**SWP - Implementation**

**Implementation Committee Check-in**

**NOTES**

Wednesday, February 20, 2019

12:30-2:30 PM PST

1. **Agenda Overview**
2. **Discussion Items**
	1. **WBL Assessment Results (45 min)**
		1. **Regional disaggregation needs**
			1. **CE and Non-CE faculty**
			2. **Industry sectors**
			3. **Others?**

Discussion re: disaggregating data by CE vs. non-CE faculty

* CE Faculty might be more familiar with WBL.
* Do the deans want information about their programs?
* Goal to identify gaps and leverage with the existing strengths.
* The challenges would also be different among the CE and Non-CE - might change the approach to expanding WBL

Set out to ask:

* How we can increase?
* How we improve the quality?
* How opportunities are brokered?

Regional Data Disaggregation

* Larry – focus on the regional perspective
* Laura – look at faculty and college perspective – would help to make better decisions
* Shawn – would be helpful to see adjunct vs full time
* Donna – Some adjunct may not have time to reach out to industry
* Ben – Adjunct has closer ties to industry – already in it

Full time and Adjunct/part time – Palomar has large number of adjuncts, for example.

* Desire to learn about the adjunct’s perspective.
* Adjunct in CE may have different outlook (on challenges, for example) than non-CE adjunct
	+ 1. **College disaggregation needs**
			1. **CE and Non-CE faculty**
			2. **Others?**
		2. **Presentation/documentation needs**

College Level Data: What approaches are you using to look at results?

* MiraCosta + Mesa – research office
* Palomar – look at challenges; with WBL coordinators will help – a “myth-busting” approach and support by offering marketing expertise
* Miramar - WBL Coordinator

What do colleges need from the WG?

* Palomar - Nicole – Palomar – waiting for the regional report to share – waiting for best practice, for example, seeing the data about how learning is transferred
* Ben encouraging colleges to reach out to IR office to disaggregate some; inform your WBL Coordinator what you’d like to know.
* Deborah getting feedback from college staff

How will you disseminate information?

* Post to web sites
* Ben asked if they need a presentation tool
* Suggested we develop a central message about what WBL is, and why it’s important
	+ Introduce faculty to vocabulary (quick and positive)
	+ Describe the value
	+ Facilitate adoption
	+ Provide examples that both CE and non-CE faculty can relate to, such as service learning for non-CE and job site examples for CE—so both can see that there are options and see the value of WBL. One great example is the Palomar fashion show, which is a kind of WBL that appeals to both CE and non-CE, and occurs on campus, which provides easier access

In summary, content of materials to disseminate should include:

1. What it is and why we are doing it?
2. Examples that they can implement right away to suggest “I can do this”
3. Challenges and why we are bringing in WBL coordinators

Audiences: primarily faculty and administrators, but also students

* 1. **Mesa WBL Summit (20 min)**

Three PD events (per Donna):

Audiences are CE Deans, Service Learning Coordinators, PD Coordinators

1. NWW – April 11-12 Curriculum Training
2. 21st C. Skills Symposium – May 3, San Diego Sheraton
3. Mesa Summit – April 26 Marina Village

Mesa WBL Summit (Shawn): we did a separate report; need people to share best practices. Led to summit idea – now doing it regionally, to share ideas

* Concept is to invite faculty from all different disciplines, DSNs
	+ Welcome
	+ Employers
	+ Include WBL Continuum
	+ Keynote to discuss the value to students
	+ Faculty to discuss how they incorporate
	+ Bring in students and how engaged
	+ Lunch – panel and Q/A
	+ End of day – bringing campuses together and how they might want to implement on their campuses
* Help needed: Spreading the word
* Ideas for the workshop
	+ Chris – yes we will help; we can present several projects; we can help find additional faculty members; we can also bring students to hear about the value for them.
	+ May have Mesa or other culinary cater and hospitality students decorate
	+ Laura – Southwestern, also interested in supporting with culinary and hospitality
	+ Hoping to include a pre-assessment and post assessment after the event
	+ Bringing the campuses together
	+ There is money for subs
	+ There is a link for presentation proposals – for both meetings
	+ Please provide additional input to Shawn
	1. **Onboarding of WBL & Job Placement Coordinators (5 min)**
		1. **Names of WBL Coordinators & start dates**
		2. **Names of JP Case Managers & start dates**

Updates:

* Cuyamaca – hoping to have staff by the end of the month
* IVC – need to check
* SD City – (missed this)
* Continuing Ed. – Hiring not completed
* Southwestern – securing funding, but CE dean is on top of it; it is a priority; we have people in the career center who are carrying out the functions
* (Job placement funding should be in place)
1. Action Items
	1. Recommendation: Potential date of first WBL Community of Practice convening
	2. CoP Preliminary Planning (45 min)
		1. Establish purpose
		2. Determine initial needs
		3. Recommend first actions

Need a date for CoP

* Nicole – getting people connected to each other; would hate to see it go into May
* They’ve all been invited to the Mapping session on March 4th, so consider doing it in the hour that precedes mapping, 11-12

Content

* Presentation from the region on the vision for WBL – for some people – they may not know what SWP is.
* Describe regional vision; this is the big picture – where they are on the roadway
* CoP for sharing of best practices will happen in ongoing meetings
* Presentation of the purpose and what is intended
* Provide the one-pager in draft form so we can get their input (the message would be on the dean level)
* Get all the WBL plans and do a synthesis
	+ 2-year plan in the RFA
	+ Analyze the plans – who, timeframes for action, etc.
* As we bring more staff on board we will orient
* Do we know what the initial needs are? Is the first meeting too soon to find out what their needs are?
* Nicole – our biggest need is knowing what the mapping will look like
* We may not find best practices initially
* What are the questions we should be asking to prompt discussion?
	+ Brainstorm
		- What metrics should be collecting?
		- Should we be collecting that data in a central way? Should they be working in a field of study
		- How will we transition the work to the DSN?
		- How do get the metrics and report them?
		- Do students go on to 4-year information, how do we get the data back?
		- How do we record the data and how long does it go on?
		- What are the common problems in process mapping?
		- Larry: less emphasis on “best practice”, because context is critical – the way we ask the question
		- What is WBL and having a common understanding?
		- Do we need shared vision?
		- Kevin – what do we want to track and the end results
			* Where are the greatest needs on my campus?
			* How do we continue to come together as a community?
	+ Recap of questions:
1. Results questions – metrics, data collection and tracking – then work backwards to the activities
2. Process questions – e.g. once employers are engaged and opportunities are made available, how do they work with faculty to engage students for the opportunities?
* Nicole – do I start with the employer or with the student?
* I have an employer but now what?
1. Collective vision
2. Resources on campus – who the DSNs are – who we would point them to that could provide
3. They establish a regular meeting schedule
* Develop some questions around those 5 to ground them in their roles and lead into the afternoon mapping session
* Afternoon mapping session
* How will people interact with the employers?
* First part of meeting would be role alike
* Second half is how they connect
* Provide the report to all the WBL coordinators and Job Placement
* Invited to Mapping Session
* WG 4
* DSNs
* Career Center Directors
* WBL Coordinators
* JP Case Managers
* Get list of new WG members

**Recap of Immediate Action Steps**

1. Develop draft one-pager (from email)
	1. DO: use illustrative representations of the data with percents and counts; use marketing techniques similar to SWP infographics in order to make them flashy; use information to cause the reader to be more inquisitive; use a variety of data applicable to CE faculty, non-CE faculty, and administrators,
	2. DO NOT: use bar charts and long narrative
2. Provide the report to all the WBL coordinators and Job Placement Case Managers
3. Develop Questions for CoP (and mapping)
4. Analyze plans to see how they are planning to do the work, where housed, etc. as part of the regional overview
5. Agenda for CoP
* Overview of the big SWP picture – Roadway slide for Mollie
* Summary of plans
* Questions to establish role and set stage for mapping