



**PACIFIC**  
Research & Evaluation, LLC

**Saddleback College TAACCCT Grant  
Final Evaluation Report**

*Prepared for*  
**Saddleback College Health Sciences and Human  
Services Division**

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## Executive Summary

### TAACCCT Program/Intervention Description and Activities

In October 2013, the Saddleback College Health Sciences and Human Services (HSHS) Division was awarded a Round 3 Trade Adjustment Assistance Community College Career Training (TAACCCT) grant to implement the *Fast Track to Success* program. The *Fast Track to Success* program was designed to better prepare students and dislocated TAA-affected workers to transition to meaningful employment in high demand allied health careers. The grant provided resources to enhance and streamline existing allied health career training programs and develop new programs in response to emerging career opportunities resulting from the Affordable Care Act. The *Fast Track to Success* program also focused on working more closely with local workforce development system and private sector employers to help more individuals obtain employment. The *Fast Track to Success* program delivered innovative training for healthcare careers that was streamlined, contextualized, and enhanced through the integration of technology.<sup>1</sup>

### Evaluation Design and Methods

In January 2014, Saddleback College partnered with Pacific Research and Evaluation (PRE) to design and conduct a third-party evaluation of the *Fast Track to Success* TAACCCT program. The evaluation was comprised of both a formative and summative study, as required by the US Department of Labor (DOL).

The formative study was designed to answer several evaluation questions of interest to DOL. The most pertinent questions for this study were:

- How were programs and program design improved or expanded using grant funds?
- What delivery methods were offered?
- What support services and other services were offered?
- Was career guidance provided and if so, through what methods?
- What contributions did each of the partners make in terms of program design, curriculum development, recruitment, training, placement, program management, leveraging of resources, and commitment to program sustainability?
- What factors contributed to partners' involvement or lack of involvement in the program? Which contributions from partners were most critical to the success of the grant program? Which contributions from partners had less of an impact?

PRE staff used a variety of research methods to gather both qualitative and quantitative data to answer these research questions. In 2014, 2016, and 2017, PRE staff conducted focus groups with the key staff at Saddleback College HSHS who were involved in implementing the TAACCCT grant. PRE staff also conducted several focus groups with students in 2015 and 2016, as well as administered a student survey

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<sup>1</sup> This description was adapted from the Saddleback College website: <https://www.saddleback.edu/hs/fast-track-success>

at three points in time, collecting feedback from over 750 students over the course of the grant. PRE staff also distributed a survey to Saddleback College HSHS faculty and staff and conducted several interviews with industry partner in the last year of the grant.

The summative impact study was designed to assess DOL outcomes, describing the impact of the TAACCCT grant on the students who participated in for-credit Saddleback TAACCCT-funded programs. More specifically, the summative evaluation examined the educational and employment outcomes achieved by these students. PRE worked with Saddleback College to identify potential data sources and limitations to reporting on outcomes. In terms of educational outcomes, PRE relied on data provided by Saddleback College which captured educational markers for students enrolled in TAACCCT funded programs in 2014, 2015, and 2016. Saddleback College also provided PRE with de-identified student-level data files of educational outcomes for students in a historical comparison group to provide a comparative analysis of educational outcomes. To examine employment outcomes, the evaluation relied on aggregate data provided to Saddleback College by the California Employment Development Department (EDD), supplemented with some information about employment opportunities captured in the student survey.

**Saddleback College HSHS TAACCCT Grant-Funded For-Credit Programs:**

**RN:** Registered Nurse

**MA:** Medical Assistant

**MLT:** Medical Laboratory Technician

**HIT:** Health Information Technology

**HCR:** Health Career Readiness

**RN Transition:** RN Transition

## Implementation Findings

Below, we highlight some of the key implementation findings from the formative study.

Upon award of the TAACCCT grant, Saddleback College first focused on enhancing the for-credit learning experience for TAACCCT students.

- **HIT Development and Accreditation:** The HIT program was expanded significantly, from a few courses available prior to the grant to a fully accredited program. TAACCCT funding was essential in providing resources that enabled faculty and staff to go through and pass the rigorous accreditation process.
- **Technology:** TAACCCT funds were used to augment existing HSHS programs by bringing new technologies into the classrooms (e.g., iPad Cart, robots), improving internet connectivity, and expanding student databases to track student status. Over 80% of faculty and staff reported that enhancements in technologies have helped them do their jobs better.
- **Online Courses:** TAACCCT funds were used to provide staff training on how to convert traditional courses to online courses. By the end of the grant, 17 courses were converted to an online curriculum, described by TAACCCT staff as “one of the biggest successes of the grant.” The faculty that participated in the online course conversion professional development can now serve as mentors to other faculty as the college continues to expand online course offerings across other divisions.

Some students expressed ambivalence about a shift to online courses, with only half of students surveyed indicating that they preferred the online format to traditions face-to-face classes. They also expressed some concerns about flipped classroom formats.

- **Student Services Specialist Position:** A student services specialist position was created with TAACCCT funding. In addition to recruitment and outreach, the specialist provided individualized and group coaching and mentoring, helped students design education plans, researched financial aid resources, and conducted workshops on topics such as resume writing, interviewing, and salary negotiation. This position was viewed as a vital component of the grant: ninety-percent or more of faculty and staff reported some to many enhancements in career guidance and supportive services for students in the first two years of the grant. Further, student feedback about the workshops conducted by the student services specialist had been very positive.
- **Professional Development:** The TAACCCT grant has provided resources for professional development opportunities for faculty and staff within the Saddleback College HSHS Division. Because of the grant, faculty and staff have been able to attend conferences about accreditation, online learning, and broader issues of how the field of education is changing. Almost 80% of faculty and staff reported enhancements in professional development opportunities in the last two years, supporting their ability to do their job.
- **Collaborative Relationships:** Saddleback College HSHS Division had extensive relationships with many industry partners prior to the TAACCCT grant; they had contracts with over 300 healthcare providers for placement options for HSHS students. However, the TAACCCT team reported that relationships with industry partners are now stronger because the grant provided resources to actually address the needs raised by community partners.

In the second half of the grant period, the TAACCCT team focused heavily on developing training opportunities for professionals and para-professionals in the local healthcare community. Based on feedback from industry partners, HSHS faculty and staff developed two types of training opportunities to address the workforce needs of the local healthcare community.

- **Top of Practice (TOP):** These training opportunities offer enhanced skill development for current healthcare professionals to address to the needs of community employers. Saddleback faculty worked with industry partners to develop training programs addressing how to work with patients with behavioral and mental health issues and palliative and hospice care for medical professionals. In conversations with industry partners, the college has identified a number of other topics for future TOP trainings.
- **Emerging Roles:** The Emerging Roles trainings provide formalized skill-building opportunities for para-professionals (e.g., personal care assistants and physical therapist aides, palliative and hospice care aides). With the Affordable Care Act, the demand for these entry-level healthcare workers grew, but these workers often had little to no training to perform their duties. Like the Top of Practice trainings, these trainings topics were identified by local healthcare providers and industry partners. These trainings were organized into three modules to address entry level skills to the most advanced skill set for this group of workers. The modules could be taken at the convenience of the healthcare worker, necessitating a less structured time commitment than might be needed for more traditional training opportunities.

- **Satisfaction with Non-Credit Training Opportunities:** Both TOP and Emerging Roles workshop received very positive feedback, according to the data gathered at the end of each workshop.
- **Sustainability:** TAACCCT staff explained that enhancements to the for-credit programs have been embedded into broader organizational structures and practices. Programs, trainings, and technologies supported by the grant will continue to be utilized after the grant ends. The school will continue to support several of the grant-funded positions through other funding streams.

## Participant Impacts and Outcomes

- **Education Outcomes:** There was a significant increase in rates of completing certificates and degrees for students enrolled in two of the grant-funded HSHS programs (RN and MA) after TAACCCT implementation, compared to their historical counterparts.
- **Employment Outcomes:** The data was less clear regarding the impact of TAACCCT on employment outcomes. While there was evidence from the student survey that most of the students enrolled in Saddleback College TAACCCT-funded program would pursue a career in health care, the data on subsequent employment obtainment, retention and wage increases was limited, and no comparative employment data was available for this evaluation.

## Conclusions

The TAACCCT staff at Saddleback College expressed that the TAACCCT grant has had a significant impact on HS programming offered at Saddleback College: “feedback from participants and employers is extremely positive and these programs are experiencing increases both in growth and completions. Graduates of these programs report little difficulty finding employment in the area for which they have trained.” (Annual Progress Report, June 30, 2017). While the TAACCCT team described some challenges in terms of grant implementation (i.e. internal and external barriers to quick implementation, staff turnover, federal reporting requirements) and the evidence about the impact of the grant on employment outcomes is limited, our evaluation findings also suggests that overall, the TAACCCT grant clearly helped expand the educational and training opportunities for both current and new workers to help them gain high-demand skills in the healthcare arena.

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## 1. Introduction

Fast Track to Success is a Saddleback College Health Sciences and Human Services (HSHS) program funded by the US Department of Labor (DOL). In 2009, the American Recovery and Reinvestment Act amended the Trade Act of 1974 to authorize the Trade Adjustment Assistance Community College Career Training (TAACCCT) Grant Program. On March 30, 2010, President Barack Obama signed the Health Care and Education Reconciliation Act, which included \$2 billion over four years to fund the TAACCCT program.

TAACCCT provides community colleges and other eligible institutions of higher education with funds to expand and improve the delivery of education and career training programs that 1) can be completed in two years or less, 2) are suited for workers who are eligible for training under the Trade Adjustment Assistance (TAA) for Workers program, and 3) prepare program participants for employment in high-wage, high-skill occupations. Through these multi-year grants, the DOL is ensuring that our nation's institutions of higher education are helping adults succeed in acquiring the skills, degrees, and credentials needed for high-wage, high-skill employment while also meeting the needs of employers for skilled workers.

In October 2013, the Saddleback College HSHS Division was awarded a Round 3 TAACCCT grant to implement the *Fast Track to Success* program. This four-year grant enables Saddleback College to better prepare students and dislocated TAA-affected workers to transition to meaningful employment in high demand allied health careers. The grant provides resources to enhance and streamline existing allied health career training programs and develop new programs in response to emerging career opportunities resulting from the Affordable Care Act. *Fast Track to Success* also focuses on working more closely with local workforce development system and private sector employers to help more individuals obtain employment. The *Fast Track to Success* program delivers innovative training for healthcare careers that is streamlined, contextualized, and enhanced through the integration of technology.<sup>2</sup>

In January 2014, Saddleback College partnered with Pacific Research and Evaluation (PRE) to design and conduct the third-party evaluation of the *Fast Track to Success* TAACCCT program. PRE designed and implemented a comprehensive plan for a formative and summative evaluation required by DOL. The Final Evaluation Report provides findings from the data collected over the course of the four-year grant. This report is intended to provide Saddleback College and DOL with information about how the Saddleback College TAACCCT program has been implemented, provide a description of the experience for students participating in the program, and share findings about the experience of students who participate in grant-supported programs. Specifically, this report is intended to answer the following research questions (Table 1):

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<sup>2</sup> This description was adapted from the Saddleback College website: <https://www.saddleback.edu/hs/fast-track-success>

*Table 1. Saddleback College TAACCCT Research Questions*

How was program curriculum selected, used, or created?
How were programs and program design improved or expanded using grant funds?
What delivery methods were offered?
What was the program administrative structure?
What support services and other services were offered?
Did grantees conduct an in-depth assessment of participants' abilities, skills, and interests to select participants into the grant program?
Was career guidance provided and if so, through what methods?
What contributions did each of the partners make in terms of program design, curriculum development, recruitment, training, placement, program management, leveraging of resources, and commitment to program sustainability?
What factors contributed to partners' involvement or lack of involvement in the program? Which contributions from partners were most critical to the success of the grant program? Which contributions from partners had less of an impact?
To what extent are practices being embedded into broader institutional policy and practice?

Throughout this report, text boxes are embedded within the content to draw attention to the sections that address each of these research questions.

## 2. Methods

PRE's overall evaluation approach includes two complementary studies, a formative and a summative evaluation. The evaluation captures information about the implementation of TAACCCT grant at Saddleback College. Specifically, both quantitative and qualitative data were collected from faculty, staff, and students to learn more about how the HSHS programs have been enhanced in terms of coursework, supportive services, and partnerships with healthcare providers in the community. This information was collected through a variety of methods described in more detail below.

The text box to the right lists the Saddleback College programs which were impacted by TAACCCT funding. These credit and non-credit programs will be referred to numerous times throughout the report, using abbreviations indicated in the text box. Each program will be described in more detail in subsequent sections of the report.

**Saddleback College HSHS TAACCCT Grant-Funded Programs:**  
**RN:** Registered Nurse  
**MA:** Medical Assistant  
**MLT:** Medical Laboratory Technician  
**HIT:** Health Information Technology  
**HCR:** Health Career Readiness

### TAACCCT Team Focus Groups

Three focus groups with key staff of the Saddleback TAACCCT team were conducted, one in June 2014, one in May 2016, and one in August 2017. Discussion topics included modifications to the TAACCCT-funded program since 2014, administrative structures, roles of partners, strengths and areas for improvement, and plans for sustainability. A full list of the participants, as well as the 2017 focus group protocol, is included in Appendix A.

## Student Focus Groups

Two sets of focus groups were conducted with Saddleback HSHS TAACCCT students<sup>3</sup> in October 2015 and May 2016. Table 2 indicates the number of students that participated from four of the grant-funded HSHS programs. The student focus groups were held on the Saddleback campus and ranged in length from 20 minutes to one hour. Discussion topics included program selection, advising services, career plans, educational opportunities, experience with online courses, and overall successes and barriers to completing the healthcare-related programs at Saddleback College. The complete focus group protocol is included in Appendix B.

*Table 2. Number of Student Focus Group Participants*

	RN	MA	MLT	HIT	Total	# Focus Groups
2015 Focus Groups	4	1	8	2	<b>15</b>	<b>3</b>
2016 Focus Groups	1	3	-	-	<b>4</b>	<b>2</b>
<b>Total</b>	<b>5</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>19</b>	<b>5</b>

In reviewing the findings in this report, it is important to remember each program's representation in the student focus groups. Students from the MLT and RN programs represented a majority of total focus groups participants, leading to a preponderance of feedback from these students in the following analysis.

## Student Surveys

A survey was administered at three points in time to students who were identified as participating in a TAACCCT-supported Saddleback HSHS program<sup>4</sup> in that academic year. The survey gathered information about students' educational background and goals, employment status, program selection and experience, overall Saddleback experience, and plans for future careers in the healthcare industry. A copy of the 2017 survey is included in Appendix C. Individual links to the survey were sent to students through Survey Gizmo, an online survey building tool, and each student was sent two reminders to complete the survey. A total of 266 students completed the survey in April 2015, reflecting a response rate of 43%. In April and May 2016, the survey was completed by 306 students, reflecting a response rate of 33%. In June and July 2017, the survey was completed by 205 students, reflecting a response rate of 16%. Table 3 below shows the programs in which survey respondents participated.

*Table 3. Number of Student Survey Respondents<sup>5</sup>*

Saddleback HSHS Program	2015 Respondents	2016 Respondents	2017 Respondents
RN	130	210	104
MA	58	60	46
MLT	41	18	19
HIT	27	23	34
RN Transition	31	17	14
HCR <sup>6</sup>	5	-	-

<sup>3</sup> Throughout this report, we will refer to "TAACCCT students". These are students who participated in one of the Saddleback HSHS programs that was impacted by the TAACCCT grant.

<sup>4</sup> Survey respondents were identified by their enrollment in program courses or pre-requisite courses.

<sup>5</sup> Survey respondents could indicate more than one program. They may also have completed the survey in both 2015 and 2016.

<sup>6</sup> Due to the low number of HCR respondents, HCR students' responses are not included when program-level analysis is reported.

## Faculty Surveys

In March and April 2016 and July of 2017, PRE distributed an online survey to faculty and staff within the HSHS Division at Saddleback. The goal of the survey was to gather faculty and staff perspectives about enhancements that had been made to HSHS programs in terms of technology, professional development, support services for students, and online and hybrid learning opportunities. The 2016 and 2017 survey instruments are included in Appendix D<sup>7</sup>. The 2016 survey was distributed to 53 faculty and staff within the HSHS Division and completed by 29 individuals, reflecting a 55% response rate. The 2017 survey was distributed to 13 faculty and staff within the HSHS Division and completed by 12 individuals, reflecting a response rate of 92%; the 2017 survey was completed by seven faculty and adjunct faculty (five from the RN program) and five academic administrators and grant-funded support staff.

## Industry Partner Interviews

In August 2017, PRE conducted telephone interviews with three industry partners to learn about how these individuals were involved in the development and implementation of the TAACCCT-funded HSHS enhancements. In particular, these individuals were identified by the staff at Saddleback College as being instrumental in the development of the non-credit programs described in Section 3.2.3. PRE conducted three telephone interviews which each lasted 15 to 20 minutes and were then transcribed and used in the analysis for this report. The industry partner interview protocol is included in Appendix E.

## Participant Level Data

Saddleback College staff provided PRE with data for the summative evaluation. This data included information on three cohorts of students, identified as being enrolled in a Saddleback College HSHS program in 2014, 2015, and 2016. The college provided de-identified individual- and aggregate-level educational data, by cohort, about the characteristics and educational outcomes for these students. Saddleback College staff also identified a group of students who were enrolled in Saddleback College HSHS programs prior to the receipt of the TAACCCT grant; Saddleback College staff provided PRE with educational outcomes for this cohort of students who serve as a historical comparison group. Finally, the college worked diligently with the California Employment Development Department (EDD) to obtain employment data about these students; this data was provided to PRE in an aggregate format and utilized for the analysis of educational outcomes. Unfortunately, we were unable to obtain employment outcomes for the historical comparison cohort of students.

## Other Data Sources

Several other data sources were utilized in writing the Final Evaluation Report. The Saddleback College research analyst provided PRE with summaries of feedback gathered at the non-credit workshops offered at the college and in the community. The evaluation team also reviewed reports and data that were provided to DOL throughout the course of the grant to supplement the information provided by the TAACCCT team.

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<sup>7</sup> The 2015 and 2016 survey were essentially the same, while the 2017 survey was modified significantly; therefore both versions are included in the appendix.

### 3. Formative Evaluation

Formative evaluation questions posed by DOL (Table 1) explore how TAACCCT funds have contributed to enhancements of programs offered by the Saddleback College HSHS Division. This section provides a description of the HSHS grant-funded academic opportunities and supports, as well as the partnerships that informed the development of educational opportunities offered by Saddleback College. This section also provides a broad perspective of TAACCCT-funded efforts. The information included in this section is derived from the TAACCCT team focus groups, student surveys, student focus groups, and the faculty survey.

#### 3.1. Program Description

During the Year 1 site visit, the TAACCCT team explained that the TAACCCT program was developed based on a realization of the need for this type of program within the healthcare field. Several years prior to the TAACCCT grant opportunity, the college began to explore the concept of developing sequenced, accelerated, high-wage, short-term training opportunities. In the past, grant opportunities encouraged the development of high-wage, shorter-term, high-skill, accelerated trainings, and concentrated on dislocated workers; however, this funding opportunity enabled the college to develop a specialization within the HSHS Division and specifically support incumbent workers to develop needed job skills. This need was exacerbated by the Affordable Care Act, which was pushing healthcare into the outpatient setting, necessitating that the workforce possess more ambulatory care skills than had been needed in the past.

**RQ: How was program curriculum selected, used, or created?**

Once the need for the program was determined, the TAACCCT team took a variety of steps to design the program. The TAACCCT team decided to keep the credit-based portion of the program and include a technology component, develop a three-prong approach for the entirety of the grant program, and consult with the Health Workforce Initiative and other partnerships for other relevant program design decisions.

The TAACCCT-funded program evolved into a three-pronged approach. First, there is the credit based side that will help us advance existing programs. The second prong was the industry's definition that there are a lot of incumbent workers who don't have the skills they need in today's market. Due to the Affordable Care Act, there is a need for workers to be much more versatile and spread across their scope of practice. For that second piece, students clearly don't need credits, college courses; what they need is community education, not-for-credit courses, focused programs developed out of meetings with community partners... The third prong for emerging roles evolved logically; it is also not credit-based. This prong was included because the Affordable Care Act has changed again, and they are going to need people with a very quick entry-level background. The TAACCCT-funded program has to have the three prongs; it wouldn't make sense to meld it into one. (TAACCCT team member, 2014)

### 3.1.1. For-Credit Courses

The first prong of the TAACCCT-funded program is the Pathways to High Skill-High Pay Jobs component. This part of the grant initiative initially consisted of three credit-based programs in the healthcare field:

Registered Nurse (RN), Medical Assistant (MA), and Medical Lab Technician (MLT). There is also an RN Transition program which is funded by a local Health Workforce Initiative and provided cooperative work experiences to individuals who have already earned an RN degree. These programs existed prior to the implementation of the TAACCCT grant. In 2014, the TAACCCT team explained that creating new associate degree programs with the grant funds would be challenging because of the time it takes to develop such programs.

**RQ: How were programs and program design improved or expanded using grant funds?**

In discussing the steps taken to implement the grant program, the TAACCCT team described conversations with community partners and the use of a needs assessment to select the curriculum to be developed. They hosted community discussions to identify needs in the community and make sure that development efforts aligned with existing need. For example, the HSHS Division has one clinical partner who provides opportunities for many of the HSHS nursing students and operates 100 rehab facilities in the country; this partner provided a good barometer of the healthcare skillset needed in the community. The TAACCCT team also provided an example of how the need for new trainings came to light through conversations with healthcare partners:

“We were meeting about the program with clinical laboratory scientists and found out that quality assurance trainings, especially for the new computerized systems for existing clinical lab scientists, don’t exist; they were pleased we are willing to do that training because no one is willing to do it. . .She asked if she could help us develop it at no cost. Quality assurance for blood banking in particular is very serious; the training would be short and sweet and that evolved last week out of a meeting that had nothing to do with the grant and everything to do with the program.” (TAACCCT team member, 2014)

For most of the for-credit programs, the curriculum was pre-existing at the HSHS Division and could not be changed; however, in terms of curriculum development for new programming such as HCR or HIT, in 2014 the TAACCCT team described that the HSHS Division had developed as the need arose, sometimes adopting curriculum that had already been developed by other healthcare organizations in the region. In 2016, the TAACCCT team indicated that while they were able to identify skill gaps in their course offerings, it could take up to a year to develop new courses and materials.

The TAACCCT team was asked whether there was an assessment of students’ skills, abilities, and interests to select students into the programs. The TAACCCT team explained that there was a math and reading assessment which all students entering Saddleback College complete, but that the results of that assessment were not shared with the TAACCCT team and, therefore, were not used to place students. The TAACCCT team indicated that it would be useful to have these assessment results so that faculty could identify students who might need additional supports and remediation.

**RQ: Did grantees conduct an in-depth assessment of participants’ abilities, skills, and interests to select participants into the grant program?**

The TAACCCT team mentioned two assessments that were used to evaluate students' level of knowledge prior to beginning coursework. They noted that there was an assessment for the HCR course which allowed students to test out of certain courses. In the early years of the grant, the TAACCCT team also described that there was going to be an assessment for veterans in order to allow them to earn credit toward program completion for prior experience; this assessment had not been developed at the time of the 2016 site visit. However, in 2017, the TAACCCT team said that Saddleback College had received a four-year award through the state that would allow them to align military training and experience with the college's curriculum and honor this prior learning in the form of college credit: "It's a lengthy process of understanding the different training programs out of the military and being able to convert those to college credit. We now have a four-year award for that." (TAACCCT team member, 2017).

### *New Academic Opportunities*

Over the course of the grant, the Saddleback College HSHS Division developed several new academic opportunities that did not exist prior to the grant. In the early stages of the grant, the TAACCCT team met with HSHS faculty to receive input into the development of new programming for the Health Career Readiness (HCR) course<sup>8</sup>. According to the TAACCCT grant manager, the goal of the HCR course was "to introduce students to reading comprehension, critical thinking, and study skills that are essential for success in college as well as the Allied Health field and to develop content literacy by introducing medical terminology." This two-week program was offered through the summer of 2014 and had good results for those who participated; however, enrollment was lower than expected and this program is no longer being offered. Later in 2016, the TAACCCT team also began to develop a new certificate for medical coding to address the growing need for this skillset in the new healthcare environment. By the end of the TAACCCT grant, this certificate was going through the approval process and will feed into the HIT associate's degree.

Under the TAACCCT grant, Saddleback College also significantly expanded and enhanced the HIT program. While the college offered a few HIT courses prior to the grant, HSHS faculty were given an opportunity to provide input into the creation of a more formalized HIT program; additional courses were added to create a full HIT program in the first half of the grant. In the second half of the TAACCCT grant, the focus shifted to gaining accreditation for the HIT program from the nationally recognized American Health Information Management Association (AHIMA). By earning accreditation, HIT students were able to earn a certificate, making these students more marketable in the health care field.

That accreditation I think was the crux of this whole program. When the grant started, we had a very small number of students in the HIT program, and the reason being was that we didn't have national accreditation. For the students that did attend, it was under the promise that we were going to achieve accreditation. Had that not happened, for those students, those classes would have been wasted, they would have had to retake them and we wouldn't have seen the explosion of growth in that program. (TAACCCT team member, 2017)

The accreditation process was quite intense, with Saddleback College faculty and staff spending significant time and resources to obtain the accreditation. According to a TAACCCT team member, "it's

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<sup>8</sup> The HCR course was not a for-credit program; however when describing program enhancements made with the support of TAACCCT funding, the TAACCCT team described the HCR program. In subsequent sections of the report, HCR is not usually included in analysis of the for-credit programs.

a very intensive review of the program, assuring that your courses actually conform to national standards for curriculum, that you're actually teaching things that employers want and need. It was almost a week long process on campus for the committee that was here. . . . It was a very comprehensive review not just of the curriculum but also the college and district as a whole." The Saddleback College HIT program achieved accreditation in 2016 and also received national recognition for this program at a national conference held in 2017. As a result of achieving accreditation and the completion of this conversion, the HIT program has almost doubled enrollment over the course of the grant, now with almost 150 students enrolled in the program.

In terms of future development of academic opportunities, the TAACCCT team talked about developing a medical billing and coding training for MA professionals that are already working in the field. The MA field is growing quickly because of the Affordable Care Act. The Affordable Care Act has made these versatile employees invaluable, but many of these professionals do not have the medical coding or billing skillset that is acquired through a traditional MA program. This 18-unit certificate could be earned by both incumbent workers as well as MA students. The Saddleback HSHS Division plans to offer this training online.

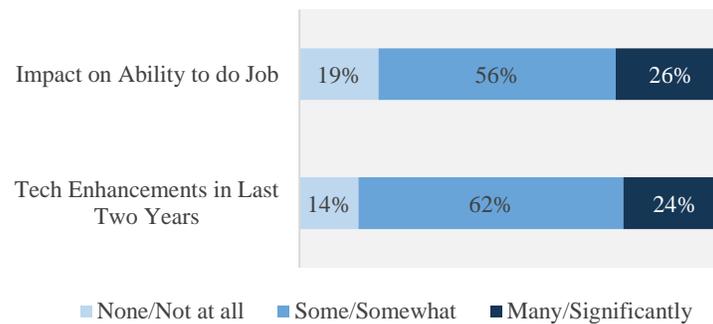
### *Technological Enhancements*

TAACCCT funds provided resources to augment existing programming at Saddleback College through technology-enhanced learning opportunities. This consisted of bringing more technology into the classroom and enhancing online and hybrid courses. Through the grant, Saddleback College HSHS was able to purchase several new technologies for use in the classroom. Faculty were given access to a portable cart holding 30 iPads that was brought into different classrooms almost every day. Saddleback College also used TAACCCT funds to purchase four robots to support classroom learning. With healthcare moving in the direction of remote communications, healthcare professionals need to learn how to use these types of robots to communicate with professionals in other locations. The robots were equipped with a camera and android tablet, enabling students to experience interacting and communicating with these robots. Saddleback College HSHS also used the robots to support instructors in interacting with more students in a classroom setting. For example, without the robots in the nursing skills lab, when students were practicing their skills, the instructors had to provide individualized instructions to students in a large physical space; students often had to stop what they were doing until the instructor arrived if they had a question. With the robots, the instructor were able to stay in one place and remotely assist multiple groups of students practicing, providing more feedback to students than was possible without the robots.

The TAACCCT grant also enabled Saddleback College to invest in the development of databases that provide faculty with easy access to data about students' admissions records and course completion. In the past, HSHS staff tallied this type of information by hand, which took an enormous effort. Saddleback College HSHS had already developed a database for the RN program prior to the TAACCCT grant. TAACCCT funds enabled Saddleback College HSHS to continue to develop and refine the databases for the remaining grant-funded for-credit programs. These databases could be used to determine when prerequisites are completed, track students' progress toward program completion, and determine when a student has completed the requirements to begin a practicum. With the information accessible in a database, faculty are now able identify students as they enter subsequent phases of their academic pathway and reach out to students who might not finish or otherwise fall through the cracks.

In the 2016 faculty survey, faculty and staff were asked to indicate the extent of technological enhancements in the first two years and how these enhancements had impacted their ability to do their job. As shown in Figure 1, 86% of faculty and staff indicated some or many technological enhancements in the first two years of the grant, with 82%<sup>9</sup> of survey respondents reporting that these enhancements had somewhat or significantly impacted their ability to do their job.

*Figure 1. Technological Enhancements (n=29)*



*Source: 2016 Faculty Survey*

When the faculty responses were looked at separately from staff responses<sup>10</sup>, few differences were found. In 2016, staff reported slightly more technological enhancements than faculty (89% vs. 85%) while faculty reported that the enhanced technology had somewhat to significantly impacted their jobs slightly more often than staff (83% vs. 78%).

In 2016 and 2017, faculty survey respondents described the technological enhancements that Saddleback College HSHS made over the course of the grant. This information is summarized in Table 4.

<sup>9</sup> In some cases, percentages reported will not add up exactly to 100%, due to rounding-off to the nearest whole number.

<sup>10</sup> ‘Faculty’ includes both full-time and adjunct faculty. ‘Staff’ includes Saddleback College HSHS administrators, grant staff, and program staff. The 2016 faculty survey included 20 faculty responses and nine staff responses.

Table 4. Technological Enhancements (2016 and 2017 Faculty Survey)

Technological Enhancements Over the Course of the Grant	How Technological Enhancements Have Impacted Ability To Do Job
<ul style="list-style-type: none"> <li>▪ Portable computing devices and the iPad carts</li> <li>▪ A/V equipment for off-campus events</li> <li>▪ Development of student databases</li> <li>▪ Updated lab equipment</li> <li>▪ Blackboard<sup>11</sup></li> <li>▪ More support and assistance for faculty in using these technologies</li> <li>▪ Installation of high-speed Wi-Fi network in Saddleback College HSHS building</li> </ul>	<ul style="list-style-type: none"> <li>▪ Makes it easier to grade and take notes</li> <li>▪ Better able to communicate with students outside the classroom. More effective communication with other staff and stakeholders</li> <li>▪ Able to utilize iPads for student instructional activities</li> <li>▪ More flexibility in teaching and learning environment</li> <li>▪ Greater use of learning management system</li> <li>▪ Student databases provide information for tracking students and about outcomes to improve programs</li> <li>▪ Improved active teaching and learning</li> </ul>

This survey data indicates that both faculty and staff recognize the advancements that Saddleback College HSHS made in terms of technology to enhance the educational learning environment.

**Online and Hybrid Courses**

In adherence with the TAACCCT mission to make education more accessible to community college students, Saddleback College HSHS used TAACCCT resources to enhance the availability of online courses required for the Saddleback College HSHS for-credit programs. For example, the TAACCCT grant provided resources to pay stipends to faculty to facilitate the online conversion and attend trainings to learn how to put coursework online. Saddleback College will soon be one of two California schools on the AHIMA national list of institutions offering fully online HIT degree programs. The TAACCCT team indicated that while there had been a growing demand for online courses not only within the HSHS Division but campus wide, “online courses were few and far between when the grant started” (TAACCCT team member, 2017). Of the four HSHS programs identified in the TAACCCT grant, none were available in an online format at the time that the TAACCCT grant was awarded in 2013; the only course that was available online was a Microsoft Office prerequisite offered in the Business Science Division. Although the HSHS Division was already moving in the direction of expanding online course offerings prior to receiving the grant, the TAACCCT team indicated that the conversion occurred much faster than it would have without TAACCCT resources. In fall 2016, the HIT program became the first HSHS program offered entirely online. With the use of TAACCCT funds, a total of 17 online courses were developed over the course of the grant.

RQ: What delivery methods were offered?

TAACCCT team members considered the expansion of online curriculum to be one of the biggest successes of the grant. As one TAACCCT team member stated in 2016, “We have been more successful

<sup>11</sup> An internet-based application that allows faculty to post class materials online.

with building online component than we could have imagined.” Faculty survey respondents similarly reflected positively the conversion of courses to an online format. Table 5 below lists some of the feedback faculty survey respondents provided about the online curriculum.

*Table 5. Experience With and Opinion of Online Curriculum (2016 and 2017 Faculty Survey)*

2016 Faculty Survey
“The students like the flexibility and availability of online education.”
“The courses are more accessible to students who otherwise would not be able to attend due to conflicts with job schedules or personal commitments. As a student, I was able to successfully complete two degrees because of the flexibility. I am a strong advocate.”
“Online courses give students more options and opportunities to advance their education.”
“For the MA program, students require a lot of mentoring and coaching which is difficult to accomplish online. Students must have strong academic skills to succeed in an online course. Soft skills are difficult to teach online.”
“I think it is great. It helps with enrollment in the HIT courses, but MLT classes all have labs, so it is harder to have online courses.”
“Online curriculum is comparative to the on-campus equivalent.”
“It is needed and offers more choices for our students.”
“Having faculty certified in online education has increased the number of class offerings in growth and development, geriatrics and pharmacology.”
“More students now have the opportunity to join our programs with added online classes. With these new opportunities comes a corresponding excitement from students to participate.”
“The online curriculum has been a wonderful opportunity for students who cannot be in seats. It allows them to progress in programs seamlessly.”
2017 Faculty Survey
“The conversion of the Health Information Technology (HIT) program to an online format has made the program and its courses more accessible to individuals who would not have otherwise been able to take them.”
“To my knowledge, the HIT conversion to online increased enrollment and improved the opportunities for students to complete the program.”
“The students loved the flexibility of the online class and preferred it to onsite classes.”
“The greater access to these courses permitted students to have these courses completed before entering the nursing program which impacted success when beginning the nursing program.”
“Classes seemed very popular with the students as many signed up to take them online. Believe it made it more convenient for those students who are taking multiple classes to have flexibility in their schedule with some online classes being offered.”
“It has been challenging to convert nursing classes to the online format and ensuring that the students are receiving the same content and knowledge base.”
“Support was given to aid instructors who taught online.”
“We had to redesign all our courses for the online delivery; however, with all the extra time, training, and effort, the program has more resources available to the students in the online format.”

TAACCCT resources were also used to develop hybrid courses. In 2016, the TAACCCT team described how they had begun to implement a flipped classroom structure. This pedagogical model moves away from a more traditional format where students come into the classroom to listen to lectures. In a flipped classroom, students are asked to prepare in advance for the class by looking at materials and videos that are posted online prior to the on-site class. When the class begins, the instructor may spend less, if any, time lecturing. Rather, class time is spent on group discussions, group projects, and active learning in the classroom. The TAACCCT team described that they had tried this instructional approach in several different classrooms and found that it worked better for some courses than others. Positive experiences were reported when instructors were careful not to overwhelm students with videos and still provided some lecture/feedback in class; however, the TAACCCT team indicated the importance of knowing the student population when considering implementing a flipped classroom.

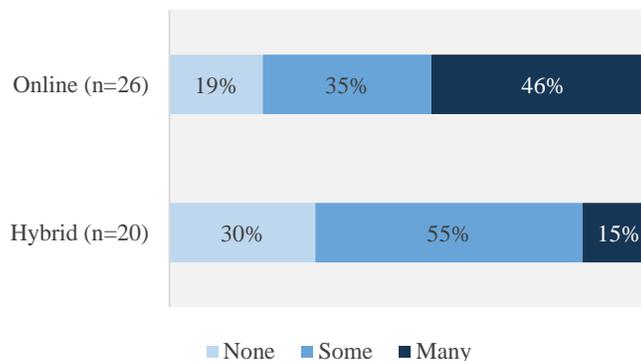
Table 6 shows faculty and staff responses about their experience with and opinions of hybrid curriculum during the first two years of the grant.

*Table 6. Experience With and Opinion of Hybrid Curriculum (2016 Faculty Survey)*

“The nursing students do not like a flipped classroom and feel that it has inhibited their learning and they are basically teaching themselves.”
“For students who live far away from the area of attendance or for those who need flexibility, it is much better to be fully online. If students have questions, live sessions and office hours both on campus and virtual are provided.”
“Students are reluctant to use the hybrid philosophy as many prefer the passive learning methodology; however, outcome measures indicate the hybrid method actually improved learning outcomes in the long run in spite of students' resistance to this approach.”
“I use an online educational management system to communicate with students and post assignments and activities. I think that as an adjunct to the core curriculum, the use of a hybrid approach is wonderful.”
“[Hybrid courses] give students an option. Some students do well online, others do not.”
“They are effective. I will talk to the Dean and Program Director about having hybrids for the lecture component of the MLT classes.”
“I believe this may be the best option for teaching, as it offers both on-campus and online components. Learning can be online, examinations can be on campus.”
“We are converting the face-to-face to online, but students must either enroll in face-to-face or online, not hybrid.”
“Increased resources for students with the addition of videos, and voiceover presentations. Hybrid makes it possible for students to learn who have a variety of learning styles.”
“The hybrid program is great. For certain things, students can study on their own while other times, they need hands-on training. This is the best of both worlds.”
“It has been very helpful for students to be able to go back and review and be ready for lecture knowing what that day's instruction will be.”

As Figure 2 illustrates, 2016 faculty survey respondents indicated that enhancements were made to both online and hybrid<sup>12</sup> curriculum in the first two years of the grant, with more enhancements made to the online curriculum than the hybrid curriculum.

*Figure 2. Level of Enhancement to Curriculum*



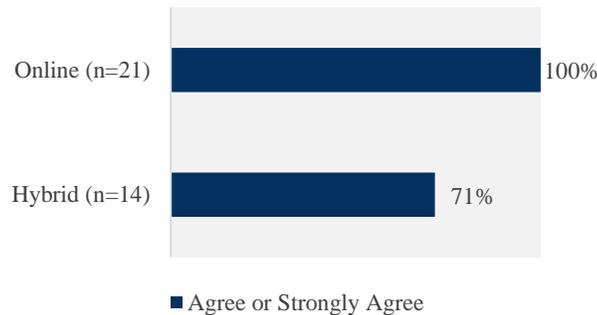
Source: 2016 Faculty Survey

The TAACCCT team reported high and increasing enrollment numbers for the online courses offerings, often necessitating additional sections to accommodate the demand for these courses. Respondents to the

<sup>12</sup> Hybrid curriculum was defined as including some traditional face-to-face “seat time” complemented by online learning activities.

2016 faculty survey similarly reported that changes to the online and hybrid curriculum had increased program enrollment, as shown in Figure 3.

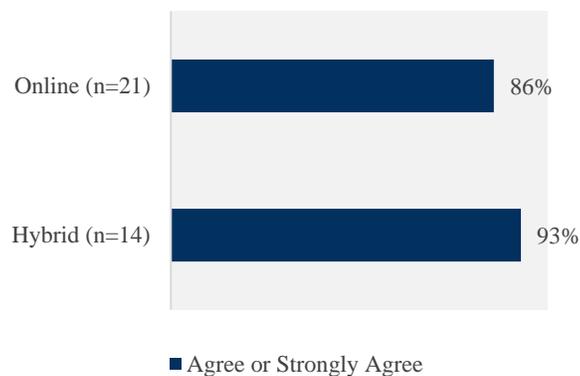
*Figure 3. Changes to Curriculum Increased Enrollment*



Source: 2016 Faculty Survey

Faculty survey respondents also indicated that changes to online and hybrid curriculum enhanced students' experience, as is evident in Figure 4.

*Figure 4. Changes to Curriculum Enhanced Student Experience*



Source: 2016 Faculty Survey

With regard to future development of online coursework, the TAACCCT team indicated there will be variation among HSHS programs in the degree to which courses are converted to an online format. As one TAACCCT team member stated, “There are some courses that require hands-on work that you can’t convert to online.” The MLT program maintained its traditional teaching method, primarily due to a significant component of coursework needing to be completed in a laboratory setting; however, in 2016 the college discussed plans to develop the Introduction to MLT online version. By spring 2017, plans were underway to convert all of the didactic components to an on-line format to increase access to working individuals. The RN program had converted three non-lab/non-clinical courses to online. The MA program remained face-to-face except for two courses which are in common with HIT; however, with the hiring of a full-time faculty member for the MA program, they were identifying courses that lend themselves well to an online format and developing hybrid versions of these courses by spring 2017. The TAACCCT team also mentioned that because of the emphasis on developing online options in the HSHS programs, other allied health programs within the HSHS Division and across the Saddleback College campus had added online versions of existing courses.

### 3.1.2. Non-Credit Courses

In addition to funding the for-credit programs at Saddleback College, the TAACCCT grant funded the development new training opportunities for healthcare workers employed in the local community. The TAACCCT team reflected that while significant progress was made in enhancing the for-credit programs in the first half of the grant, the non-credit portion of the grant did not begin to take shape until midway into the grant period as the TAACCCT team was awaiting feedback from industry partners:

RQ: How were programs and program design improved or expanded using grant funds?

“I think employers had to wait for some clarity about the Affordable Care Act—what it was going to include and how it was going to be implemented. So it took them almost two years to decide what skillsets or enhancements of skillsets they needed for employees. Once that became clear and we had feedback from the industry stakeholders, we were able to develop those program. At the midterm, there was some apprehension about the non-credit training programs, because we didn’t know what they would be and how they would come together. We probably could have gone off and done something on our own, but we really wanted to wait until industry partners gave direction on what they were looking for and what they needed in their particular hospitals and clinics. We were at a point where we hadn’t started yet and were thinking, are we really going to get this done? Once it got started, it took its own momentum and came together pretty quickly.” (TAACCCT team member, 2017)

With the input of industry partners, the needs of the local healthcare community became apparent and the college developed a clear understanding and focus on what training opportunities they would provide. This component of the grant allowed Saddleback to be creative and flexible in creating educational opportunities that are individualized depending on the target audience. This was not possible prior to the availability of the TAACCCT grant.

#### *Top of Practice*

The second prong of Saddleback College’s TAACCCT grant is referred to as Top of Practice (TOP). The TOP component identified needs for enhanced skill development for incumbent workers and developed trainings that were provided in the community to existing workforce. Topics were developed based on conversations with local healthcare employers about classes and trainings that were relevant to the needs of their employees. Below is a description of the TOP trainings that were developed and taught over the course of the grant.

One of the biggest issues facing hospitals and community clinics is the management of patients with behavioral and mental health issues. For this reason, two TOP trainings were developed by an RN faculty who is a specialist in mental health issues. The *Medically Hospitalized Patient with Mental Illness* workshop is a six-hour training for healthcare staff that focuses on providing strategies to improve care for medically admitted patients with underlying mental illnesses. Employers indicated that many healthcare staff were not well equipped to work with these types of patients. Due to high levels of interest, this workshop was offered twice in August 2015 and attended by 75 healthcare staff; two sessions were scheduled to meet the high level of interest at the facility where the training was conducted. Saddleback also shortened this workshop into a four-hour training for healthcare staff at other facilities that were unable to attend a six-hour training. The condensed training was offered twice in February 2016 and

attended by 14 healthcare staff. Attendees reported that the trainings “improved knowledge base of psychiatric conditions and treatment” (Faculty survey participant, 2017).

The above mentioned RN faculty also developed a training entitled *Managing Verbal Aggression in the Healthcare Setting*. This training has been provided in healthcare clinics in the local community and focuses on how to work with patients with behavioral issues. One faculty survey respondent described the positive impact this workshop has had on attendees:

“The Top of Practice trainings in *Managing Verbal Aggression in the Healthcare Setting* improved participants’ skillset for communicating with patients. It also opened dialogue among the participants about best practices within the organization. I could speculate that these trainings resulted in improved management of challenging patients and overall employment retention.” (Faculty survey participant, 2017)

In an effort to provide targeted training to healthcare professionals about end-of-life care issues, Saddleback College also developed a *Palliative Care* training. A physician who is the medical director of the Palliative Care program at Saddleback Memorial / Memorial Care Medical Group developed this targeted training component. Currently, physicians do not have discussions with patients about hospice. With recent changes in billing rules, medical professionals can now bill for the time spent having these conversations but medical professionals were not necessarily skilled at having these types of discussions. For this reason, this physician has been developing a training for social workers and nurses around palliative care to be offered in the field.

Other trainings which have been or are being developed include: *Cultural Competence*, *Ambulatory Care for Acute Care Nurses*, *Guide for the Laboratory Preceptor*, *Healthcare Compliance Planning*, and *Dementia Care*.

### **Emerging Roles**

The third prong of Saddleback College’s TAACCCT grant, the Emerging Roles component, was developed in response to the increasing need for home healthcare workers in the wake of the Affordable Care Act and the high demand for home healthcare workers in the Orange County vicinity. The TAACCCT team indicated that there were approximately 400,000 people in the state of California working as home healthcare workers with little or no training of any kind. As part of the Emerging Roles component, a series of *In-Home Support Services (IHSS)* trainings were developed to provide educational opportunities for these entry-level healthcare workers who have little to no training to perform their duties. Several people describe the target population for these training opportunities:

The individuals who receive training are caregivers; typically, they care for a family member or friend, so these individuals who provide the care haven’t received any professional training. (Industry partner, 2017)”

There’s always been a need for these people. They’re not going to pay for training for a job that they’re going to get. They’re going to get hired anyway. But once they get hired, they may get injured or become dissatisfied because they don’t know what they’re doing. There’s a huge turnover. The problem is that the incentive to pay for a [training] course yourself hasn’t been there.” (TAACCCT team member, 2016)

Saddleback College worked with local healthcare providers to identify training needs in several healthcare disciplines: personal care assistance (both paramedical and non-paramedical), physical therapy aides, dementia care, and palliative and hospice care. Saddleback College also worked with the county's social services agency to provide some of these trainings to their self-sufficiency clients so that these individuals could successfully obtain employment in the healthcare field.

There are three different levels within the IHSS trainings. The first level provides information about the basic responsibilities and activities of home healthcare work. The second and third levels address more invasive skills and tasks. Not every home healthcare worker needs to have all three levels because they may not need the higher-level skills for their job. The trainings were also designed so that they could be taken in modules, rather than in a more traditional two-week training, which may not be realistic for participants. After the training, participants receive a certificate that indicates they have successfully completed the program. The IHSS trainings were offered in August 2016 through March 2017 and attended by 244 individuals.

One challenge that the training coordinator indicated was the language barrier between the staff and home healthcare workers. The trainings have been provided in English, Spanish, and Vietnamese, but there is a large population of Farsi speaking home healthcare workers that could benefit from the training being provided in their native language. The coordinator also indicated that if Saddleback could provide the training on campus on evenings and weekends that would benefit the home healthcare workers as well.

### 3.1.3. Additional Saddleback Health Sciences Enhancements

Beyond developing and enhancing the for-credit and non-credit programs offered through the HSHS Division, the TAACCCT grant also provided resources to support grant-funded HSHS students and faculty, as well as to encourage collaboration between the Saddleback College HSHS Division and its industry partners.

#### *Student Services Specialist*

With the use of TAACCCT funding, the student services specialist position was created within the HSHS Division. This position was responsible for recruiting students for the grant-funded HSHS programs and providing them with academic and career guidance.

Recruitment was important for developing interest not only for new HSHS programs such as HIT, but also for existing HSHS programs: "Whenever [the student services specialist] goes anywhere, there's someone who has a question about something that might ultimately affect the incumbent workers or the Emerging Roles workers" (TAACCCT team member, 2014) The TAACCCT team indicated that the role of the student services specialist extended beyond recruitment and outreach.

**RQ: What support services and other services were offered?**

Between the 2014 and 2016 focus groups, there was turnover in the student services specialist position, with a vacancy for several months in the spring of 2015. When the new student services specialist was hired in the fall of 2015, he continued to focus on providing student support services and conducting outreach efforts in the community. Particularly because of the focus on supporting TAA-eligible<sup>13</sup> or

<sup>13</sup> A TAA-eligible individual is eligible to petition to receive benefits and services through Trade Act Assistance, a federally funded entitlement program. The TAA program seeks to provide these trade-affected workers with

TAA-like participants, the student services specialist spent significant time identifying students who needed support outside the classroom, helping them design educational plans that would help them not only get through the program but also obtain employment after graduation. The support provided by the Student Services Specialist was viewed as critical for making that transition from education to the workforce. The student services specialists' goal was to provide individualized support levels that best serve the students' needs:

“My goal is to make that transition as smooth a transition as possible because coming fresh out of high school or maybe from ten years or so of not working, these students may not really be familiar with what it takes to get a job. Even though they're very good students and dedicated, they still need to have exposure to what applicable real life skills are needed. We're trying to instill those upon them.” (Student services specialist, 2016)

In addition to working with students individually, from January to June 2016, the student services specialist facilitated numerous workshops and individual coaching sessions to help students build their job search skill that they could use after they complete their Saddleback education. This included four resume writing workshops which were attended by 66 individuals. The student services specialist also conducted a scholarship workshop attended by five unemployed individuals. Another 20 students were referred to the campus Financial Aid office. The student services specialist also spent a day with 34 MA students conducting mock interviews, as well as provided one-on-one mock interviews with an additional 24 students from a variety of programs. He also conducted a salary negotiation workshop which was attended by nine students. In total, in the first six months of 2016, the student services specialist had over 180 engagements with students, including both group workshops and individual meetings.

The information which the student services specialist was able to share about financial resources was viewed as vital to many of the students participating in Saddleback College HSHS programs:

“It's great when we can get [the students] some extra money now because it means they don't have to get another job at this time, which can inhibit their ability to study or do other professional development training they would do otherwise. We want to get the money up front so they can concentrate and focus on what we want to get them ready for afterwards.” (TAACCCT team member, 2016)

While all Saddleback College students have access to the school's financial aid office, the student services specialist focused on scholarship opportunities that were particularly relevant for the HSHS student population enrolled in grant-funded TAACCCT programs. For example, some TAACCCT students were eligible for the Bill and Susan Gross scholarship directed toward STEM students. This funding intended to target students who were going back to school to get specialty education. The TAACCCT student population is eligible for these scholarships because the HSHS Division is very similar to a trade school in that it prepares students for healthcare careers. The HSHS Division was also able to help students obtain funding for their education prior to them even setting foot on campus. In the

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opportunities to obtain the skills, resources, and support they need to become reemployed. These benefits and services may include: employment and case management services, training, additional income support, job search, a relocation allowances, and wage subsidy.

past, students were often unable to access scholarship funds until they had been at the school for a year, and by then, students were usually at least part way or had even finished with their programs.

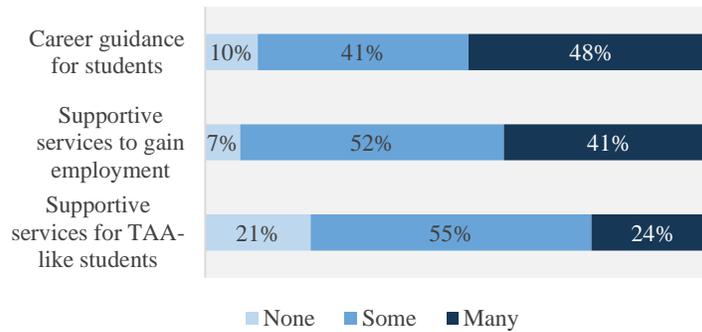
Financial supports for students across the Saddleback College campus had also increased. For Saddleback College as a whole, scholarship money increased from about \$250,000 for the entire college to between \$850,000 and one million dollars. This change, as well as access to external scholarship resources, enabled Saddleback College HSHS students to receive funding earlier and access more financial supports than was possible in the past.

To ensure that Saddleback College TAACCCT students were aware of the different types of support that were available from the student services specialist, the TAACCCT team promoted this position to both faculty and students. The HSHS Dean shared information about the student services specialist position with faculty and department chairs. With this introduction, the student services specialist found faculty to be appreciative and welcoming of his efforts to come into their classrooms to meet with HSHS students enrolled in the grant-funded program and describe the types of supports he was able to provide. When he was in the classroom, he was able to explain the TAACCCT grant and how it impacted TAACCCT students. He found that once students understood more about the grant and his position, they had a greater appreciation for what was available to them that may not have been available to their friends who were in general education tracks: “[The TAACCCT students] realized they have access to a lot more things in terms of bettering themselves as a student. Not to say that there aren’t opportunities for other students, but they aren’t in your face like we are. They have to go seek them out, [whereas] we come to them. That’s the biggest difference” (Student services specialist, 2016).

The student services specialist also conducted and attended various outreach efforts in the community to recruit prospective students for the Saddleback College HSHS grant-funded programs. At local science fairs, the student services specialist shared information about the HSHS grant-funded programs offered at Saddleback College. He reported that there has been particular interest in the HIT program: “A lot of people have expressed a huge interest in that much more so than any other program in my duration of working here. The online HIT program provides them an opportunity to get their education while they’re able to work, take care of a family, whatever it might be” (Student services specialist, 2016).

In 2016, faculty and staff were surveyed about their perceptions about enhancements that had been made in the first two years of the grant in terms of career guidance for students, supportive services to help obtain gainful employment (e.g., resume writing, interview skills), and supportive services for TAA-like students. Figure 5 indicates a clear perception that enhancements in these three areas had occurred since the award of the TAACCCT grant.

Figure 5. Enhancements to Career Guidance and Support Services for Students



Source: 2016 Faculty Survey

Faculty and staff also described these enhancements over the course of the grant. Table 7 summarizes some of the comments they provided.

Table 7. Enhancements to Career Guidance and Support Services for Students (2016 and 2017 Faculty Survey)

Enhancements to Career Guidance Over the Course of Grant	Enhancements to Supportive Services to Gain Employment Over the Course of Grant
<ul style="list-style-type: none"> <li>▪ Counselors are available for specific needs</li> <li>▪ Many instructors include career guidance and opportunities as part of their course</li> <li>▪ Degree and certification application implementation and presentations</li> <li>▪ Access to special services for timed-test taking</li> <li>▪ Students were provided assistance with enrollment in HS programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Career workshops including mock interviews, salary negotiation, resume development, applying for scholarships</li> <li>▪ Supportive services presented in classrooms</li> <li>▪ Additional workshops offered to students</li> <li>▪ Workshops and one-on-one training</li> <li>▪ The student services specialist has been a ‘blessing’</li> <li>▪ Assistance with internship and clinical placement</li> </ul>

### Professional Development

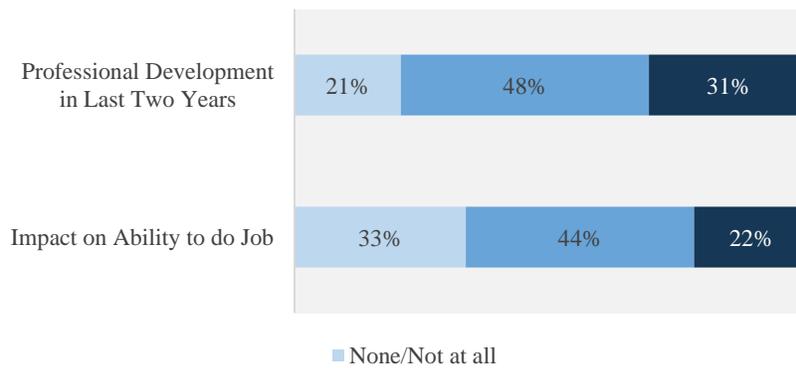
TAACCCT funding provided resources to Saddleback College HSHS faculty for professional development that would not have been possible without this funding source. With TAACCCT funding, the Saddleback College HSHS Division could send grant-funded program faculty to conferences about online course conversion and broader issues of how the field of education is changing. As one of the TAACCCT team members stated, “I have to say, the HIT program wouldn’t be where it was today without TAACCCT because it involved incredible resources. Human resources. People working and attending the conferences. We didn’t have the money to send faculty and staff. The college can’t, these events are very expensive” (TAACCCT team member, 2016). In 2017, the TAACCCT team added that even faculty outside of the HIT program could stand to benefit from the professional development training that HIT faculty received, as HIT faculty can now act as mentors in online course conversion to other faculty:

“The process that we put in place was that we would provide professional development training on online course conversion to four or five faculty members and have them act as leaders of this program. So we paid for trainings for them to become experts on online course conversion, then

they could come back and act as mentors to other faculty, not just within the healthcare program, but campus wide, they could act as mentors to the rest of the college faculty.” (TAACCCT faculty member, 2017)

In 2016, faculty and staff were asked to indicate the extent of professional development enhancements in the first two years of the grant and how these enhancements had impacted their ability to do their job. As shown in Figure 6, 79% percent of faculty and staff indicated that there had been some or many enhancements to professional development opportunities in the first two years of the grant, with 66% of survey respondents reporting that these enhancements had somewhat or significantly impacted their ability to do their job.

*Figure 6. Professional Development Enhancements (n=29)*



Source: 2016 Faculty Survey

When the data were separated to look at responses from faculty versus staff, there were some differences in how people in different roles responded. In reflecting on this, it is important to remember that only 20 faculty members and nine staff members completed this survey. That being said, 70% of faculty indicated some to many professional development enhancements in the first two years of the grant, compared to 100% of staff, perhaps because administrators were responsible for planning the professional development opportunities and were more aware of the array of opportunities available. At the same time, 83% of faculty indicated that these professional development opportunities have somewhat or significantly impacted their jobs, compared to 78% of staff, a much smaller difference between groups.

The 2016 faculty survey respondents described the professional development enhancements that had been made in the first two years of the grant and how these opportunities impacted their ability to do their job (Table 8).

*Table 8. Professional Development Enhancements (2016 Faculty Survey)*

Professional Development Enhancements in the First Two Years of the Grant	How Professional Development Enhancements Have Impacted Ability to do Job
<ul style="list-style-type: none"> <li>Faculty educational week, a campus-wide professional development event</li> <li>Discipline-specific opportunities in the field</li> </ul>	<ul style="list-style-type: none"> <li>Able to convert courses to online modality and offer full programs online by fall 2016</li> <li>Increase efficiency of workload</li> </ul>

- Professional development regarding online delivery of courses
- Flex week, workshops, workday trainings need more of this
- Conferences
- Grants management workshops
- Cross educations between programs in the division
- Still need help with Workday<sup>14</sup>
- Supported curriculum development
- Offered opportunities to increase collegiality
- More awareness of specific needs of particular groups of students (i.e. vets, returning students)
- DOL training workshops helped with federal grant management

These data indicate that the vast majority of both faculty and staff recognized an increase in professional development opportunities that had been offered in the first two years of the grant and that these opportunities had supported the enhancement of educational programming within the Saddleback College HS Division. The 2016 faculty survey respondents described training and professional development opportunities that could be provided in the upcoming years that would enhance their ability to do their job as it relates to the HS programs. Table 9 lists some of the comments provided by faculty and staff.

*Table 9. Training and Professional Development Opportunities for the Upcoming Years (2016 Faculty Survey)*

“Our program is accredited by AHIMA/CAHIIM. It would be helpful if the college paid for the National AHIMA Convention as well as for the AHIMA Association of Educators conference each year.”
“Shared successes of other programs provides others with ideas about how to expand the Fast Track to Success in ways we haven't thought of yet.”
“Overall grant management, specifically SRA International workshops.”
“Professional development for MLT, HIT, and administrative assistants would be very helpful.”
“More faculty development funds to attend professional conferences.”
“More training in online course design, hands-on training where trainers/trainee sit together to design a class, incorporate learning objectives, etc.”

The 2016 faculty survey respondents also offered suggestions on how the TAACCCT grant could better support them in their role as faculty or staff at Saddleback College. Table 10 includes some responses provided to this area of inquiry.

*Table 10. Suggestions for How TAACCCT Grant Funds Could Help Saddleback Faculty and College (2016 Faculty Survey)*

“As the HIT program grows -- being fully online in fall 2016 and being fully accredited, more release (non-teaching) time.”
Assisting with substitute teachers. The college does not have substitute teachers so if we need to attend a conference, we have to swap days with another teacher. If we teach full-time, this means that we have to work double time in some cases when we return.”
“An electronic student database for tracking and reporting student date/outcomes/degrees earned.”
“Increase personnel to assist the faculty. In programs with few faculty, there are many duties not related to teaching that still need to be accomplished in order to make the program run. We have made great strides and are doing well, additional support is always needed.”
“We still need more equipment.”
“Hiring of consultant for Creative Commons material review and uploading.”

Finally, 2016 faculty survey respondents provided suggestions about how the TAACCCT grant could better support students at Saddleback College. Table 11 includes a few of the responses to this question.

<sup>14</sup> Workday is a cloud-based application for human resources and finance.

*Table 11. Suggestions for how TAACCCT Grant Funds Could Better Support Students (2016 Faculty Survey)*

“Proper allocation of funds in the improvement of facilities (room) and equipment.”
“Assist with paying for the RHIT certification exam.”
“More support staff will be needed to help with the expansion of industry partnerships, counseling, placements, etc.”
“Workshops for our students on writing, communicating and basic math skills for the medical professions.”
“Continue to fund the resume and interview workshops.”
“Support opening of courses through a contractual basis in order to extend part-time faculty teaching load to meet student demand.”
“Awards to students for books, or resources.”
“More workshops on life skills, for example the interview process.”

**Collaborative Partnerships**

In order to expand the educational and career training opportunities in the local community, Saddleback College HSHS worked with local healthcare providers and education partners to identify the most pressing training needs and prioritize the topics, content, and curriculum that needed to be enhanced or developed. In 2014, the TAACCCT team reflected that the TAACCCT grant provided a great opportunity to go into the community and assess if existing educational resources were adequately meeting the needs of students and the local healthcare community: “We’re really vetting what we’re doing with our community and then looking at how well this is working” (TAACCCT team member, 2014).

The TAACCCT team described the Saddleback College HSHS industry partners and what roles these organizations played in supporting the implementation of the TAACCCT grant. Prior to receiving TAACCCT grant funding, Saddleback College had already contracted with many healthcare organizations to provide in-field clinical opportunities for their students’ trainings (e.g., clinical experience, practicum, and externships): “We have over 300 contracts with all the major hospitals in the region, as well as many of the doctor’s offices and clinics...The most visible partners are the hospital partners” (TAACCCT team member, 2014). In 2014, one TAACCCT team member added that these relationships with partners were strong and possibly helped Saddleback College receive the grant. This individual described that when the TAACCCT grant Federal Project Officer decided to make a short-notice site-visit, he decided to add an extra day in order to meet with the grant’s industry partners. The TAACCCT team “picked up the phone and that room was filled with people. It was fun to see it happen. You don’t get partnerships because you got the grant; you get the grant because you have the partnerships.” (TAACCCT team member, 2014)

**RQ: What contributions did each of the partners make in terms of program design, curriculum development, recruitment, training, placement, program management, leveraging of resources, and commitment to program sustainability?**

**RQ: What factors contributed to partners’ involvement or lack of involvement in the program? Which contributions from partners were most critical to the success of the grant program? Which contributions from partners had less of an impact?**

Again in 2016, the TAACCCT team emphasized these existing relationships:

“We already had somewhat strong relationships, but I think the TAACCCT grant increased some opportunities for us to reach them. You can never say your relationship was strong enough but it was really strong. We had over 300 contracts in this division with agencies. We have active

advisory boards, which are made up of our community partners.” (TAACCCT team member, 2016)

The TAACCCT team described how their advisory boards were made up of local employer partners from all the major hospitals. These advisory groups provided Saddleback College HSHS with access to individuals who can share their perspective about the needs of the local healthcare community. Saddleback College HSHS has an advisory board for each of the four healthcare programs<sup>15</sup>. The TAACCCT team described how each advisory board contributed to identifying needs to be addressed:

“We have very active advisory boards. We invite those organizations we have contracts with who take our students. Many of those organizations come to our advisory boards. The people who come are the people involved in the discipline. They may not always be an employer but very typically are. They might be an education partner or any group that we interact with. We ask them about their needs, if we’re meeting those needs, and what we can do to meet their needs. So we very directly work with them. We had advisory groups before we had TAACCCT, but we couldn’t always act on what they wanted. The role of the advisory board to us is a very active role.” (TAACCCT team member, 2016)

In 2016, the TAACCCT team indicated that they wanted to continue to strengthen the collaborative relationships with the local workforce agency: “For us, we were hoping that we’d have a better relationship with the workforce investment board but that has not happened” (TAACCCT team member, 2016). In an effort to build this partnership, the student services specialist focused on strengthening this relationship, as well as recruiting and assisting clients, especially veterans, from the local workforce office to enroll in the Saddleback College HSHS programs. While the physical distance between the workforce office and the college limits the interactions, the student services specialist made an effort to utilize this partnership for better communication and outreach with potential students. He has been putting promotional material in the workforce office space. He has been spreading the word that there are individuals that are coming out of the Saddleback College HSHS programs that will be successfully entering the workforce. He has been emphasizing that the Saddleback College HSHS programs offer internships and practicums which provide workforce experience which may not be available at other educational institutions.

### ***Other Administrative Enhancements***

In addition to creating the student services specialist position, providing professional development opportunities, and building collaborative partnerships, in 2014 the TAACCCT team described several other areas that were enhanced because of the availability of TAACCCT funds in the early years of the grant.

- Articulation agreements: “Articulation agreements with both universities were not already in place, so it was a time to work on those pathways and also to work with potential articulations with high schools.”
- TAACCCT funds were also helpful in moving toward accreditation of the HIT program (described above in Section 3.1.1). In order to apply for accreditation, Saddleback College HSHS

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<sup>15</sup> There is not an advisory board for the Saddleback College HSHS Division itself.

had to pay a significant fee; as the TAACCCT team described, public institutions can be very slow in dispensing resources. The HSHS dean explained that “we are on a race course to keep up with other educational institutions. Knowing that we had TAACCCT permitted us to move in a more focused matter and more efficiently.”

### 3.1.4. Grant Administration

The administrative structure of the TAACCCT grant at Saddleback College consists of a core team of staff who operate and manage the grant-funded activities on a day-to-day basis. This team includes the Dean of Saddleback HSHS Division, a grant manager, a program coordinator, a student services specialist, and an administrative assistant. This TAACCCT team is supported by other administrative staff in various divisions at Saddleback College. The Grant Office helped write the TAACCCT proposal and played an important role in assuring that the administrative requirements of this federal grant were fulfilled. The District Fiscal Office provided the financial tracking and quarterly reporting for DOL, ensuring that Saddleback College adhered to the federal fiscal policies and procedures. The evaluation team was made up of a research analyst within Saddleback College who was responsible for performance monitoring and assisted the external evaluator, and PRE, in obtaining education and employment data for the independent evaluation. Finally, the college’s Executive Team provided governance and a foundation to support the grant; this group provided a broad-based perspective on how the TAACCCT program fitted within the larger college context. A diagram of the TAACCCT grant organizational structure is included in Appendix E.

RQ: What was the program administrative structure?

In 2014, the TAACCCT team discussed the successes they had experienced at the start of the grant. They described that the TAACCCT team worked very well together in applying for and implementing the grant and they had championed the program across the entire college system. Faculty were also willing to contribute to the grant writing process as well as development once the grant was awarded.

In 2014, the TAACCCT team also reflected on barriers in the college’s efforts to create and enhance programs of study. The TAACCCT team described that they were not able to move forward with implementation as quickly as desired due to internal obstacles. The TAACCCT team described delays caused by the amount of time needed to hire TAACCCT team members. By fall 2015, the TAACCCT team indicated they were finally at the point with staffing where they would have liked to have been earlier in the grant. They expressed the difficulty with and importance of maintaining full levels of grant staff:

“When we have changes [in staffing], unfortunately we’re a victim of the hiring process. For example, [the previous student services specialist] left in February of last year and it took us until September to get [the new student services specialist] in place. There are short term solutions for this on campus, it’s with a temporary person but you lose continuity and focus on the goals and objectives. We’re at the point now where we’re finally fully staffed and functioning as a unit. That cohesiveness and everybody pulling in the same direction is back in place. That makes things nice. Seems like over last several months things are running smoother and we’re going in the right direction.” (TAACCCT team member, 2016)

In 2014, the TAACCCT team noted that internal processes were not in place within the institution to provide adequate monitoring and reporting to assure compliance with federal grant expectations;

however, one TAACCCT team member said that learning how to navigate the internal obstacles of the TAACCCT grant would help the college when working with federal grants in the future.

In 2014, the TAACCCT team also described that externally, Saddleback College found it difficult to move forward in a timely manner due to constraints from DOL. These barriers included a change in their federal project officer and a lack of response from DOL and their federal project officer about TAACCCT guidelines and grant reporting requirements, even into the third quarter of the first year of the grant. They described the frustration with the lack of guidance while having to make decisions to ensure the implementation moves forward. The challenges may have been exacerbated by the fact that the grant was awarded the same day as a government shutdown.

### *Program Sustainability*

In 2014, when the TAACCCT team was asked about their goals for program sustainability, they described how the enhancements that had been made were being embedded into the broader institutional structure and practice. More specifically, they planned to sustain the newly created positions by writing these positions into other grant applications they submit. In particular, they talked about the importance of sustaining the student services specialist position. In 2017, the TAACCCT team indicated that through a separate grant, the student services specialist continues to provide the same services on campus, but to students within the Division of Mathematics, Science, and Engineering.

**RQ: To what extent are practices being imbedded into broader institutional policy and practice?**

The TAACCCT team also discussed sustaining the enhancements that were being added to for-credit and non-credit courses:

“The other thing we need to mention is that all enhancements will be sustained. For the for-credit programs, there’s nothing that won’t be sustained. The interesting thing is the Top of Practice and the Emerging Roles pieces are all not-for-credit and all of that can be easily sustained because it will be self-funded. So, it will keep on going as long as there is a need for those positions. There’s not a lot that won’t keep happening.” (TAACCCT team member, 2014)

“With the non-credit programs that we developed, there was some thought that those might be one and done programs, but it turns out that they are going to be sustainable. The in-home health specialists (IHSS) program was done in such a way that it could perpetuate itself at the clinic that we conducted those training programs. With the way we structured it, it could live on at a very low cost to attendees. If they host a class of 20 attendees, the cost per attendee is \$6 and we consider that to be sustainable. With the verbal aggression and mental illness training programs we did as part of the TOP component, the hospitals that we conducted those at have agreed that they would continue funding our faculty or another third party trainer in order to provide those annual training programs for their staff.” (TAACCCT team member, 2017)

Another indicator that program sustainability was being considered early in the grant is that Saddleback College’s strategic plan was created to focus on workforce development moving forward. The strategic plan also emphasized sustaining existing partnerships:

“The economic development and workforce impacts are potentially huge. We’re developing our new strategic plan with four major goals for the 2014 to 2020 six-year period. One of those four goals is basically the TAACCCT grant, which includes engaging employer and educational partners throughout the region and beyond to meet the economic and workforce goals of the region...Beyond this program, the college has made a stand that they want to do economic and workforce development better and more effectively and this will be a part of that.” (TAACCCT team member, 2014)

Furthermore, there were already plans in place to house a healthcare education program in a new location:

“There will be a new building Center for Innovative Healthcare Education where technology, education, and partnerships come together. It is a project that will cost over \$100 million. We were deeded some land when the former Tustin, CA. Marine Corp Airbase closed. The building itself is a \$30 million building. We hope to house at least the non-credit programs at that center.” (TAACCCT team member, 2014)

A final comment further suggested that Saddleback College was well positioned to sustain the program: “We’re pivotally positioned within the region to do this work. All the pieces are there; it’s just a matter of really brining it together. A few successes can help big time” (TAACCCT team member, 2014).

During the 2016 site visit, while the evaluation team did not specifically ask about plans for sustainability, this topic came up in several different conversations. For example, with the Emerging Roles training, the TAACCCT team described that by working with the local social services agency, there was a huge demand for these types of training opportunities: “The social services agency has a specific number of clients who need jobs and they are also approached by several organizations who need the people to do the jobs. Once we put these training programs together, they’re giving us space to do the trainings and space to store the equipment.” Because of this existing demand for these types of training opportunities, the TAACCCT team believed that these training programs would continue even after the TAACCCT grant ends. They talked about working with for-profit employment agencies who were interested in providing these training programs to their clients. Saddleback College HSHS believed that because of the lack of training opportunities and the high turnover rates in entry-level positions, there would continue to be a significant need for this type of training in the community and the organizations that want the training for their clients would cover the associated costs.

### 3.2. Student Characteristics and Experience

The TAACCCT grants provide opportunities for non-traditional incumbent workers who wish to obtain further credentials and training to prepare them for high-skill/high-pay occupations. At Saddleback College, the grant was used to enhance pathways for students to gain employment in high-demand allied health careers. The evaluation team used several data collection methods to gather information about the characteristics and experience of students who participated in the for-credit Saddleback College HSHS programs. This section summarizes these findings from the students’ perspective, as well as feedback from faculty, about the services and supports offered to TAACCCT students.

**RQ: What support services and other services were offered?**

**RQ: Was career guidance provided and if so, through what methods?**

### 3.2.1. Student Characteristics

To understand the impact of the Saddleback College HSHS programs and the TAACCCT grant, it is important to describe the characteristics of the students participating in these programs. According to the Saddleback College website, “Whether you are preparing for a new career, pursuing professional development, or seeking personal enrichment, the Division of Health Sciences and Human Services offers courses and programs for learners of all ages.”<sup>16</sup> This section of the report provides descriptive characteristics of the students who participated in TAACCCT-funded programs. When possible and relevant, we offer breakdowns of these characteristics by specific HSHS program. It is important to remember that these characteristics describe students who were enrolled in the grant-funded HSHS for-credit programs, not the participants of the non-credit training workshops offered in the community or HCR students.

Saddleback College staff provided PRE with the data on DOL performance items for the three cohorts of students participating in TAACCCT programs in 2014, 2015, and 2016<sup>17</sup>: this data included a breakdown of student characteristics by for-credit programs. According to this data compiled from the South Orange County Community College District (SOCCCD) data warehouse, over 1,200 students enrolled in five Saddleback College grant-funded HSHS for-credit programs over the course of the TAACCCT grant<sup>18</sup>. Table 12 indicates the number of TAACCCT students enrolled in each cohort of the for-credit programs.

*Table 12. Number of Students by Year and Program (SOCCCD Data)*

	Year 1 Cohort (n=523)	Year 2 Cohort (n=364)	Year 3 Cohort (n=342)
RN	225	127	123
MA	113	102	111
MLT	88	50	57
HIT	50	28	42
RN Transition	47	57	9

Figure 7 presents the distribution of students across the five grant-funded HSHS programs. As this figure indicates, almost half of the program participants were from the RN program, followed by MA and MLT students, and 10% or fewer of these students participated in the HIT and RN Transition programs<sup>19</sup>. In reviewing subsequent findings, it is important to understand that the predominance of the RN students may influence the perspective being offered. When possible, findings are broken down by the grant-funded HSHS program to understand how characteristics and perspectives differ between programs.

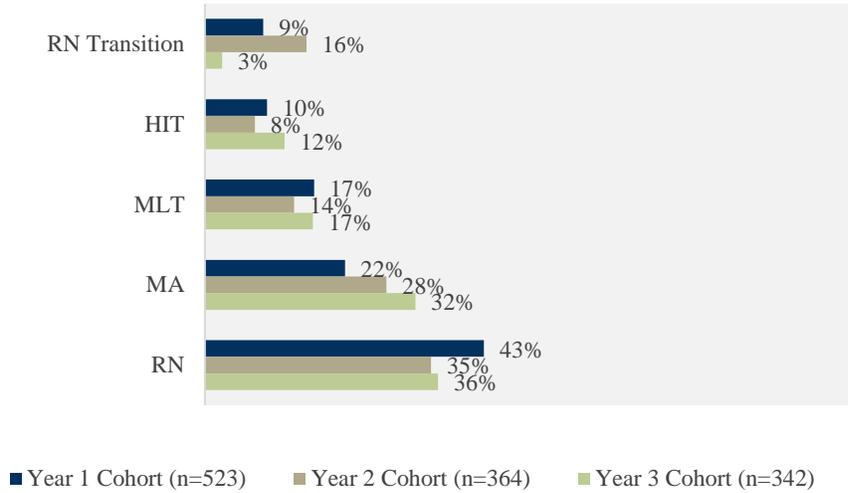
<sup>16</sup> <https://www.saddleback.edu/hs>

<sup>17</sup> The Year 1 Cohort includes students counted as enrolled in a TAACCCT-funded HSHS program from January to December 2014; the Year 2 Cohort includes students from the 2015 calendar year; the Year 3 Cohort includes students from the 2016 calendar year. This data tracks each cohort in their progress from 2014 to 2016.

<sup>18</sup> In this section of the report, we have excluded the students who participated in the HCR course. The evaluation is focused on outcomes of interest related to obtaining a certificate or degree: HCR was a non-credit course that was developed to help students prepare for the credit-earning courses.

<sup>19</sup> The RN Transition program provides cooperative work experience to individuals who have already earned an RN degree. Therefore lower enrollment for this academic opportunity would be expected.

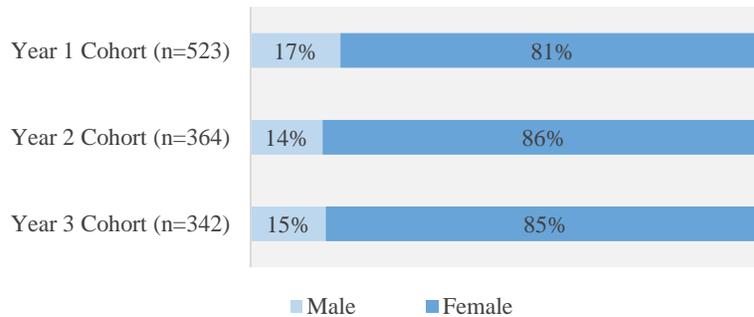
Figure 7. % TAACCCT Population by For-Credit Program



Source: SOCCCD Data

The following set of tables provide demographic characteristics of the students captured in the SOCCCD data. As is evident in Figure 8, most students participating in grant-funded HSHS programs were female. In examining differences between programs, more than 90% of MA students were female, while approximately 70% of MLT students were female.

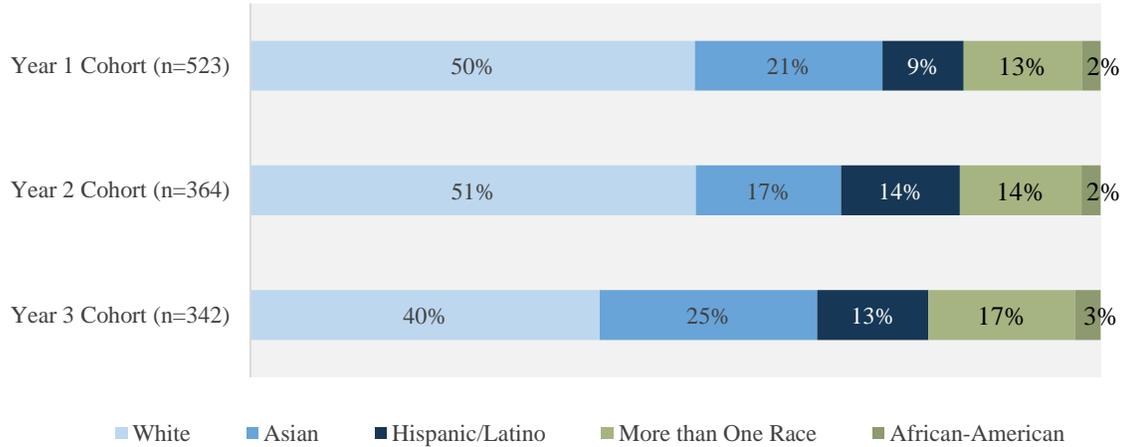
Figure 8. Gender by Cohort



Source: SOCCCD Data

In terms of race, approximately half of Saddleback TAACCCT students were White, with Asians being the next largest racial group, shown in Figure 9.

Figure 9. Ethnicity/Race

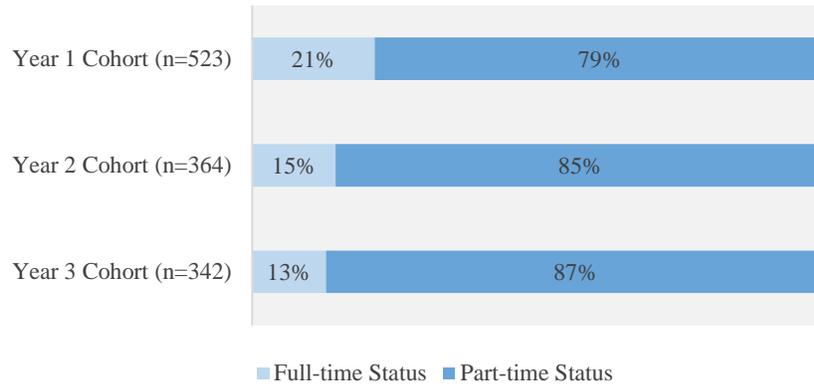


Source: SOCCCD Data

The SOCCCD data also included information about the status of students, based on their credit load. Over three quarters of students participating in these TAACCCT-supported programs at Saddleback were considered part-time students when they first began their program (Figure 10).<sup>20</sup> Again, looking at variations between programs, on average, 95% of MLT students were completing their education part-time, while less than 80% of RN and MA students were part-time students. It is not surprising that 100% of RN Transition student were part-time as this is a cooperative work experience for individuals who have already earned an RN degree.

<sup>20</sup> It is important to note that a community college students' status can vary from term to term. This data represents their status upon their entry into their cohort, not their status over the course of their academic experience.

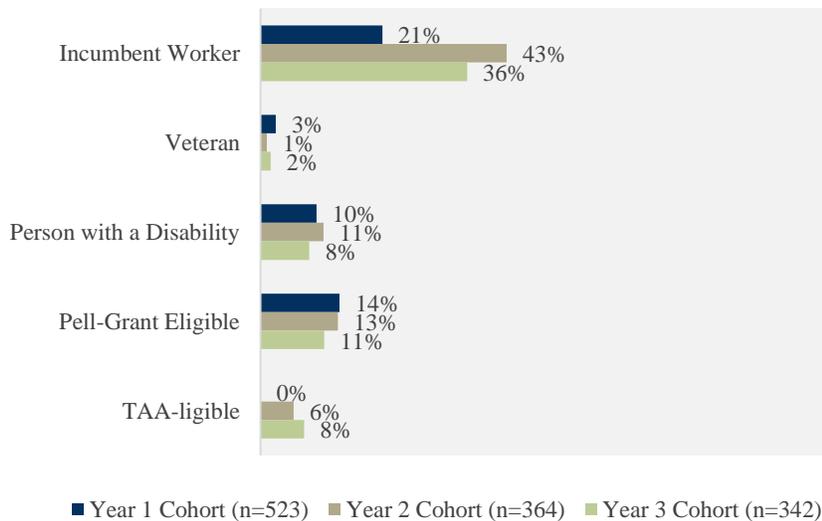
Figure 10. Full-Time vs. Part-Time Education Status



Source: SOCCCD Data

Finally, Saddleback College had data regarding student status as an incumbent worker, veteran, or person with a disability, as shown in Figure 11.<sup>21</sup> Students reported relatively low levels of these characteristics and therefore the breakdown by grant-funded HSHS program is not included. However, the rates of incumbent students ranged significantly across cohort and program, ranging from 5% to 52%, while there was less variation between programs in terms of veterans and people with disabilities.

Figure 11. Other Student Characteristics



Source: SOCCCD Data

In terms of age, the overall average age of the 1,229 grant-funded program TAACCCT students was 34.4 years, with the average age within each HSHS program ranging from 31 years old for RN students, 32 years old for MA, 34 years old for MLT and RN Transition students, and 39 years old for HIT students<sup>22</sup>.

<sup>21</sup> Incumbent worker status is based on student’s self-report, while veteran and disability status were derived from the school database and self-report.

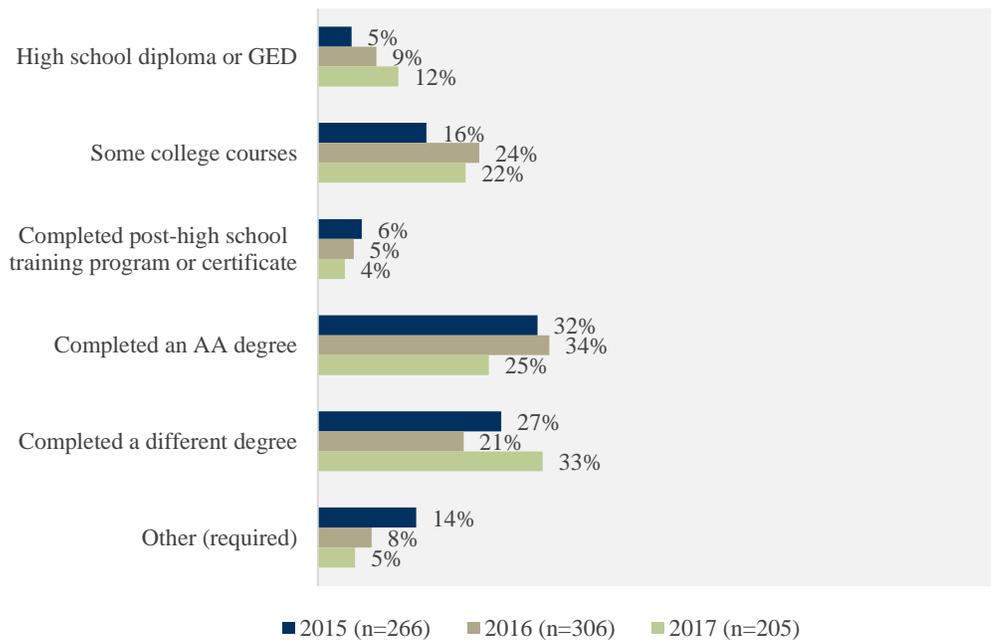
<sup>22</sup> Age at the time of entry into the cohort.

### Student Survey Data

In addition to SOCCCD data on the demographic characteristics of TAACCCT students, the student survey also asked several questions about students' educational background and employment status. These results provide further insights into the characteristics of students participating in these programs. In examining these findings, it is important to remember the student survey response rate of 43% in 2015, 33% in 2016, and 20% in 2017; not all TAACCCT students are included in the student survey data.

Figure 12 shows the highest level of education that survey participants indicated they had completed. Students most commonly reported that they had completed an associate degree or a different degree.

Figure 12. Highest Level of Education Completed

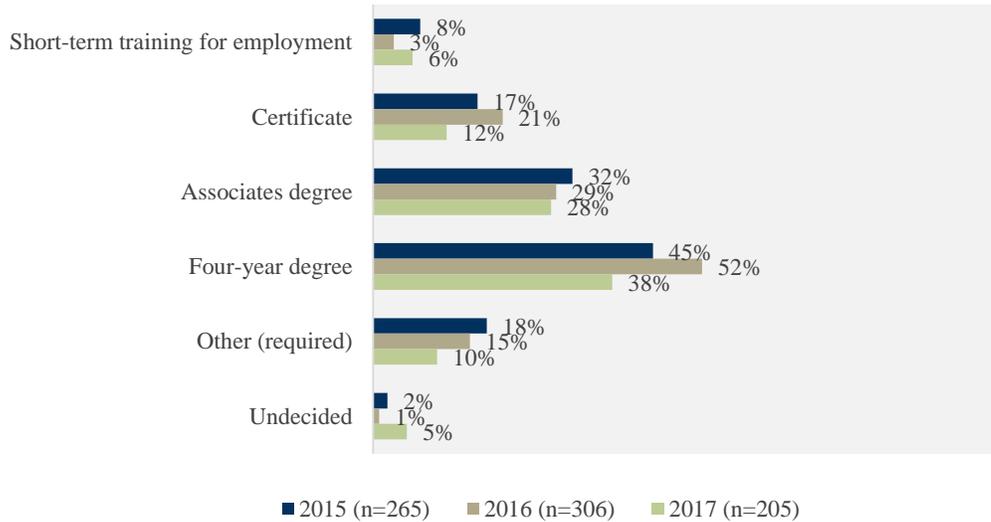


Source: Student Survey

Students reported on their educational goals as well.<sup>23</sup> Figure 13 illustrates that approximately one-third of participants intended to obtain an associate degree and more than one-third of participants intended to complete a four-year degree.

<sup>23</sup> Respondents may have selected more than one educational goal.

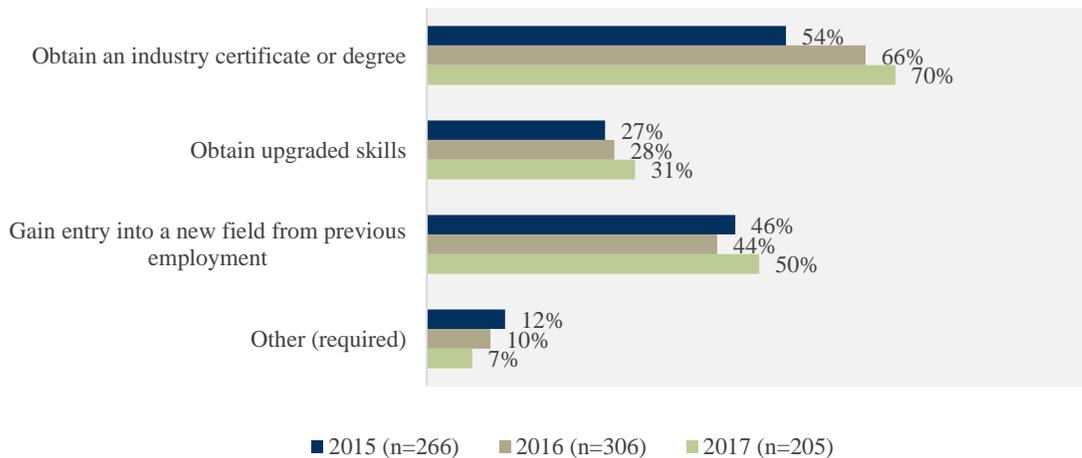
Figure 13. Educational Goals



Source: Student Survey

In terms of their motives for enrollment in a grant-funded HSHS program, the majority of respondents hoped to obtain an industry certificate or degree and nearly half hoped to enter a new field from previous employment,<sup>24</sup> as evident in Figure 14.

Figure 14. Motivation for Enrollment



Source: Student Survey

Corroborating the SOCCCD data, in all three years, less than 5% of student survey respondents indicated they were a veteran or an eligible spouse of a veteran, and only 1% of respondents reported being affected by the Trade Act layoffs.

<sup>24</sup> Respondents may have selected more than one motive for enrollment.

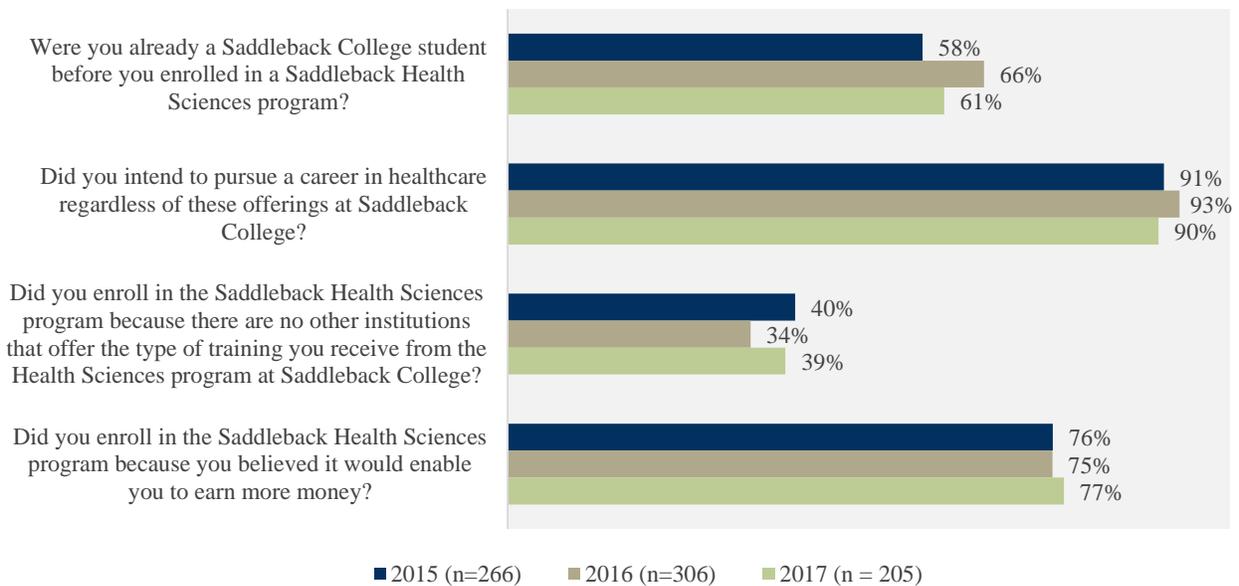
### 3.2.2. For-Credit Educational Experience

In addition to compiling data about student characteristics, the evaluation team also gathered more information about students' experience with the Saddleback College grant-funded HSHS programs. Data from the student survey, student focus groups, and the faculty survey was integrated together in this section to describe how students selected and experienced their TAACCCT-funded for-credit programs, as well as how the educational opportunities offered by Saddleback impacted their future employment or educational opportunities.

#### Program Selection

Students were asked how they learned about the HSHS programs at Saddleback College. As shown in Figure 15, over half of respondents were already students at Saddleback before they enrolled in a HSHS program and nearly all respondents intended to pursue a career in healthcare regardless of the program offerings at the college, indicating a strong base of interest for these HSHS programs. Most students enrolled in a HSHS program because they believed it would enable them to earn more money, while less than half of the students enrolled in the Saddleback College HSHS program because no other institutions offered the same type of training.

Figure 15. Program Selection and Enrollment (% Yes)



Source: Student Survey

Student focus group and student survey participants reported learning about their respective HSHS programs through a variety of sources. Many students learned about their programs online and in pamphlets posted around the campus, as well as through friends, academic counselors, faculty, and staff. Those who learned about the program online appeared to do so primarily either on the Saddleback website or on a state-run website listing of schools that offered their specific program. Several participants learned about the program from fellow students at Saddleback. One student reported being enrolled in a different program when introduced to the MA program by other classmates:

“I came back to school after raising kids and I was thinking about coding. I took a coding class and a terminology class last semester and was introduced to the [MA] program through people in the class and the teachers and there was more to it that I could do so that’s how I began with the program. I wanted to have a skill. I didn’t know there was more to the whole program and I was delighted to know that there was more.” (Student focus group, 2016)

Another student described her decision to enter the RN program as beginning with seeing the program online and subsequently being encouraged by Saddleback faculty to apply to the program:

“I actually didn’t even realize there was a nursing program when I started taking classes here. I knew I was moving towards nursing, but I was just so focused on getting my prerequisites done. I looked online and saw the programs. A lot of my professors here during my prerequisites were very supportive of the program. And then I started the program and realized that this school has a very good reputation in nursing, not only in this area, but in the nation because of our NCLEX passing rates. So it was very excited to know it was only 10 minutes away. It was perfect.” (Student focus group, 2015)

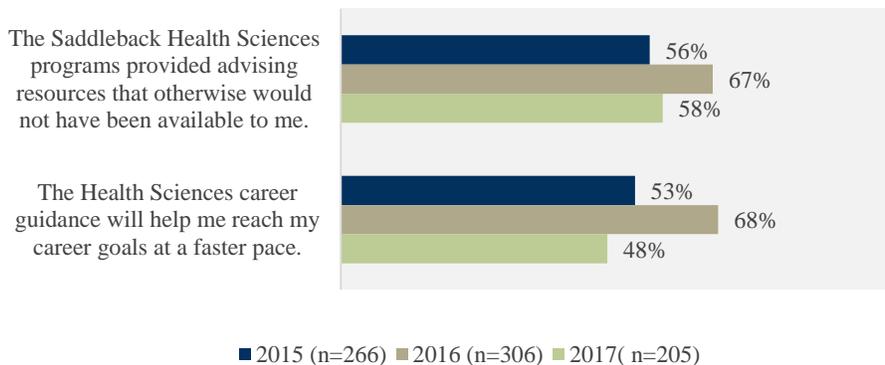
Supporting the findings from the student survey, several focus group participants reported already being enrolled at Saddleback before beginning an HSHS program and that they found these programs accommodating to their career aspirations and subsequent academic transition.

**Program Experience**

The TAACCCT grant enabled Saddleback College to enhance the for-credit HSHS programs by providing resources for student supports and expanding classroom technologies and academic options. This section summarizes feedback gathered from students about supports received, as well as overall experience in the grant-supported HSHS programs.

**Advising Services:** The student survey asked students to report the degree to which they agreed with statements about the level of advising resources and career guidance that they were offered through the Saddleback College HSHS Division. Figure 16 shows student responses in all three years of the survey.

*Figure 16. Advising Resources and Career Guidance*



Source: Student Survey

In the 2015 focus groups, students were asked to describe their experience with advising services they received at Saddleback College. Students reported positive experiences, noting especially the availability of on-campus advisors. The RN program received consistent praise from participants, most of whom highlighted the knowledge certain advisors had of nursing-specific curricula. On the other hand, some students, especially in the MA program, expressed discontent with the lack of an initial orientation program to facilitate a smoother transition into the program. These students expressed a need for clearer guidelines when entering the program through a formal orientation program:

“When I started the law and ethics MA course, I didn’t know why I had to take that course. I studied, I read the books, and I was listening, so I understood what the teacher was saying, but it wasn’t until the end of the course that I understood the purpose of the course. It’s important to have that orientation so we know why we are taking certain courses and how they can help us.”  
(Student focus group, 2016)

Several students did report accessing advisors to create roadmaps and discuss future plans. Generally, students in the 2016 session described working with the student services specialist to find academic resources like books, loans, and scholarship opportunities. These students mentioned on numerous occasions that advising services are particularly helpful to students who know little about the program or coursework. As one student stated, “They helped me make my schedule. From there I had that roadmap to come here.” Conversely, students who were not aware of such advising services reported difficulty in knowing how to navigate signing up for classes.

During the student focus group conducted in 2015, many students reported being unfamiliar with the student services specialist position available to them.<sup>25</sup> When informed about the position and asked what kinds of support would be useful, these focus group participants indicated that help with scholarship essays and resume writing would be particularly helpful. Additionally, assistance with finding internship sites appeared to be valued by many students, especially those in the MLT program. Subsequently, in the 2016 focus groups, many students reported consistent engagement with the student services specialist. These students reported meeting with the specialist for resume services, mock interviews, and specialized professional workshops. Students gave positive feedback for this position with one student commending the specialist for making himself consistently available: “He makes himself pretty available. He goes to our classes every so often and makes sure that we know about certain workshops. I believe he has resume workshops. Last time there was a workshop on salary negotiation.”

Compared to the first focus group, the student services specialist position had come to be highly appreciated for the nature, extent, and consistency of academic and career support it afforded the students. There were, however, focus group participants also continued to express a desire for a formalized introductory orientation session for the HS programs, especially for those in the MA program.

**Educational and Placement Opportunities:** The TAACCCT team also emphasized the need for partnerships with local health providers to help student make the bridge between education and employment through job experience while enrolled in the grant-funded programs. These partnerships were viewed as vital. “We’re connected directly. There’s an umbilical cord. We don’t have a program in

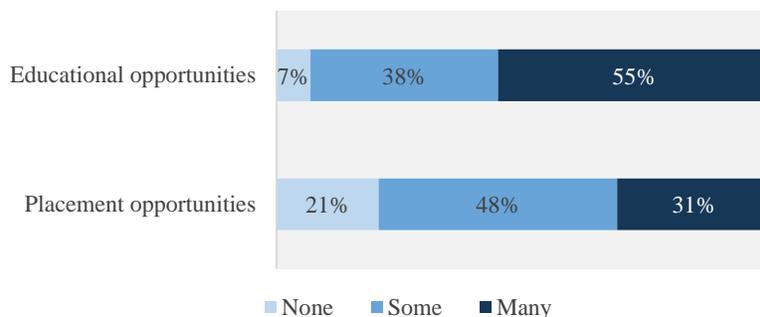
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<sup>25</sup> The current student services specialist had just been hired in September 2015, with the position vacant or filled by a temporary worker for since February 2015.

this division that doesn't have a component of experience in the workplace. Most of them get hired out of that experience. It just happens" (TAACCCT team member, 2016).

Faculty and staff were asked to indicate the extent of enhancements in educational and placement opportunities made in the last two years. As Figure 17 indicates, faculty and staff clearly perceive enhancements to both, with over half of the survey respondents indicating many enhancements in education opportunities and almost one-third reporting many enhancements in placement opportunities.

Figure 17. Enhancements in Educational and Placement Opportunities for Students in Last Two Years (n=29)



Source: 2016 Faculty Survey

Faculty and staff were then asked to describe the types of enhancements that had been made in the last two years. Several of the comments provided are include in Table 13.

Table 13: Enhancements in Educational and Placement Opportunities for Students (Faculty Survey)

Enhancements in Educational Opportunities for Students in the Last Two Years	Enhancements in Placement Opportunities for Students in Last Two Years
<ul style="list-style-type: none"> <li>▪ Accreditation for HIT program</li> <li>▪ Expansion of online courses</li> <li>▪ Increased guidance for students to complete education and apply for degree or certificate</li> <li>▪ Articulation with universities for students to continue their career pathway</li> <li>▪ MA program increased times that course are offered, enabling more students to finish program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Many clinics, hospitals, and private practices have open doors to Saddleback College HSHS students</li> <li>▪ TAACCCT program provide real training for employment</li> <li>▪ Expansion of externship sites and increase in student placements. Over 100 placement options for MA</li> <li>▪ Many student are hired after placement and program completion</li> <li>▪ RN Transition placement and employment following CWE program</li> </ul>

Students who responded to the student survey also described employment and educational opportunities the TAACCCT-funded programs created that they would not have had otherwise. A variety of responses were given, as shown in Table 14.

Table 14. Employment and Educational Opportunities (Student Survey)

"Through the clinical sites, you meet people, get your name out there, figure out where you want to work and don't want to work, and meet a ton of nurses for future resources." (RN)

“I became more aware of the healthcare opportunities that are out there. My professor told us about what certificates and degrees one can obtain, such as focusing more on coding, HIPAA, etc.” (MA)

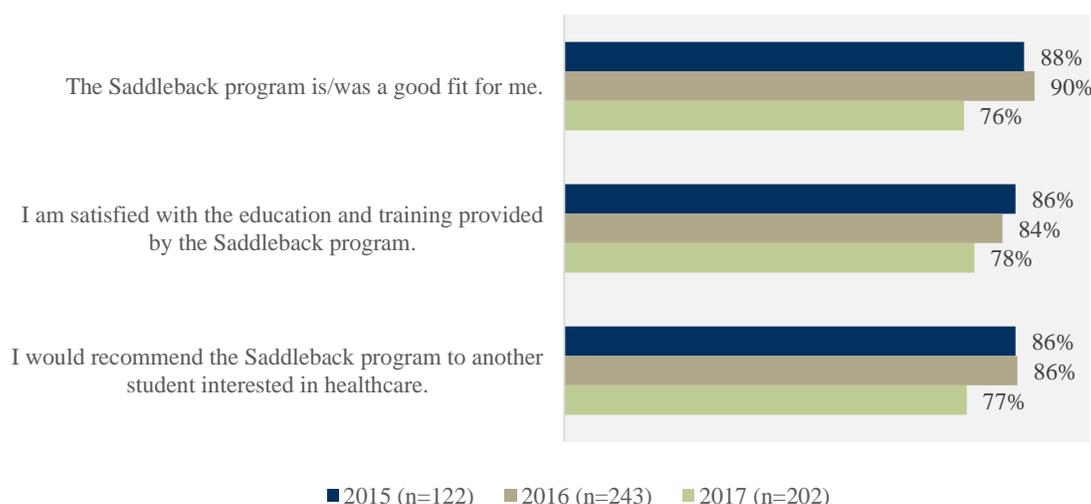
“Yes, the HIT program has opened many doors in the healthcare field for various career choices.” (HIT)

“I would not have been able to secure my current job without this program. Despite being qualified and being a good fit of the position, I would not have had the opportunity to work in my unit if I did not attend the transitions program.” (RN Transition)

“It has given me the opportunity to work as an RN under the supervision and help of a precepting nurse. I was able to start the program and get on the floor pretty quick, whereas looking for a job just left me searching on the computer and not using any nursing skills.” (RN Transition)

**Student Satisfaction:** In the student survey, respondents rated their level of agreement to a series of statement related to program satisfaction. As shown in Figure 18, over 75% of all respondents indicated that the TAACCCT-funded program they enrolled in was a good fit, that they were satisfied with the education and training provided, and that they would recommend the Saddleback program to others interested in healthcare.

*Figure 18. Program Satisfaction (% Agree/Strongly Agree)*



*Source: Student Survey*

Although students’ responses to program satisfaction items remained relatively unchanged between 2015 and 2016, differences were found between the grant-funded HSHS programs. In particular, the RN and RN Transition students reported the highest levels of agreement on program satisfaction items, with over 90% of respondents from these programs indicating that they were satisfied with the education and training provided and that they would recommend the programs to other students interested in healthcare. Students in the MLT program reported the lowest levels of agreement, with 66% of MLT respondents reporting satisfaction with the education and training provided and 45% of MLT respondents agreeing that they would recommend the MLT program to others interested in healthcare.

**Program Strengths:** During the student focus groups, students were asked about the successes of their programs. This prompted a wide range of responses.

One of the most common themes was that faculty were integral to the overall success of the students, serving in supportive roles throughout the students’ time at Saddleback College. In 2015, students reported faculty being highly available during office hours, by email, and by phone. Students reported that

some professors in the nursing program would provide study guide packets, calendars to help students manage their time, connections with other schools' bachelors of nursing programs, and other tools to help them succeed. Students expressed that they felt well supported and encouraged to both complete the program and continue their education:

“[Faculty are] very available. They’re not supervising you, but they encourage you to ask for help. They make that clear in the classroom, ‘If you guys need help, come to us. We can help you.’ They made it perfectly clear that their goal is not to fail us but to pass us. They want to do everything possible so that we can succeed in our program. So we have that. If you also need to practice skills, downstairs they have a lab where you can make an appointments and practice skills. There’s also staff down there that can bring us what we need, medications or whatever we need help on, and we have time to practice after school to improve our skills. So we have that too. We have computer access where they encourage us to look up stuff on the computer as well as counseling.” (Student focus group, 2015)

On the student survey, RN students in particular reflected positively on their clinical instructors. This is reflected by the following comment:

“Excellent clinical instructors, filled with knowledge and extremely compassionate. They motivate you to be your best and teach you more than they are required. They really care about their students and want them to succeed. Clinical instructors get to know you on a one-on-one basis. They do panels at the end of each class to improve it for the next semester.” (Student survey, 2016)

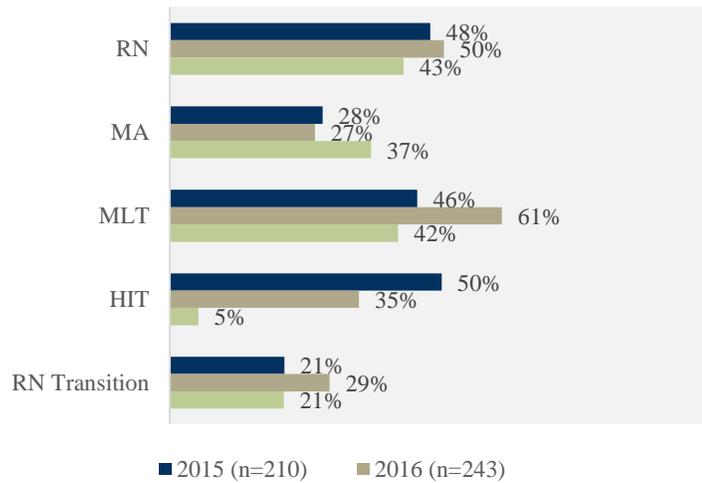
Peer mentoring was another strength mentioned by RN students. These students reported being connected with other students in supportive roles. These support systems allowed students to be connected to peers with certain personal strengths that could be called upon for help. In 2016, a student from the MA program also indicated that because all students in a cohort go through the various steps in the program together, it facilitates a supportive and collaborative learning atmosphere. This student indicated that this atmosphere adds ease and support to the program.

**Program Obstacles:** Student survey respondents reported on obstacles they had experienced while participating in a HSHS grant-funded program.<sup>26</sup> As shown in Figure 19, a greater percentage of students from the RN, MLT, and HIT programs reported obstacles than students from the MA and RN Transition programs.

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<sup>26</sup> In 2015, only students who had completed a Saddleback HSHS program answered questions about obstacles experiences while enrolled in a program. In 2016 and 2017, both program completers and non-completers answer questions about program obstacles.

Figure 19. Have you experiences any obstacles while participating in the program? (% Yes)



Source: Student Survey

In describing these obstacles in the survey, the most commonly identified obstacles included personal, family, and financial circumstances, difficulty balancing school and work, issues with faculty, enrollment and scheduling constraints, and academic challenges. Some obstacles were program-specific. For example, MLT students viewed the long waiting period for the required clinical practicums as an obstacle to program completion:

“The school had a very limited number of clinical sites that could accept students for practicums, yet they took in so many students while producing very few graduates. Many of us have had wait a year or two to get our turn. This was a huge obstacle that we did not anticipate and many of us were very disappointed. Other students have said that they would have invested in a different degree if they knew it was going to be like this.” (Student survey participant, 2016)

On the 2015 student survey, HIT students expressed frustration due to the program’s lack of accreditation. The decrease in the percentage of HIT students experiencing obstacles seen in 2016 could be attributed to the program having become accredited.

**Suggestions for Improvement:** Students offered several suggestions for improving the Saddleback HSHS programs.

Given the rigor of the RN program, students survey respondents suggested additional efforts be made to foster a supportive environment for the program:

“Have more open discussions about why people may be excused or failed from a semester. I think people are fearful, for reasons they shouldn't be, that they will be kicked out. We need to be given a little bit of grace when it comes to certain aspects. We are students and can't always 'be the nurse' when we haven't learned it all yet. However, with that said I love Saddleback and I am extremely proud to be an alumni.” (Student survey participant, 2016)

“I would strongly consider offering support groups facilitated by the counselors at the health center. So many of my fellow classmates were under an inordinate amount of stress, myself

included, during this program. Especially considering most of the students were either second-degree seekers or returning adult students often with families and other jobs to balance, most found it a very challenging transition.” (Student survey participant, 2015)

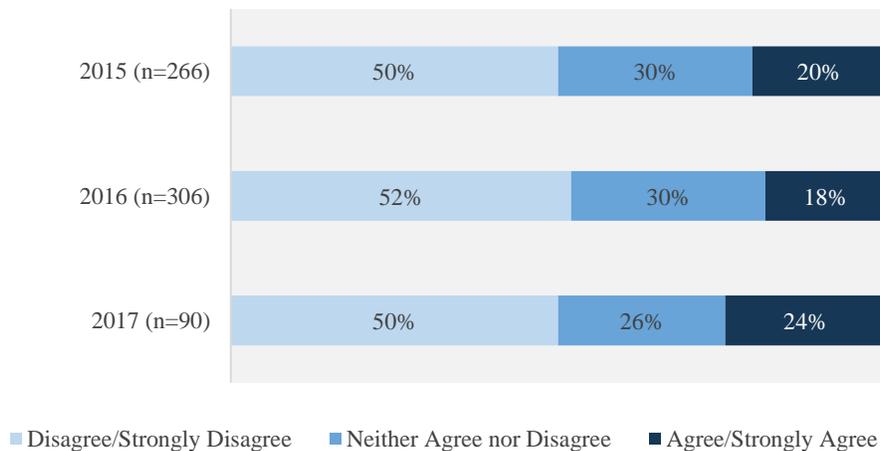
“My perception of Saddleback vs. some of the students that I came to know from other programs is that Saddleback is trying to promote that 'we are the best program and produce the best nurses.' This is fine and good. However, this selectiveness also promotes a tendency towards somewhat harsh attitudes that at times can feel punitive. There is little tolerance for error and a student comes to feel like they are constantly on the edge of being removed from the program. I don't think this optimizes the environment for learning.” (Student survey participant, 2015)

The most commonly reported suggestion for improvement made by MA students was to offer more hands on experience. Students indicated that they would like to spend more time in the lab, specifically to practice venipuncture and injections. Students also suggested offering more scheduling options for courses, purchasing more lab equipment, hiring a teacher’s assistant, and offering an orientation so that incoming students are better informed about the curriculum and course sequence of the program.

Many students in the MLT program expressed frustration with the long waitlist to be placed at a clinical site. These students suggested informing incoming students about the actual timeframe of program completion, expanding the number of clinical sites, and admitting fewer students into the program until the waitlist is reduced.

Students expressed some ambivalence toward online and hybrid learning opportunities. Student survey results indicated that less than 25% of respondents preferred an online format for courses over a traditional classroom (Figure 20)<sup>27</sup>.

*Figure 20. I prefer an online format for courses to the traditional classroom*

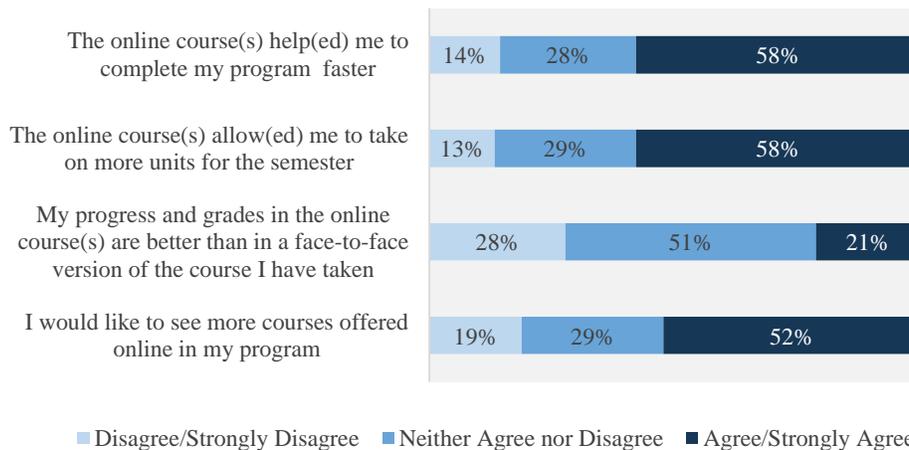


Source: Student Survey

<sup>27</sup> In 2017, only students who indicated that they had taken one or more online courses in their Saddleback HSHS program (44%, n=90) were asked whether they preferred an online format for courses to the traditional classroom.

In the 2017 student survey, students that had taken one or more grant-funded online course in their Saddleback HSHS program answered additional questions about their experiences taking online courses, as shown in Figure 21. This figure also suggest some ambivalence about student concern about taking online courses.

*Figure 21. Students' Experience Taking Online Courses*



*Source: 2017 Student Survey*

Students' ambivalence toward online and hybrid learning opportunities was also reflected by comments that we heard from students in several different programs.

- RN students preferred a traditional classroom over the flipped classroom that is implemented in the third semester of the program. Students found flipped classrooms to be too time-intensive and suggested limiting the length of the online lectures: “The lectures that we listen to should not exceed the time allotted for the lecture class. If it is a three unit lecture class, then the lectures we listen to online instead of during lecture should not exceed three hours’ worth of content.” (Student survey participant, 2016)
- Some RN students suggested discontinuing the flipped classroom model entirely, stating that it is inappropriate for the type of coursework: “Do not continue the flipped classroom. I think a BSN portion that has a more research and paper writing aspect might work for a flipped classroom, but I believe that this portion of nursing school needs to take place in a traditional classroom environment.” (Student survey participant, 2016)
- HIT students held mixed opinions about the program’s online courses. Several students suggested that the college offer more online courses. One student commented that an online format was appropriate for the program, given its coursework: “Implement more online classes. The classes were easy and not necessary to be taught in a classroom. Much of it is computer work to be done at home, so lecture seemed to be a waste of time.” (Student survey participant, 2015)

In contrast, other students expressed concerns with offering the program fully online:

“I think it’s great that the classes are all available as internet courses starting next semester, but I think it is a mistake to no longer offer in-class sections. Some courses are better learned in group settings with in-person professor interaction. Internet classes are ideal for getting prerequisites done. When I want to actually learn the subject beyond the text book, in-class is the only way.” (Student survey participant, 2015)

These findings suggest that it will be important to carefully consider which courses to transition to an online or hybrid format, as the TAACCCT team suggesting during their focus group.

HIT students also suggested informing potential employers of the qualifications of an HIT graduate: “Because the field is fairly new, most people in healthcare have no idea what an HIT graduate can offer. Therefore, they either choose someone with lesser degree of offer less pay. Bringing more awareness to the employers and marketing the program might be helpful” (Student survey participant, 2015).

While some suggestions are easier to implement than others, these students’ comments highlight differences between the grant-funded HSHS programs and suggest a range of areas for program improvement.

### ***Program Completion***

Students who participated in the focus groups and those who completed the student survey were also asked to identify barriers to program completion.

In 2015, the primary subject of concern for MLT students was the availability of internship placements. Students enrolled in the MLT program voiced frustration: these students anticipated having to wait from one and a half to two years to interview for an internship site based off of reports from peers who have gone before them. In 2016, however, students from the MA and RN program favorably reported that with increased local awareness, the program has experienced a surge in externship opportunities. Unfortunately, the 2016 focus groups were smaller and did not include representation from the MLT program. Lack of continued concern for lack of placement options could therefore be a result of non-representation or a remedial change in the internship program after the 2015 evaluation report. It should be noted that student survey participants in the MLT program indicated that the availability of placement opportunities was still a concern in 2016.

Additionally, in 2015, MLT students also mentioned a lack of adequate laboratory space. Students claimed that they do not all fit in the current laboratory space and that it is poorly outfitted. This, students say, made it difficult to translate lecture material to practical skills and obtain the hands-on experience so valuable to their fields. This, again, was not reflected in the 2016 focus groups as no MLT students were present, but students from the MA and RN programs complimented the comprehensive practical skills training provided from the very beginning of the program.

For RN students, the most oft-cited barrier to program success was time management. None of the students reported that they were concerned about completing the program, but many cited the difficulty of coursework and the subsequent need for time management skills. At the same time, students in the RN program described a host of supports available to them, especially during their first year. Feedback from these students indicated that the onus of adopting the time management skills was on the students, as the resources for program success were readily available to them. Especially in 2016, many students reported

struggling with class scheduling and availability, but also confirmed that the program allowed flexibility that eased their stress and facilitated program completion.

“I had some personal things at home with one of my kids and had to take a semester off. They were super supportive of me coming back in and very understanding when I had to go. The nursing program takes over your life. It’s okay because you just get through it.” (Student focus group participant, 2016)

Overall, although many students in the 2015 focus group mentioned several barriers to program success and career placement, the 2016 student focus group expressed largely positive reviews and mentioned the ease that is afforded by the support services and the few barriers that were mentioned. Much like last year, due to a lack of degree options beyond the associate level, students from the MA and RN program specifically mentioned that they will likely need to further their education in order to be competitive; however, they did commend the program for the skills-intensive training and externships it provided which they believe would ultimately make for a smooth transition into specialized education.

Section 4.1 provides more details about student’s experience after program completion.

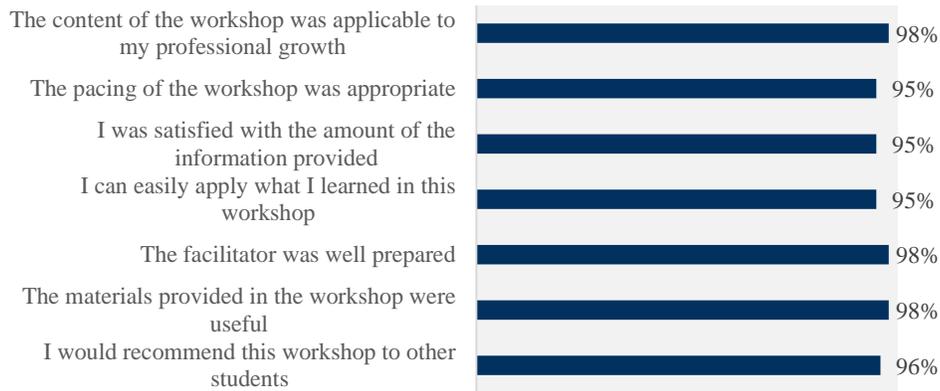
### **3.2.3. Non-Credit Workshop Feedback Data**

While the majority of the information collected by the evaluation team focused on the for-credit grant-funded programs, the Saddleback College research analyst shared some data about the professional development, TOP, and Emerging Roles workshops offered over the course of the grant. This secondary data provides information about how supports offered on campus and in the community were perceived by participants.

#### ***Professional Development Workshops***

The TAACCCT team collected evaluation forms from students who attended one of the scholarship workshops (n=5) and four of the resume writing workshops (n=51) offered by the student services specialist in February 2016 through June 2016. Results from these five professional development workshops are shown in aggregate in Figure 22. The 56 students who completed the evaluation form reported that these workshops were helpful in a number of ways, with 95% to 98% of all categories receiving an “Agree” or “Strongly Agree” response.

Figure 22. Professional Development Workshop Evaluation Results (n=56):  
Percentage of Participants Responding “Agree” or “Strongly Agree”



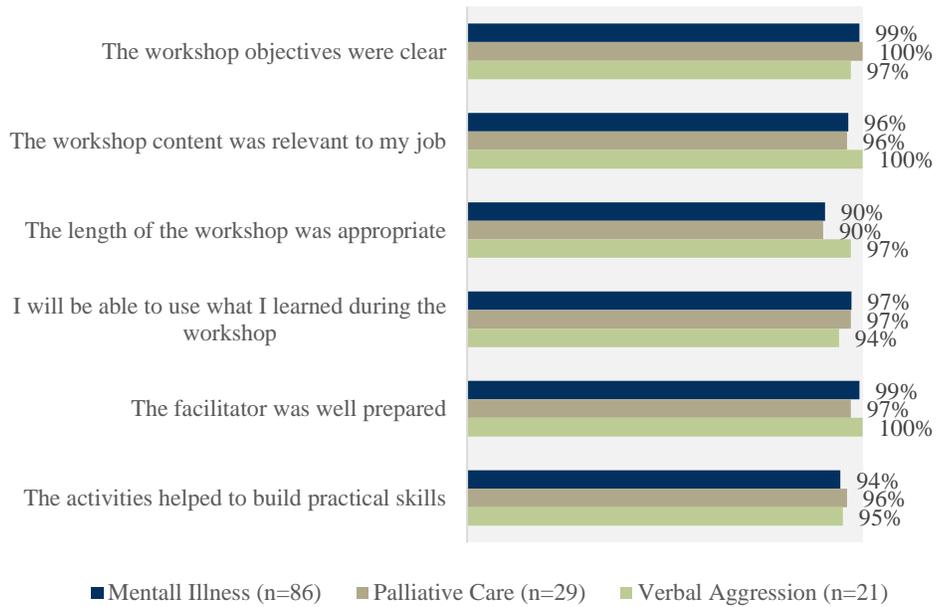
Source: Non-Credit Workshop Feedback

Of the 56 students who provided feedback on the professional development workshops, 84% said that they would attend another workshop on the same topic. Students also indicated other workshops topics they would like to see offered in the future; these included FAFSA, salary and wage negotiation, cover letter writing, interview techniques and strategies, and networking.

### TOP Workshops

The TAACCCT team also collected evaluation forms from professionals who participated the TOP workshops offered by a Saddleback HSHS faculty member. Results from the *Patients with Mental Illness* workshops offered in August 2015 (n=72) and February 2016 (n=14), the *Palliative Care* workshop offered in March 2017 (n=29), and the *Verbal Aggression* workshop offered in March 2017 (n=21) are reported in Figure 23. Similar to the professional development workshops, the overall perception of these workshops were very positive, with 90% to 100% of all categories receiving an “Agree” or “Strongly Agree” response.

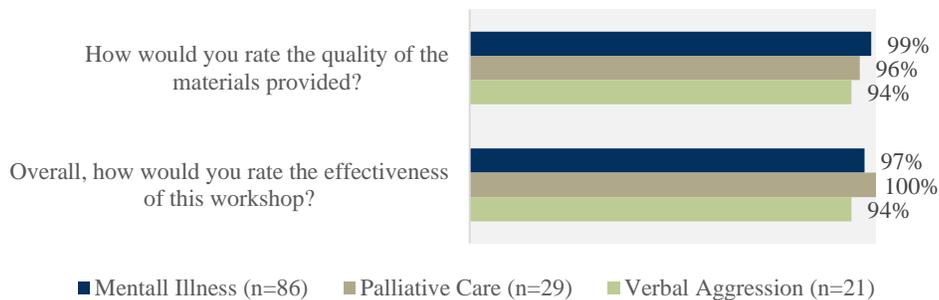
*Figure 23. TOP Workshop Evaluation Results:  
Percentage of Participants Responding "Agree" or "Strongly Agree"*



Source: Non-Credit Workshop Feedback

Figure 24 shows the overwhelmingly positive perceptions about the usefulness and quality of the TOP workshops offered by a HSHS faculty member at Saddleback College.

*Figure 24. TOP Workshop Evaluation Results:  
Percentage of Participants Responding "Good" or "Excellent"*



Source: Non-Credit Workshop Feedback Data

Professionals who participated in the March 2017 *Verbal Aggression* workshop also reflected on topics for future workshops. Over 90% of these participants indicated that they would find the following topics “Useful” or “Very Useful” for future workshops: Psychotropic medication update, mood disorders, the suicidal personal, substance use disorders, anxiety disorders, psychotic disorders, and developing therapeutic/communication skills.

In the August 2015 and February 2016 *Mental Illness* workshops, the TAACCCT team also distributed intake forms to participating professionals. Table 15 provides the characteristics of individuals who attended these two workshops, based on data from 69 completed intake forms.

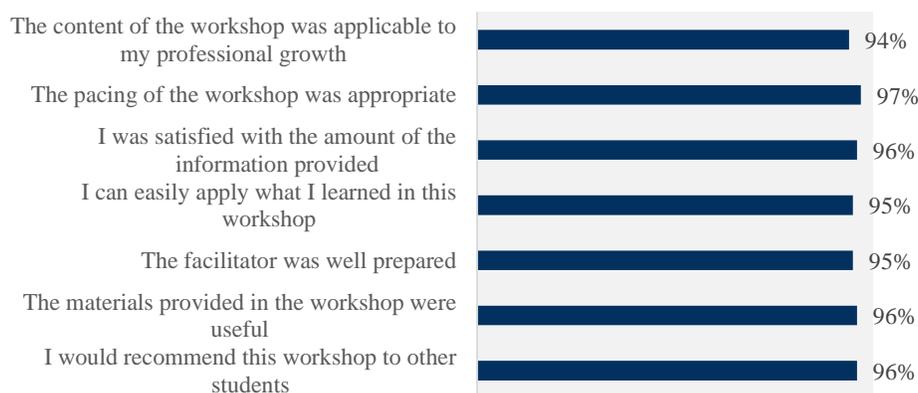
*Table 15. Patients with Mental Illness Workshop Participant Characteristics<sup>28</sup> (Non-Credit Workshop Feedback)*

	August 2015 (n=55)	February 2016 (n=14)
Number of attendees	75	14
Gender: % Female	95%	100%
Average age of participants	46 years	49 years
Ethnicity/Race:	White: 60%	White: 64%
	Asian: 31%	Asian: 21%
	Hispanic/Latino: 6%	Hispanic/Latino: 7%
	Other: 4%	Other: 7%
Full-Time Employment Status	85%	85%

### **Emerging Roles Workshops**

The TAACCCT team also collected evaluation forms from incumbent workers who participated in the In-Home Support Services (IHSS) workshops offered August 2016 through March 2017. The aggregated results from these workshops are shown in Figure 25.

*Figure 25. IHSS Workshop Evaluation Results (n=244):  
Percentage of Participants Responding “Agree” or “Strongly Agree”*



*Source: Non-Credit Workshop Feedback*

Of the 244 participants who provided feedback on the IHSS workshops, 83% said that they would attend another workshop on the same topic. Participants also indicated other workshops topics they would like to see offered in the future; these included Alzheimer’s/dementia, diabetes management, personal care/skin conditions, pacemakers/artificial hearts/defibrillation, wound care/first aid, mental health (e.g., hoarding, bipolar disorder, depression, panic attacks), lifting techniques, nutrition/meal preparation, and blind/deaf patients.

<sup>28</sup> In August 2015, not all participants completed an intake form. Percentages provided in Table 15 are based on 55 completed intake forms.

## 4. Summative Evaluation

TAACCCT grants are intended to help community college students attain both academic and employment outcomes. This section of the report describes the impact of the TAACCCT grant on the students who participated in the for-credit Saddleback TAACCCT programs<sup>29</sup>, examining the educational and employment outcomes achieved by these students.

### 4.1. Descriptive Educational Outcomes

The education outcomes of interest to DOL include program completion, continued enrollment, credential earned, credit attainment, and further enrollment in education. To explore the academic achievements of the students participating in the five grant-funded HSHS programs, Saddleback College provided PRE with data to analyze the educational outcomes experienced by grant-funded program participants. More specifically, this data included the cohorts of students identified as participating in one of the five grant-funded for-credit programs in the 2014, 2015, and 2016 calendar years<sup>30</sup> and included the educational outcomes achieved from the beginning of each cohort year through September 30, 2016.

Two caveats should be noted before examining this data. First, the data provides a relatively short window when education data was captured: for the Year 2 and Year 3 cohorts, the data only includes educational outcomes achieved within twenty-one months (at most) from when a student began the program. As described in Section 3.2.1, approximately 80% of students enrolled in these programs are part-time students, suggesting that it takes longer for them to complete their grant-funded program of study than more full-time students. For this reason, most of the data presented in this section only examines the educational outcomes of student who enrolled in their program of study in Year 1 (2014). Second, it is important to note that the following analysis includes only students identified in the five core HS programs; it does not include students who participated in the HCR course.

Of the 1,229 participants in the TAACCCT-funded for-credit programs, 484 students (39%) completed a program ending in a certificate or degree award by September 30, 2016. As suggested above, this completion rate varies significantly by cohort, with 70% of Year 1 students having completed their program of study by September 30, 2016 and significantly lower rates for the subsequent cohorts. Table 16 also shows the total number of credit hours earned by students participating in TAACCCT-funded programs, again, notably declining in later cohorts due to student's continuing participation in these programs.

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<sup>29</sup> Registered Nurse (RN), Medical Assistant (MA), Medical Laboratory Technician (MLT), Health Information Technology (HIT), and RN Transition (a cooperative work experience for individuals who have already earned an RN degree).

<sup>30</sup> The Year 1 Cohort includes students that enrolled in a TAACCCT-funded HSHS program from January to December 2014; the Year 2 Cohort includes students enrolled in the 2015 calendar year; the Year 3 Cohort includes students who enrolled in the 2016 calendar year.

*Table 16. Participants Completing Program of Study (SOCCCD data)*

	Total # Participants	# Participants who Completed a Grant-Funded Program of Study by Sept. 30 2016	Total Number Credit Hours Completed (aggregated across all enrollees)
Year 1 Cohort	523	368 (70%)	10,871
Year 2 Cohort	364	107 (29%)	6,982
Year 3 Cohort	342	9 (3%)	1,903
<b>Total</b>	<b>1,229</b>	<b>484 (39%)</b>	<b>19,756</b>

The SOCCCD data also indicates that completion rate varied across the grant-funded programs, and was influenced predominately by the length of time needed to complete a certificate or degree in each program. As indicated in Table 17, within the Year 1 Cohort, the completion rate for the MA program was the highest (81%), with similar rates for the RN program (79%): these programs traditionally take one to two years to complete. Conversely, the MLT program had the lowest percentage of students who completed (26%), primarily influenced by the limited number of clinical sites in the early years of the grant.<sup>31</sup> The RN Transition is cooperative work experience, as describe in Section 3.1.1 above, explaining the completion rate of 100%.

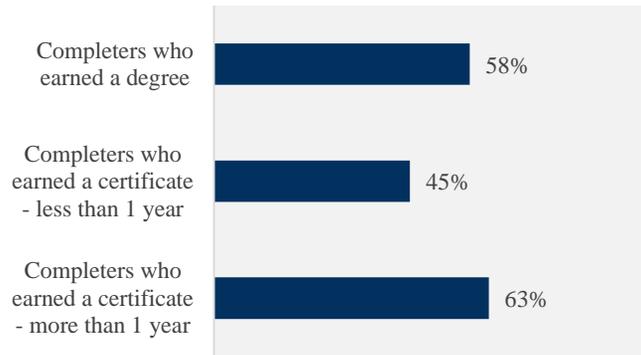
*Table 17. Year 1 Cohort Completion Rates by Program of Study (Source: SOCCCD Data)*

Program of Study	Year 1 Participants who Completed a Grant-Funded Program of Study by Sept. 30 2016
MA	91 (81%)
RN	117 (79%)
HIT	30 (60%)
MLT	23 (26%)
RN Transition	47 (100%)
<b>Entire Year 1 Cohort</b>	<b>368 (70%)</b>

Of the 368 Year 1 students that completed a program, Figure 26 indicates the type of degree or certificate received.

<sup>31</sup> Toward the end of the grant, a new full-time director of MLT was hired and was working with local clinics to increase the number of preceptorships.

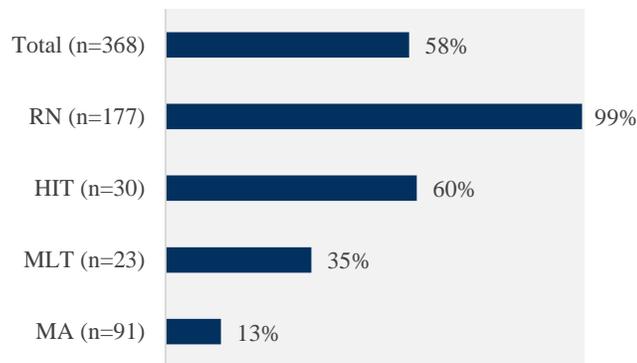
Figure 26. Type of Certificate/Degree among Completers (n=368)



Source: SOCCCD Data

As with the completion rates, the type of degree received was clearly dependent on the grant-funded program that students completed. When examining this data by program, there were again significant variations related the types of degrees offered by the various for-credit programs, as is evident in Figure 27. This information supports the program-level analysis of student characteristics (Section 3.2.1), highlighting how different the student characteristics were among the five programs. This data also reflects the fact that students may be in varying stages of their education at the time that this data was collected. Due to data complexities, we were unable to examine the variation by program among students who earned certificates.

Figure 27. Year 1 Cohort of Students Who Earned a Degree



Source: SOCCCD Data

## 4.2. Comparative Education Outcomes

The comparative impact study examined differences in educational outcomes for RN and MA TAACCCT participants, compared to a historical group of RN and MA students.<sup>32</sup> For this analysis, we compare the 2014 TAACCCT cohort of MA and RN students to the cohort of similar students who began their

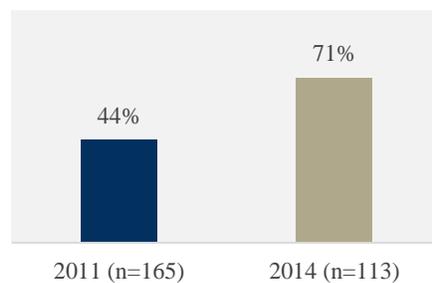
<sup>32</sup> Because of the relatively small number of students participating in the MLT and HIT programs and availability of appropriate historical comparison groups, the comparative impact study only includes treatment and comparison groups for the Nursing and Medical Assistant programs.

program of study in 2011, examining outcomes achieved within two calendar years<sup>33</sup>. It is important to note that there was no significant difference among these two cohorts in terms of gender, age, or ethnicity, suggesting the legitimacy in the comparison group design.

In terms of educational outcomes, academic achievement improved significantly from 2011 to 2014. The following figures demonstrate the difference between these two cohorts, highlighting how students enrolled during the TAACCCT grant period achieved education outcomes at a higher rate than their historical counterparts. All differences presented below were found to be statically significant.<sup>34</sup>

Figure 28 shows the percentage of MA students from 2011 and 2014 who earned a certificate in less than one year, as most MA certificates are designed to be completed within a year.

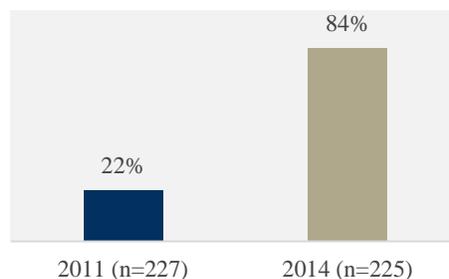
*Figure 28. MA Students Who Earned a Certificate in Less Than One Year*



*Source: SOCCCD Data*

RN certificates are designed to be completed in two years. Figure 29 shows the percentage of RN students that earned a certificate in more than one year, with a significant increase from 2011 to 2014.

*Figure 29. RN Students Who Earned a Certificate in More Than One Year*



*Source: SOCCCD Data*

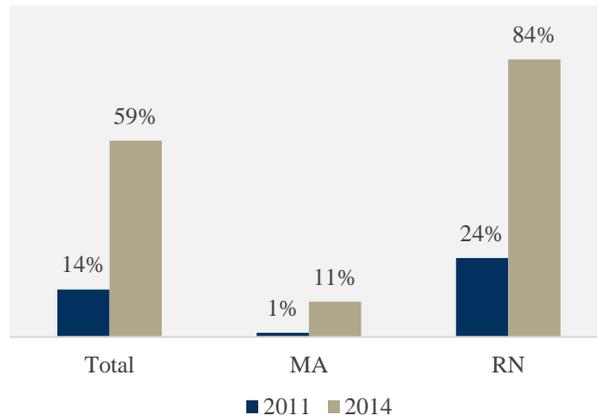
Figure 30 shows the proportion of students who earned a degree within two years of program enrollment; the total is broken down by MA and RN students. This figure show significant increase in students gaining degrees in both programs.

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<sup>33</sup> The 2014 TAACCCT cohort (Year 1 Cohort) data includes educational outcomes achieved through end of 2016 (2 years); the 2011 comparison cohort data includes education outcomes achieved through end of 2013 (2 years).

<sup>34</sup> Significance levels reported with  $p < .05$

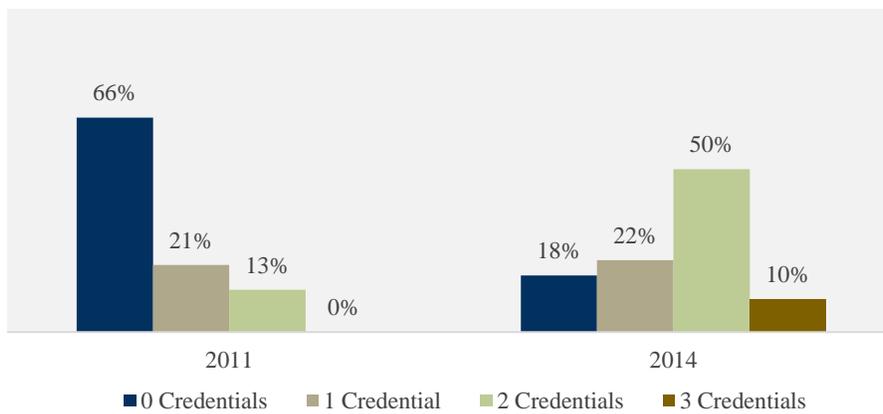
Figure 30. Percentage of Students Who Earned a Degree, With Breakdown by RN and MA<sup>35</sup>



Source: SOCCCD Data

Finally, Figure 31 shows the total number of credentials earned by MA and RN student from the 2011 and 2014 cohorts.

Figure 31. Number of Credentials Earned by MA and RN Students (Combined)



Source: SOCCCD Data

These comparative findings show significant increases in Saddleback MA and RN students achieving important educational milestones since the implementation of the TAACCCT grant. These findings suggest that the TAACCCT grant enabled Saddleback College to refine and improve the HSHS programs since the grant began, as has been described in Section 3.1. Contributing factors certainly include the development of the student services specialist, the early installation of the high-speed Wi-Fi, the conversion of courses to an on-line format, creation of the student databases, and provision of faculty professional development opportunities.

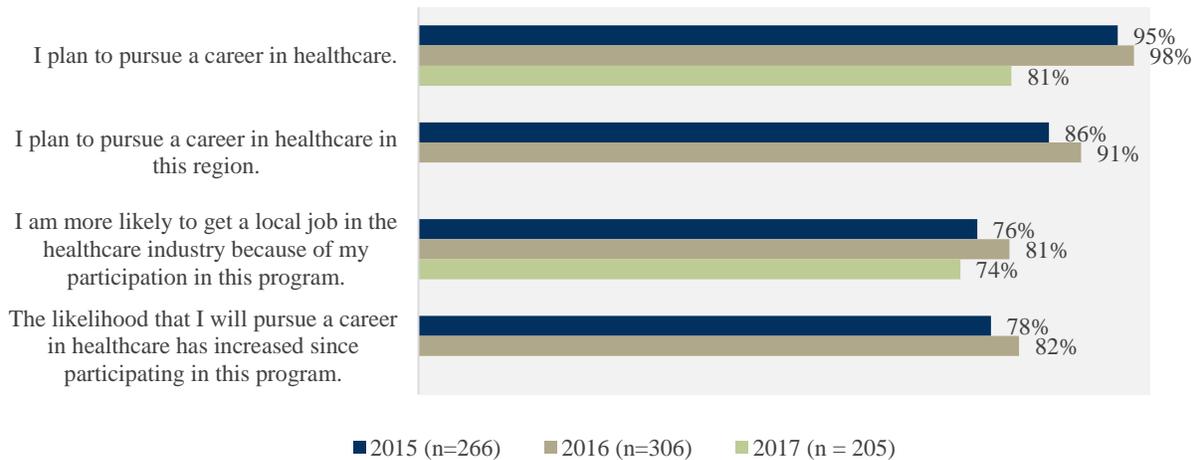
<sup>35</sup> The total n for 2011 is 392; the total n for 2014 is 338. The n for 2011 MA students is 165; the n for 2014 MA students is 113. The n for 2011 RN students is 227; the n for 2014 RN students is 225.

### 4.3. Employment Outcomes

In addition to improving students’ academic achievement, TAACCCT funding was intended to help TAACCCT students gain employment and advance their careers in the healthcare field. In particular, Saddleback College sought ways to enhance their academic programs so that their students would obtain and retain employment, as well as receive wage increases as a result of their further educational accomplishments.

The majority of survey respondents planned to pursue a healthcare career in the region and indicated that the likelihood of pursuing and obtaining employment in the healthcare industry increased since participating in a HS program, as shown in Figure 32.

Figure 32. Healthcare Career Plans (% Agree/Strongly Agree)



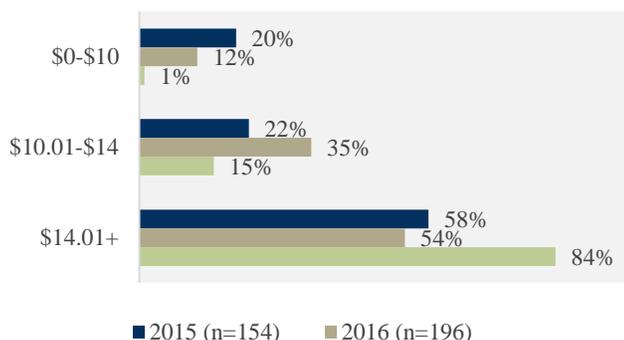
Source: Student Survey

Students also responded to a series of survey questions about employment characteristics. Survey respondents who were employed were asked to report their hourly wage. Responses were categorized based on the minimum and living wages in Orange County.<sup>36</sup> Figure 33 shows that the majority of employed respondents were making more than the living wage of \$14 per hour in all three years. The percentage of respondents making more than \$14 increased notably in 2017, perhaps influenced by the high proportion of survey respondents who were in the RN program and the higher earning potential of RN students. This finding also be explained by the fact that 28 (27%) 2017 respondents indicated that they had received a salary increase because of their completion of their grant-funded program, with increases ranging from \$0.80 to \$28 more an hour.<sup>37</sup>

<sup>36</sup> At the time of data collection, the minimum wage in California was \$10.00 to \$10.50 (depending on number of employees) and the living wage for a single adult in Orange County, California was approximately \$14. Sources: [http://www.dir.ca.gov/dlse/faq\\_minimumwage.htm](http://www.dir.ca.gov/dlse/faq_minimumwage.htm); <http://livingwage.mit.edu/counties/06059>

<sup>37</sup> 12 respondents (43%) made up to \$10 more an hour, 10 respondents (36%) earned between \$10.01 to \$20 more an hour, and 6 respondents (21%), earned \$20.01 to \$30 more an hour

Figure 33. Hourly Wages



Source: Student Survey

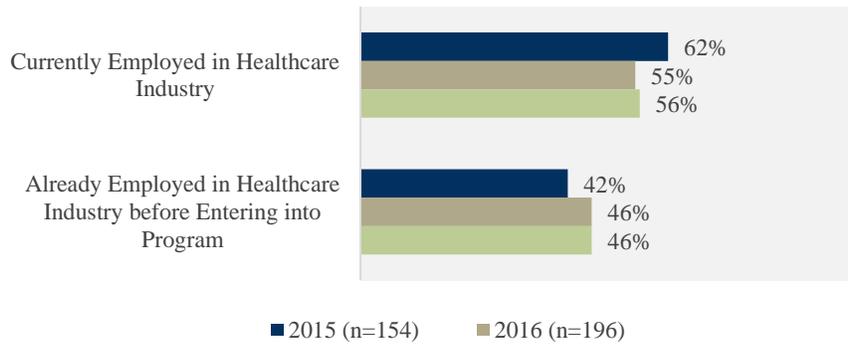
The TAACCCT team at Saddleback College was also interested in where their students were employed. They expressed that there might be some local employers who employed a large number of current HSHS students; these might be organizations worth developing relationships with, if not already in place. The most commonly reported employers are listed in Table 18.

Table 18. Most Commonly Reported Employers (Student Survey)

2015	2016
Hoag Memorial Hospital (12)	Hoag Memorial Hospital (8)
Fountain Valley Regional Hospital (9)	St. Joseph Health (7)
Self-Employed (5)	Fountain Valley Regional Hospital (6)
Starbucks (5)	Mission Hospital (5)
-	Orange County Global Medical Center (5)
-	Saddleback Memorial Medical Center (5)

The student surveys also explored the degree to which students were employed in the health care field where they had obtained their education. Figure 34 illustrates that approximately half of the students surveyed were already employed in the healthcare industry prior to enrolling in a Saddleback grant-funded program in all three years. This data also appears to suggest that a number of students gained employment in the healthcare industry while enrolled in a grant-funded program: 20% in 2015, 9% in 2016, and 10% in 2017.

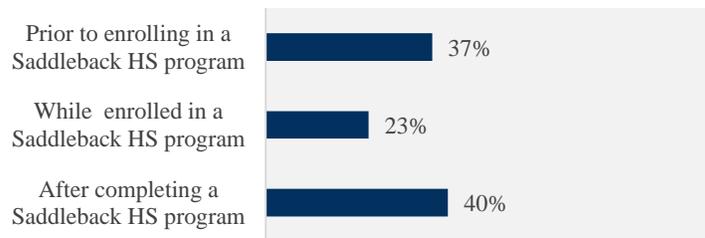
*Figure 34. Employment in Healthcare Industry (% Yes)*



Source: Student Survey

In 2017, of the students who responded that they were currently employed in the healthcare field, 86% indicated that they were employed in their field of study. These employed students were also asked when they first started working in the healthcare field. As Figure 35 indicates, while responses were fairly evenly distributed, the largest proportion of students (40%) indicated that they first started working in their field of study after completing a Saddleback grant-funded HSHS program. This indicates that these TAACCCT-funded programs educate both new and incumbent workers in the healthcare field.

*Figure 35. Employment in Healthcare Field or Field of Study (n=114)*



Source: 2017 Student Survey

While the original evaluation plan proposed a comparative analysis of employment data from the California Employment Development Department (EDD), the Saddleback College TAACCCT team worked diligently to try to obtain comparative employment outcomes for this study. Unfortunately, they were unable to obtain this data from EDD so we are only able to report on employment outcomes for the three cohorts of Saddleback College HSHS students who participated in TAACCCT-funded programs, without a historical comparison group.

Table 19 provides the employment outcomes which were compiled by EDD for the three cohorts of TAACCCT students. As was described above, we focused primarily on the Year 1 cohort, as the proportion of students who completed their programs decreases significantly in Year 2 and Year 3. For the Year 1 cohort, 59% of students who completed their program were employed shortly thereafter<sup>38</sup>, with

<sup>38</sup> The DOL outcome is defined as employment in first quarter after they completed a program AND exited the institution.

72% of these students retaining their employment in the second and third quarter after program completion.

*Table 19. Employment Outcomes by Cohort*

	Year 1 Cohort <sup>39</sup>	Year 2 Cohort	Year 3 Cohort
Unique Participants Served	539	439	414
Total Number Who Have Completed a Grant-Funded Program of Study	384	182	81
Total Number of Employed After Program of Study Completion and Exit	225	51	Data not available
Total Number Retained in Employment (2nd-3rd Quarters) After Program of Study Completion (of Those in B8)	161	46	Data not available
Total Number of Those Employed at Enrollment Who Received a Wage Increase Post-Enrollment	91	121	52

\* Data compiled as of September 30, 2016

It is unfortunate that the comparative data was not available for this study, as it is difficult to know how these figures would have compared to data on students who participated prior to the TAACCCT grant enhancements. It is also unfortunate that the data is limited the lag by the California EDD in reporting workforce data and the coinciding ending of the TAACCCT grant. These factors have both made it difficult to report on the impact on employment outcomes for TAACCCT students.

<sup>39</sup> Includes some students who began a HSHS program in the fall of 2013.

## 5. Evaluation Insights

In October 2013, the Saddleback College Health Sciences and Human Services (HSHS) Division was awarded a Round 3 TAACCCT grant. In the four years since the grant was implemented, Saddleback College has utilized TAACCCT funding to enhance for-credit programs within the HSHS Division and develop new training opportunities for the existing and emerging healthcare workforce in the local community. Below, we highlight some of the key findings from the evaluation.

Upon award of the TAACCCT grant, Saddleback College first focused on enhancing the for-credit learning experience for TAACCCT students.

- **HIT Development and Accreditation:** The HIT program was expanded significantly, from a few courses available prior to the grant to a fully accredited program. TAACCCT funding was essential in providing resources that enabled faculty and staff to go through and pass the rigorous accreditation process.
- **Technology:** TAACCCT funds were used to augment existing HSHS programs by bringing new technologies into the classrooms (e.g., iPad Cart, robots), improving internet connectivity, and expanding student databases to track student status. Over 80% of faculty and staff reported that enhancements in technologies have helped them do their jobs better.
- **Online Courses:** TAACCCT funds were used to provide staff training on how to convert traditional courses to online courses. By the end of the grant, 17 courses were converted to an online curriculum, described by TAACCCT staff as “one of the biggest successes of the grant.” The faculty that participated in the online course conversion professional development can now serve as mentors to other faculty as the college continues to expand online course offerings across other divisions.

Some students expressed ambivalence about a shift to online courses, with only half of students surveyed indicating that they preferred the online format to traditional face-to-face classes. They also expressed some concerns about flipped classroom formats.

- **Student Services Specialist Position:** A student services specialist position was created with TAACCCT funding. In addition to recruitment and outreach, the specialist provided individualized and group coaching and mentoring, helped students design education plans, researched financial aid resources, and conducted workshops on topics such as resume writing, interviewing, and salary negotiation. This position was viewed as a vital component of the grant: ninety-percent or more of faculty and staff reported some to many enhancements in career guidance and supportive services for students in the first two years of the grant. Further, student feedback about the workshops conducted by the student services specialist had been very positive.
- **Professional Development:** The TAACCCT grant has provided resources for professional development opportunities for faculty and staff within the Saddleback College HSHS Division. Because of the grant, faculty and staff have been able to attend conferences about accreditation, online learning, and broader issues of how the field of education is changing. Almost 80% of

faculty and staff reported enhancements in professional development opportunities in the last two years, supporting their ability to do their job.

- **Collaborative Relationships:** Saddleback College HSHS Division had extensive relationships with many industry partners prior to the TAACCCT grant; they had contracts with over 300 healthcare providers for placement options for HSHS students. However, the TAACCCT team reported that relationships with industry partners are now stronger because the grant provided resources to actually address the needs raised by community partners.
- **Sustainability:** TAACCCT staff explained that enhancements to the for-credit programs have been embedded into broader organizational structures and practices. Programs, trainings, and technologies supported by the grant will continue to be utilized after the grant ends. The school will continue to support several of the grant-funded positions through other funding streams.
- **Education Outcomes:** There was a significant increase in rates of completing certificates and degrees for students enrolled in two of the grant-funded HSHS programs (i.e. RN and MA) after TAACCCT implementation, compared to their historical counterparts. The data was less clear regarding the impact of TAACCCT on employment outcomes.

In the second half of the grant period, the TAACCCT team focused heavily on developing training opportunities for professionals and para-professionals in the local healthcare community. Based on feedback from industry partners, HSHS faculty and staff developed two types of training opportunities to address the workforce needs of the local healthcare community.

- **Top of Practice (TOP):** These training opportunities offer enhanced skill development for current healthcare professionals to address to the needs of community employers. Saddleback faculty worked with industry partners to develop training programs addressing how to work with patients with behavioral and mental health issues and palliative and hospice care for medical professionals. In conversations with industry partners, the college has identified a number of other topics for future TOP trainings.
- **Emerging Roles:** The Emerging Roles trainings provide formalized skill-building opportunities for para-professionals (e.g., personal care assistants and physical therapist aides, palliative and hospice care aides). With the Affordable Care Act, the demand for these entry-level healthcare workers grew, but these workers often had little to no training to perform their duties. Like the Top of Practice trainings, these trainings topics were identified by local healthcare providers and industry partners. These trainings were organized into three modules to address entry level skills to the most advanced skill set for this group of workers. The modules could be taken at the convenience of the healthcare worker, necessitating a less structured time commitment than might be needed for more traditional training opportunities.
- **Satisfaction with Non-Credit Training Opportunities:** Both TOP and Emerging Roles workshop received very positive feedback, according to the data gathered at the end of each workshop.

The TAACCCT staff at Saddleback College expressed that the TAACCCT grant has had a significant impact on HSHS programming offered at Saddleback College: “feedback from participants and employers is extremely positive and these programs are experiencing increases both in growth and completions. Graduates of these programs report little difficulty finding employment in the area for which they have trained.” (Annual Progress Report, June 30, 2017). While the TAACCCT team did describe some challenges in terms of grant implementation (e.g., internal and external barriers to quick implementation, staff turnover, federal reporting requirements), overall, the TAACCCT grant clearly helped expand the educational and training opportunities for both current and new workers to help them gain high-demand skills in the healthcare arena.

<b>Appendix A</b>	<b>TAACCCT Team Focus Groups: Attendees and Protocol</b>
<b>Appendix B</b>	<b>Student Focus Group Protocol</b>
<b>Appendix C</b>	<b>Student Survey</b>
<b>Appendix D</b>	<b>Faculty Survey</b>
<b>Appendix E</b>	<b>Industry Partner Interview Protocol</b>
<b>Appendix E</b>	<b>Diagram of TAACCCT Grant Organizational Structure</b>

## **Appendix A. TAACCCT Team Focus Groups: Attendees and Protocol**

### **2014 TAACCCT Team Member Participants: Names and Roles**

Catherine Arreguin: Grants Research Analyst

Edward de la O, Grants Research Analyst

Ashley Griffith: TAACCCT Student Services

Alicia Kirk: Administrative Assistant

Roxanne Metz: Grants & Contract Manager

Donna Rane-Szostak: HSHS Dean/TAACCCT Director

Laura Sobchik: TAACCCT Senior Research Assistant

Cheryl West: TAACCCT Project Manager

### **2016 TAACCCT Team Member Participants: Names and Roles**

Donna Rane-Szostak: HSHS Dean/TAACCCT Director

Gary Barnak: TAACCCT Project Manager

Patrick Webster: TAACCCT Student Services Specialist

Noelle Banuelos: TAACCCT Senior Research Assistant

### **2017 TAACCCT Team Member Participants: Names and Roles**

Gary Barnak: TAACCCT Project Manager

Noelle Banuelos: TAACCCT Senior Research Assistant

# Saddleback College TAACCCT Evaluation

## 2017 TAACCCT Team Focus Group Protocol

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1. Can you summarize how the TAACCCT *Fast Track to Success* programs have been improved or expanded using grant funds since the last site visit (May 2016)?
  - For Credit programs
    - i. Interim Report (pg 7) indicated discussing development of assessment of veterans so they could earn credit for prior experience. Did this happen?
    - ii. Conversion to online courses?
  - Not-For-Credit programs (Emerging Roles, Top of Practice)
2. What successes stand out from your implementation of the Saddleback College's *Fast Track to Success* programs over the past few years?
3. What have been some of the barriers to successful implementation of these programs?
4. How have the Saddleback College's *Fast Track to Success* programs met your expectations for students who participated?
5. How have the Saddleback College's *Fast Track to Success* programs met the employment demands in the region?
6. What contributions did partnering organizations make?
  - Program design
  - Curriculum development
  - Recruitment
  - Training
  - Placement
  - Program management
  - Leveraging of resources
  - Commitment to program sustainability
7. What factors contributed to partners' involvement or lack of involvement in the programs?
  - Which contributions from partners were most critical to the success of the grant program?
  - Which contributions had less of an impact?
8. What are your plans for sustainability of the Saddleback College's *Fast Track to Success* programs?
  - To what extent are practices being imbedded into broader institutional policy and practice?
9. Do you have any other comments?

## **Appendix B. Student Focus Group Protocol**

# Saddleback College TAACCCT Evaluation

## 2016 Student Focus Group Protocol

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Saddleback College is the recipient of a Department of Labor Trade Adjustment Assistance Community College Career Training (TAACCCT) grant in 2012. The grant is being used to develop a range of educational opportunities at Saddleback College in the healthcare industry. Specifically, the grant is being used to develop or expand the following programs:

- Credentialed programs in...
- Emerging Roles
- Top of Practice

The Department of Labor requires TAACCCT grantees to work with a third party evaluator in order to assess program impact and facilitate ongoing improvement. Pacific Research & Evaluation has been contracted by Saddleback College to conduct this evaluation, which includes conducting focus groups with students to learn about your experiences in the program.

This focus group is confidential and we will be reporting on themes, so please feel free to be open and honest. Do you have any questions before we get started?

1. What programs did you participate in as part of the Health Sciences program?
2. How did you hear about the Health Sciences program at Saddleback?
  - a. Were you already enrolled in Saddleback?
3. What kind of advising services have you received at Saddleback College? How was your experience?
  - a. What supports would you like (i.e. from the Student Services Specialist)?
4. What are your healthcare career plans?
5. What type of opportunities have you received in healthcare because of your participation in the Saddleback program?
6. What do you think the biggest barriers might be in completing this program?
7. What do you think the biggest successes were?
8. Do you have any suggestions for improving the program?
9. Are there other healthcare-related educational opportunities you would be interested in if offered by Saddleback College?
10. Have you taken online courses?
  - a. What are your views of online courses?
11. In terms of the setup of the course, what worked well? What could have been improved?
12. Do you have any other comments?

## **Appendix C. Student Survey**

# 2017 Saddleback Health Sciences Student Survey

## Program Enrollment and Completion

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1. What program(s) were you or are you currently enrolled in at Saddleback College? \*

- Nursing (N)
- Medical Assistant (MA)
- Medical Laboratory Technician (MLT)
- Health Information Technology (HIT)
- RN Transition (CWE 180)

2. Did you successfully complete the Saddleback Nursing program? \*

- Yes
- No

3. Please indicate when you completed the Saddleback Nursing program. \*



A dropdown menu with a checkered border and a vertical scrollbar. The menu is open, showing a list of completion dates from Spring 2014 to Spring 2017. The options are: Spring 2014, Summer 2014, Fall 2014, Spring 2015, Summer 2015, Fall 2015, Spring 2016, Summer 2016, Fall 2016, and Spring 2017.

4. Why have you not completed the Saddleback Nursing program? \*

- Still taking classes
- Employment opportunity
- Academic struggles
- Financial issues
- Family obligations
- Pursuing a different academic path
- Other (please indicate)

\*

5. Did you successfully complete the Saddleback Medical Assistant program? \*

- Yes
- No

6. Please indicate when you completed the Saddleback Medical Assistant program. \*

- Spring 2014
- Summer 2014
- Fall 2014
- Spring 2015
- Summer 2015
- Fall 2015
- Spring 2016
- Summer 2016
- Fall 2016
- Spring 2017

7. Why have you not completed the Saddleback Medical Assistant program? \*

- Still taking classes
- Employment opportunity
- Academic struggles
- Financial issues
- Family obligations
- Pursuing a different academic path
- Other (please indicate)

\*

8. Did you successfully complete the Medical Laboratory Technician program? \*

- Yes
- No

9. Please indicate when you completed the Saddleback Medical Laboratory Technician program. \*

Spring 2014  
Summer 2014  
Fall 2014  
Spring 2015  
Summer 2015  
Fall 2015  
Spring 2016  
Summer 2016  
Fall 2016  
Spring 2017

10. Why have you not completed the Saddleback Medical Laboratory Technician program? \*

- Still taking classes
- Employment opportunity
- Academic struggles
- Financial issues
- Family obligations
- Pursuing a different academic path
- Other (please indicate)

\*

11. Did you successfully complete the Saddleback Health Information Technology program? \*

Yes

No

12. Please indicate when you completed the Saddleback Health Information Technology program. \*



A dropdown menu with a checkered background and a vertical scrollbar. The menu is open, showing a list of time periods. The items are: Spring 2014, Summer 2014, Fall 2014, Spring 2015, Summer 2015, Fall 2015, Spring 2016, Summer 2016, Fall 2016, and Spring 2017.

- Spring 2014
- Summer 2014
- Fall 2014
- Spring 2015
- Summer 2015
- Fall 2015
- Spring 2016
- Summer 2016
- Fall 2016
- Spring 2017

13. Why have you not completed the Saddleback Health Information Technology program? \*

- Still taking classes
- Employment opportunity
- Academic struggles
- Financial issues
- Family obligations
- Pursuing a different academic path
- Other (please indicate)

\*

14. Did you successfully complete the Saddleback RN Transition (CWE 180) program? \*

- Yes
- No

15. Please indicate when you completed the Saddleback RN Transition (CWE 180) program. \*



A dropdown menu with a checkered border. The menu is open, showing a list of options: Spring 2014, Summer 2014, Fall 2014, Spring 2015, Summer 2015, Fall 2015, Spring 2016, Summer 2016, Fall 2016, and Spring 2017. The top and bottom of the menu have small arrow icons.

16. Why have you not completed the Saddleback RN Transition (CWE 180) program? \*

- Still taking classes
- Employment opportunity
- Academic struggles
- Financial issues
- Family obligations
- Pursuing a different academic path
- Other (please indicate)

\*

**Program Selection**

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17. Were you already a Saddleback College student before you enrolled in one of the Saddleback Health Sciences programs (N, MA, MLT, HIT, CWE 180)? \*

- Yes
- No

18. Did you intend to pursue a career in healthcare regardless of these offerings at Saddleback College? \*

- Yes
- No

19. Did you enroll in the Saddleback Health Sciences program because there are no other local institutions that offer the same type of training? \*

- Yes
- No

20. Did you enroll in the Saddleback Health Sciences program because you believed it would enable you to earn more money? \*

- Yes
- No

---

## Education Background and Goals

21. Before enrolling in the Saddleback program, what was the highest degree or level of school you had completed? \*

- Less than high school
- High school diploma or GED
- Some college courses
- Post-high school training program or certificate
- Associate degree
- Bachelor's degree
- Other/different degree (please specify)

\*

22. What is/was your educational goal? \*

- Short-term training for employment
- Certificate
- Associates degree
- Four-year degree
- Undecided
- Other (please indicate)

\*

23. What do/did you hope to achieve by completing this program? (check all that apply) \*

- Obtain an industry certificate or degree
- Obtain upgraded skills
- Gain entry into a new field from previous employment
- Other (please indicate)

\*

### **Nursing Program**

---

24. After completing the Saddleback Nursing program, how quickly did you obtain employment within the field of nursing? \*

- Had a job upon program completion
- Within one month
- Two to six months
- More than six months
- Still looking

25. How did you hear about the Nursing program at Saddleback College?

26. Have/had you experienced any obstacles while participating in the Saddleback Nursing program? \*

Yes

No

27. Please describe the obstacles you experienced.

28. What do you like about the Saddleback Nursing program?

29. Do you have suggestions for improving the Saddleback Nursing program?

30. Please rate your agreement with the following statements. \*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The Saddleback Nursing program is/was a good fit for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the education and training provided by the Saddleback Nursing program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the Saddleback Nursing program to another student interested in healthcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Does/did your participation in the Saddleback Nursing program create employment and/or education opportunities you would not have had otherwise? Please explain.

32. After completing the Saddleback Medical Assistant program, how quickly did you obtain employment within the medical assisting field? \*

- Had a job upon program completion
- Within one month
- Two to six months
- More than six months
- Still looking

33. How did you hear about the Medical Assistant program at Saddleback College?

34. Have/had you experienced any obstacles while participating in the Saddleback Medical Assistant program? \*

- Yes
- No

35. Please describe the obstacles you experienced.

36. What do you like about the Saddleback Medical Assistant program?

37. Do you have suggestions for improving the Saddleback Medical Assistant program?

38. Please rate your agreement with the following statements. \*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The Saddleback Medical Assistant program is/was a good fit for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the education and training provided by the Saddleback Medical Assistant program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the Saddleback Medical Assistant program to another student interested in healthcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Have you received on-the-job work experience (e.g., an externship at a hospital, practicum in a lab, clinical rotation) while still participating in the Saddleback Medical Assistant program? If so, please describe your experience.

40. Does/did your participation in the Saddleback Medical Assistant program create employment and/or education opportunities you would not have had otherwise? Please explain.

### **Medical Laboratory Technician Program**

---

41. After completing the Saddleback Medical Laboratory Technician program, how quickly did you obtain employment within the medical laboratory technician field?

- Had a job upon program completion
- Within the month
- Two to six months
- More than six months
- Still Looking

42. How did you hear about the Medical Laboratory Technician program at Saddleback College?

43. Have/had you experienced any obstacles while participating in the Saddleback Medical Laboratory Technician program? \*

Yes

No

44. Please describe the obstacles you experienced.

45. What do you like about the Saddleback Medical Laboratory Technician program?

46. Do you have suggestions for improving the Saddleback Medical Laboratory Technician program?

47. Please rate your agreement with the following statements. \*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The Saddleback Medical Laboratory Technician program is/was a good fit for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the education and training provided by the Saddleback Medical Laboratory Technician program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the Saddleback Medical Laboratory Technician program to another student interested in healthcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. Have/had you received on-the-job work experience (e.g., an externship at a hospital, practicum in a lab, clinical rotation) while still participating in the Saddleback Medical Laboratory Technician program? If so, please describe your experience.

49. Does/did your participation in the Saddleback Medical Laboratory Technician program create employment and/or education opportunities you would not have had otherwise? Please explain.

### Health Information Technology Program

---

50. After completing the Saddleback Health Information Technology program, how quickly did you obtain employment within the health information technology field? \*

- Had a job upon program completion
- Within the month
- Two to six months
- More than six months
- Still looking

51. How did you hear about the Health Information Technology program at Saddleback College?

52. Have/had you experienced any obstacles while participating in the Saddleback Health Information Technology program? \*

Yes

No

53. Please describe the obstacles you experienced.

54. What do you like about the Saddleback Health Information Technology program?

55. Do you have suggestions for improving the Saddleback Health Information Technology program?

56. Please rate your agreement with the following statements. \*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The Saddleback Health Information Technology program is/was a good fit for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the education and training provided by the Saddleback Health Information Technology program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the Saddleback Health Information Technology program to another student interested in healthcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

57. Have/had you received on-the-job work experience (e.g., an externship at a hospital, practicum in a lab, clinical rotation) while still participating in the Saddleback Health Information Technology program? If so, please describe your experience.

58. Does/did your participation in the Saddleback Health Information Technology program create employment and/or education opportunities you would not have had otherwise? Please explain.

### **RN Transition (CWE 180) Program**

---

59. After completing the Saddleback RN Transition (CWE 180) program, how quickly did you obtain employment within the nursing field? \*

- Had a job upon program completion
- Within the month
- Two to six months
- More than six months

60. How did you hear about the RN Transition (CWE 180) program at Saddleback College?

61. Have/had you experienced any obstacles while participating in the Saddleback RN Transition (CWE 180) program? \*

Yes

No

62. Please describe the obstacles you experienced.

63. What do you like about the Saddleback RN Transition (CWE 180) program?

64. Do you have suggestions for improving the Saddleback RN Transition (CWE 180) program?

65. Please rate your agreement with the following statements. \*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The Saddleback RN Transition (CWE 180) program is/was a good fit for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the education and training provided by the Saddleback RN Transition (CWE 180) program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the Saddleback RN Transition (CWE 180) program to another student interested in healthcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

66. Does/did your participation in the Saddleback RN Transition (CWE 180) program create employment and/or education opportunities you would not have had otherwise? Please explain.

67. Are you taking/have you taken one or more online courses in your Saddleback Health Sciences program? \*

- Yes
- No

68. Please indicate the reason:

- They did not offer online courses in my program.
- I was not aware of what online courses were available.
- The online course(s) I tried to enroll in were full.
- I prefer face-to-face courses and chose not to enroll in online courses.
- Other (please indicate)

\*

69. Please rate your agreement with the following statements. \*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The online course(s) help(ed) me to complete my program faster.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online course(s) allow(ed) me to take on more units for the semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My progress and grades in the online course(s) are better than in a face-to-face version of the course I have taken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to see more courses offered online in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer an online format for courses to the traditional classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

70. Please rate your agreement with the following statements. \*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I plan to continue taking courses from the Health Science Division at Saddleback College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Saddleback Health Sciences programs provided advising resources that otherwise would not have been available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Health Sciences career guidance will help/has helped me reach my career goals at a faster pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Career Pathway**

---

71. The following questions pertain to activities/workshops offered by the Saddleback College Health Sciences division. \*

	Have you participated in any of the following activities/workshops that were offered during 2016-2017? *		If yes, how useful was this activity/workshop?	Did this activity/workshop help you get a job in your field?	
	Yes	No		Yes	No
Resume and cover letter writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Not at all useful <input type="radio"/> Somewhat useful <input type="radio"/> Very useful	<input type="radio"/>	<input type="radio"/>
Interview skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Not at all useful <input type="radio"/> Somewhat useful <input type="radio"/> Very useful	<input type="radio"/>	<input type="radio"/>
Job search techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Not at all useful <input type="radio"/> Somewhat useful <input type="radio"/> Very useful	<input type="radio"/>	<input type="radio"/>
Salary negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Not at all useful <input type="radio"/> Somewhat useful <input type="radio"/> Very useful	<input type="radio"/>	<input type="radio"/>
Financial aid and scholarship applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Not at all useful <input type="radio"/> Somewhat useful <input type="radio"/> Very useful	<input type="radio"/>	<input type="radio"/>

72. Please rate your agreement with the following statements. \*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I plan to pursue a career in healthcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to pursue a career in healthcare in this region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more likely to get a local job in the healthcare industry because of my participation in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The likelihood that I will pursue a career in healthcare has increased since participating in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

73. Please rate your agreement with the following statement. \*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I anticipate continuing my healthcare education at a 4-year institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

74. Where do you anticipate continuing your healthcare degree with a 4-year institution? \*

75. What healthcare degree do you anticipate continuing with at a 4-year institution? \*

### Employment Status and Opportunities

---

76. Are you currently employed in the healthcare field/your field of study? \*

- Yes
- No

77. Are you employed in your field of study?

- Yes
- No

78. When did you first start working in the healthcare field/your field of study? \*

\*

- Prior to enrolling in a Saddleback Health Sciences program
- While enrolled in a Saddleback Health Sciences program
- After completing a Saddleback Health Sciences program

Hourly Wage: \*

- \$0 - \$10.00/hr
- \$10.51 - \$14/hr
- \$14.01+/hr

79. Average Hours per Week: \*

- 0 to 20 hrs per week
- 21 to 30 hrs per week
- 31 to 40 hrs per week
- 41+ hrs per week

80. I received a salary increase at work because of my completion of this program. \*

- Yes
- No

81. How much more per hour are you making? \*

### Student Characteristics

---

82. Are you a Veteran? \*

- Yes
- No

83. Are you an eligible spouse of a Veteran? \*

- Yes
- No

84. Were you affected by the Trade Act lay-offs? \*

- Yes
- No
- Don't know

## **Appendix D. Faculty Survey**

# 2017 Saddleback Health Sciences Faculty Survey

## Saddleback Role

---

1. What is your primary position at Saddleback College? Check one: \*

- Faculty
- Adjunct faculty
- Academic administrator
- Grant-funded support staff
- Division-funded support staff
- Other - Describe

\*

2. Which Health Sciences program are you primarily affiliated with? Check one: \*

- Medical Laboratory Technician
- Health Information Technology
- Nursing
- Medical Assistant
- RN Transitions/CWE

## Enhancements in Grant-Funded Programs in the Last Four Years

---

3. Please reflect on the enhancements that have been made to the Medical Laboratory Technician program. How did these affect you in your role? How did these affect your students' success? Did these result in increased enrollment?

4. Please reflect on the conversion of the Health Information Technology program to an online format. How did this affect you in your role? How did this affect your students' success? Did this result in increased enrollment?

5. Please reflect on the conversion of certain Nursing courses to an online format. How did this affect you in your role? How did this affect your students' success? Did this result in increased enrollment?

6. Please reflect on enhancements that have been made to the Medical Assistant program. How did these affect you in your role? How did these affect your students' success? Did these result in increased enrollment?

7. Please reflect on the overall enhancements to the online curriculum offered by Saddleback College Health Sciences in the last four years? Please describe the overall successes and challenges of implementing an online curriculum.

8. Please reflect on the effectiveness of the student support services (e.g., resume writing, interview skills, salary negotiations, A&R assistance, and financial aid assistance) offered to grant program students. Did any of these services result in improving student success? If yes, how?

9. Please comment on the impact made by the grant funded installation of the high-speed Wi-Fi network. How did this improve your productivity/effectiveness? How did it improve your students' success?

10. Please comment on the effect of the grant funded development of Top of Practice or Emerging Roles programs such as Mental Health / Verbal Aggression, In Home Supportive Services, and Palliative Care. Did these provide incumbent workers an opportunity to enhance their skill set? Could this lead to future wage increases or employment retention? Was critical healthcare information provided for consumers?

11. In reflecting on your overall experience with the TAACCCT grant, please add anything else you would like to share about the impact, successes, or challenges experienced with this grant.

# 2016 Saddleback Health Sciences Faculty Survey

## Saddleback Role

---

1. What is your primary position at Saddleback College? Check one: \*

- Faculty
- Adjunct faculty
- Academic administrator
- Grant-funded support staff
- Division-funded support staff
- Other - Describe

\*

2. Which Health Sciences program are you primarily affiliated with? Check one: \*

- MLT
- HIT
- RN
- MA
- RN Transitions/CWE

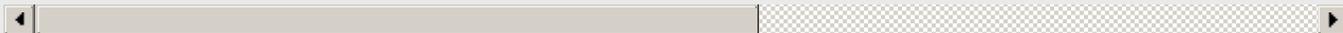
## Enhancements in Last Two Years

---

3. Review the following list of topic areas and indicate the types of enhancements that have been made and how these enhancements have impacted your ability to do your job.

\*

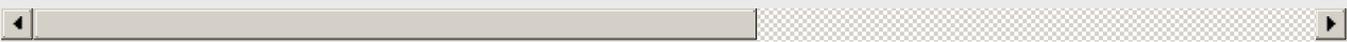
	Extent of enhancements made in last two years *			Describe any enhancements that have been made in this area. (Leave blank if 'None')	How much impacted your ability to do your job	
	None	Some	Many		Not at all	Scale
Technological enhancements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid #ccc; height: 100px;"></div>	<input type="radio"/>	
Professional development opportunities for faculty/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid #ccc; height: 100px;"></div>	<input type="radio"/>	



4. Copy of Review the following list of topic areas and indicate the types of enhancements that have been made and how these enhancements have impacted your ability to do your job.

\*

	Extent of enhancements made in last two years *			Describe any enhancements that have been made in this area. (Leave blank if 'None')	How much impacted your ability to do your job	
	None	Some	Many		Not at all	Scale
Technological enhancements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid gray; height: 100px;"></div>	<input type="radio"/>	
Professional development opportunities for faculty/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid gray; height: 100px;"></div>	<input type="radio"/>	



**Enhancements in Last Two Years**

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5. Review the following list of topic areas and indicate the types of enhancements that have been made to the MLT, HIT, RN, MA, and RN Transitions/CWE programs at Saddleback College.

	Extent of enhancements made in last two years. *			Describe the enhancements that have been made in this area. (Leave blank if 'None')
	None	Some	Many	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid gray; height: 100px;"></div>

<p>Educational opportunities for students</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid #ccc; height: 100%; width: 100%;"></div>
<p>Placement opportunities for students</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid #ccc; height: 100%; width: 100%;"></div>
<p>Career guidance for students</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid #ccc; height: 100%; width: 100%;"></div>
<p>Supportive services to help obtain gainful employment (e.g. resume writing, interview skills)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid #ccc; height: 100%; width: 100%;"></div>
<p>Supportive services specifically for TAA-like students</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid #ccc; height: 100%; width: 100%;"></div>

**Online Courses**

---

6. Please indicate the level of enhancements that have been made to online curriculum offered by your program in the last two years. \*

- None
- Some
- Many
- Don't Know

7. Changes in online curriculum offered by your program have increased enrollment in this program. \*

- |                       |                       |                            |                       |                       |
|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Strongly disagree     | Disagree              | Neither disagree nor agree | Agree                 | Strongly Agree        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

8. Changes in online curriculum offered by your program have enhanced your students' experience. \*

- |                       |                       |                            |                       |                       |
|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Strongly disagree     | Disagree              | Neither disagree nor agree | Agree                 | Strongly Agree        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

9. Describe your experience with and opinion of online curriculum.

## Hybrid Courses

---

10. Please indicate the level of enhancements that have been made to hybrid curriculum offered by your program in the last two years. (A hybrid curriculum includes some traditional face-to-face "seat time" complemented by online learning activities.) \*

- None
- Some
- Many
- Don't Know

11. Changes in hybrid curriculum offered by your program have increased enrollment in this program. \*

- |                       |                       |                            |                       |                       |
|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Strongly disagree     | Disagree              | Neither disagree nor agree | Agree                 | Strongly Agree        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

12. Changes in hybrid curriculum offered by your program have enhanced our students' experience. \*

- |                       |                       |                            |                       |                       |
|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Strongly disagree     | Disagree              | Neither disagree nor agree | Agree                 | Strongly Agree        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

13. Describe your experience with and opinion of hybrid curriculum.

**Future Opportunities for Fast Track To Success Program Enhancements**

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14. Are there training/professional development opportunities that could be provided in the upcoming years that would enhance your ability to do your job as it relates to one of the *Fast Track to Success* programs (e.g. MLT, HIT, RN, MA, and RN Transitions/CWE program)?

15. Moving forward, do you have any suggestions in how these TAACCCT grant funds could help you in your role at Saddleback College?

16. Do you have any suggestions for how the TAACCCT grant could better support students at Saddleback College?

17. Any other suggestions, comments, concerns about the TAACCCT grant?

## **Appendix E. Industry Partner Interview Protocol**

# Saddleback College TAACCCT Evaluation

## 2017 Industry Partner Interview Protocol

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1. Can you start by talking about your involvement with the grant funded Nursing, HIT, MLT, MA, *Mental Health/Verbal Aggression*, *In Home Supportive Services*, or *Palliative Care* programs developed by Saddleback College?
  - a. Were you involved in discussions about the development of new programs in the last four years? [Probe: program design, curriculum development, recruitment, training, placement, program management, leveraging of resources, and commitment to program sustainability]
  - b. If so, please describe your involvement.
  - c. Was there anything you would have liked to be more involved in?
  - d. What factors contributed to your involvement or lack of involvement in the programs?
  - e. Were there things that have made it easier or more difficult for you to participate?
2. Have you hired any students or program participants from one of the above mentioned grant funded programs?
  - a. Did you notice any differences in these employees compared to other recent hires?
3. Have staff from your organization participated in any of the Emerging Role or Top of Practice educational opportunities offered by Saddleback College, such as *Mental Health/Verbal Aggression*, *In Home Supportive Services*, or *Palliative Care*?
  - a. If so, please provide feedback.
4. What are the greatest challenges you face in finding qualified staff in the health care career field?
5. Do you have suggestions about how Saddleback College could expand their educational opportunities to address these health care career field challenges?
6. What stands out as the strengths of the Saddleback College grant funded Health Care career programs?
7. Do you have any other comments about the Saddleback College grant funded Health Care career program?

**Appendix F. Diagram of TAACCCT Grant Organizational Structure**

**GRANTS OFFICE**

*Fiscal Director:*  
Roxanne Metz  
*Grants Director:*  
Edward De La O  
*Grants Analyst:*  
Cathy Arreguin

**EVALUATION**

*Research & Planning:*  
Noelle Banuelos:  
Research Analyst  
  
*Third Party Evaluator:*  
Pacific Research:  
Julie Murphy

**CORE TEAM:**

*Director:* Donna Rane-Szostak  
*Grant Manager:*  
Gary Barnak  
*Program Coordinator:* Sherri Banes  
*Student Services:* Patrick Webster  
*Administrative Asst:* Diana Ramos

**FISCAL  
OVERSIGHT**

*District Sr. Accounting  
Specialist:*  
Betty McClelland  
  
*College Fiscal Services*  
Carol Hilton, VP

**COLLEGE EXECUTIVE  
TEAM**

*President:* Tod Burnett  
*Vice Presidents:*  
Kathy Werle: VP Instruction  
Carol Hilton: VP Admin Services  
Juan Avalos: VP Student Services