# Regional Employer Engagement, Work-Based Learning, and Job Placement Process Mapping Retreat

# March 4, 2019

# **NOTES**

## Common or Overarching Takeaways

1. Awareness raising is necessary across multiple roles on campus, leadership, and with employers. Expressed interest in understanding the various roles and responsibilities across the region and on campuses.
2. There is a continued need to articulate roles/responsibilities as they relate to larger model of employer engagement (regionally and at the campuses).
3. Technology will be necessary
	1. CRM: real-time tracking of employer engagement
	2. Reporting to meet data requirements
4. Need to get down to the college level and identify existing processes, respect what’s there and identify when there’s room for improvement.
5. Need to identify what is going to be reasonable for the region to take in terms of coordination.
6. Need to make sure campus leadership understands what’s developed and support implementation.
7. While the role-alike groups yielded concrete ideas/recommendations for processes, the mixed role groups had a more difficult time coming to consensus. More mapping exercises are needed to 1) confirm or edit what was captured in the initial retreat, 2) answer questions raised, and 3) vet processes across roles.

## Brainstorm of Activities: Considerations for Mapping

**Employer engagement:**

* Annual Job Fair
* Hiring events
* Employers mixers
* On campus recruitment
* CTE job fair
* Day in the life
* Online job board
* Site visits
* Tours
* Classroom presentations
* Employer database

**Student preparation:**

* 21st Century Skills
* Sponsorships
* High-level strategies
* Advisory committee
* Apprenticeships
* WBL
* ID employer needs
* Resume/portfolio prep
* Career workshops (soft skills)
* Certifications
* Case studies to apply
* Career assessment
* Mock interviews
* Modeling/simulation
* Interview tips
* PD for employers
* Group work in class
* Job readiness academy
* Exploring majors workshop
* Dress for Success workshop

**Student placement/engagement:**

* Match student to employer
* Job fairs
* Online job networks
* Career workshops
* Job Club
* Connect employers to students in the classroom/webinars
* Social media
* Career conferences
* Employer panels
* Placing students in WBL

## Context of Process Maps: What problems are we trying to solve?

1. Employers want a single point of contact for all colleges
2. Someone on campus (e.g. faculty member) leaves and there is no continuity in relationships that person had with employers
3. Increasing the number of relationships with employers
4. Expanding student opportunities beyond their own college's relationships with employers
5. Transparency/awareness of roles and responsibilities within the region and at a college
6. A central place to keep and manage information
7. Collecting the data for accountability and reporting purposes

## Role-alike Discussion Notes

### DSNs

* Only work if students are in a system, how are students prepared to be part of the system?
* Is it possible to establish single points of contact at the colleges?
	+ Create a distribution list: JPCM, WBL,
	+ Identify protocols and norms.
* How to create a common process with built in flexibility?
	+ Profile
	+ Needs assessment questionnaire
* Need internal system at colleges after the handoff
* Create a system of best practices to inform how this will work at the
* How to manage the process, response rate?
* A coordination issue around who enters what?
* How to collect data on the flow from DSN to placement.

### Job Placement Case Managers, Career Services, Counseling

* Students reach career services through a variety of methods, referrals
* Career Services is not a place but an umbrella where this all happens
* Career exploration needs to happen first; understanding about where the student wants to live and what the job market looks like
* Need more counselors (PD for general counselors to also provide career counseling)
* Orientations should have more info about career services
* Have been too loose about the process and students have too many choices but make the process more structured and required; career plan is not optional
* Broad message campaign with buy-in by executives/faculty
* Technology needed but also need staff to maintain the technology
* Legal knowledge could be expanded (e.g., internships is a loose term but is often free labor)
* Regional conversations need to be had about job development
* How are we defining soft skills?

### WBL Coordinators

* Student consultation is necessary first step: what is really needed (might not be an internship but rather an introduction, etc.) (Technology can’t do this.)
* Simultaneously, find out if employer has a range of opportunities and transparency across all departments about what opportunities are offered.
* Consultation with faculty
* Make sure the student is the prepared and has met the criteria for accessing WBL opportunities
* What if they find an internship on their own? Bottom line, if they need assistance, then they get vetted; if not, we leave them alone
* Communication flow is very iterative (WBL coordinator, faculty, student)
* Use of technology includes 21st Century Skill development, employer database, and career exploration/assessment tools

## Initial Process Maps

* (see separate documents for visuals)