Regional Work-Based Learning SG21 Forum

Breakout Discussion - Group 2: Section level data collection

(*facilitated by Ben Gamboa)*

Common themes:

- Peer reviewing course syllabi to identify where WBL is occurring and then multiply by course completers to see how many students throughout the institution are receiving WBL opportunities (Southwestern)
- Invested in online resources (Canvas Commons) and professional development for faculty (Southwestern/Palomar)
- Currently not coding. Student level is being recorded in SARs (Continuing Education/Miramar)
- Do not have a current process that collects WBL data (Cuyamaca)
- Currently, our WBL coordinator has their own process in place that is not ideally systematic (excel spreadsheet or Google sheets). The current process is not comprehensive across student services and instruction at this point (Cuyamaca, Miramar)
- Develop a concise business process (Continuing Education)
- META - add component to collect WBL categories (Palomar)
- Collecting at course level and updating course outline of record. Collect section level data within the scheduling process with chairs and faculty (San Diego Community College District)
- Add coding in Curricunet (Southwestern)
- Begin a conversation with our WBL coordinator and proper committees about implementing a process for collecting WBL data (Cuyamaca)
- Potentially collect SLO data (Miramar)
- At the course level, full-time faculty are required to make any changes. Part-time faculty might be excluded from this process (Palomar)
- Concern, make the process efficient for collecting information.
- Concern, potential impacts in scheduling timelines (move up collection and entry of information before student enrollment.
- Concern, connecting information collection from multiple sources.