



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.

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1. Districtwide Definition of Work-Based Learning

The following definition has been adopted by the ten community colleges in the San Diego Imperial Counties region. Representatives from San Diego City College, Mesa College, Miramar College, and the College of Continuing Education participated in developing these regional definitions. Senior leadership approved this definition through the Regional Oversight Committee (ROC) and SDICCA. The SDCCD supports this regional definition.

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 their careers. Faculty play a critical role in ensuring these experiences are embedded into the curriculum and support learning.

2. Districtwide WBL Goals and Assumptions

There are four primary districtwide Work-Based Learning (WBL) goals. The SDCCD seeks to:

1. Increase WBL opportunities for all students
2. Support faculty in the increased integration of WBL opportunities into the curriculum
3. Improve understanding of the student journey across/throughout the WBL continuum
4. Improve understanding of the impact WBL has on employment and completion

These goals are based on the following assumptions:

- The more WBL opportunities, the better
 - WBL is an integral component to preparing students for careers
 - All career education programs should include WBL opportunities
- WBL is needed for employment
- WBL increases the likelihood of enrollment (recruitment), retention, and completion (we need to promote the WBL opportunities available to attract and retain students and to remain competitive with other institutions and training opportunities in our region)
- Students engage in various WBL activities; it is not necessarily a linear progression; the more frequent the activities, the better.
- WBL integrated into the curriculum has a more significant impact on student success than WBL solely provided outside of a course and program activities
- WBL provided solely outside of the curriculum present challenges for students who are already balancing complex lives and may not be able to participate in these educational opportunities when they are outside of their courses

3. Districtwide WBL Research questions

Reporting Goals

1. Assess which students are engaging in WBL activities
 - Are there any equity gaps in participation? (any groups under-represented?)
 - Disaggregate by gender and race
 - Disaggregate data based on demographics of students participating compared to college / districtwide population(s)
2. Assess the number of WBL opportunities within the classroom across all discipline areas

- How many courses have WBL activities included?
 - What kind of courses are these? (CTE versus non-CTE, disaggregate by subject area)
3. Assess the student journey across/throughout the WBL spectrum
 - What kinds of WBL activities are students experiencing?
 - When are they occurring? (timing, frequency, etc.)
 4. Assess the theory that WBL activities increase the likelihood of employment (completion and employment within field of study)
 - CTEOS data
 - EDD wage match
 - How many completers also participated in WBL?

4. Districtwide Commitment to Regional Alignment for WBL Reporting

San Diego Imperial Counties Regional Consortium established a Regional WBL/SG21 Framework. This framework was developed in consultation with Regional Strong Workforce Program Workgroup 4 members (includes representation from each institution), Regional Deans Council (includes the lead career education deans at each institution), and others. This regional framework was presented and approved by the Regional Oversight Committee (ROC).

The purpose of the regional framework is to outline and establish regionally agreed-upon procedures and goals for the SG21 MIS data element and local work-based learning (WBL) data collection processes essential to the data element. The importance of this framework is increasing significantly as the Chancellor's office is anticipated to connect SG21 to some form of college-based funding. Understanding the full range of experiences will support professional learning around best practices and future research related to the accumulation of WBL experiences. Improved tracking will also enable the region to advocate to leadership and legislators the full level of activity, together with results, which could inform future investments. Regional consistency to the definitions and categories is needed to ensure accurate and usable data for regionally aggregated reporting in the future.

The regional framework includes a commitment to regionally aligned subcategories.

- Districts are asked to preserve the subcategories outlined in the framework.
- Additional data points can be added as new subcategories (without altering the regionally aligned existing subcategories).

Regional [sub-categories for reporting alignment \(revised October 2021\)](#)

Additional regional resources:

- [Regional SG21 Resource Page](#)
- [Regional Glossary of WBL Terms \(revised October 2021\)](#)
- [Reporting Framework](#)

The Regional Consortium will collect and aggregate data from all colleges in the region to inform future professional development and investments.

- The first collection of this data will be in Summer 2022 (anticipated).
- If colleges determine it is necessary to adjust the regional framework locally and not adopt the exact regional framework subcategories, they will be asked to provide the region with an outline mapping their data to the regional framework.

The SDCCD is committed to alignment with the regional framework and participation in regional data sharing (recommended by Districtwide WBL Process Committee; approved by Joint VPI/VPSS Committee, June 2021).

5. Coordination & Communication

The SDCCD Work-Based Learning Process Committee – a districtwide process committee with WBL representatives from each institution. This committee was formed in August of 2020 and meets no less than once per semester. All meeting highlights are shared with the Vice Presidents following the meeting.

- Reports to the Vice Presidents of Student Services & Instructional Services
- Coordinated by District Educational Services, Career Education & Workforce Development Department
- Current Committee Membership is [available online](#)
- [The District maintains the Committee resource page.](#)

6. Districtwide Reporting Framework

Given the limitations with the SG21 data element, the SDCCD will collect data at subcategory levels (practitioner level). Collecting at the subcategory level allows institutions to more accurately represent their WBL efforts while creating valuable data that can be used to improve student success.

In August of 2020, the District adopted a reporting framework that included subcategories based on the regional WBL glossary. This framework was then updated in January of 2021.

In April of 2021, the region finalized a regional framework. This regional framework is primarily based on the SDCCD framework (but not fully aligned). The SDCCD is committed to alignment with the regional framework and participation in regional data sharing.

Adjustments to the current SDCCD framework may be needed to support regional alignment.

- [Current framework.](#)

Updates to the framework may be proposed through the Districtwide WBL Process Committee.

7. Campus Solutions Access

All WBL reporting will occur within Campus Solutions leveraging the SG21 practitioner level attributes based on the districtwide reporting framework. These attributes are available as section attributes and student attributes.

8. Access to Data & Reports

The ability to pull reports from campus solutions through the data query feature for both student and section-level practitioner reporting is available to each institution's Research & Planning office.

District Student Services is responsible for developing the queries and providing access to them. *As of Summer 2021, queries have been created and access made available.*

The District's Office of Research & Institutional Planning also has access to this data.

Districtwide reporting is currently under development. The committee will be identifying the ideal timing and content of districtwide annual reporting on practitioner-level information.

9. Course Level Practitioner Reporting

Course level coding will be pursued via a phased approach.

Course level coding is only for courses that have consistent WBL activities across all sections regardless of instructor.

- Only courses with no section variation can be coded at the course level
- Courses with section variation should be coded at the section level only

Phase 1 – “Code what we know” – Summer 2021

Course level Coding will begin in campus solutions only and will utilize the sub-category practitioner level reporting framework.

- District Curriculum Services to code credit college courses.
- District Curriculum Services will begin with summer 2021 credit courses as this is the first next term not yet rolled over. Once coded, the credit course codes will appear in the first roll-over for summer 2022. Thus reducing the amount of credit college section level coding needed at the local levels.
- Section level coding will still remain available.
- [Course Level Coding List as of September 2021](#)

Phase 2 – Faculty Engagement via Local Processes – Date TBD

Phase 2 details are under development and will be addressed via the Process Committee during fall 2021 Committee Meetings; timeline, roles, and expectations TBD

- Each institution to lead internal engagement of department chairs, program leads, etc. utilizing the districtwide reporting framework, identify which courses have WBL elements
- District Curriculum Services to collect lists from institutions (external spreadsheets)

- District Curriculum to codes courses
- Due dates will be selected to enable the collection of codes and time to code prior to the MIS upload (at the end of each term)

Phase 3 – For credit courses, add SG21 into CurricUNET – Date TBD

The long-term goal is to ensure faculty and Deans are able to code, view, and update credit and noncredit course level codes within district supported curriculum repository (e.g. CurricUNET).

10. Section Level Practitioner Reporting

Section level reporting is coded through the Campus Solutions scheduling screen using SG21 practitioner level attributes. These SG21 attributes mirror the student-level attributes.

Data entry guidance:

- Section level reporting should occur before enrollment.

Resources:

- Recommended sections for SG21 coding provided by District Curriculum Services ([March 2021](#))

Cross-Disciplinary Broad Faculty Engagement:

Accurate section-level reporting will need to include broad faculty engagement and long-term planning. Institutions may need to establish new communication strategies and professional development opportunities to support 1) faculty awareness and understanding of WBL 2) faculty communication regarding which sections include WBL 3) faculty encouragement and support to update and more formally integrate WBL into course outlines of records (see equity challenges and opportunities section).

Roles:

The primary roles inputting section level SG21 attributes are campus schedulers.

Lead contacts for coordinating internal section-level reporting processes within each institution:

- City: Rose LaMuraglia
- Mesa: Monica Romero
- Miramar: Jonathan Kropp
- SDCCE: Alex Berry and Stephanie Lewis

11. Student Level Practitioner Reporting

Student level reporting is coded through the Campus Solutions student screen using SG21 practitioner-level student attributes. These SG21 attributes mirror the section-level attributes.

Data entry guidance:

- Student level reporting must be entered before the term's MIS submission.

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- Institutions will enter student-level data throughout the term on an as-needed basis and up until one week after the close of the term.
- If the activity experienced by the student is tied to a class section, enter “IS” into the comments box.

Resources:

- [Reporting framework](#) (last updated January 2021)
- [Job Aid for Campus Solutions Student Level Reporting](#)

Roles:

The primary roles will be Work-Based Learning Coordinators, Job Placement Coordinators, and Career Center staff members. However, each institution may assign additional or different roles for student-level data entry.

Lead contacts for coordinating internal student-level reporting processes within each institution:

- City: Rose LaMuraglia
- Mesa: Monica Romero
- Miramar: Jonathan Kropp
- SDCCE: Alex Berry and Stephanie Lewis

12. Student Self Reporting

San Diego City College, Mesa College, Miramar College, and the College of Continuing Education are not currently allowing student self-reporting. During the initial development (August 2020) of the Districtwide Reporting Plan, it was recommended that student self-reporting be explored at a later date.

13. MIS Reporting

The SDCCD will continue to follow all State CCCCCO guidance for MIS reporting.

- [CCC MIS Data Element Dictionary – SG21](#)

14. References & Resources

- San Diego City College WBL
- [San Diego Mesa College WBL](#)
- San Diego Miramar College WBL
- San Diego College of Continuing Education WBL
- [District WBL Process Committee Website](#)
- [Regional Strong Workforce Program WG4 Work-Based Learning & Job Placement](#)
- [Expanding WBL in the Region](#)
- [WBL Overview – Regional Resource](#)