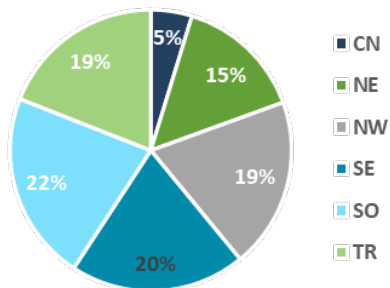


EXECUTIVE SUMMARY: WORK-BASED LEARNING SURVEY 2021SP

The following summary outlines faculty perceptions of the primary benefits of, the faculty role in establishing, and the desired professional development for work-based learning initiatives.

Campus

Respondents had the following campus distribution: (N = 699)



Respondent Characteristics

Respondents included both full-time and part-time faculty representing both academic and technical disciplines.

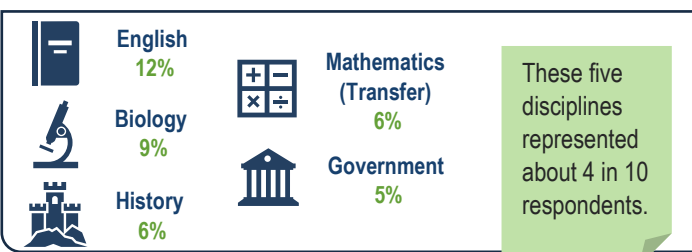
Faculty Role

About 80% of the respondents were Full-Time faculty ($N_{FT} = 549^*$), and about 20% were Adjunct ($N_A = 139$). Thus, the responses were mostly representative of Full-Time faculty. (N = 688)

Campus	Adjunct Faculty	Full-time Faculty	Total
CN	14 (42%)	19 (58%)	33
NE	11 (11%)	92 (89%)	103
NW	26 (19%)	108 (81%)	134
SE	21 (15%)	115 (85%)	136
SO	34 (23%)	115 (77%)	149
TR	33 (25%)	98 (75%)	131

Primary Teaching Discipline

Approximately 80% of respondents were from academic disciplines, and about 20% were from technical disciplines. The following five disciplines had the largest number of respondents: (N = 620)



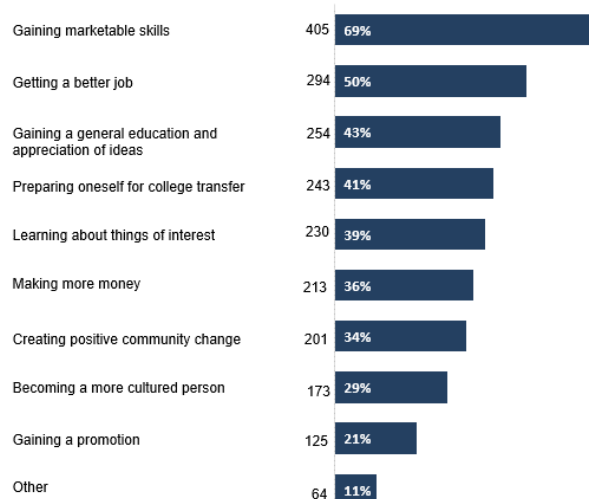
Note: The Ns for each question differ because not all respondents answered every question.

*Two full-time faculty did not select a campus.

Student Benefits

In your opinion, what are the primary student benefits of a work-based experience in your discipline? (Choose all that apply)

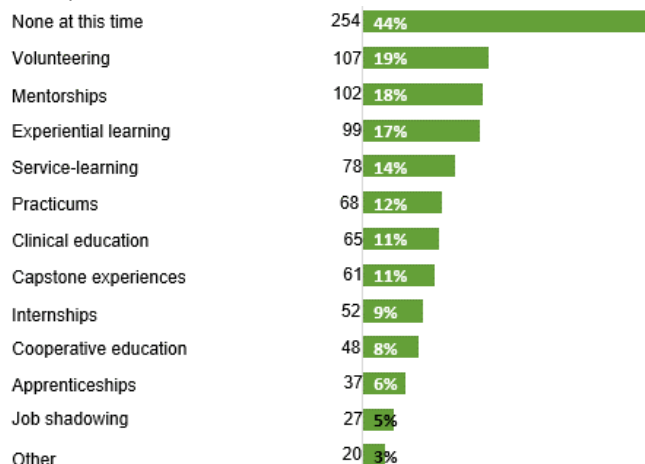
“Gaining marketable skills” (69%) and “Getting a better job” (50%) were the most frequently selected benefits of work-based learning. (N = 587)



Faculty Involvement and Functions and Responsibilities

In which work-based learning initiatives are you involved? (Check all that apply)

About 44% of respondents were not involved in a work-based learning initiative. However, about 19% reported “Volunteering,” the second largest category. (N = 576)

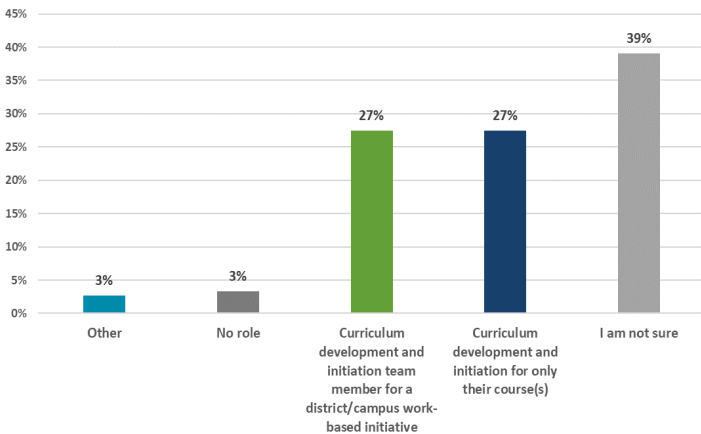


- For faculty in academic disciplines, about 50% of respondents were not involved in work-based learning. About 20% reported “Experiential learning” initiatives followed by about 19% reporting “Volunteering” and about 18% reporting “Mentorship”. (N = 446)
- For faculty in technical disciplines, about 20% of respondents were not involved in work-based learning. About 42% reported “Clinical education” initiatives followed by about 29% reporting “Practicums”. (N = 113)

Note: Some respondents (17) who selected initiatives did not report a teaching discipline.

What should be the role of a faculty member in establishing work-based learning opportunities? (Choose one of the following)

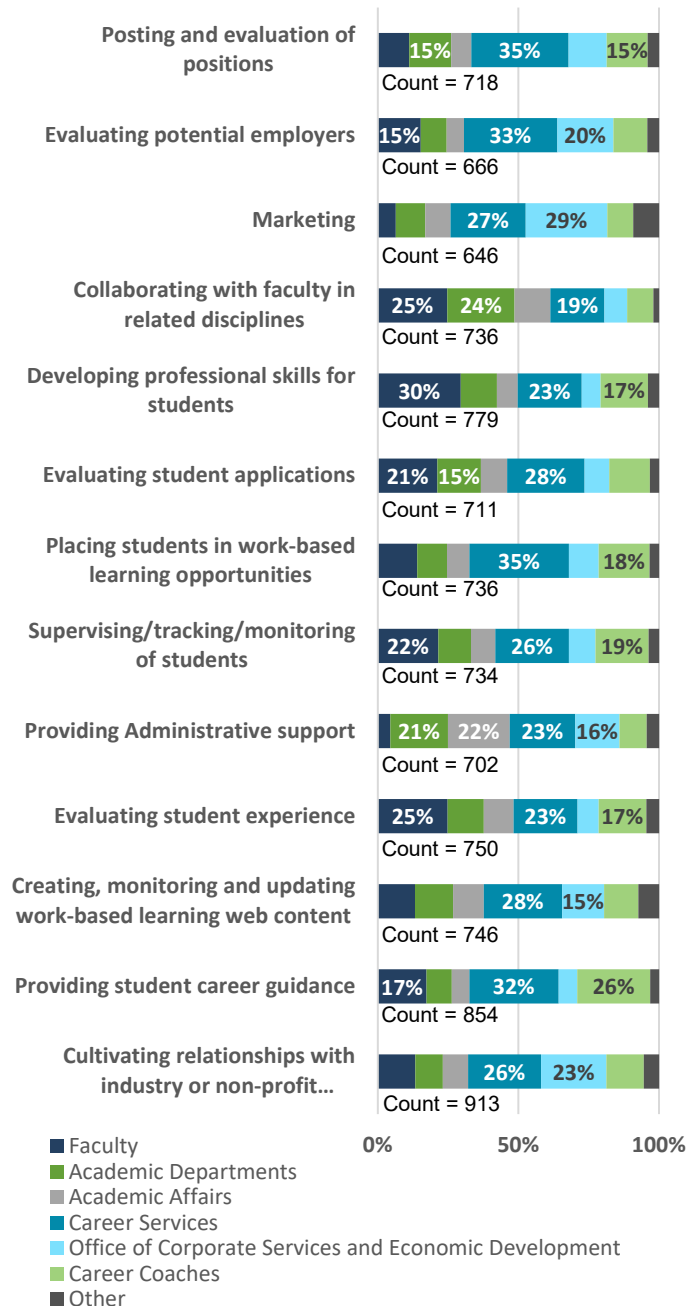
- About 39% of the respondents were unsure of the role of a faculty member in establishing the work-based learning opportunities. (N = 568)
- About 55% of respondents indicated that a faculty member’s role should be in developing and initiating a curriculum.
 - ❖ About 27.5% of the respondents felt that the faculty role should only entail the development and initiation for their courses only.
 - ❖ The remaining 27.5% believed a faculty member’s role extends to initiation for District/Campus initiatives.



Note: The Ns for each question differ because not all respondents answered every question.

Please consider the following functions associated with work-based learning and identify who should be responsible for each function. (Select all that apply)

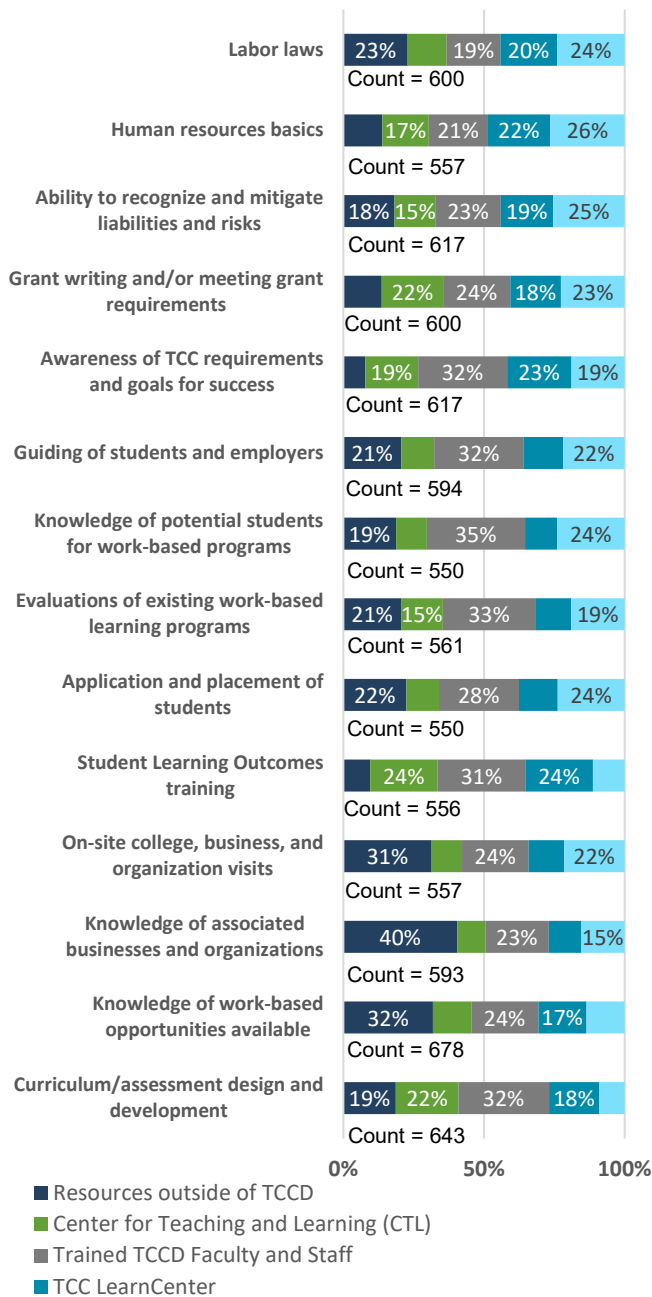
Responses indicated a relatively strong sentiment that Career Services and Faculty should be the most involved in many of these functions. Respondents selected Career Services as primarily responsible for nine of the thirteen functions listed while Faculty were selected primarily responsible for three. (N = 440)



Work-Based Learning Professional Development

Please select the type(s) of work-based learning professional development that you might need to best support your students and program. (Select all that apply)

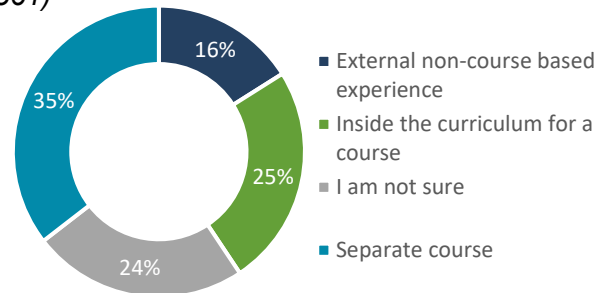
“Knowledge of worked-based opportunities available” and “Curriculum/ assessment design and development” were the most frequently selected choices. (N = 422)



Course Integration

Should work-based learning opportunities be included inside your course’s curriculum or as a separate course altogether? (Assuming compliance with ACGM and/or WECM) (Choose one of the following)

The sentiment that work-based learning opportunities should be a separate course was the plurality (35%), with the next highest response “Inside the curriculum for a course,” chosen by 25% of the respondents. (N = 561)



Conclusion

Overall, faculty saw a role in work-based learning initiatives. They selected “Gaining marketable skills” and “Getting a better job” as the biggest benefits for students. They indicated “Collaborating with faculty in related disciplines”, “Developing professional skills for students”, and “Evaluating student experience” as functions in which faculty had the largest responsibility. A plurality stated their preference to have these initiatives as a separate course.

Responses indicated potential opportunities for increased professional development and training as 44% indicated they were not involved in work-based learning currently and almost 40% of the respondents were unsure of the role of a faculty member in establishing the work-based learning opportunities. “Knowledge of work-based opportunities available” and “Curriculum/ assessment design and development” were the top areas for professional development opportunities.

Note: The Ns for each question differ because not all respondents answered every question.