

Regional Work-Based Learning SG21 Forum

Breakout Discussion - Group 4: Student level data collection (faculty or ad-hoc)

(facilitated by Alex Berry)

Common themes:

- Capturing WBL in the courses by conducting a Syllabi Review (Southwestern)
- A team of “WBL/SG21-aware” folks reviewed the catalog CORs to find course level data (MiraCosta)
- Early stages of identifying potential solutions to collect this information and have considered using a Google Form for faculty and other staff to use to collect this information at the student-level. WBL coordinator contacts our IR office to obtain rosters of students in sections for any section-level WBL events (Grossmont/Cuyamaca)
- Track this in Canvas for students in their courses (Cuyamaca)
- Having some faculty members review COR’s for WBL activities (Palomar)
- Transition phase of WBL coordinators and early stages of collecting our data. Some info captured in Google docs (Imperial Valley)
- Colleges are looking at the COR outline of record and resources
 - Additional emphasis is being placed on syllabi
- Training and PD are critical
- Bandwidth is limited in this environment
- Collect MIS data on the student level through career platform called Handshake (Southwestern)
- Currently have a coordinator who is in charge of connecting with student services (job placement/career, service learning, etc) and gathers information on what services they offer to students and get log of students they have served (Southwestern)
- Identifying possible solutions to collect this data (Grossmont College)
- “Taped and glued” GradLeaders (JAIN on our campus) to document various WBL activities; these are self-reported by a few participating faculty who provide roster data. We need a student case management system. (MiraCosta)
- Trying to identify student-level data collection methods that are not burdensome to faculty. Canvas could be a solution to survey students about their WBL participation, and for faculty to track which students in their sections participated in section-related WBL opportunities (Cuyamaca)
- Having to devote staff time and resource to report this data
- Using a variety of platforms to try to capture the data
- Need a system that is easy to help report experiences

- How might we incentivize responses?
- Can we designate courses as WBL? Can students do it themselves?
- Concern, some distinctions aren't discrete and seem to overlap
- Concern, some WBL activities are optional
- Concern, some students participate in multiple A and B and C activities
- Concern, issues with de-duplicated approaches
- Outstanding questions:
 - What gets reported to the state about levels of student reporting (A, B, C)?
 - How important is it that we verify that every student participated in the section level WBL opportunity?
- Recommendation, colleges start with the level they can get the most meaning out of first