professional Development
- Technology

In general, it appears that college faculty and staff are very interested in a variety of professional development opportunities. Given that this is a regional analysis, more analysis of college-level data could be done to determine to what extent each of these are needs at the various colleges.

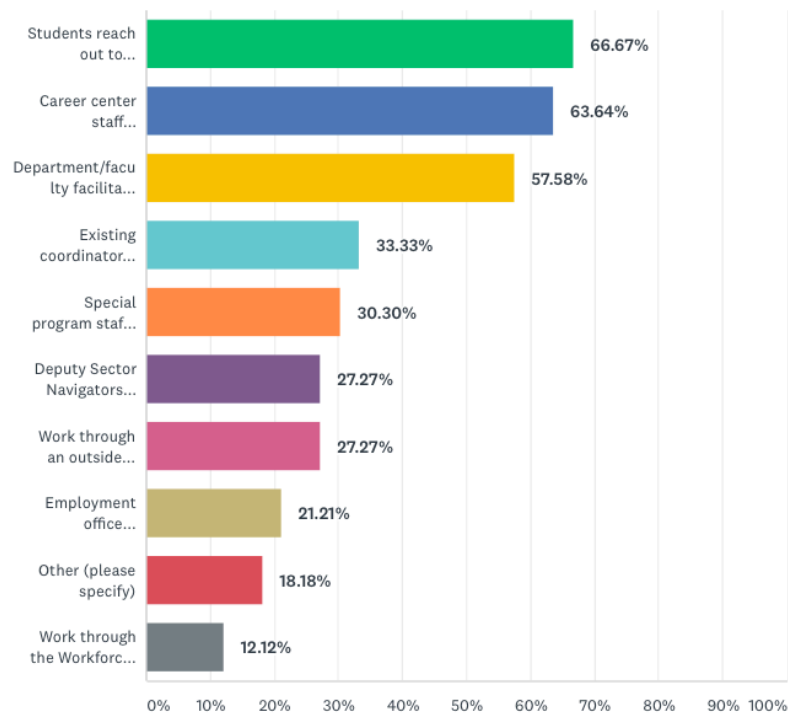
Current Support for Employer Engagement (CP #24, Faculty #28)

As shown in [Figure 21](#) and [Figure 22](#) below, both College Perspective Survey respondents and Faculty Survey respondents reported that the following 9 supports for employer engagement currently exist at the colleges but some are used more often than others.

- 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

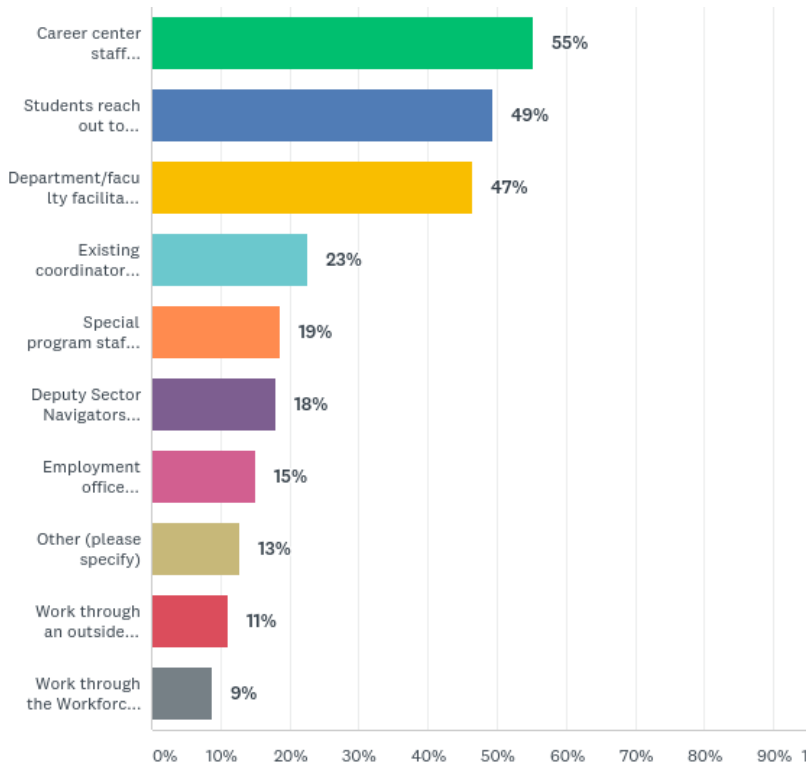
- Existing coordinator facilitates outreach
- Employment office facilitates outreach
- Students reach out to employers on their own
- Work through the Workforce Board
- Work through an outside organization such as a local nonprofit organization

Figure 21 College Perspective Survey – Current Support for Employer Engagement (CP #24)



ANSWER CHOICES	RESPONSES	
Students reach out to employers on their own	66.67%	22
Career center staff facilitate outreach	63.64%	21
Department/faculty facilitate for the entire department/program	57.58%	19
Existing coordinator facilitates outreach	33.33%	11
Special program staff facilitate outreach	30.30%	10
Deputy Sector Navigators (DSNs) facilitate outreach by sector	27.27%	9
Work through an outside organization such as a local non-profit organization	27.27%	9
Employment office facilitates outreach	21.21%	7
Other (please specify)	18.18%	6
Work through the Workforce Board	12.12%	4
Total Respondents: 33		

Figure 22 Faculty Survey – Current Support for Employer Engagement (Faculty #28)



ANSWER CHOICES	RESPONSES	
▼ Career center staff facilitate outreach	55.23%	95
▼ Students reach out to employers on their own	49.42%	85
▼ Department/faculty facilitate for the entire department/program	46.51%	80
▼ Existing coordinator facilitates outreach	22.67%	39
▼ Special program staff facilitate outreach	18.60%	32
▼ Deputy Sector Navigators (DSNs) facilitate outreach by sector	18.02%	31
▼ Employment office facilitates outreach	15.12%	26
▼ Other (please specify)	Responses 12.79%	22
▼ Work through an outside organization such as a local non-profit organization	11.05%	19
▼ Work through the Workforce Board	8.72%	15
Total Respondents: 172		

Survey respondents reported that a variety of supports for employer engagement currently exist at the colleges but some are used more often than others. College Perspective Survey respondents and Faculty Survey respondents agreed on the following 3 most frequently offered employment engagement supports:

- Students reach out to employers on their own
 - 67% of College Perspective Survey respondents
 - 49% of Faculty Survey respondents
- Career center facilitate outreach
 - 64% of College Perspective Survey respondents

- 55% of Faculty Survey respondents
- Department/faculty facilitate their own department/program
 - 58% of College Perspective Survey respondents
 - 47% of Faculty Survey respondents

College Perspective Survey respondents and Faculty Survey respondents also agreed that “work through the Workforce Board” was the least often used support (only 12% of College Perspective Survey respondents and 9% of Faculty Survey respondents indicated this option).

Emerging Themes for Current Support for Employer Engagement (CP #24B “other, Faculty #28B other)

In addition to the themes included as answer choices in the survey, one new employment engagement theme emerged in our content analysis of related open response items. Below is a support and sample quotes from the surveys.

- Faculty facilitate for their students
 - “Employers contact program faculty directly for student referrals”
 - “I provide leads for students and connect them with internship/job opportunities.”
 - “Individual faculty reach out to individual employers or people who work in the field.”

More analysis of college-level survey data related to employer engagement could be done to determine to what extent supports exist at the various colleges. Also, this survey question asked about current supports for employer engagement, not supports needed. More detailed information about employer engagement support needs is included in the Inventory of Applied and Work-Based Learning Opportunities.

Highlights of Current Support for Employer Engagement

Data show that a variety of supports for employer engagement currently exist at the colleges but that some are used more often than others.

College Perspective Survey respondents and Faculty Survey respondents agreed on the following 3 most frequently offered employment engagement supports:

- Students reach out to employers on their own
- Career center facilitate outreach
- Department/faculty facilitate their own department/program

And, they also agreed that “work through the Workforce Board” was the least often used support.

In addition to the types of employer engagement supports listed in the survey, “faculty facilitate for their students” emerged as another support type in our content analysis of related open response items.

More analysis of college-level survey data related to employer engagement could be done to determine to what extent supports exist at the various colleges. Also, this survey question asked about current supports for employer engagement, not supports needed. More detailed information about employer engagement support needs is included in the Inventory of Applied and Work-Based Learning Opportunities.

Goals and Ideas for Expanding or Improving Applied and Work-Based Learning (Question #28 CP, #32 faculty)

The following themes emerged in our content analysis of the open response item “What are your goals and/or ideas for expanding or improving applied and work-based learning on your campus?”

- Increase awareness about applied and WBL opportunities (communication and technology)
- Increase the number and types of applied and WBL opportunities
- Institutionalize and improve collaboration for more structure and support
- Create curriculum and learning opportunities related to industry or employability skills
- Incentivize students / help them see the relevance and importance
- Increase professional development
- Increase employer engagement
- Improve data and tracking systems
- Technology
- English language support

These themes all relate in some degree to the data summarized in other areas of this report.

RECOMMENDATIONS AND NEXT STEPS

The purpose of the applied and work-based learning assessment was to facilitate WBL strategic planning and enable colleges and the region as a whole to determine next steps with the goal of institutionalizing WBL practices across the region. Despite the sample size, there were enough survey responses to identify opportunities, challenges, and needs for expanding and improving applied and work-based learning in the region. More detailed information about offerings and participation is included in the Inventory of Applied and Work-Based Learning Opportunities. In addition, an analysis of college-level data would provide a picture of the challenges and needs at each college.

Recommended next steps include:

- Onboarding for WBL Coordinators and Job Placement Case Managers (JPCMs): JPCMs have already been identified or hired at the colleges and WBL Coordinators will be identified in early 2019. Engaging these staff to understand the regional vision, and the data, will be important for establishing the new staff as key players in a regional WBL infrastructure.
- Provide college level teams, including WBL Coordinators, JPCMs, and existing WBL staff from each college, data from all 4 surveys for review
- Establish WBL Community of Practice (CoP) including teams from each campus
- Convene WBL CoP to review regional and college data and conduct SWOT analysis for strategic planning

APPENDIX A: METHODOLOGY

The purpose of the surveys was to:

- document opportunities offered,
- identify needs for support,
- identify challenges to inform systemic reforms,
- identify requests for professional development to inform offerings,
- and gain enough of a response to get a secure handle on the issues and needs.

Outreach and administration of the survey was coordinated by the Single Point of Contact (SPC) at each college. Their role was to identify respondents for the faculty survey and distribute the survey to all CE and academic faculty. They also acquired the master “distribution list” to track the number of faculty surveys administered and the overall response rate. The SPCs were also responsible for identifying respondents for the college perspective survey. Those roles included the career center director/coordinator, curriculum chairperson, counselor, cooperative work experience director/coordinator, and other key roles such as the director of experiential education.

SPCs sent an email to all identified respondents with links to the online surveys in Survey Monkey. The surveys remained open for approximately three weeks. Reminder emails were sent out to the distribution lists as needed in an attempt to encourage as many responses as possible before the surveys closed.

SWP SURVEY RESPONSES BY COLLEGE

College	WBL Faculty Survey	WBL College Perspective Survey	Inventory	21st Century & Core Comp. Survey**
Cuyamaca*	15 (N=653)	3	14	25 (N=657)
Grossmont	22 (N=33 CTE only)	1	4	11 (N=33 CTE only)
Imperial Valley	44 (N=300 faculty)	3	2	20 (N=300 faculty)
MiraCosta*** (+with incentive)	96 (N=946 faculty)	8	23	84 (N=946 faculty)
Palomar (++with incentive)	58 (N=2,414)	4	32	12 (N=2,414)
SD City	28 (N=576)^	4	19	27 (N=576)^
SD Continuing Ed^^	11 (N=282 faculty)	2	13	16 (N=282 faculty)
SD Mesa	3 (N=923)	2	1	11 (N=923)
SD Miramar	42 (N=1679)	5	21	18 (N=1679)
Southwestern	58 (N=1024 faculty)	3	56	17 (N=1024 faculty)
ACROSS REGION TOTAL	377	35	185	241

*Cuyamaca WBL Faculty Survey, 6 respondents completed the incentive contact details

**For 21st Century and Core Competencies Survey, 68 respondents completed the contact information to share activities for Symposium stipend

***MiraCosta submitted Inventory data in Excel tracking sheet - programs for Inventory not totalled here

+For MiraCosta WBL Faculty Survey, 42 respondents completed the incentive contact details

++ For Palomar WBL Faculty Survey, 32 respondents completed the incentive contact details

^ SDCC faculty N includes contract, adjunct, prorata, and nonclassroom (counselors/librarians)

^^SDCE 3 people shared contact information in their 21st Century Skills (SDCE totals for 21st Century are NOT in the full data set-separate survey)

APPENDIX B: REGIONAL DATA REPORTS

As a resource to Work Group 4 and to all the regional stakeholders, full data reports of the survey results are available in Microsoft Excel, PDF, and in live links to Survey Monkey summary data. These three formats can be accessed using the links below.

Inquires related to accessing regional data outputs should be directed to Joy Lewis at WestEd (jlewis@wested.org).

- Survey Monkey **College Perspective** Survey Data Report (Regional)
 - [Link to online survey results](#)
 - [Link to Box folder with PDF and Excel files](#)
- Survey Monkey **Faculty** Survey Data Report (Regional)
 - [Link to online survey results](#)
 - [Link to Box folder with PDF and Excel files](#)

APPENDIX C: COLLEGE-LEVEL DATA REPORTS

As a resource to college-level teams addressing applied and work-based learning, full data reports of the survey results are available in Microsoft Excel, PDF, and a live link to summary data. College-level data reports will be provided individually to colleges.

Inquires related to accessing college-level data outputs should be directed to Joy Lewis at WestEd (jlewis@wested.org).