Leveraging New MIS Reporting Requirements to Uplift and Expand Work-Based Learning

SG21 Reporting Strategies

COMMUNITY COLLEGES
SAN DIEGO & IMPERIAL COUNTIES
CAREER EDUCATION

Welcome

Presenters/Collaborators

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- **Alex Berry,** San Diego College of Continuing Education,Career Education Program Manager, aberry@sdccd.edu
- **Monica Romero**, San Diego Mesa College, Dean of Business & Technology, mdromero@sdccd.edu
- **Amertah Perman,** San Diego Community College District, Dean of Career Education & Workforce Development; aperman@sdccd.edu

Today

Define SG21

Share Our Why - Provide Context to Our Work

Provide Models, Tools, and Insight into Current Efforts

- **Regional Approach** (10 college region)
- **Districtwide Approach** (multi-college district lens)
- **Local Approaches -** implementation and lessons learned
  - San Diego College of Continuing Education
  - San Diego Mesa College

Engage in Discussion - provide time for questions and dialogue

SG21 - MIS Reporting Element

CCCCO Data Element in the Management Information System (MIS)

- Focused on student participation in work-based learning (WBL) activities
- Captures a high level count
- Head Count; one count per student per college per term
- Includes a built in hierarchy
- Limited

DED#	DATA ELEMENT NAME	FORMAT
SG21	**STUDENT-WORK-BASED-LEARNING-STATUS**	**X(01)**
This element indicates whether the student participated in specific types of work-based learning during the reporting term.		

Coding	Meaning
A	Student participated in work-based learning preparing the student for employment in a specific range of occupations, such as internships, work experience, and capstone projects
B	Student participated in work-based learning allowing the student to apply learning through practical experience and interaction with professionals from industry and the community outside of school, such as job shadows, service learning, class projects or challenges, and mentorships
C	Student participated in work-based learning allowing the student to build awareness of the variety of careers available, begin identifying areas of interest, and explore career options, such as guest speakers, company tours, field trips, career fairs, and mock interviews
N	Student did not participate in work-based learning
X	Unknown/unreported

SG21 - 3 Primary Levels

A	Student participated in WBL **preparing the student for employment** in a specific range of occupations, such as internships, work experience, and capstone projects
B	Student participated in WBL allowing the student to **apply learning through practical experience and interaction with professionals from industry** and the community outside of school, such as job shadows, services learning, class projects or challenges, and mentorships
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Our Why - Students

Our Why - Economic Recovery

How is our economic recovery going?

Unemployment Rate*

Low — High

	16 to 24	25 to 34	35 to 44	45 to 54	55 to 64	65 and older	UNEMPLOYMENT RATE	TOTAL
Total	15.9%	7.4%	5.9%	5.8%	5.6%	5.1%	7.5%	1,424,252
RACE / ETHNICITY								
American Indian or Alaska Native	21.6%	17.3%	8.3%	10.6%	9.5%	7.3%	12.8%	52,416
Asian	13.9%	5.8%	4.2%	4.7%	4.8%	4.2%	5.7%	2,699,364
Black or African American	26.3%	13.3%	10.7%	8.7%	7.7%	8.3%	12.6%	897,957
Hispanic or Latino	16.2%	8.0%	6.2%	6.1%	6.6%	6.2%	8.5%	6,542,416
Native Hawaiian or Other Pacific Islander	16.9%	8.0%	7.5%	5.2%	5.4%	6.8%	8.1%	65,645
Other	16.3%	7.0%	9.7%	4.6%	4.4%	3.9%	8.4%	43,585
Two or More Races	17.3%	8.2%	6.6%	6.5%	6.8%	9.4%	9.2%	444,113
White	13.5%	6.3%	5.4%	5.5%	5.1%	4.6%	6.3%	6,854,695

Sources: Estimates for Aug, 2021 based on American Community Survey, Local Area Unemployment Statistics. Learn More

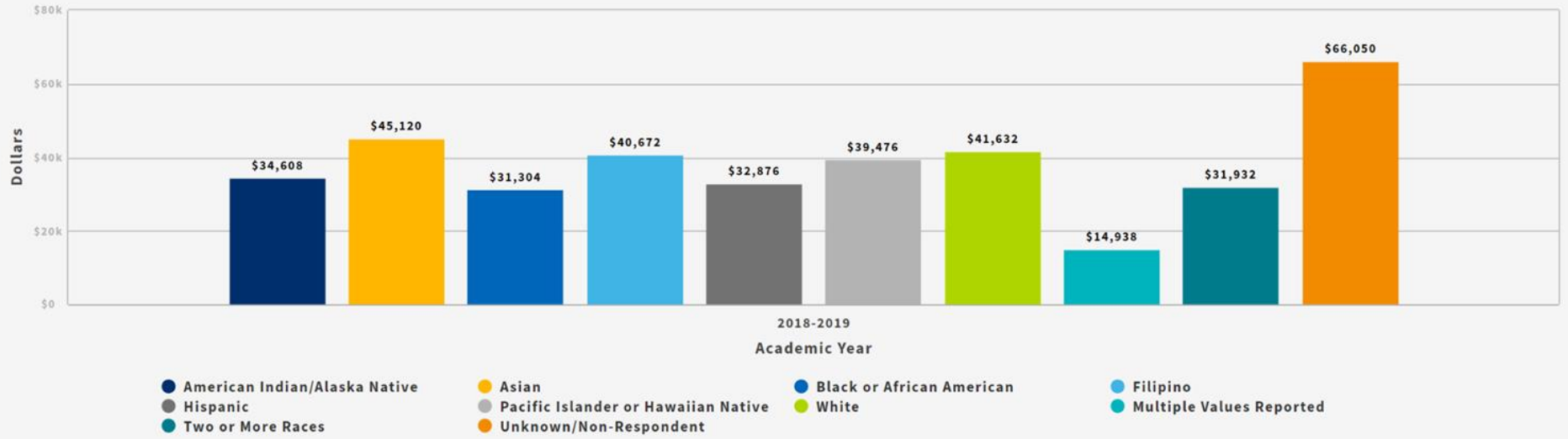
The unemployment rate peaked at 16.0%, and now has receded to 7.5%

Our Why - Historical Inequities

How have we historically performed?

Median Annual Earnings for SWP Exiting Students

Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit



Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

Technical Definition

Statewide result of $36,216 for all career ed programs, up from $33,965 just three year ago

Our Why - Connecting Employer and Student Needs

Employers say…

To get hired candidates need to demonstrate skills such as: ability to work in a team (81% of employers), problem solving (79%), and analytical skills (76.1%)

Source: National Association of Colleges and Employers Job Outlook 2021 survey

Students say….

Work outcomes are the main reason people choose higher education, more than double the percentage representing the next most prevalent motivation.

Source: Strada Center for Education Consumer Insights report "Why higher ed?"

Regional Approach

Regional Framework to move the work forward…

- Definition of WBL
- Work-based Learning Glossary
- Process for adding to the WBL Glossary/definition
- Guiding research questions
- MIS vs. Local Data Reporting

Regional WBL Definition (2019):

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Work-based Learning Glossary

- Consistent reference point to categorize experiences along the WBL continuum
  - Aggregate data regionally
- Grouped into three categories, based on the SG21 reporting requirements

Glossary of Applied and Work-Based Learning Opportunities

CCC MIS Data Element SG21 A — *Students participate in work-based learning preparing the student for emplo specific range of occupations, such as: internships, work experience, and ca*

Opportunities	Definition
Apprenticeships	Experiences for students in one or more crafts or trades that combine classroom and on-the-job t applications. "Registered Apprenticeship" is a training strategy that pays wages to apprentices du rate that increases throughout the training program in accordance with a predetermined union ne
Capstone projects	Projects involving a process in which students pursue independent research or work on a questio disciplines, and – with the guidance of faculty and industry mentors – produce a substantial pap
Clinical experiences	Experiences that combine classroom learning with supervised hands-on immersion experiences i clinical training is founded on actual observation and lab instruction and/or treatment of patients, highly specialized and includes coursework specific to performing functions and tasks in an actu *Institute as cited by National Network in Successful Strategies for Employers)*
Cooperative work experience education	The employment of students in part-time jobs selected and approved as having educational value 55250.3) (a) General Work Experience Education is supervised employment which is intended to assist stu experience need not be related to the students' educational goals. Student's jobs need not be dire (b) Occupational Work Experience Education is supervised employment extending classroom bas educational or occupational goal. (Title 5 §55252) *https://extranet.cccco.edu/Portals/1/AA/Credi*
Internships (Paid)	Sustained work-based learning experiences designed to enrich and expand classroom learni and offering access to tools, equipment, facilities, and expertise that are generally not availa is assessed. In paid internships students are required to meet the employers' expectations f discussed in advance with the employer and crafted to ensure that they also address the stu

MIS vs. Local Data Reporting

- **Combination of the WBL glossary and the SG21 ABC's**
  - The ABC's are not enough!
- **Tracking at the Sub-category**
  - Colleges are encouraged to align to the sub-categories
    - Crosswalk if needed

Sub-Categories within the Glossary

- Built on the foundation of the WBL Glossary
- Frozen and Open Categories
- Process to make changes to the glossary or sub-categories

SG21 Classifications of Sub-Categories

CCC MIS Data Element SG21 A	Students participate in work-based learning preparing the student for employment in a specific range of occupations, such as: internships, work experience, and capstone projects.		CAREER TRAINING EXPERIENCES
State Reporting	**Local/Practitioner Reporting**		**Generally Recognized Definitions for Reporting**
Required SG21 Categories	*Recommended Sub-categories*		
A A1-A8 "Frozen" A9-A12 "Open"	A1	Apprenticeships	Experiences for students in one or more crafts or trades that combine classroom and on-the-job training. Students learn and practice all phases of the trade or occupation in real-world applications. "Registered Apprenticeship" is a training strategy that pays wages to apprentices during the term of their apprenticeship. These wages are a portion of the skilled wage rate that increases throughout the training program in accordance with a predetermined union negotiated wage scale. *(California Apprenticeship Coordinators Association)*
	A2	Capstone projects	Projects involving a process in which students pursue independent research or work on a question or problem of their choice, engage with the scholarly debates in the relevant disciplines, and — with the guidance of faculty and industry mentors — produce a substantial paper or product that reflects a deep understanding of the topic.
	A3	Clinical experiences	Experiences that combine classroom learning with supervised hands-on immersion experiences in specific fields, mostly in industries that involve human services. In health fields, clinical training is founded on actual observation and lab instruction and/or treatment of patients, as distinguished from theoretical or experimental training. The training is usually highly specialized and includes coursework specific to performing functions and tasks in an actual workplace. *(Sources: Siemens Clinical Training & Continuing Education; Clinical Training Institute as cited by National Network in Successful Strategies for Employers)*

Districtwide Coordination

Districtwide Coordination

Process Overview

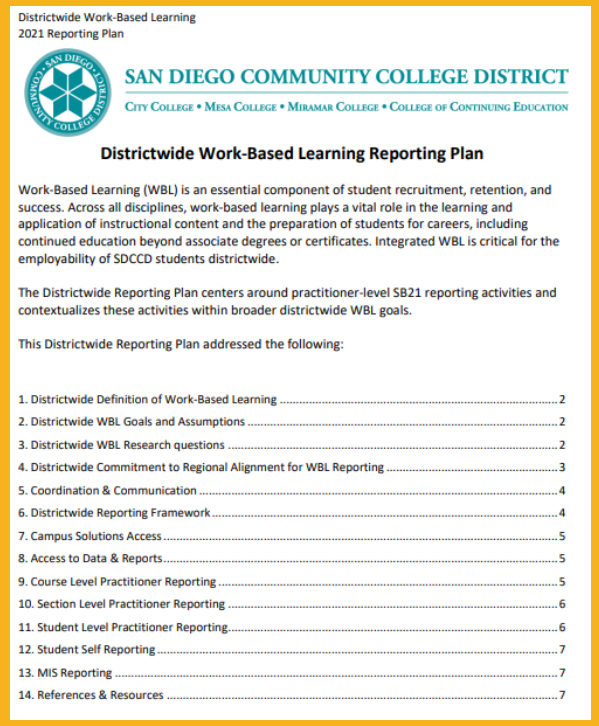
Awareness Building - *Support and approval to move forward*

Listening Tour / Pre-Meeting Prep - *Behind the scenes conversations to explore current practices, reporting mechanisms, restrictions, needs, and preferences*

Districtwide Meetings - *Structured engagement - exploration and discussion by reporting level; Practitioner needs versus state reporting requirements*

A Plan and a Process Committee - *Guiding, shared documents, phased approach, and a structure to collaborate*

Districtwide Reporting Plan



Districtwide Work-Based Learning
2021 Reporting Plan

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • COLLEGE OF CONTINUING EDUCATION

Districtwide Work-Based Learning Reporting Plan

Work-Based Learning (WBL) is an essential component of student recruitment, retention, and success. Across all disciplines, work-based learning plays a vital role in the learning and application of instructional content and the preparation of students for careers, including continued education beyond associate degrees or certificates. Integrated WBL is critical for the employability of SDCCD students districtwide.

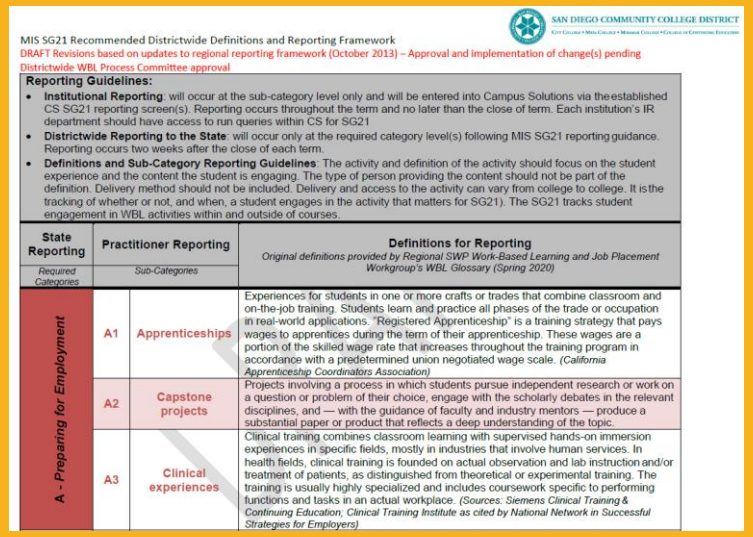
The Districtwide Reporting Plan centers around practitioner-level SB21 reporting activities and contextualizes these activities within broader districtwide WBL goals.

This Districtwide Reporting Plan addressed the following:

1. Districtwide Definition of Work-Based Learning 2
2. Districtwide WBL Goals and Assumptions 2
3. Districtwide WBL Research questions 2
4. Districtwide Commitment to Regional Alignment for WBL Reporting 3
5. Coordination & Communication 4
6. Districtwide Reporting Framework 4
7. Campus Solutions Access 5
8. Access to Data & Reports 5
9. Course Level Practitioner Reporting 5
10. Section Level Practitioner Reporting 6
11. Student Level Practitioner Reporting 6
12. Student Self Reporting 7
13. MIS Reporting 7
14. References & Resources 7

- Definition of WBL
- WBL Goals and Assumptions
- Research Questions
- Commitment to Regional Alignment
- Communication and Coordination
- Technical Components - reporting mechanisms, tools, and data access
- Course, Section, and Student Level Reporting
  - General Guidance
  - Resources
  - Roles
- Iterative

Districtwide Reporting Framework



SAN DIEGO COMMUNITY COLLEGE DISTRICT

MIS SG21 Recommended Districtwide Definitions and Reporting Framework

DRAFT Revisions based on updates to regional reporting framework (October 2013) – Approval and implementation of change(s) pending Districtwide WBL Process Committee approval

Reporting Guidelines:

- **Institutional Reporting**: will occur at the sub-category level only and will be entered into Campus Solutions via the established CS SG21 reporting screen(s). Reporting occurs throughout the term and no later than the close of term. Each institution's IR department should have access to run queries within CS for SG21
- **Districtwide Reporting to the State**: will occur only at the required category level(s) following MIS SG21 reporting guidance. Reporting occurs two weeks after the close of each term.
- **Definitions and Sub-Category Reporting Guidelines**: The activity and definition of the activity should focus on the student experience and the content the student is engaging. The type of person providing the content should not be part of the definition. Delivery method should not be included. Delivery and access to the activity can vary from college to college. It is the tracking of whether or not, and when, a student engages in the activity that matters for SG21). The SG21 tracks student engagement in WBL activities within and outside of courses.

State Reporting	Practitioner Reporting		Definitions for Reporting
Required Categories	*Sub-Categories*		*Original definitions provided by Regional SWP Work-Based Learning and Job Placement Workgroup's WBL Glossary (Spring 2020)*
A - Preparing for Employment	A1	Apprenticeships	Experiences for students in one or more crafts or trades that combine classroom and on-the-job training. Students learn and practice all phases of the trade or occupation in real-world applications. "Registered Apprenticeship" is a training strategy that pays wages to apprentices during the term of their apprenticeship. These wages are a portion of the skilled wage rate that increases throughout the training program in accordance with a predetermined union negotiated wage scale. *(California Apprenticeship Coordinators Association)*
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- Customized
- Regional alignment
- Tied to reporting mechanism
  - Student attributes built in campus solutions for courses, sections, and students
- Multiple iterations

Districtwide Coordination

Challenges and Opportunities

- State Reporting Requirements versus Practitioner Needs
- Complexity of coding
- Collaboration and Alignment
- Baseline agreements versus highly prescriptive implementation requirements
- Implementation starts and stops
- Internal Reporting
- Ongoing Support, Reflection, Learning, and Refinement

Staying Focused on the Student Experience - Impact and Outcomes

Districtwide Coordination

Challenges and Opportunities

- State Reporting Requirements versus Practitioner Needs
- Complexity of coding
- Collaboration and Alignment
- Baseline agreements versus highly prescriptive implementation requirements
- **Implementation starts and stops and Internal Reporting**
- **Ongoing Support, Reflection, Learning, and Refinement**

Staying Focused on the Student Experience - Impact and Outcomes

San Diego College of Continuing Education

Our approach

- Started Work-Based Learning (WBL) project in Fall 2019
  - Focus on the classroom and industry advisory boards
- COVID-19/transition off campus in Spring/Summer 20

WBL “re”-think, how can our role contribute to retention as well as preparation for employment?

- Preliminary SG21 conversations in Fall 2020, with pilot in Spring 2021
- Full SG21 implementation in Fall 2021 including course level reporting

Challenges

- How do we define WBL?
- How can we articulate our “why”?
- When is it most effective to provide WBL? And collect SG21 data?

Opportunities

- Simplify how we talk about WBL
- Refine our message to speak to our stakeholders (faculty and students) about why WBL is important
- Partner with programs to strategically provide WBL and time collection of the data
  - Start with what we know and build from there

SDCCE Next steps

Sharing SG21 dashboard with Perkins (Career Education) committee

Targeted support for programs who report lower than expected work-based learning outcomes

Marketing and Outreach strategies that highlight work-based learning to prospective students

San Diego Mesa College

The Journey with Our Students

- Campus Commitment from the highest level
- Investment in infrastructure
- Creativity & Flexibility
- Build off of what already exists
- Learning together
- Making a difference

IMPACT

Equitable Access

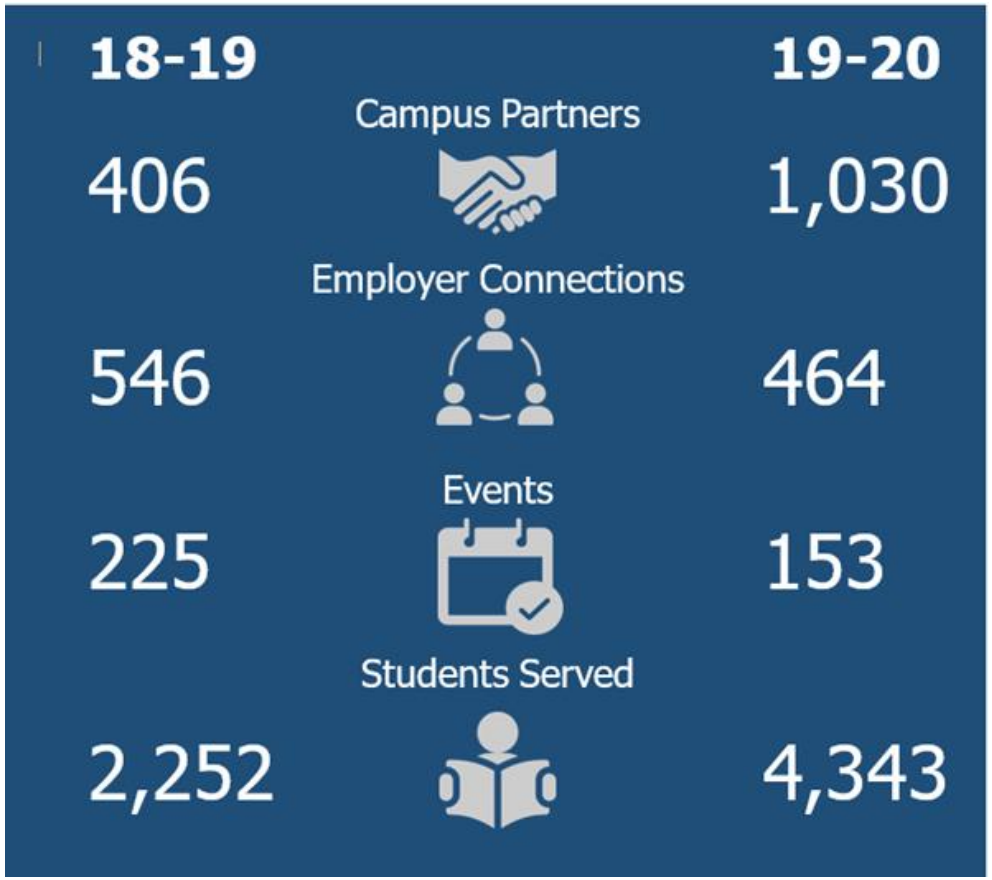
Service Learning in English 101

Naysayers into Champions

Equitable Employment

Everyone's responsibility

A long way to go



Our students…

Student **Lily Molina**, is part of the deaf community and used her service learning assignment to explore her dream career of working in the national parks. Lily used her ASL skills to create accessible videos for National Park's Cabrillo National Monument (CNM) to be inclusive of the deaf community and help them feel welcome.

Software Development student **Emma Plum** obtained a virtual paid internship as part of the Advancing San Diego program. Mesa College is only one of two community colleges in San Diego that is designated as a Preferred Provider for software development.

Kayee Lau, a computer information science student was at work on the assembly line. She noticed a problem with the line. She was able to diagnose the computer code with a test program that she was running in her CISC course. When she brought this forward to her boss, she got promoted!

Discussion

Resources

San Diego Imperial Counties Regional Consortia SG21 Resource Page

- Kevin McMackin kevin.mcmackin@gcccd.edu

San Diego Community College District WBL Reporting Resource Page

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