Strong Workforce Program

Preliminary Regional Results for Applied and Work-Based Learning Surveys

December 7, 2018

DRAFT

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Agenda

- Assessment Purpose
- Methodology
- Regional Responses
  - Purposes for Applied/WBL
  - Opportunities
  - Challenges
  - Supports and Professional Development Interests
- Recommendations & Next Steps

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Purpose of the Surveys

- Establish overall status of WBL at the campuses
- Examine quality features to inform professional development and improvement
- Identify challenges to inform systemic reforms
- Identify needs for support
- Identify requests for professional development to inform offerings

Response goal: enough responses to inform WBL system development

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Purpose of the Inventory

- Establish baseline data at each college, for the college as a whole and/or in key target areas for growth
- Support planning for next steps in WBL expansion efforts

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Applied/ Work-Based Learning Surveys

Surveys collect information on:

- Types of applied and work-based learning offered
- Ways that colleges and faculty implement WBL and job placement
- Challenges faced
- Requests for support and professional development

2 versions of this survey – a faculty survey and a college perspective survey

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Methodology

- Surveys developed by WG 4
- Single Point of Contact at each college led the effort to collect data for 4 surveys
  - Applied and WBL Faculty Survey
  - Applied and WBL College Perspective
  - Applied and WBL Inventory
  - 21st Century Skills
- 3 week window to collect as much data as possible from each college

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Regional Responses for Applied and Work-Based Learning Surveys

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Purposes for WBL as a Teaching Strategy

College Perspective

Faculty

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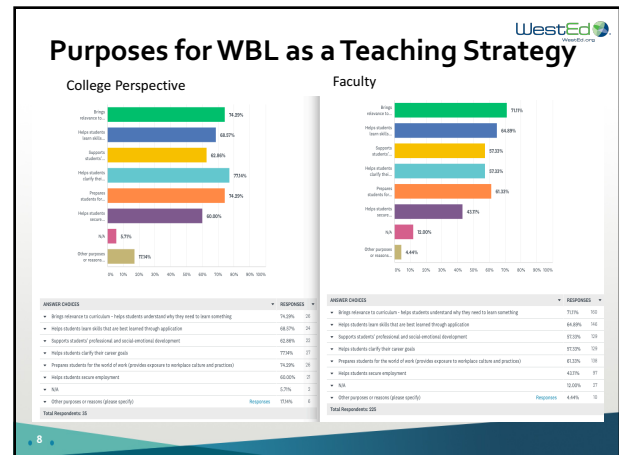
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Opportunities Offered

Career Assessment & Planning

WBL: Career Awareness & Exploration

WBL: Career Preparation & Training

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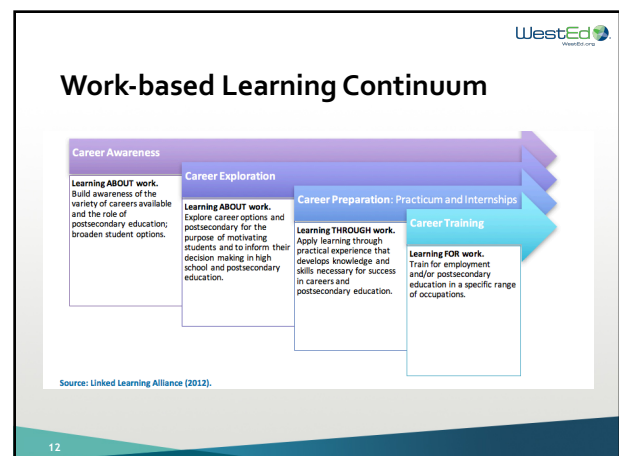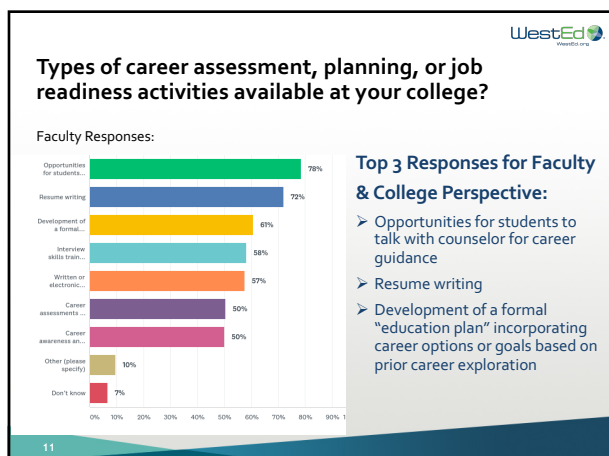**WestEd**
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Career Assessment & Planning

100% of colleges in the region 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
➢ Interview skills training (e.g., mock interviews)

90% of colleges in the region offer:
➢ Written or electronic based tools that describe various careers
➢ Pathways or multimedia tools that describe various careers

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Types of career assessment, planning, or job readiness activities available at your college?

Faculty Responses:

Top 3 Responses for Faculty & College Perspective:
➢ Opportunities for students to talk with counselor for career guidance
➢ Resume writing
➢ Development of a formal "education plan" incorporating career options or goals based on prior career exploration

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Work-based Learning Continuum

Source: Linked Learning Alliance (2012).

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WBL: Career Awareness and Exploration Opportunities Offered

College Perspective | **Faculty**
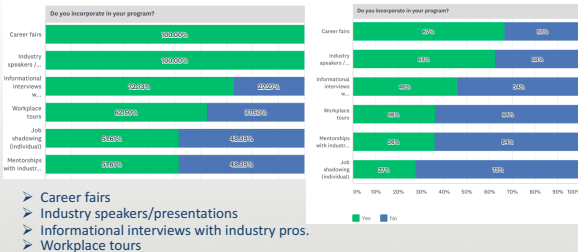
- ➢ Career fairs
- ➢ Industry speakers/presentations
- ➢ Informational interviews with industry pros.
- ➢ Workplace tours

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WBL: Career Awareness and Exploration
Primary broker/facilitator of opportunities

College Perspective:
- ➢ Career center brokers all opportunities
- ➢ Students facilitate their own Job Shadowing

Faculty:
- ➢ Career center brokers career fairs
- ➢ Faculty broker all other opportunities

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WBL: Career Preparation and Training Opportunities Offered

100% of colleges in the region offer
- ➢ Classroom projects with industry involvement
- ➢ Internships (unpaid)
- ➢ Internships (paid)
- ➢ Clinical experiences required by regulatory agencies (e.g., in nursing)
- ➢ Jobs

80% of colleges in the region offer
- ➢ Apprenticeships

70% of colleges in the region offer
- ➢ Student-run commercial or social enterprises
- ➢ On-the-job training

90% of colleges in the region offer
- ➢ Service learning
- ➢ Cooperative work experience education
- ➢ Volunteering/community service
- ➢ Simulated workplace experience

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WBL: Career Preparation and Training Opportunities Offered

Faculty:

Top Responses for College Perspective & Faculty:

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

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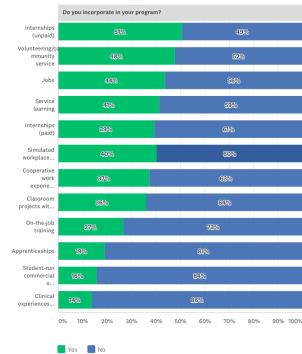
WBL: Career Preparation & Training
Primary broker/facilitator of opportunities

Career preparation and training opportunities are most often brokered by:

1. Career Center
2. Department/faculty facilitate for entire program/department
3. Individual faculty facilitating for their own class

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Challenges to Applied/WBL & Job Placement

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Challenges to Implementing Applied & WBL

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)

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Challenges to Implementing Applied & WBL (continued)

Most frequently reported challenges:

- **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)

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Challenges to Implementing Applied & WBL (continued)

Additional emerging themes (from analysis of open-ended responses)

"Marketing opportunities to students; most often we market through each program's faculty."

"Making it explicit how what I teach is related to what workforce wants."

- Marketing and communication challenges

- Students need to understand the importance of WBL as it relates to career preparation

- Language as consideration in career preparation and WBL

- Lack of professional space for meetings with employers

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Challenges Related to Job Placement

Most frequently reported challenges:

- **Lack of staff time** for case management
  - CP = 38% very challenging
  - Faculty = 32% very challenging
- Students **already working**
- Students **lack resources** (e.g., clothing, transportation, child care, etc.)

- Students need knowledge of **industry culture**
- Students need knowledge of **workplace practices** (e.g., how organizations and interviews work)
- Students need improved **interview skills**
- Students need improved **writing skills** for application and resumes

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Challenges to Job Placement (continued)

Additional emerging themes (from analysis of open-ended responses)

"The challenge is convincing students that this knowledge and experience will make them more successful."

"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."

- 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

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Supports and Professional Development Needed

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Support Needed: To expand/improve Applied & WBL

College Perspective Survey and Faculty Survey respondents agreed:

- All 6 types of supports are needed
- The top 2 support needs are:
  1. **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
  2. **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

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Supports Needed for Applied & WBL

Additional emerging themes (from analysis of open-ended responses)

"Workshops regarding job-readiness skills have been offered regularly...but few instructors support their students' attendance at such opportunities..."

"Need to institutionalize Work Based Learning activities from staffing, resources, database, marketing to students and faculty, etc."

- 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

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Support Needed: To expand/improve Job Placement

College Perspective Survey and Faculty Survey respondents agreed:

- All 8 types of supports are needed
- The top 3 support needs are:
  1. Work with faculty to ensure that students are adequately prepared with **language and writing skills**
  2. Work with WBL Coordinators to ensure that students have prior exposure to and **experience in industries and workplaces** of interest
  3. Work with faculty to ensure students prepared with **technical and other workplace skills and knowledge**

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Supports Needed for Job Placement

Additional emerging themes (from analysis of open-ended responses)

"More collaboration between faculty and Student Employment services."

"I'd like more support/ability to get the career center and professionals into my classroom to assist with job seeking skills."

- 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

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Professional Development Interests

College Perspective & Faculty

- High percent of both indicated interests in all 5 types of PD
  - ➢ 79-97% college perspective
  - ➢ 80-93% faculty

Professional development opportunities:

1. Services and resources **to support job placement**
2. Services and resources **to support WBL**
3. Opportunity to hear about **best practices**
4. **Work with peers** working in the same industry sector to **embed WBL** into curriculum
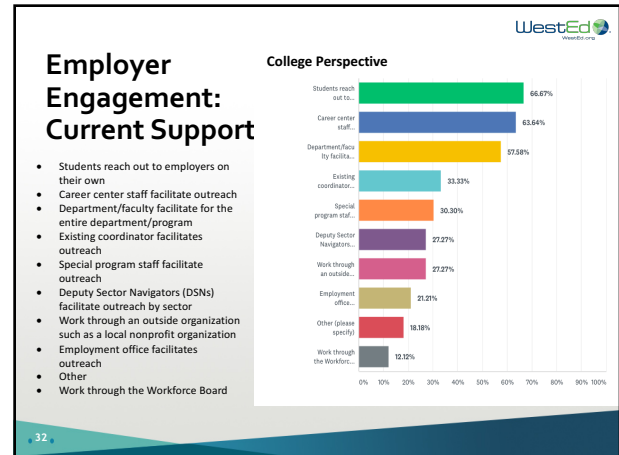5. Experience WBL first hand, through a **faculty job shadow or internship**

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Professional Development Interests

Additional emerging themes (from analysis of open-ended responses)

- Employer engagement and sector information
- Incentivize participation in professional development opportunities
- Technology
- Delivery of professional development

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Employer Engagement

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Employer Engagement: Current Support

College Perspective

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

College Perspective (chart):
- Students reach out to... 66.67%
- Career center staff... 63.64%
- Department/faculty facilita... 57.58%
- Existing coordinator... 33.33%
- Special program staf... 30.30%
- Deputy Sector Navigators... 27.27%
- Work through an outside... 27.27%
- Employment office... 21.21%
- Other (please specify) 18.18%
- Work through the Workfor... 12.12%

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Employer Engagement: Current Support

College Perspective	Faculty
Top 3 Responses:	**Top 3 Responses:**
1. Students reach out to employers on their own (67%)	1. Career center facilitates outreach (55%)
2. Career center facilitates outreach (64%)	2. Students reach out to employers on their own (49%)
3. Department/faculty facilitate their own department/program (58%)	3. Department/faculty facilitate their own department/program (47%)

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Goals and Ideas for Expanding or Improving Applied & WBL

- 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

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Recommendations & Next Steps

Goal:
- Use these survey data to institutionalize WBL practices across the region

Next Steps:
- Onboarding for WBL Coordinators and Job Placement Case Managers (JPCMs)
- 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