

## Survey of Applied and Work-based Learning (for Faculty)



### San Diego & Imperial Counties - Strong Workforce Program Survey of Applied & Work-Based Learning (WBL) for Faculty

#### Welcome Faculty

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. This survey strives to elicit input on the types of applied and work-based learning offered, ways that colleges and faculty implement work-based learning and job placement, challenges faced, and needs for support.

This survey will take approximately 30 minutes to complete.  
Thank you for your time and thoughtful responses.

#### Background information

1. Identify your Community College

2. What is your primary role?

3. How long have you been at the college?

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ More than 3 years

4. How long have you been in your current role?

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ More than 3 years

5. What is the department, pathway, program, or discipline you teach? (Check the option that best applies.)

6. What type of courses do you teach?

\* 7. Are you a Career Education faculty member?

- ☐ Yes
- ☐ No

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### CE faculty only

8. Please indicate the primary industry groups/career areas that best represent your pathway theme or your discipline taught. (Check the one that best applies.)

### Opportunities offered

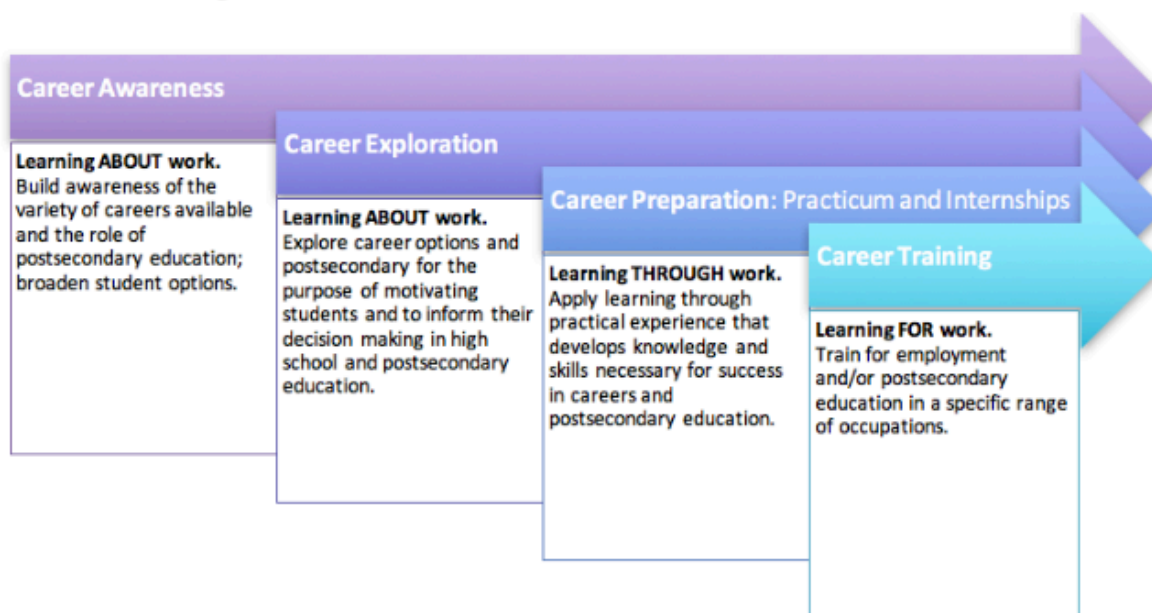
9. What types of career assessment and planning are you aware of for students at your college? (Check all that apply.)

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

*Use the following definition and visual to answer the questions below.*

**Work-Based Learning Definition:** A continuum of experiences that support career awareness, career exploration, and career preparation, through engagement with employers and real work opportunities.

**Work-Based Learning Continuum Visual:**



Source: Linked Learning Alliance (2012).

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10. Which types of applied and work-based learning do you incorporate into your program? (Check all that apply and for each indicate who primarily brokers these opportunities for your students.)

### CAREER AWARENESS & EXPLORATION

	Do you incorporate in your program?	If yes, identify the <b>primary</b> broker of activity.
Workplace tours	<input type="checkbox"/>	<input type="text"/>
Industry speakers / presentations	<input type="checkbox"/>	<input type="text"/>
Career fairs	<input type="checkbox"/>	<input type="text"/>
Informational interviews with industry professionals	<input type="checkbox"/>	<input type="text"/>
Job shadowing (individual)	<input type="checkbox"/>	<input type="text"/>
Mentorships with industry professionals	<input type="checkbox"/>	<input type="text"/>

Other (Please specify the work-based learning activity and primary broker.)

### 11. CAREER PREPARATION & TRAINING

	Do you incorporate in your program?	If yes, identify the <b>primary</b> broker of activity.
Student-run commercial or social enterprises	<input type="checkbox"/>	<input type="text"/>
Classroom projects with industry involvement	<input type="checkbox"/>	<input type="text"/>
Service learning	<input type="checkbox"/>	<input type="text"/>
Internships (unpaid)	<input type="checkbox"/>	<input type="text"/>
Internships (paid)	<input type="checkbox"/>	<input type="text"/>
Apprenticeships	<input type="checkbox"/>	<input type="text"/>
Clinical experiences required by regulatory agencies (e.g., in nursing)	<input type="checkbox"/>	<input type="text"/>
On-the-job training	<input type="checkbox"/>	<input type="text"/>
Cooperative work experience education	<input type="checkbox"/>	<input type="text"/>
Jobs	<input type="checkbox"/>	<input type="text"/>

Other (Please specify the work-based learning activity and primary broker.)

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### Characteristics of applied & work-based learning experiences

12. Please indicate the degree to which the following features of applied and work-based learning are incorporated into your program.

	Not at all	To some degree	To a large degree	Always	Don't know	N/A
Is offered as part of a continuum of experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is connected to curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is connected to students' interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes learning goals or plans (for any opportunity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides opportunities to learn core competencies (critical thinking, creativity, collaboration, communication, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes opportunity for students to reflect on learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is assessed by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is assessed by employer, if appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is linked to the labor market so that job prospects may follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. **For internships or other intensive experiences**, please indicate the degree to which the following features of applied and work-based learning are incorporated into your program.

	Not at all	To some degree	To a large degree	Always	Don't know	N/A
Includes "employment readiness" preparation (interview skills training, resume, an understanding of workplace culture and practices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes logistical preparation (transportation, clothing, equipment, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is monitored by faculty to ensure learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Learning through applied and work-based learning

14. Which cross-cutting "21st Century Skills" can be better learned or reinforced through applied and work-based learning compared to other instructional methods? (Check all that apply.)

- ☐ Collaboration
- ☐ Communication
- ☐ Critical thinking/problem solving
- ☐ Creativity
- ☐ Other (please specify)

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15. How do you facilitate the development of 21st Century Skills through applied and work-based learning? (Check all that apply.)

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

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

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

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

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

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### Challenges related to applied and work-based learning & job placement

18. The following is a list of some challenges that educators may encounter in implementing **applied and work-based learning opportunities**. (Please mark the response that best reflects the extent to which you have found each item to be a challenge.)

	Not challenging at all	Somewhat challenging	Challenging	Very challenging
Lack of staff to broker opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of paid intensive workplace learning opportunities (such as paid internships)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' need to work for their livelihoods, making it difficult to take unpaid or temporary internships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' overall lack of time for any extra experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mismatch between student interests/skills and available workplace opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time required to monitor students in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time required to engage employers and coordinate student placements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of time for integration into classroom instruction and assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of student preparedness and required skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insurance and liability issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other challenges you have encountered (please specify)

19. The following is a list of some challenges that educators may encounter related to **job placement**. (Please mark the response that best reflects the extent to which you have found each item to be a challenge.)

	Not at all challenging	Somewhat challenging	Challenging	Very challenging
Lack of staff time to facilitate job search and case management of job placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need jobs immediately and don't take the time to look for opportunities connected to their long-term goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students already working and challenged in switching to a position related to their program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students lack time overall to put into thoughtful job search strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students lack resources for clothing, transportation, child care, etc. to facilitate job search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need improved English skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need specific technical skills required by employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need certificates or degrees required by employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need knowledge of the industry and the professional culture and vocabulary of that industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need knowledge of basic workplace practices (e.g., how organizations work; how interviews work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need the personal skills or behaviors expected for a successful interview (e.g., punctuality, how to present themselves professionally)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need improved interview skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Students need improved writing skills as evidenced in application, resume, or writing samples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need portfolios or other demonstrable evidence of competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extremely competitive job market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need prior work experience, in general, as sought by employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need prior work experience in the specific field, as sought by employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance from the worksite where a job may be located, requiring extensive travel time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students lack transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other challenges you have encountered (please specify)

## Needs for support and professional development

20. What supports are needed to expand or improve applied and work-based learning? (Check all that apply and indicate when this support is needed.)

	2018-19	2019-20	2020-21	No support needed
Access to a searchable list of opportunities (listed by sector or other criteria)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for preparing students for experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for placement of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for curriculum integration and transfer of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for monitoring student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for student assessment or employer feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other support needed (please specify)

21. Please elaborate on any of your needs related to applied and work-based learning.

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22. What supports are needed to expand or improve job placement? (Check all that apply and indicate when this support is needed.)

	2018-19	2019-20	2020-21	No support needed
Access to a searchable list of job opportunities (listed by sector or other criteria)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with faculty to ensure that students are adequately prepared with basic language and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with faculty to ensure that students are adequately prepared with technical and other workplace skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with WBL coordinators to ensure that students have prior exposure to and experience in industries and workplaces of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for preparing students with resumes, interview skills, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for placement case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for integrating preparatory activities into curriculum (e.g. job seeking skills, mock interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

23. Please elaborate on any of your needs related to job placement.

24. To what extent would the following kinds of professional development be of interest? Please rate your level of interest in each kind of experience.

	No interest	Some interest	Great interest
Opportunity to hear about best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to work with peers working in the same industry sector to embed work-based learning into curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to learn about the services and resources available at the college and in the region to support WBL in my classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to learn about the services and resources available at the college and in the region to support job placement for my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to experience WBL first hand, through a faculty job shadow or internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

25. Please elaborate on any of your professional development needs.



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### Employer engagement

26. How frequently — either on your own or through an outside organization — do you contact industry representatives for input on the design and implementation of your applied and work-based learning programs? (Select one.)

27. How do industry representatives currently participate in the design and implementation of your applied and work-based learning programs? (Check all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> Sit on advisory boards                         | <input type="checkbox"/> Participate in classroom instruction                                       |
| <input type="checkbox"/> Consult on skill standards                     | <input type="checkbox"/> Participate in assessment of student work                                  |
| <input type="checkbox"/> Consult on curriculum development              | <input type="checkbox"/> Offer faculty job shadows  |
| <input type="checkbox"/> Serve as classroom speakers                    | <input type="checkbox"/> Offer externships to faculty (1 week or more)                              |
| <input type="checkbox"/> Provide tours of their businesses              | <input type="checkbox"/> Offer internships to students  |
| <input type="checkbox"/> Mentor students                                | <input type="checkbox"/> Offer paid employment to students  |
| <input type="checkbox"/> Participate in development of curriculum units | <input type="checkbox"/> Help recruit other industry representatives to participate in our programs |
| <input type="checkbox"/> Other (please specify)                         |   |

28. What support do you currently have for employer engagement? (Check all that apply.)

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

### Technology

29. Does your college use technology tool(s) to facilitate applied and work-based learning activities?

30. If yes, do the tool(s) sufficiently support applied and work-based learning activities?

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31. What features would be useful in a work-based learning technology tool? (Check all that apply.)

	Not useful	Somewhat useful	Very useful
Ability to manage a database of employers and opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability for employers to directly submit opportunities to one or more colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Custom approval paths for vetting employers and opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to share opportunities across the region as well as maintain proprietary relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An online tool providing students with a searchable list of opportunities by various dimensions (e.g., paid vs. unpaid, work schedule, sector)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools to support a facilitator matching students to opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to import student profile data, including verified skills from ERP/LMS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A tool that automatically emails or texts students when opportunities are matched to their profile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career exploration tools for students (e.g., career profiles, labor market information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career assessment tools for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resume/profile development tools for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integration of badges into student portfolio (e.g., New World of Work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools to track students' WBL applications, current activities, and status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools to facilitate the online submission of agreements, approvals, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools that track hours completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to design and administer surveys to students and employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability for employers to search for candidates and message when appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

32. What are your goals and/or ideas for expanding or improving applied and work-based learning on your campus?

33. If you are willing to be contacted for any follow-up purposes, please provide your name below. (Optional)

First name

Last name

Prev

Done