

Work Based Learning Opportunities in Career Technical Education

Metrics	AY21	AY23	Trend	Goal	MFI Rating
COOP Enrollments	493	487	↔		Developed
Programs w/ required WBL	63%	61%	↔		

Mission Fulfillment Indicator (MFI) 14 measures the percentage of Career and Technical Education (CTE) programs that provide students with credit bearing, supervised work-based learning courses and the number of students who successfully complete those courses. For the purposes of this metric, work-based learning courses include clinicals, apprenticeships (APR), and cooperative education internships.

Discussion

According to research done in Fall 2022, the pandemic's adverse impact on CWE/Co-op Ed was felt across Oregon's seventeen community colleges. In almost all cases, CWE/Co-op Ed enrollment dropped significantly in tandem with institutional enrollment declines. In a few cases, CWE was halted altogether. In order to allow students to graduate without completing a previously-required CWE course, certain programs removed their CWE requirement, making it optional. Pandemic-related disruptions to employment caused vacancies in numerous CWE coordinator positions around the state. In light of these events, it is a tribute to LCC's

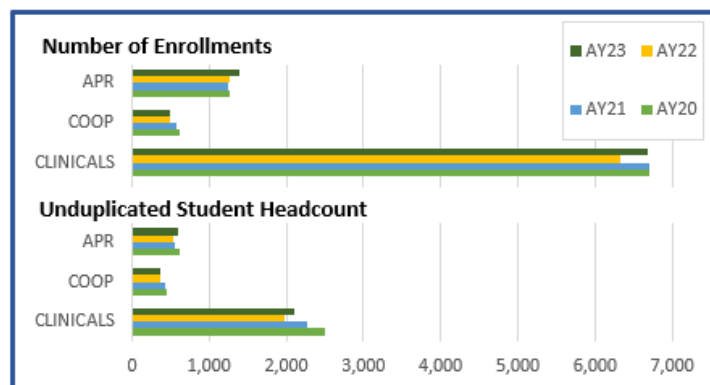


Figure 1: Number of Students & Enrollments in variety of WBL types.

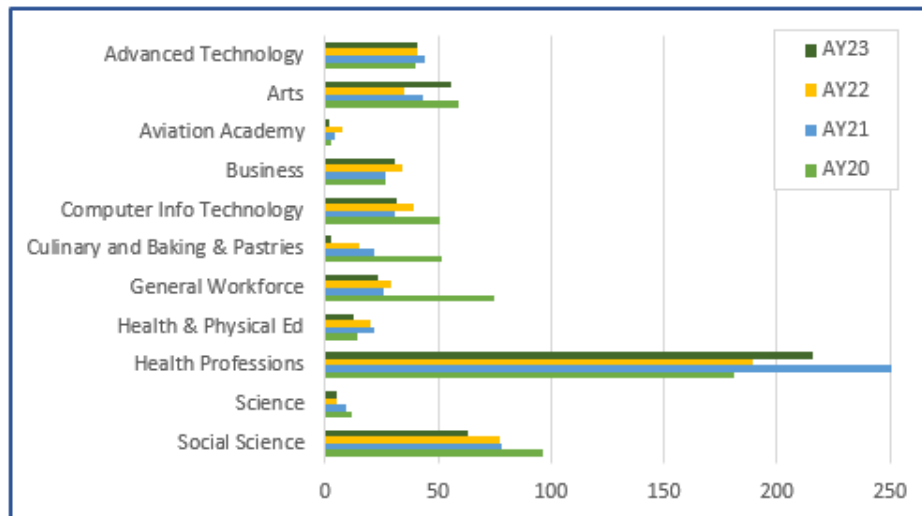


Figure 2: Number of Enrollments in COOP WBL by Department

historically strong and well-supported Co-op Ed program that co-ops continued, students graduated, and programs maintained their co-op internship requirement. The accreditation process calls for evidence-informed self-reflection along with meaningful comparison against peers to provide a contextualized perspective on an institution's quality. Because Work Based Learning Programs are tailored to meet the needs of specific programs at a given College, appropriate comparison data can be difficult to identify. Lane is in process of reaching out to peer institutions involved with the Cooperative Education and Internship Association (CEIA) in hopes of finding relevant comparator data.

Peer Comparisons

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Lessons Learned & Next Steps

There are many areas to look for potential growth and development when it comes to CWE/Co-op. Some best practices that LCC should consider developing further include: CWE as capstone for CTE/Co-op; stackable credentials that allow students to begin attaining certifications earlier in the educational experience, and better aligning service area demand and faculty innovation. In addition, career and professional development courses such as the internship seminar, COOP 206, would seem to be particularly helpful for younger students, who may struggle more to compete for WBL opportunities without prior professional experience. Work-based learning programs are an economic engine for LCC's service area. The support of work-based learning at LCC is an important value that the College provides its students and community.