



ADDING STUDENTS IN A WORK BASED LEARNING ACTIVITY FOR MIS (SG21)

BUSINESS PROCESS: ADDING STUDENTS IN A WORK BASED LEARNING ACTIVITY FOR
MIS(SG21)



MODULE: MIS/320

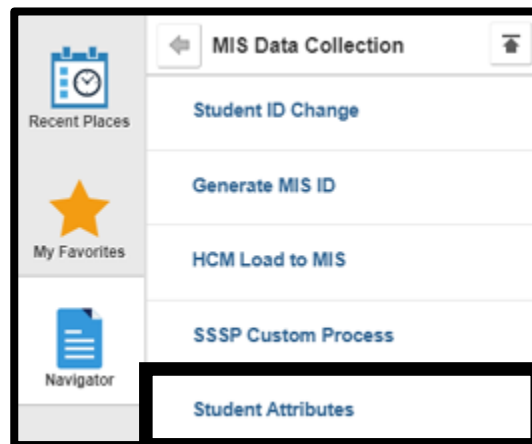
PREREQUISITES

STUDENTS MUST HAVE A PERSON RECORD BEFORE ENTERING A STUDENT ATTRIBUTE.

INSTRUCTIONS

This job aid walks you through the steps needed to add a student to SG21.

| STEP | Instructions |
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| 1) | Click on  and  navigate to: MIS/320 Reporting → MIS Data Collection → Student Attributes |





| STEP | Instructions |
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| 2) | <p data-bbox="305 352 1338 420">Entering a new student into a program. Adding an SG Student Attribute for the first-time to a student.</p> <p data-bbox="305 464 1203 493">After navigating to the Student Attributes page, click on the Add a New Value tab.</p> <ul data-bbox="354 537 902 716" style="list-style-type: none">• Enter the student ID number in Empl ID• Academic Institution should default to SDCCD• Enter the Academic Career• Enter the Campus• Click Add <p data-bbox="305 758 1377 825">NOTE: It is recommended to not use the search feature (magnifying glass) for the ID, as the search feature will take a long time to load.</p> |





| STEP | Instructions |
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| 3) | <p>Under the Student Attributes field, click the magnifying glass and select the appropriate Student Attribute code or enter the code manually.</p> <ul style="list-style-type: none">• SG21 Work Based Learning |

The screenshot shows the 'Student MIS Attributes' form. The main form contains fields for Academic Institution (SDCCD), Academic Career (UGRD), and Campus (CITY). Below these is the 'Student Attributes' section with a search field, 'Effective Date' (06/04/2020), 'Attribute Value', and 'Comments'. A 'Look Up Student Attribute' dialog box is open, showing search criteria for Academic Institution (SDCCD) and filters for Student Attribute and Description (both set to 'begins with'). The dialog box displays search results for Student Attributes: SG05 (MESA-ASEM Status), SG06 (PUENTE Status), SG07 (MCHS-ECHS Status), SG08 (UMOJA Status), and SG21 (Work Based Learning). Buttons for 'Look Up', 'Clear', 'Cancel', and 'Basic Lookup' are visible in the dialog box.



| STEP | Instructions | | | |
|------------|--|--|------------------------|------------------|
| 4) | <p>Under the Student Attribute Values field, enter the following information:</p> <ul style="list-style-type: none"> Effective Date: Use the Best Practice date for the Reporting Term: <table border="1" data-bbox="345 491 609 606"> <tr> <td>Spring: 01/01/Year</td> </tr> <tr> <td>Summer: 06/01/Year</td> </tr> <tr> <td>Fall: 08/01/Year</td> </tr> </table> Reporting Term Attribute Value—click on the magnifying glass and select the appropriate value (PRACTICIONER REPORTING) PRACTICIONER REPORTING values are collected, but MIS will report the state code as of Fall 2020 | Spring: 01/01/Year | Summer: 06/01/Year | Fall: 08/01/Year |
| | Spring: 01/01/Year | | | |
| | Summer: 06/01/Year | | | |
| | Fall: 08/01/Year | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="250 779 345 852">State Code</th> <th data-bbox="345 779 586 852">Practitioner Reporting</th> <th data-bbox="586 779 1557 852">Definitions</th> </tr> </thead> </table> | State Code | Practitioner Reporting | Definitions |
| State Code | Practitioner Reporting | Definitions | | |
| 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. | | |
| A | 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) | | |
| A | 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. | | |
| A | A3 - Clinical experiences | Clinical training combines 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) | | |



Job Aid

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| A | A4 - Cooperative work experience education | <p>The employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees. (Title 5 § 55250.3)</p> <p>(a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. Student's jobs need not be directly related to their educational goals. (Title 5 §55252)</p> <p>(b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal. (Title 5 §55252)</p> <p>https://extranet.cccco.edu/Portals/1/AA/Credit/2015/2015_07CI_CoopWorkExperience.pdf</p> |
| A | A5 - Internships (Unpaid) | <p>Sustained work-based learning experiences designed to enrich and expand classroom learning, showing students how their learning is applied in the world outside of school, and offering access to tools, equipment, facilities, and expertise that are generally not available at school.</p> <p>Learning objectives are specified and student performance is assessed. In unpaid internships, learning takes precedence over production. (WestEd, Work-Based Learning in California)</p> |
| A | A6 - Internships (Paid) | <p>Sustained work-based learning experiences designed to enrich and expand classroom learning, showing students how their learning is applied in the world outside of school, and offering access to tools, equipment, facilities, and expertise that are generally not available at school.</p> <p>Learning objectives are specified and student performance is assessed. In paid internships students are required to meet the employers' expectations for productive work; these expectations, however, unlike in regular jobs, are discussed in advance with the employer and crafted to ensure that they also address the students' learning goals. (WestEd, Work-Based Learning in California)</p> |
| A | A7 - On-the-job training | <p>Training by an employer that is provided to a paid participant while engaged in productive work in a job that provides knowledge or skills essential to the full and adequate performance of the job. OJT is generally of limited duration. (Code of Federal Regulations and Workforce Investment Act)</p> |
| A | A8 - Research-based and field experiences | <p>Opportunities for students to participate in unpaid and paid research projects (e.g. in sciences, social sciences, media studies) and field experiences (e.g. in environmental sciences) that extend classroom learning. Research-based and field experiences teach skills that are difficult to teach or learn in classrooms (e.g. the importance of calibrating instruments or the importance of safety procedures), demystify and enhance motivation for learning research skills or exploring the natural world, support critical thinking in the collection and use of data, and provide opportunities to apply knowledge learned in the classroom to the real world outside of school.</p> |



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| | 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 mentorship. |
| | B | B1 - Classroom projects or challenges with industry involvement | Substantial classroom projects or challenges in which industry representatives provide guidance in design and implementation as well as assessment or feedback. Examples include robotics projects supported by local engineers or construction projects supported by local union representatives. Industry-informed projects can be useful when logistics or other constraints make workplace placements difficult. Classroom challenges, sometimes use for formative assessment purposes, may include problems to solve or student competitions juried by employers. |
| | B | B2 - Informational interviews with industry professionals | Opportunities for students to make contact with business/industry representatives for telephone or in-person interviews, lasting approximately 15 minutes to an hour, to explore opportunities in a given career area or occupation, the skills and education required for entry and success, the long-term growth potential, and, often, the career path taken by the representative in arriving at his/her current position. |
| | B | B3 - Job shadowing (individual) | Opportunities for students to spend time with a worker on the job, observing actual workplace tasks in order to explore a potential career interest. (ERIC Thesaurus) Job shadows may involve applied learning if there is sufficient time and advance preparation with the employer and instructor. |
| | B | B4 - Mentorships with industry professionals | One-to-one relationships between students and more experienced professionals in chosen fields of interest to explore career and related issues. Career mentors foster the student's development by providing challenges, encouragement, guidance, and resources. (U.S. Congress, Office of Technology Assessment) |
| | B | B5 - Simulated workplace experience | Work-based learning activities that simulate work environments. Examples include automotive or culinary programs in which sustained industry involvement allows student to develop and apply their skills in the context of industry standards and expectations. Simulated experiences may be valuable when experiences in real work settings are not possible, due to logistical or other constraints. (WestEd, Work- Based Learning in California) |
| | B | B6 - Service learning | A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. (Learn and Serve America National Service Learning Clearinghouse and Mesa College) |
| | B | B7 - Student-run commercial or social enterprises | Enterprises that produce goods or services for sale or use to people other than the students involved. Examples include student run cafes or video production studios that serve clients and generate revenue. Social enterprises focus on social rather than commercial activity. Examples include community planning projects or energy auditing for local residents |
| | B | B8 - Volunteering / community service | Voluntary service activities that may or may not be connected to classroom curriculum, but which offer opportunities for exploring careers and learning by doing real work. |



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| | 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. |
| | C | C1 - Career fair | Events in which employers, recruiters, and schools provide information about job and internship opportunities in their companies or organizations. Students may interact informally with employers; in some cases, job interviews are also conducted. (UC Berkeley Career Fairs) |
| | C | C2 - Field trips | An excursion by a group of students to a place away from their school or college environment or an on-campus visit for exposure to an industry-related experience (e.g., culinary students visiting a campus kitchen). A field trip can help spark career interest and provide students with first-hand exposure to relevant industries, workplaces, careers, or specific issues and topics (e.g. industrial design or use of technology), as well as the opportunity to ask questions of personal interest and to interact with field trip hosts. |
| | C | C3 - Guest speakers | A person invited to a gathering to give a presentation. Guest speakers provide an opportunity for students to hear firsthand about a particular occupation, the necessary preparation and required knowledge the occupation requires, and other interesting information from a current practitioner in that field. (www.ode.state.or.us/teachlearn/certificates/diploma/guest-speaker.pdf) |
| | C | C4 - Mock interviews | A simulation of an actual job interview, which provides an opportunity to practice for an interview and receive feedback. A mock interview provides exposure to the interview process and a chance to learn about industry hiring expectations when feedback is provided. |
| | C | C5 - Industry speakers/ presentations | Opportunities for representatives from industry to discuss careers and trends in their fields, skills required, education required, and their own career paths. |
| | C | C6 - Workplace/ company tours | Visits to real workplaces that provide opportunities for students to learn first-hand about the skills required in various industries or career areas; the career paths taken by those in the field; the tools, materials and equipment used; and the work environment and expectations for performance in various industries |
| | D | | Student did not participate in work-based learning |
| | X | | Unknown/unreported |



Student MIS Attributes

Academic Institution: SDCCD San Diego Community Coll Dist
 Academic Career: UGRD Undergraduate
 Campus: MESA Mesa College

Student Attributes

*Student Attribute: SG21 Work Based Learning

Student Attribute Values

*Effective Date: 08/31/2020 Effective Seq
 *Attribute Value: Comments: Date/Time:

Save Return to Search Previous in List

Look Up Attribute Value

View 100 First 1-24 of 24 Last

| Student Attribute Value | Description |
|-------------------------|-------------------------------|
| A1 | APPRENTICESHIP |
| A2 | CAPSTONE PROJECT |
| A3 | CLINICAL EXPERIENCES |
| A4 | COOPERATIVE WORK EXP |
| A5 | INTERNSHIP UNPAID |
| A6 | INTERNSHIP PAID |
| A7 | ON-THE-JOB-TRAINING |
| A8 | RESEARCH-BASED FIELD EXP |
| B1 | CLSRM PRJCT W/ INDUSTRY |
| B2 | INFORMATIONAL INTERVIEWS |
| B3 | JOB SHADOWING |
| B4 | MENTORSHIP |
| B5 | SIMULATED WORKPLACE EXP |
| B6 | SERVICE LEARNING |
| B7 | STUDENT ENTERPRISE |
| B8 | VOLUNTEER/COMM SERVICE |
| C1 | CAREER FAIR |
| C2 | FIELD TRIPS |
| C3 | GUEST SPEAKERS |
| C4 | MOCK INTERVIEW |
| C5 | INDUSTRY SPEAKER/PRESENTATION |
| C6 | WORKPLACE/COMPANY TOUR |
| N | DID NOT PARTICIPATE |
| X | UNKNOWN/UNREPORTED |

- Click Save

| STEP | Instructions |
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| 5) | If entering multiple students at a time, after saving, click the Add button on the bottom of the page to move to the next student. Clicking Add will direct the user back to the Add a New Value entry page. |

Student MIS Attributes

Mayra Mundo 0005234045

Academic Institution: SDCCD San Diego Community Coll Dist
 Academic Career: UGRD Undergraduate
 Campus: CITY City College

Student Attributes Find | View All First 1 of 1 Last

*Student Attribute: SG21 Work Based Learning

Student Attribute Values Find | View All First 1 of 1 Last

*Effective Date: 06/01/2020 Effective Sequence: 1 *Reporting Term:
 *Attribute Value: B JOBSHADOW.SERVICELEARN.PROJ
 Comments: Date/Time: User ID:

Save Notify Refresh Add Update/Display Include History Correct History

Process complete.

Notes for Attribute/s set up by District, Student Services:



Job Aid

- Setup SACR-Product Related-Student Records-Student Standing & Awards-Student Attribute Table
- MIS/320 Reporting-MIS Configuration-Report Translations