

## Work-Based Learning: Expansion Goals Per College (from Preparation Worksheets, March – May, 2020)

Work-based Learning Goals
Strategic Expansion Strategies (Depts, Programs, Other, Descriptions)
<ul style="list-style-type: none"> <li>• <b>Strategic expansion includes:</b> <ul style="list-style-type: none"> <li>○ Targeting departments/programs without any preconceived notion on WBL for their and faculty buy-in (starting with culinary, then rolling from 1 campus to the next)</li> <li>○ Pilot with ECC</li> <li>○ Building a model to move to the next pathway</li> <li>○ Expand pathway by pathway</li> </ul> </li> </ul>
<p><b>Each school and center have their own expansion goals, but the institutional goal is by 10%.</b></p> <ul style="list-style-type: none"> <li>• <b>Strategic expansion of ready departments/ programs includes:</b> <ul style="list-style-type: none"> <li>○ Business &amp; Tech – many CE programs and doing WBL</li> <li>○ Counseling &amp; Support Programs – Strategic capturing all WBL efforts</li> <li>○ Arts, Communications, and Social Science – CE programs here and many doing WBL</li> </ul> </li> <li>• <b>Targeting departments/programs having never done any WBL/need intro:</b> <ul style="list-style-type: none"> <li>○ Language, Lit, and Humanities (largest school)</li> <li>○ Math, Science, and Engineering</li> <li>○ Wellness Exercise Science and Athletics</li> <li>○ Continuing Education</li> </ul> </li> <li>• <b>Other Strategies:</b> <ul style="list-style-type: none"> <li>○ Even strong programs still need insight on how to incorporate into syllabi.</li> <li>○ Consider size of programs and completion rates</li> </ul> </li> </ul>
<p><b>Building a baseline during first year, with expansion goals pending a better sense of types of career prep activities at the college</b></p> <ul style="list-style-type: none"> <li>• <b>Other Strategies:</b> <ul style="list-style-type: none"> <li>○ Highlighting faculty and partnerships that have been built to gain trust from other faculty</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Vision</b> is for every student to have a WBL experience each semester</li> <li>• <b>Current goals</b> focus on the assessment of current outcomes, especially equity, enhancing WBL learning outcomes, and improving data collection and assessment methods.</li> </ul>
<p><b>Increase overall internship enrollments by 25 per semester</b></p> <ul style="list-style-type: none"> <li>• <b>Other Strategies:</b> <ul style="list-style-type: none"> <li>○ Working with the quick wins, but also welcoming any faculty member who hasn't done WBL but has an interest</li> </ul> </li> <li>• <b>Ways to quantify movement/milestones</b>, need to improve reporting and make it easy as possible</li> <li>• <b>Ways to reduce the cognitive overload on faculty</b> – help them incorporate WBL into their classes and syllabi. One strategy is to provide tangible, scaffolded instruction in the form of concrete lesson plans and pre-made activities.</li> <li>• <b>Help faculty connect with guest speakers</b>; using the alumni contacts made; connect with faculty to host a Zoom session. Online expert and online educator can assist faculty.</li> </ul>

## Work-based Learning Goals

- **Overall strategy** has been to support/expand some of the Work-based learning that is going well and bring those examples for faculty who are conducting WBL in their classroom.
  - **Brought a few examples** to faculty who were not conducting WBL and it was an easier conversation with examples of things already happening on campus.
  - **Example of how expanding/supporting current programs has helped expand to other departments** -- Biotechnology does a lot of work around WBL for their students but noticed that Biology/Life Sciences students do not feel the WBL opportunities offered are as applicable to their major/career goals. Worked together to create WBL opportunities that are inclusive of all sciences.
- **Solidifying plan to on-board** faculty WBL
- **Crafting the team** for WBL participants
- WBL/JPC will benefit from **defining more the roles and program goals**. Getting the buy-in from other programs and working to expand our specialized programs to make those unique to WBL/JPC vs. Career Center's.
- **Need to be strategic while tracking students** to avoid duplicate data: WBL or CC? It is not about detaching activities from programs that historically have hosted WBL but being intentional to help formalize WBL sustainable system on campus.
- **WBL representatives need to be introduced to other programs campus wide**. Students from other programs are missing WBL services/opportunities and this could be an equity gap there.
- **Reaching out to all CTE Departments** to expand collaboration: AOJ, CD, BUS, CA, BOT, CSIS, BA.
- **Looking deeper into the inventory data to assess how to find a way to introduce the efforts** to reaching other departments/division in FALL 2020 -- Allied Health, Art & Humanities, English and Language arts, etc.
- **Targeting departments that are "ready" through:**
  - Reviewing curriculums to identify current WBL activities and assist with coordination and reach out to more industries to make connections – Career Education Programs such as Agriculture, Building Construction, Electrical Technology, Automotive, Welding, Alternative Energy, Air Conditioning, Public Safety, Public Health
- **Targeting departments/programs that have never done any WBL or need an Intro through:**
  - Making a PowerPoint presentation for all faculty staff
  - Creating pamphlets with benefits for faculty and students
  - Targeting programs such as Child Development, Psychology, Business, Retail Management, English and Math Department
- **Other:** Under current circumstances, meeting with students via Zoom to deliver services.
- Classroom presentations to **inform faculty of WBL** services available, email faculty, have information available in the website and request of services form. Be available through office hours, Teams, Zoom and meetings.
- **Restructuring WBL Committee** to have one WBL Coordinator per academic division
- **WBL Coordinators will collaborate with chairs and program leads to identify critical courses** for work-based learning within academic program maps.
- Will work with **Faculty Senate and Guided Pathways Workgroups to identify best practices** for integration into faculty instruction of all divisions.