



*Making  
A Difference*

**New River Community and Technical College's  
Framework for Institutional Transformation:**

**Reimagining Allied Health in  
Southeastern West Virginia**  
*Summative Evaluation Report*

September 2016

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# Table of Contents

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Table of Contents .....	i
List of Tables.....	ii
List of Figures .....	iii
List of Acronyms .....	iv
Glossary of Statistical Terms.....	v
Executive Summary.....	vi
Introduction.....	1
Evaluation Design .....	4
Data Collection.....	4
Data Analysis .....	5
Data Limitations.....	6
Implementation Evaluation Findings .....	6
Project Outcomes Findings.....	16
Conclusions/Lessons Learned.....	<b>Error! Bookmark not defined.</b>
References.....	29

## Appendices

Appendix A. New River Entrance Survey and Data Tables

Appendix B. New River Exit Survey and Data Tables

Appendix C. Pierpont Entrance Survey and Data Tables

Appendix D. Participant v. Non-participant PTA Students' Employment and Education Outcomes

Appendix E. New River Partner Survey and Data Tables

Appendix F. Findings from New River Education Records

Appendix G. New River Wage and Employment Findings

## List of Tables

---

Table 1. New River TAACCCT Project Strategies and Activities.....	2
Table 2. Partner Involvement in Curricula Design and Development.....	7
Table 3. Partner Survey: Overview of Program Involvement.....	13
Table 4. Partners’ Perceptions of Impact on Allied Healthcare Industry and Local Community .....	13
Table 5. New River TAACCCT Grant Participants Served.....	17
Table 6. Entrance Survey: New River Students’ Perceptions of Career Integration.....	19
Table 7. Exit Survey: New River Students’ Perceptions of Career Integration.....	20
Table 8. Entrance Survey: Pierpont Students’ Perceptions of Career Integration.....	21
Table 9. Participant v. Non-participant Perceptions of Retention Factors.....	22
Table 10. Wage Increases by Quarter .....	24
Table 11. Student Support Service Recipients v. Non-recipients: Average GPA by Semester.....	25

## List of Figures

---

Figure 1. Likelihood to Pursue Career Planning via SSCs.....	11
Figure 2. New River TAACCCT Program Implementation Stoplight.....	15

## List of Acronyms

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**AAS** – Associate in Applied Science

**CFO** – Chief Financial Officer

**DOL** – Department of Labor

**DF** - Degrees of Freedom (see *Glossary of Statistical Terms*)

**EMT** – Paramedic-emergency medical technician

**ES** - Effect Size (see *Glossary of Statistical Terms*)

**GPA** – Grade Point Average

**HESI** – Health Education Systems Incorporated

**HLC** – Higher Learning Commission

**HR** – Human Resources

**M** – Mean (see *Glossary of Statistical Terms*)

**MA** – Medical assistant

**MLT** – Medical laboratory technician

**NAACLS** - National Accrediting Agency for Clinical Laboratory Science

**OTA** – Occupation Therapy Assistant

**PLA** – Prior Learning Assessment

**PTA** – Physical therapy assistant

**RN** – Registered Nurse

**SD** – Standard Deviation (see *Glossary of Statistical Terms*)

**SGA** – Student Government Association

**SSC** – Student Success Center

**t** - *t* distribution (see *Glossary of Statistical Terms*)

**TAACCCT** – Trade Adjustment Assistance Community College and Career Training

**WIA-TAA** – Workforce Investment Act-Trade Adjustment Assistance

## Glossary of Statistical Terms<sup>1</sup>

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**Degrees of Freedom (DF)** – The number of values that are free to vary, given one or more statistical restrictions on the entire set of values. Also, a statistical compensation for the failure of a range of values to be normally distributed.

**Effect size (ES)** – Measure of the strength of a relationship and most often referred to as a measure of practical significance and reported using Cohen’s *d*. It is calculated by taking the difference between the participant and comparison groups’ means and dividing that difference by the standard deviation of the comparison group’s scores or by the standard deviation of the aggregated scores of both groups. McREL researchers consider an effect size of 0.25 or greater to be educationally meaningful, and an effect size between 0.13 and 0.20 to be substantively important<sup>2</sup>.

**Mean (M)** – The arithmetic average which is calculated by adding the values for each case and dividing by the total number of cases.

**n** – The lower case *n* refers the number in a sample (as contrasted with the number in a population).

**p value** – This term refers to the probability value or, in other words, the probability that a statistic could occur by chance or sampling error if the null hypothesis (i.e., no difference) is true.

**Statistical significance** – A finding is said to have statistical significance when the value or measure of a value is significantly larger or smaller than would be expected by chance alone.

**Standard deviation (SD)** – This is a descriptive measure of variability or spread of scores around the mean. The wider the scores are spread, the larger the standard deviation. The standard deviation is calculated by taking the square root of the variance.

**Student’s t distribution (t)** – A test for statistical significance that uses tables of a statistical distribution is called a Student’s *t* distribution. It is referred to as Student’s *t* because the author of the article that made this distribution well known used the pen name “Student.” In articles and reports, it is often referred to as simply “*t*.”

**t-test** – A test of statistical significance which shows the differences between two group means.

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<sup>1</sup> From *The Cambridge Dictionary of Statistics, 4th ed.* By Everitt & Skrondal

<sup>2</sup> These benchmarks are based on the What Works Clearinghouse’s methodological guidelines (U.S. Department of Education, 2014) and on a Lipsey et al. (2012) article, which reported an average effect size of 0.13 for 227 randomized controlled trials that examined the effect of curricula or broad instructional programs.

## Executive Summary

In September 2012, New River Community and Technical College (hereafter referred to as New River) was awarded a U.S. Department of Labor (DOL) grant as part of the Round 2 Trade Adjustment Assistance Community College and Career Training (TAACCCT) program. With this grant, New River aimed to provide targeted training and workforce development to help economically dislocated workers in southern West Virginia as well as support partnerships between the college and local employers to develop programs that provided pathways to high-wage, high-skill jobs that met industry needs (DOL, 2011).

The New River TAACCCT project aimed to provide students with specialized occupational training while guiding them along healthcare career pathways identified and developed by the college. The pathways were intended to facilitate students' entry into the healthcare industry as a medical assistant (MA), medical laboratory technician (MLT), occupational therapy assistant (OTA), paramedic-emergency medical technician (EMT), physical therapy assistant (PTA), and registered nurse (RN) programs<sup>3</sup>. To address workforce needs of the region, New River has been working over the last four years to expand, develop, and improve its existing nursing and allied health training programs to provide specialized education options to participants eligible for trade adjustment assistance (TAA), returning veterans, as well as other unemployed or underemployed workers. The New River TAACCCT project serves 11 counties in West Virginia and draws students from seven counties in Virginia. Four overarching, intersecting strategies serve as the foundation of the initiative: (1) meeting healthcare workforce demands, (2) transforming developmental education, (3) creating Student Success Centers (SSCs), and (4) overall grant administration.

Evaluation questions, as shown in the table below, were developed by examining the DOL grant solicitation, the New River technical proposal, and the DOL evaluation requirements. The complexity and multiple purposes of the evaluation required the use of an embedded mixed methods, quasi-experimental, cohort-based longitudinal design with a comparison group to examine the extent to which each implementation and outcome target was met.

### Implementation Evaluation Questions

- F1. How were the curricula for the allied health programs selected, used, or created for inclusion under this grant opportunity? **(SGA Implementation Q1)**
- F2. How were programs and program designs improved or expanded using grant funds? **(SGA Implementation Q2)**
- F3. How were participants selected for inclusion into their program of study? How was the course sequence for participants established? To what extent and how was career guidance provided to participants? **(SGA Implementation Q3)**
- F4. To what extent are education, community, employer, and workforce partners involved in the implementation of the New River TAACCCT? **(SGA Implementation Q4)**
- F5. To what extent are the key strategies and activities being implemented as planned? What changes were made to the key strategies of the New River TAACCCT during implementation and for what reasons? **(New River Technical Narrative)**
- F6. To what extent are the various components of the New River TAACCCT sustainable (degree programs, developmental education, and Student Success Centers)? **(New River Technical Narrative)**

<sup>3</sup> The MA program was not originally proposed as part of New River's TAACCCT submission to the DOL. This program replaced the Dietetic Technician program as of August 2013 after receiving approval from the DOL TAACCCT program officer. The occupation therapy assistant program was removed from the grant in January 2015 upon review of sustainability.



## Outcome Evaluation Questions

- S1. To what extent does the New River TAACCCT meet targeted project outcomes? **(Annual Report Template Section B)**
- S2. To what extent does the New River TAACCCT serve a variety of individuals? **(Annual Report Template Section C)**
- S3. To what extent do participating and comparison students differ on education and employment outcomes?
- S4. To what extent do WIA-TAA and veteran students differ from other participating students on education and employment outcomes?
- S5. To what extent do the student support services (i.e., developmental education, Student Success Center services) affect education and employment outcomes?

A mixed-method design allowed evaluators to gather information through multiple methods (e.g., qualitative and quantitative) from multiple sources. Specifically, seven data collection methods were used by McREL evaluators to understand and measure the program implementation (e.g., curricula development, program design, education and workforce partner involvement, program fidelity) as well as program outcomes (e.g., diversity in participant enrollment, effectiveness of training and student support services, enhanced education and employment opportunities). The data sources included a student entrance survey, student exit survey, partner surveys, staff interviews, a fidelity measure, student wage and employment data, and student education records. All data collection tools were developed in collaboration with New River project staff.

The data collection methods were used both formatively for fine-tuning project activities and summatively for determining project outcomes. Analyses of the quantitative data gathered through the surveys involved the calculation of descriptive statistics such as frequencies, percentages, and measures of central tendency and dispersion (e.g., means and standard deviations). Staff interview data (i.e., qualitative data) were analyzed by question and by theme. Data were segmented into passages through coding. Themes were then identified and summarized by salient and prevalent issues to provide contextual and process detail only (i.e., did not include quantitative data of responses). Additionally, other extant data were collected from project staff and WorkForce WV to aid in providing contextual information on student outcomes.

### Key Implementation Evaluation Findings

- Many of the allied health programs offered through the New River TAACCCT grant developed the curriculum based on the respective accreditation board, and curricula have been designed to meet the accreditation standards and prepare students for post-graduation success. The competency-based curriculum for the RN program has been developed through a consortium of several institutions. **(F1)**
- Most programs have established relationships with community and workforce partners to serve the clinical aspects of the curricula as well as in making refinements to the content, as needed. **(F1)**
- To expand and improve the allied health programs, New River implemented crosscutting components, including program delivery, accelerated completion strategies, stacked and latticed credentials, expansion of prior learning assessments (PLAs), expansion of technology-enabled learning, transferability of credits, student support services, and career guidance. **(F2)**

- The New River TAACCCT grant manager and program directors indicated that the majority of the content for each of the allied health programs was offered in face-to-face classroom settings, but the allied health programs have provided additional resources online and have incorporated simulation and virtual labs for exposure to slides and procedures when students are outside of the classroom. **(F2)**
- Accelerated completion strategies are under refinement, with implementation plans for the MA program. However, these accelerated completion strategies may be limited for the allied health programs due to specific requirements set by accrediting bodies for the curricula content, number of lab and course credits, and clinical hours needed to earn the credentials. **(F2)**
- Curricula aligned with accreditation standards increased the potential for stacked and latticed credentials as well as the certification offerings that students can pursue in conjunction with their degree coursework. **(F2)**
- During project implementation, foundational education and the SSCs were primary sources for student support services at New River. The function of the centers included services for students with disabilities, tutoring, placement testing, academic advising, financial aid support, academic workshops, and career assistance. **(F2)**
- The grant manager and program directors continue the process of revamping their PLA policies. Although, as stated by the grant manager, there are limitations to the credits that can be granted because the accrediting bodies require students to take courses outlined by the mandated curricula. **(F3)**
- Prior to TAACCCT grant implementation, many of the allied health programs made use of specialized assessments for their selection processes and some programs have implemented rubrics to assess students' grades in prerequisite courses with a higher weight being given to science courses. The admission criteria also utilized students' scores on assessment tools (e.g., the Health Education Systems Incorporated [HESI] Admission Assessment Exam) as an assurance that students would be able to meet the program standards without needing additional remediation. **(F3)**
- New River faculty and staff have established partnerships with program directors from other institutions to assist with curriculum design, and partners serve on advisory committees to assist with meeting workforce and accreditation needs, developing curriculum, and discussing resource availability to contribute to students' education. **(F4)**
- The most notable aspect of partner involvement, on average, occurred within the student support and placement services. Partners reported being somewhat involved in providing contextualized learning opportunities and offering job opportunities for New River allied healthcare program graduates. **(F4)**
- For the most part, the key strategies and activities have been implemented as planned, with three of the five programs (MA, Paramedic-EMT, and PTA) operational within the grant life. To date, full implementation of the two remaining programs (Nursing and MLT) remains unresolved; issues of accreditation for the MLT program and sustainability for the Nursing program remain uncertain. **(F5)**
- An occupation therapy assistant (OTA) program was originally included under the grant initiative. However, New River removed the OTA program from the grant in January 2015 upon review of viability and sustainability. **(F5)**
- In fall 2015, a Health Professions Certificate pathway was added to the grant. The certificate was designed to help students meet prerequisite requirements and build the skills necessary to be successful in any of the specialized allied health programs. **(F5)**

- A sustainability plan to continue project implementation was developed; however, as of the writing of this report, West Virginia community colleges were under the threat of unprecedented budget reductions by the state. Administrators are committed to the programs and look to collaborate with partners to maintain the resources obtained through the grant as well as gain additional resources. **(F6)**

### Key Outcome Evaluation Findings

- A total of 819 unique participants were served under the New River TACCCT grant, with 49 students completing a grant-funded program of study. There are 541 total participants still retained in their program of study or other TAACCCT-funded programs. **(S1)**
- Throughout the life of the grant, 433 participants have completed a total of 11,246 credit hours. Additionally, 58 participants received wage increases post-enrollment.
- Students' average Grade Point Average (GPA) for each semester was a B average (3.00) or higher, with the exception of Spring 2015 (2.31) and Fall 2015 (2.95), and students earned the highest average GPA in Fall 2014 with 3.29. Overall, student's cumulative average GPA is 2.91. **(S1)**
- Of the students who were enrolled in each semester, the majority of them completed all attempted credit hours. The lowest rates resulted in Fall 2012 and Spring 2013, and the highest rates occurred in Fall 2014 and Spring 2016. **(S1)**
- The majority of students identified as being white in both race and ethnicity. Participants' average age was 31.6 years, and 39 participants were eligible for the Pell Grant. **(S2)**
- Pierpont Community and Technical College (hereon referred to as Pierpont) would not provide education or employment data; therefore, differences between participant and non-participant groups cannot fully be determined. However, according to entrance survey responses, New River and Pierpont PTA students had similar perceptions of retention factors and the likelihood for which they would seek advice from student-provided services (e.g., Student Success Centers). **(S3)**
- Mean ratings of collegiate stress, scholastic conscientiousness, career integration, academic integration, academic effectiveness, and financial strain were not significantly different between New River and Pierpont respondents. Pierpont PTA students reported higher ratings of institutional commitment than New River PTA students, in that Pierpont respondents were more likely than New River respondents to earn their degree or certificate from their respective institution. **(S3)**
- Pierpont students were more likely to utilize student support services for academic advising, career planning, early intervention referrals, test proctoring, placement testing, and tutoring, whereas New River had higher likelihood to pursue disability services and transfer advising. However, none of the differences between the groups' mean ratings were statistically significant. **(S3)**
- Due to low enrollment of WIA-TAA (n=2) and veteran (n=2) students, New River enrollment numbers did not meet the minimum reporting sample size (n≥10). Therefore, the evaluators could not determine, with accuracy, the extent to which WIA-TAA and veteran students differed from other participating students on education and employment outcomes. **(S4)**
- New River students were *very satisfied* with the academic support they received outside of the classroom and *somewhat satisfied* with the services from the Student Success Centers. Although many of the respondents indicated that they did use the Virtual Career Network, others reported that they were *neither satisfied or dissatisfied* or *somewhat satisfied* with the network. **(S5)**

- New River’s entrance survey respondents indicated they were most likely to seek academic advising and career planning, though the likelihood was still rather low. Overall, students reported they were unlikely to utilize the Student Success Centers for advice and support across the services provided. **(S5)**

## Conclusions

- Survey response rates from participants and partners were low when conducting online surveys. Despite efforts to utilize various methods to secure higher response rates (e.g., shortening the survey, using both paper and online, having advisors go to classrooms to distribute the survey, etc.), response rates tended to be low. One barrier to potentially securing a higher response rate was lack of permission to use incentives.
- Projected outcomes that were included in the grant application were frequently unrealistic. This appears to primarily be due to the lack of understanding about the definition of the indicators when grantees prepared the proposals and those with familiarity or knowledge of realistic targets were not the grant writers.
- An expectation of TAACCCT evaluations was to employ either an experimental or quasi-experimental design. Experimental designs were not permissible for TAACCCT evaluations conducted due to the fact grantees could not randomly select who could participate in the grant program offerings. Quasi-experimental designs were proposed in the evaluation plan (e.g., comparison with students in similar programs at same college or students in same programs at a non-TAACCCT college); however, evaluators had ongoing challenges in securing comparison programs and corresponding data to effectively employ this design as well.
- Engaging the project staff in the evaluation as well as ongoing communication of expectations and their roles is valuable. It is beneficial for articulating expectations to stakeholders, establishing a common understanding of the evaluation, and helping stakeholders understand the value and purpose of evaluation. McREL evaluators and New River staff maintained a collaborative evaluation effort by participating in monthly update meetings, as needed; discussing data collection tool development and implementation; and utilizing ongoing email and telephone correspondence, as needed, throughout the life of the grant.
- As an organization that is evaluating more than one TAACCCT, it has been advantageous to build upon economies of scale; internally, evaluators have learned from each other’s projects and used common evaluation methods and scales. It would have been valuable to have all TAACCCT evaluators convene for at least one national meeting as proposed in the SGA. These types of meetings would have built a community of learners that would have permitted each of us to share what was learned with the evaluations, instruments and processes as well as facilitated networking with one another.

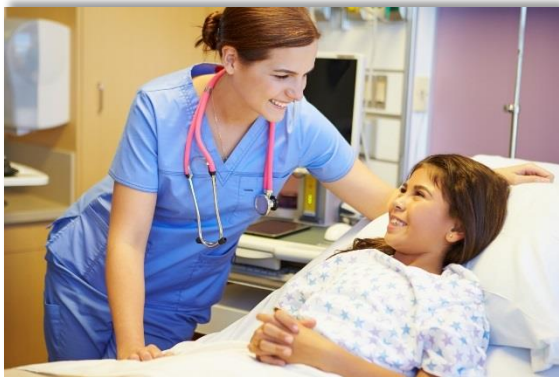
## Introduction

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New River Community and Technical College (hereafter referred to as New River) was awarded a grant from the U.S. Department of Labor (DOL) in September 2012 as part of the Round 2 Trade Adjustment Assistance Community College and Career Training (TAACCCT) program. New River intended to utilize the grant to provide targeted training and workforce development to economically dislocated workers in southern West Virginia in addition to supporting partnerships between the college and local employers to develop programs that provide pathways to high-wage, high-skill jobs that meet industry needs (DOL, 2011).

Over the duration of the grant, New River worked to expand, develop, and improve its existing nursing and allied health training programs to provide specialized education options to participants eligible for trade adjustment assistance (TAA), returning veterans, as well as other unemployed or underemployed workers. The New River TAACCCT project served 11 counties in West Virginia and students from another seven counties in Virginia. The New River TAACCCT project provided students with specialized occupational training while guiding them along healthcare career pathways identified and developed by the college.

Initially, six pathways were planned as part of the initiative, including dietetic technician, medical laboratory technician (MLT), occupational therapy assistant (OTA), paramedic-emergency medical technician (EMT), physical therapy assistant (PTA), and registered nurse (RN) programs. A medical assistant (MA) program replaced the dietetic technician program in August 2013 and, in January 2015, the OTA program was removed from the grant. Later in 2015, a Health Professions certificate was added to the grant for students to gain knowledge and skills in preparation for any of the five remaining pathways (i.e., MA, MLT, EMT, PTA, or RN programs), which was especially beneficial to those awaiting selection into their desired degree program. Decisions regarding which



programs to be included under the TAACCCT grant were approved by New River's federal program officer. Currently, three of the programs are operational (i.e., MA, Paramedic-EMT, and PTA), and two others are expected to start in 2016. As mentioned, the overarching goal of the project is to create and develop viable career options for southeastern West Virginia's trade-impacted adults, unemployed, underemployed, and veterans while fulfilling the region's critical healthcare industry demand for qualified candidates.

Four overarching, intersecting strategies serve as the foundation of the initiative: (1) meeting healthcare workforce demands, (2) transforming developmental education, (3) creating Student Success Centers (SSCs), and (4) overall grant administration. To achieve the multi-level goal of the TAACCCT program, New River staff conceived several project strategies and substrategies. Table 1 presents the four overarching project strategies previously discussed and the activities/milestones necessary to implement those strategies.

**Table 1. New River TAACCCT Project Strategies and Activities**

Strategy	Activities/Milestones
<b>Strategy 1: Meeting Healthcare Workforce Demand</b>	
1.1 Create curricula for new healthcare programs	<ul style="list-style-type: none"> <li>• Engage employers in curriculum development</li> <li>• Embed accelerated completion strategies (e.g., reducing the credit hours required or utilizing compressed learning cycles) into the curricula</li> <li>• Embed contextualization into the curricula</li> <li>• Build multimodal delivery into the curricula</li> </ul>
1.2 Obtain accreditation for the RN program	<ul style="list-style-type: none"> <li>• Apply to the West Virginia Registered Nursing Board for accreditation</li> <li>• Participate in the Board review</li> <li>• Obtain accreditation</li> </ul>
1.3 Define stackable and latticed credentials	<ul style="list-style-type: none"> <li>• Review national models for healthcare career pathways</li> <li>• Consult with employers about the fit of credentials with jobs</li> <li>• Map New River’s healthcare pathways options for learners</li> </ul>
1.4 Expand use of prior learning assessments (PLAs)	<ul style="list-style-type: none"> <li>• Implement the Council for Adult and Experiential Learning’s PLA tool, <i>Learning Counts</i>, for all entering students</li> <li>• Assess veterans’ military experience to translate into credits</li> <li>• Expand use of dual credit strategies with high schools</li> </ul>
1.5 Expand use of technology-enabled learning	<ul style="list-style-type: none"> <li>• Implement multimodal delivery, including hybrid, interactive audio-video, and Internet-based learning</li> </ul>
1.6 Ensure transferability of healthcare credits	<ul style="list-style-type: none"> <li>• Identify relevant four-year colleges for articulation agreements</li> <li>• Negotiate articulation agreements</li> </ul>
1.7 Engage employers and public workforce system	<ul style="list-style-type: none"> <li>• Work with the Region I Healthcare Consortium to continue identifying needs and opportunities to solve industry workforce issues</li> <li>• Convene the Employer Leadership Council to co-create curricula and to co-own implementation</li> <li>• Partner closely with the Region I Workforce Investment Board (WIB) and WorkForce West Virginia TAA staff on outreach and placement</li> </ul>
<b>Strategy 2: Transforming Developmental Education</b>	
2.1 Redesign developmental education approach	<ul style="list-style-type: none"> <li>• Examine models and research</li> <li>• Design math and reading/writing labs</li> <li>• Determine what diagnostic assessment to use</li> <li>• Determine what remedial supports will be offered while a student is in a mainstream course</li> <li>• Create remedial curricula contextualized to healthcare</li> </ul>
2.2 Implement reframed developmental education approach	<ul style="list-style-type: none"> <li>• Identify/hire and train faculty</li> <li>• Implement use of diagnostic assessment</li> <li>• Implement “mainstream with supports” approach</li> <li>• Open math and reading/writing labs</li> <li>• Use contextualized curricula</li> </ul>
2.3 Make adjustments to approach based on results	<ul style="list-style-type: none"> <li>• Review evaluation findings regarding developmental education changes</li> <li>• Make revisions as needed to the approach</li> </ul>

Strategy	Activities/Milestones
<b>Strategy 3: Creating Student Success Centers (SSCs)</b>	
3.1 Design SSC approach	<ul style="list-style-type: none"> <li>• Examine models and research</li> <li>• Create outreach design</li> <li>• Create advising design</li> <li>• Design student success course</li> <li>• Design online supports</li> <li>• Design placement strategy</li> <li>• Develop partnership agreements with Region I WIB and State TAA office on blending efforts on supports</li> <li>• Develop implementation schedule</li> </ul>
3.2 Implement SSCs	<ul style="list-style-type: none"> <li>• Hire/assign and train staff</li> <li>• Create physical sites for the centers</li> <li>• Promote center availability</li> <li>• Phase-in center openings: one in Year 1, two in Year 2, and two in Year 3</li> </ul>
3.3 Bolster online supports	<ul style="list-style-type: none"> <li>• Make Virtual Career Network available to students through the New River portal</li> <li>• Create virtual SSC with unified access to information, advising, and other supports</li> </ul>
<b>Strategy 4: Grant Administration</b>	
4.1 Appoint program manager	<ul style="list-style-type: none"> <li>• Finalize job description</li> <li>• Recruit and select</li> </ul>
4.2 Select evaluator and undertake evaluation	<ul style="list-style-type: none"> <li>• Procure evaluator competitively by end of Year 1, Month 3</li> <li>• Launch evaluation by Year 1, Month 4</li> <li>• Review ongoing evaluation findings (grant months 12, 18, 30, and 48)</li> </ul>
4.3 Establish project management systems for the grant	<ul style="list-style-type: none"> <li>• Establish internal communication protocols</li> <li>• Develop performance management system</li> <li>• Define fiscal manager system for the grant</li> <li>• Do all required reporting</li> <li>• Engage in national grantee meetings</li> </ul>
4.4 Create and implement sustainability plan	<ul style="list-style-type: none"> <li>• Review evidence as to strategy effectiveness</li> <li>• Develop game plan for sustaining strategies post-grant</li> <li>• Phase in institutional funding to meet sustainability goal</li> </ul>

The next section of this report describes the evaluation design created by New River’s third-party evaluator, McREL International, and is followed by a description of the evaluation findings, conclusions, and lessons learned. Overall, this summative report outlines the evaluation findings. Data collection tools and detailed data tables for the evaluation activities can be found in Appendices A-G.

## Evaluation Design

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Data collection tools for the New River TAACCCT grant project included a student entrance survey, student exit survey, partner surveys, staff interviews, student wage and employment data, and student education records. The McREL evaluators utilized these data collection tools to provide New River staff with formative and summative progress updates through the life of the grant. More detail on the purposes of each method is described below, along with a description of how the data were analyzed.

### Data Collection

**Student Entrance Surveys.** A paper-based student entrance survey was administered to participants enrolled in one of the allied health programs at New River or the comparison site (i.e., Pierpont) to gather quantitative data related to participants' collegiate perceptions and experiences, ratings of academic instruction and advising, and likelihood to seek a variety of services. Additionally, qualitative data were collected to measure the aspects of college that motivated students to complete their respective credentials as well as any barriers to completing their programs. Data collection for these surveys took place within the first week of each semester. A total of 152 (131 New River and 21 Pierpont) students completed a survey during the grant. Surveys were administered and collected by the allied health instructors. The collection of completed surveys was then mailed to the McREL evaluation team for analysis.

**Student Exit Surveys.** The evaluation team collected surveys from students upon exiting their allied health program at New River. A total of 29 student exit surveys were completed and returned to the McREL evaluators. Similar to the entrance survey, the exit survey asked students to reflect on their perceptions of their experiences at New River, the quality of instruction and advising received, and their utilization of the student success centers. The completed surveys were collected by allied health instructors then mailed to the McREL evaluation team for analysis.

**Partner Surveys.** New River has partnered with local allied health professionals to support the TAACCCT grant and programs supported by grant funding. Partnerships include affiliations to New River via the students or direct contact with New River faculty and/or staff. Generally, partners could provide support in a variety of ways, including recruitment assistance, curriculum design input and feedback, supplying technology or equipment, or through the provision of student support services. Partner surveys were developed and administered in summer 2015 to gather feedback from New River's TAACCCT grant partners about their perceptions and expectations of the program as well as their experiences thus far. A total of 38 partners responded; 34 of whom completed the survey in its entirety.

**Staff Interviews.** New River project staff were asked to participate in group interviews to reflect on implementation, outcomes, and sustainability plans on two occasions throughout the life of the grant. During staff interviews, program leads, SSC staff, Foundation Education staff, and grant administration met with a McREL evaluator separately to discuss items on the interview protocol related to their respective responsibilities. Items from the interview protocol included



introductory questions on their overall views on the implementation of the TAACCCT programs, component questions regarding specific involvement in implementation, and concluding questions to reflect on sustainability and transferability beyond the life of the grant.

**Fidelity Measure.** To quantify program progress and implementation efforts, evaluators developed a fidelity measure designed specifically for the project to document level of implementation over the course of the project. Evaluators provided an objective rating using data collected from interviews, record reviews, and event observations to rate each of the key program strategies. Evaluators used the quantified data, especially the program-level data, to monitor the program's progress toward full implementation, and evaluate the strengths and weaknesses of program implementation to inform the likelihood of program sustainability and transferability.

**Wage and Employment Data.** In early 2014, McREL evaluators entered into negotiations with WorkForce WV to obtain wage and employment data. Negotiations continued through the year and in August 2014, McREL evaluators entered into a data sharing agreement with WorkForce WV to provide wage and employment data on an annual basis. Prior to the sharing of any wage and employment data, evaluators obtained signed consent from participating students. WorkForce WV and evaluators were committed to protecting all personally identifiable information (PII), so all transfers of data were encrypted using 256-bit SSL (Secure Sockets Layer). Data traveling between the endpoints could only be decrypted by the intended recipient by using unique decryption keys. Shared data included each students' employment status and wages earned by quarter, as well as information on the industry in which they are employed. Once wage and employment data were received, records were masked for analysis by using unique identification numbers.

**Education Records.** Each project year, evaluators were provided with education records that included PII and other sensitive data such as students' demographics, academic major, credits earned and grade point averages by semester, prior learning assessments, academic eligibility, and credentials earned. New River staff and evaluators were committed to protecting all sensitive data, so all transfers of data were encrypted using 256-bit SSL (Secure Sockets Layer). It should be noted that prior to New River sharing any education records, evaluators obtained signed consent from participating students.

## **Data Analysis**

A variety of quantitative and qualitative data collection methods were employed, as previously described and all data collection tools were developed in collaboration with New River project staff. Descriptive statistics (e.g., frequencies and percentages) and measures of central tendency and dispersion (e.g., means and standard deviations) were conducted on quantitative data, while qualitative data were analyzed by question and theme. Data were segmented into passages through coding, and salient themes were then identified and summarized. Qualitative analyses on open-ended survey items and interview responses provided contextual and process detail only and did not include quantified findings such as the number and percentage of respondents providing a particular comment. Other extant data were collected from the project staff and WorkForce WV to aid in providing further contextual information on student outcomes.

## Data Limitations

Readers of this report should note that not every student who was enrolled in TAACCCT-sponsored programs participated in evaluation efforts. Participation in data collection efforts was voluntary. Additionally, to most effectively examine program outcomes, McREL evaluators initially planned to employ a quasi-experimental, cohort-based longitudinal design with a comparable nonparticipating group of students to assess the extent to which the New River TAACCCT project resulted in participant outcomes of interest. A comparison site was found and initial discussions about collecting data were positive and a data sharing agreement was solidified, but when data collection began, comparison site personnel did not respond to requests to collect data and/or to share data. With a lack of comparison data, evaluators were unable to differentiate treatment and control students as initially intended.

## Implementation Evaluation Findings

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Data collected during the TAACCCT grant are utilized in measuring the extent to which New River has met the project objectives. Data tables for each data collection activity can be found in Appendices A through G. The findings presented in this section are organized by implementation evaluation question with the primary findings in bold, orange font. Contextual information follows these primary findings.

### **FI** How were the curricula for the allied health programs selected, used, or created for inclusion under this grant opportunity? (SGA Implementation Q1)?

**Curricula for the allied health programs were primarily developed and implemented by adhering to the respective accrediting board standards.**

Many of the Allied Health programs offered through the New River TAACCCT grant developed the curriculum based on the respective accreditation board. Curricula have been designed to meet the accreditation standards and prepare students for post-graduation success. One exception stemmed from the MA program since New River leaders and faculty have been discussing whether to align their curriculum with the core curriculum set by the Medical Assisting Education Review Board since accreditation is not necessary for students to receive the credentials. In addition to the standards that guide curricula development and implementation, many programs established relationships with community and workforce partners to enhance clinical aspects of the curricula as well as in making refinements to the content, as needed. Many of those who responded to the partner survey indicated that they were not involved in curriculum design and development, as shown in Table 2. However, others expressed that they were somewhat involved in ensuring industry needs are met by assisting with curriculum design and redesign (23.5%), identifying credentials (20.6%), and identifying important knowledge and skill sets (25.7%). New River also recruited partners to serve on advisory committees, in which healthcare professionals and educators could collaborate to make program refinements.

**Table 2. Partner Involvement in Curricula Design and Development**

	<i>n</i>	Not Involved	Barely Involved	Somewhat Involved	Often Involved	Highly Involved
<b>Curriculum design and development</b>						
Assist in curriculum design and redesign to ensure the training provided is aligned with industry needs	34	70.6%	--	23.5%	2.9%	2.9%
Identify credentials that meet industry needs	34	64.7%	5.9%	20.6%	2.9%	5.9%
Identify important knowledge and skill sets that meet industry needs	35	54.3%	2.9%	25.7%	8.6%	8.6%

In August 2013, the MA program was added as a modification to the original New River TAACCCT grant proposal. The MA program existed at New River prior to the grant, though modifications were made to the curriculum through the use of TAACCCT funds. The program does not require admittance directly into the program; instead, students are counted as MA majors upon enrollment into the first restrictive course in which they are evaluated on psychomotor and affective competencies (MA 107 and 107L). While the Medical Assisting Education Review Board develops the core curriculum for MA programs across the nation, New River leaders and faculty continue to discuss whether to align their curriculum with those accreditation standards as accreditation is not necessary for students to receive the credentials.

The MLT program is still under development. The curriculum has been designed to meet the requirements of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and national certification. The New River TAACCCT program director indicated that they collaborated with other programs to establish the core curriculum, which includes 60 credit hours in the technical program. Based on the staff interviews, the MLT program has also adjusted the program’s start date to improve clinical rotations. As the schedule stands, students must complete a mandated number of clinic hours during the winter, which has proven to be troublesome in southern West Virginia due to weather-related issues. If the start date is altered, cohorts will complete their clinical rotations during the summer months when clinic closures due to weather will not be an issue. However, the MLT program must receive approval from the NAACLS before it can begin actively enrolling students and delivering instruction; once that occurs, the program can apply for accreditation. In addition, the MLT program has established contracts with community and workforce partners for equipment and to serve as clinical affiliates. The clinical partners have been actively involved in the program, as well as contributing disposable equipment for the students to utilize during the course instruction. The New River program director stated that these donations are useful due to the expenses required to run the program.



The curriculum for the Paramedic-EMT program was set by the U.S. Department of Transportation. The program received accreditation by the Commission on Accreditation of Allied Health Education Programs in July 2013, making it the second paramedic program in the state to be accredited. New River also established an EMT Associate of Science degree as a continuation of the certificate program. Prior to admission, students complete an EMT exam for initial placement into the program and to determine whether they need individualized learning plans. The New River TAACCCT program director indicated that the curriculum has been designed to prepare students with English and mathematical components, followed by skills-based lab courses. In addition, the director expressed that the lab activities and clinical rotations prepared students for a scenario evaluation. At the end of each week, students re-enter the classroom from a hospital or ambulance



setting for faculty to identify any missing areas in which the students could use additional instruction. A needs assessment was also used to gauge students' preparedness for the national board examination. While the program has been able to achieve the target for the number of unique participants, students have been able to complete the training necessary to pass the national registry exam, which is required for employment, without graduating from the program.

The PTA program was granted probationary accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE), which allows students to sit for the National Board Exam. The program director and faculty reviewed each course's curriculum to ensure the necessary requirements are met for full accreditation based upon CAPTE standard changes in February 2016. The PTA program director frequently met with the dean and vice-president of academic affairs to coordinate content and prerequisites needed to meet the CAPTE requirements and prepare students for national certification. Although the PTA program's curriculum has not changed, the courses have undergone revisions to continually meet students' and accreditation needs.

The competency-based curriculum for the RN program was developed through a consortium of several institutions. The program was designed for students to complete 60 credit hours without prerequisite courses. However, New River experienced challenges in establishing the program and receiving accreditation. The regulations set forth by the West Virginia Board of Examiners for Registered Professional Nurses state that instructors must have a master's degree in nursing plus two years of teaching experience. Hired faculty who did not meet the minimum qualifications were required to have a mentoring plan. Project staff at New River indicated that southern West Virginia schools struggle to find qualified individuals to serve as instructors and who meet these regulations. As such, New River communicated with the board to establish the parameters of staffing requirements. The interviewees expressed there was some confusion over who could serve as a mentor as well as methods for implementing a mentoring plan for instructors without the required degree and teaching experience. New River staff also noted that programs all

over the state had difficulty in hiring new faculty members. Specifically, staff shared that the former board posed restrictions on who they could hire even after the college's president approved an individual.

During the staff interviews in September 2015, the TAACCCT grant manager discussed the modification of an allied health certification by creating a Health Professions Certificate. The certificate was designed to help students meet prerequisite requirements for any of the specialized allied health programs. Students could pursue the Health Professions Certificate to obtain introductory science courses (e.g., biology or chemistry) and build the skills necessary to be successful in an accredited program. The grant manager and program directors believed the certificate will increase completion rates. The PTA program director, in particular, expressed that the certificate allows students to earn credentials even if they have not yet been selected into their desired program of study. Certain programs, PTA included, often received a large volume of applications and could only admit 20 students at a time into the program; therefore, the Health Professions Certificate could provide students with a productive alternative if they were not selected for their chosen program of study. Fall 2015 marked the first semester where students pursuing the Health Professions Certificate were tracked.

**F2**

**How were programs and program designs improved or expanded using grant funds? (SGA Implementation Q2)**

**New River improved and expanded the programs by utilizing accelerated completion strategies, stacked and latticed credentials, and technology-enabled learning. Prior learning assessments, student support services, career guidance and transferable credits ensured the quality of the allied health programs offered under grant funding.**

To expand and improve the allied health programs, New River implemented crosscutting components, including program delivery, accelerated completion strategies, stacked and latticed credentials, expansion of prior learning assessments (PLAs), expansion of technology-enabled learning, transferability of credits, student support services, and career guidance.

The New River TAACCCT grant manager and program directors indicated that the majority of the content for each of the allied health programs was offered in face-to-face classroom settings because students often require hands-on medical training to practice specific techniques. Although, the allied health programs have been providing additional resources online and have incorporated simulation and virtual labs for exposure to slides and procedures when students are outside of the classroom. The program directors indicated that they will be defining the accelerated completion strategies and plan to start with the MA program. However, these accelerated completion strategies may be limited for the allied health programs because they often have specific requirements set by their accrediting bodies for the curricula content, number of lab and course credits, and clinical hours needed to earn the credentials. The grant manager added that the Paramedic-EMT program is already somewhat accelerated due to students working through the summer to complete their clinical rotations.

The PTA program offers a two-year degree that aligns with the national board certification and, ultimately, all doctorate-level physical therapy programs to address components of stacked and latticed credentials. The MLT program has not received accreditation at this time; however, students will have the option to pursue a workforce skills certificate in Phlebotomy in addition to the MLT credentials. There is also a Medical Billing and Coding certificate that students enrolled in the MA program can pursue simultaneously. In addition, the Paramedic-EMT program offers both a certificate and degree track.

To address the expansion of PLAs, New River staff plan to follow the state guidelines in equating industry credentials to college credit. The Board of Governor's Associate in Applied Science (AAS) degree marked one of the first examples of PLA implementation. Students had the opportunity to develop a portfolio of prior learning and work experience in order to receive credits that could be applied toward the degree. New River staff also indicated that they are working to maximize students' credit for their military experiences. Students are granted credit based on an evaluation completed by the Army/American Council on Education Registry Transcript System (AARTS). This credit is typically used to fulfill elective courses, but an advisor can approve a substitution if the course is equivalent to a required course.

A PLA committee and PLA Coordinator drafted a PLA process plan and attended a TAACCCT grant PLA Process Map Follow-up meeting in August 2015. A formal PLA process plan was submitted to the Educational Advisory Board and, once approved, was forwarded to the Faculty Senate. According to New River staff, the PLA policy expands the use and offering of multiple credit plans. The PLA plan was approved in May 2016, and New River immediately began implementing the PLA process in full capacity.

New River strived to form articulation agreements with other colleges (i.e., University of Charleston, Marshall University, West Virginia University, Concord College, etc.) in the region to ensure that the credits earned by students are transferable. Given that the MLT and RN programs are under development, it is too early to negotiate articulation agreements for these programs. However, the allied health program directors searched for two- and four-year colleges with which to form articulation agreements for functioning programs. Additionally, faculty and staff plan to collaborate with instructors of similar programs in the region to determine the skills and knowledge necessary for students to continue from New River's two-year programs to a four-year institution.

Foundational education and the SSCs are primary sources for student support services at New River. The function of the centers included services for students with disabilities, tutoring, placement testing, academic advising, financial aid support, academic workshops, and career assistance. In addition, SSC staff work with career services to offer career planning and provide support for students' course selections. Foundational education staff members reported that courses have incorporated job-

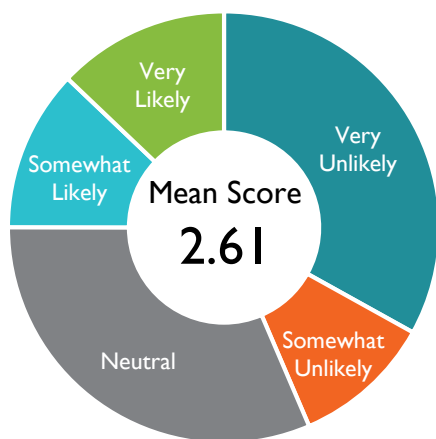


related examples into the lessons to increase students' understanding of the content and emphasize its importance for their future. Additionally, the combination of courses and corresponding lab requirements has provided students with a learning community in which to develop the knowledge and skills necessary to succeed within and beyond the classroom.

**F3** How were participants selected for inclusion into their program of study? How was the course sequence for participants established? To what extent and how was career guidance provided to participants? (SGA Implementation Q3)

**The New River TAACCCT programs utilized prior learning assessments during the selection process. Student Success Centers and the Office of Career Services supplied participating students with career guidance, and workforce partners offered some career placement services.**

The New River TAACCCT grant manager and program directors shared that they are revamped their PLA policies. Although, as stated by the grant manager, there are limitations to the credits that can be granted because the accrediting bodies require students to take courses outlined by the mandated curricula. In addition, many of the allied health programs already utilize specialized assessments for their selection processes. At present, New River does not have an accredited MA program, and students are not required to complete pre-entrance exams or requirements. Allied health program directors also discussed the use of prerequisite courses in selecting students for program admission. Some programs have implemented rubrics to assess students' grades in prerequisite courses, with a higher weight being given to science courses. The admission criteria also utilized students' scores on assessment tools (e.g., the Health Education Systems Incorporated [HESI] Admission Assessment Exam) as an assurance that students will be able to meet the program standards without needing additional remediation.



**Figure 1. Likelihood to Pursue Career Planning via SSCs**

The interviewees added that both the SSCs and the Office of Career Services offered career guidance to students. Through these avenues, students received one-on-one counseling sessions, accessed career assessments (i.e., Kuder® Journey), and gained general information about careers as well as job openings for which they could apply. In addition, students could participate in workshop sessions on resume writing and interview etiquette.

Overall, New River entrance survey respondents indicated that the likelihood of them pursuing career planning through the SSCs was between *somewhat unlikely* and *neutral*, with a mean score of 2.61 ( $SD=1.39$ ) on the 5-point Likert type scale (see Figure 1)<sup>4</sup>.

<sup>4</sup> Responses ranged from (1) *very unlikely* to (5) *very likely*.

Exiting New River TAACCCT students indicated that they were *neither satisfied nor dissatisfied* with the services they received through the student success centers (60.9%). However, the majority of respondents were *highly satisfied* with their academic advising (58.6%), felt they could *very easily* get answers to their education-related questions (51.7%), and expressed the training they received was *highly likely* to get them the job they want (86.2%).

The program directors reported that it was common practice to incorporate the interview process, job application, cover letter, and resume as part of the capstone or practicum course. They further noted that many of the students received job placements from their clinical worksites at the end of the program. One program where this was the exception is the Paramedic-EMT program. To be eligible for the program, students must have their EMT-Basic card and most of students were already working in this capacity. For these individuals, the benefit of the program was an increase in pay once they passed their national licensure exam. However, program directors indicated that they often connected students with employers in the community through job fairs and employers who have expressed interest in recent graduates. Workforce partners involved in project implementation provided New River students with information related to job openings in the allied healthcare fields and offered job opportunities to recent graduates on occasion, according partner survey results. Partner survey respondents also indicated that they would like to be more involved in student support and placement services. Partners involvement will be further discussed under the following implementation evaluation findings (refer to F4).

#### **F4 To what extent are education, community, employer, and workforce partners involved in the implementation of the New River TAACCCT? (SGA Implementation Q4)**

**Workforce partners participated in advisory committees to assist with program development and implementation, offered resources for program delivery, and provided a platform for students to engage in hands-on training experience outside the classroom. Partners and New River staff were satisfied with the partners' level of involvement in the project.**

Each of the New River TAACCCT programs has established local workforce and college education partnerships. These partners often serve on advisory committees, assist with employment, and/or instruct students at clinical sites. Additionally, faculty and staff have established partnerships with program directors from other institutions to assist with curriculum design. Each of the allied health programs have their own advisory committee to assist with meeting workforce and accreditation needs, develop curriculum, and discuss resource availability to contribute to students' education.

Faculty members indicated they are highly satisfied with their involvement with the partners, with the vice president of academic affairs adding, "More importantly, the partners are satisfied with the collaboration they have had with our folks." New River faculty have built a close-knit community with the partners to refer students for clinical rotations or employment following graduation. Additionally, the partners are providing faculty members with informal feedback on



students' strengths and weaknesses in their clinical settings. New River partners indicated that, thus far, they have had minimal involvement in project activities (see Table 3). The highest area where partners have been involved, on average, occurred within the *student support and placement services* category ( $M=2.50$ ,  $SD=1.17$ ); partners reported being somewhat involved in providing contextualized learning opportunities and offering job opportunities for New River allied healthcare program graduates.

**Table 3. Partner Survey: Overview of Program Involvement**

Project Activities	M	SD
Participant Recruitment	1.28	0.71
Curriculum Design and Development	1.85	1.11
Technology and Equipment Support	2.01	1.18
Partnership Support	2.26	1.54
Student Support and Placement Services	2.50	1.17

Note: Responses ranged from (1) *not involved at all* to (5) *highly involved*.

Partners' satisfaction, on average, landed between *neutral* (3) and *somewhat satisfied* (4) on the five-point scale provided on the partner survey. Partners rated the quality of program implementation as *good* or *excellent*. Participant recruitment received the highest average score across the partner respondents, followed by student support and placement services. Additionally, the partners tended to agree that the New River TAACCCT project is making a positive impact on the allied healthcare industry and local community across all New River locations and partnership sites, as shown in Table 4. Specifically, the partners indicated that New River prepares workers with the knowledge and skills to be successful in the allied healthcare industry and supports the development of the local workforce. The partners also reported that New River offers programs that meets both their organization's and the industry's needs. The majority of partners indicated that the partnership between their organization and New River will continue and expand beyond the life of the grant, which is also reflective in partners' high likelihood to consider working with New River on future projects.

**Table 4. Partner Perceptions of Impact on Allied Healthcare Industry and Local Community**

Statement	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
New River programs offer certificate, diploma, and degree programs that meet industry needs.	35	--	--	28.6%	45.7%	25.7%	3.97	0.75
New River programs prepare workers with the knowledge and skills needed to be successful in the allied healthcare industry.	35	--	--	34.3%	34.3%	31.4%	3.97	0.82
The New River project offers programs that support local workforce development.	35	--	2.9%	28.6%	42.9%	25.7%	3.91	0.88

Statement	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
New River programs prepare highly skilled workers who meet allied healthcare industry needs.	35	--	5.7%	34.3%	28.6%	31.4%	3.86	0.94
New River allied healthcare programs prepare highly skilled workers who meet my organization's needs.	35	--	2.9%	37.1%	31.4%	28.6%	3.86	0.88
The partnership between my organization and New River allied healthcare programs will continue and expand beyond the life of the grant period.	35	2.9%	--	22.9%	37.1%	37.1%	4.06	0.94
I will consider collaborating with New River on other projects in the future.	34	2.9%	--	20.6%	47.1%	29.4%	4.00	0.89

**F5 To what extent are the key strategies and activities being implemented as planned? What changes were made to the key strategies of the New River TAACCCT during implementation and for what reasons? (New River Technical Narrative)**

**The majority of key strategies and activities were implemented as planned. The New River project staff held regular update meetings to discuss implementation and sustainability to make program-wide adjustments, including the inclusion of specific programs under grant funding.**

To respond to the grant's requirements, the grant manager, program directors, accountant, chief financial officer (CFO), human resources (HR) director, president, vice president of academic affairs, vice president of student services, and applications programmer all contributed to activity logs and deliverable tracking systems to provide implementation updates. For the most part, the key strategies and activities have been implemented as planned. Three of the five programs were operational (MA, Paramedic-EMT, and PTA) within the grant life.

Two programs (MLT and RN) have yet to start due to personnel and accreditation issues. The program staff received approval from the federal grant officer to remove the OTA program due to issues in viability and sustainability. The RN program has continued to work to combat challenges in obtaining accreditation. Internal and external challenges arose when hiring certified staff members and meeting the evolving board standards. Specifically, the regulations set forth by the West Virginia Board of Examiners for Registered Professional Nurses indicated that instructors must have a master's degree in nursing and two years of teaching experience. Hired faculty who do not meet the minimum qualifications must have a mentoring plan. The RN program staff felt they did not get clear, consistent feedback on who can be mentors, the purpose of the mentorships, and

personnel qualifications. In September 2015, staff expressed that the RN program may have better odds of becoming operational under the newly appointed board members. The MLT program, on the other hand, was delayed in obtaining accreditation due to equipment and space needed for the clinical and laboratory components of the program.

In early 2013, a program “stoplight” graphic was created (see Figure 2) when the first quarterly report was developed for New River. The “stoplight” graphic enabled evaluators to quickly illustrate the implementation status of the major strategies and components of New River’s project. The components in the figure are based on the activities and milestones outlined in New River’s technical plan (pp. 22-25). Green indicates areas in which New River made substantial progress, yellow represents those areas that are underway but are behind schedule, and red depicts those areas that are least established.

Strategy 1: Meeting Healthcare Workforce Demand		Strategy 2: Transforming Developmental Education	Strategy 3: Creating Student Success Centers	Strategy 4: Grant Administration
Program Delivery	Paramedic-EMT	Redesign Developmental Education Approach	Design Student Success Center Approach	Appoint Project Manager
Accelerated Completion Strategies	Physical Therapist Assistant (PTA)	Diagnostic Assessment	Hire and Train Student Success Center Staff	Select Evaluator
Stacked and Latticed Credentials	Medical Assisting (MA)	Hire and Train Developmental Education Staff	Create and Phase-In Center Sites	Establish Project Management System
Expansion of Prior Learning Assessments	Registered Nursing (RN)	Mainstream with Supports	Outreach and Branding	Structures for Data Tracking
Expanded Technology-Enabled Learning	Occupational Therapy Assistant (OTA)	Design and Implement Math and Reading/Writing Labs	Bolster Online Supports	Sustainability Plan
Transferability of Credits	Medical Laboratory Technician (MLT)	Contextualized Learning		
Student Support Services				
Career Guidance				
Collaboration with Grant Partners				

Substantial Progress
Some Progress
Little or No Progress

**Figure 2. New River TAACCCT Program Implementation Stoplight**

**F6 To what extent are the various components of the New River TAACCCT sustainable (degree programs, developmental education, and Student Success Centers)? (New River Technical Narrative)**

**The New River staff are committed to the allied health programs, and the administration has constructed a sustainability plan for maintaining key components of the project.**

New River project staff were asked to discuss the extent to which the key components of the grant are sustainable. Overall, the interviewees indicated their belief that most of the grant components will be sustained. Staff members shared that they are highly dedicated to their allied health programs and, in turn, believe that the majority of staff involved with the TAACCCT project are committed to New River. Grant administration have established a sustainability plan to continue project implementation. Administrators indicated that they are committed to the programs and plan

to communicate with partners to maintain the resources obtained through the grant as well as gain additional resources. Throughout the life of the grant, administrators have taken action to appropriate funds and establish sustainability; however, in April 2016, West Virginia community and technical college leaders were faced with the threat of having to make an “unprecedented budget reduction.”<sup>5</sup>

## Project Outcomes Findings

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Outcome evaluation questions and findings are presented in the following section. Primary findings are reported in bold, red font followed by contextual information.

SI

**To what extent does the New River TAACCCT meet targeted project outcomes? (Annual Report Template Section B)**

**New River served 819 unique participants, with the majority completing credits. Students for whom education records were available maintained a 3.0 GPA or higher in the majority of the semesters throughout the span of the grant.**

A total of 819 unique participants were served over the duration of the New River TAACCCT grant, with 49 participants completing a grant-funded program of study and 541 participants still retained in a program of study or another grant-funded program. Five additional participants are retained in other education programs. The majority of New River TAACCCT participants completed credit hours (52.9%) throughout the grant life. There only two participants who enrolled in further education. There were also 19 participants were employed upon completing their grant-funded program of study, four of whom retained employment (21.1%). Additionally, 58 participants received wage increases upon graduating from a New River TAACCCT-funded program. See Table 5 for a complete breakdown of New River’s outcome measure target and actual numbers by grant year.

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<sup>5</sup> Comment made at West Virginia Council for Community and Technical College meeting in April 2016.

**Table 5. New River TAACCCT Grant Participants Years 1 and 2 Targets vs. Actuals**

Outcome Measure	Year 1		Year 2		Year 3		End-of-Project	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1. Total unique participants served	70	105	116	139	186	575	372	819
2. Total number of participants completing a TAACCCT-funded program of study	12	6	40	2	148	41	200	49
2a. Total number of grant-funded program of study completers who are incumbent workers	0	0	0	0	0	0	0	0
3. Total number of participants still retained in their program of study or other TAACCCT-funded program	55	87	92	66	153	388	300	541
4. Total number retained in other education program(s)	0	0	0	2	0	3	0	5
5. Total number of credit hours completed	0	2,422	0	3,022	0	5,802	0	11,246
5a. Total number of students completing credit hours	67	80	103	135	168	218	337	433
6. Total number of earned credentials	12	6	98	2	144	41	254	49
6a. Total number of students earning certificates <1 year	0	6	0	1	0	14	0	21
6b. Total number of students earning certificates >1 year	0	0	0	0	0	0	0	0
6c. Total number of students earning degrees	0	0	0	1	0	27	0	28
7. Total number pursuing further education after program of study completion	10	0	12	0	30	2	52	2
8. Total number employed after program of study completion	10	6	32	0	140	13	182	19
9. Total number employed after retained in employment after program of study completion	0	4	35	0	126	0	161	4
10. Total number of those employed at enrollment who received a wage increase post-enrollment	25	2	28	0	40	56	93	58

New River staff also shared educational records (e.g., program of study, credentials earned, GPA, etc.) with McREL evaluators to further evaluate the extent to which project outcomes are met. Data was only available for 144 of the 372 participants (38.7%) since the evaluation team needed signed permission from participants to collect such information.

According to education records, a total of 67 students have earned a certificate or degree at New River. Although not all credentials earned fall beneath the umbrella of a TAACCCT-funded program, it is worth noting that the 67 participants completed a total of 97 certificates or degrees. There were 55 students who have completed a total of 58 degrees, with the majority of students completing an associate's degrees focused on physical therapy assistant (63.6%) or medical assisting (30.9%). The remaining 5.5 percent of students completed an associate's degree in technical studies or board of governors. Additionally, 34 students have completed a total of 39 certificates. The majority of students (67.6%) earned certificates in health professions, including medical assisting (38.2%), physical therapy assistant (26.5%), and health information technology (2.9%) pathways, followed by certifications in paramedic training (23.5%) and technical studies (23.5%).

Students' average Grade Point Average (GPA) for each semester is a B average (3.00) or higher, with the exception of Spring 2015 (2.31) and Fall 2015 (2.95), and students earned the highest average GPA in Fall 2014 with 3.29. Overall, student's cumulative average GPA is 2.91. Of the students who were enrolled in each semester, the majority of them completed all attempted credit hours. The lowest rates resulted in Fall 2012 (63.2%) and Spring 2013, and the highest rates occurred in Fall 2014 (78.8%) and Spring 2016 (80.5%).

**S2**

**To what extent does the New River TAACCCT serve a variety of individuals? (Annual Report Template Section C)**

**The majority of New River participants were white, with an average age of 32 years. Enrollment rates of veteran and WIA-TAA eligible students were low; however, there were multiple Pell-Grant eligible participants.**

Based on the available education records, McREL evaluators determined that the majority of students identified as being both white in race (90.3%) and ethnicity (91.7%), with an average age of 31.6 years. A total of 39 participants were eligible for the Pell Grant (27.1%). However, New River experienced low enrollment rates of WIA-TAA eligible and veteran participants.

**S3**

**To what extent do participating and comparison students differ on education and employment outcomes?**

**New River and Pierpont students had similar perceptions of many retention factors and the extent to which they were likely to seek student support services. Comparison data were limited and findings should be interpreted cautiously.**

Since the New River TAACCCT project aimed to provide targeted training and workforce development, students were asked the extent to which their program of study integrated information and training related to their desired career. Overall, the vast majority of New River entrance survey respondents were very confident that their coursework not only taught them the appropriate skills and knowledge for their future careers (77.7%), but they were also very informed of the career path they intend to pursue (58.8%). Students were strongly committed to pursuing a career in the allied health field (94.7%), which they believed was highly likely due to the training they received (90.8%). These specific findings indicate that New River students had positive perceptions of career integration, which exists when students relate coursework in their program of study to the career they hope to pursue upon receiving a degree. All responses to these items can be found in Table 6.

**Table 6. Entrance Survey: New River Students' Perceptions of Career Integration**

Survey Item	n	Very Much	Much	Some/ Neutral	Little	Very Little
How confident are you that the career training you receive here will give you the necessary knowledge and skills?	130	77.7%	19.2%	3.1%	--	--
How much do you know about the duties and responsibilities of the career and field in which you are receiving training?	131	58.8%	31.3%	9.9%	--	--
How committed are you to getting a job in the field for which you are training?	131	94.7%	3.1%	2.3%	--	--
How likely is it that the training you are receiving here will help you to get the job you want?	131	90.8%	8.4%	0.8%	--	--

New River exit survey respondents also believed they were highly likely to get the job they want due to the training they received (86.2%), and they were very confident that the career training gave them the necessary skills and knowledge (67.9%). The majority of exiting students were also very knowledgeable about the career field in which they received training (69.0%) and very committed to getting a job in their field of training (89.7%). Table 7 displays the exiting student responses to the career integration items.

**Table 7. Exit Survey: New River Students' Perceptions of Career Integration**

	n	Very Much	Much	Some	Little	Very Little
How likely is it that the training you are receiving here will help you to get the job you want?	29	86.2%	10.3%	3.4%	--	--
A goal of education is to provide you with what you need to know in order to succeed in your future job. How confident are you that the career training you receive here will give you the necessary knowledge and skills?	28	67.9%	25.0%	7.1%	--	--
How much do you know about the duties and responsibilities of the career and field in which you are receiving training?	29	69.0%	20.7%	10.3%	--	--
How committed are you to getting a job in the field for which you are training?	29	89.7%	10.3%	--	--	--

New River entrance and exit survey respondents reported that they were *very satisfied* with their academic experience as a whole (79.2% and 55.2%, respectively), with the majority indicating the instruction was of *excellent* (67.2% and 41.4%, respectively) or *good* (31.3% and 41.4%, respectively) quality. Instructors and courses also made students feel as though they can complete their work successfully (88.7%) at the beginning of the program.

Pierpont PTA students were *very confident* that the career training will give them the necessary skills and knowledge to succeed in their future jobs, and they believe the training they received would *very likely* help them get the job they want (100%, respectively). The majority of students knew *much* or *very much* about the duties and responsibilities (28.6% and 33.3%, respectively), while others knew *little* about the career and field in which they were training (38.1%). Pierpont students were *very committed* to getting a job in their training area (100%). Similar to New River students, Pierpont students had positive perceptions of career integration, as shown in Table 8.





**Table 8. Entrance Survey: Pierpont Students' Perceptions of Career Integration**

	n	Very Much	Much	Some	Little	Very Little
How confident are you that the career training you receive here will give you the necessary knowledge and skills?	21	100.0%	--	--	--	--
How likely is it that the training you are receiving here will help you to get the job you want?	21	100.0%	--	--	--	--
How much do you know about the duties and responsibilities of the career and field in which you are receiving training?	21	33.3%	28.6%	--	38.1%	--
How committed are you to getting a job in the field for which you are training?	21	100.0%	--	--	--	--

All Pierpont respondents also had positive perceptions of their institution's quality of instruction (38.1%, *good*; 61.9%, *excellent*). The majority of Pierpont respondents were *very satisfied* with the quality of instruction (81.8%), while the remaining 18.2 percent were *somewhat satisfied*. The PTA students enrolled at Pierpont also rated the academic advisement they received as *good* or *excellent* (28.6% and 71.4%, respectively). The majority of students indicated they were *very satisfied* with the academic advising (81.0%) and found it *very easy* to get answers to questions related to their education and training (76.2%). The comparison group of PTA students were also committed to earning their certificate, diploma, or degree from Pierpont, with students selecting *very likely* and *likely* in terms of their institutional commitment (90.5% and 9.5%, respectively).

Education records and wage and employment data were not provided for Pierpont students; therefore, comparisons between the programs' education and employment outcomes are limited. Student entrance surveys were the only data source in which both New River and Pierpont students provided feedback; therefore, the survey data were utilized to compare student education and employment outcomes. The comparison sample consisted of 40 New River PTA students and 21 Pierpont PTA students.

Results show that half of the New River PTA students were employed at the start of the program (50.0%), whereas more than three-quarters of the Pierpont PTA students were employed (76.2%). New River and Pierpont PTA students had similar perceptions of retention factors and their likelihood to seek advice from student-provided services (e.g., Student Success Centers). Specifically, the mean ratings of collegiate stress, scholastic conscientiousness, career integration,

academic integration, academic effectiveness, and financial strain were not significantly different between New River and Pierpont students (see Table 9).

Pierpont PTA students reported higher ratings of institutional commitment than New River PTA students ( $t(48) = -8.26, p < 0.001$ ), in that Pierpont respondents were more likely than New River respondents to earn their degree or certificate from their respective institution. Pierpont students were more likely to utilize student support services for academic advising, career planning, early intervention referrals, test proctoring, placement testing, and tutoring, whereas New River had higher likelihood to pursue disability services and transfer advising. However, none of the differences between the groups' mean ratings were not statistically significant. The descriptive statistics and results of the independent samples *t*-test for New River and Pierpont students are displayed in Table 9.

**Table 9. Participant v. Non-participant Perceptions of Retention Factors**

	New River			Pierpont			Independent Samples <i>t</i> -test			
	n	M	SD	n	M	SD	t	DF	p-value	ES
<b>Retention Factors</b>										
Collegiate Stress	40	2.95	0.96	21	2.95	0.80	-0.10	59	0.992	-0.03
Scholastic Conscientiousness	38	4.92	0.27	16	5.00	0.00	1.70	26 <sup>†</sup>	0.101	0.67
Career Integration	39	4.76	0.32	21	4.74	0.22	0.31	58	0.755	0.08
Academic Integration	39	4.62	0.44	21	4.71	0.34	-0.90	58	0.371	-0.24
Academic Effectiveness	40	4.53	0.45	21	4.75	0.36	-1.88	59	0.065	-0.49
Institutional Commitment	40	3.28	1.18	21	4.90	0.30	-8.26	48 <sup>†</sup>	0.000***	-2.39
Financial Strain	39	2.89	0.57	20	2.98	0.73	-0.45	57	0.656	-0.12
<b>Student Support Services</b>										
Academic Advising	39	3.05	1.41	21	4.19	1.12	-1.04	59	0.303	-0.27
Career Planning	39	3.10	1.39	21	4.14	0.96	-1.01	59	0.316	-0.26
Disability Services	39	1.87	1.15	21	1.57	1.08	-0.63	59	0.529	-0.16
Early Intervention Referrals	39	2.05	1.07	21	2.40	1.43	0.40	59	0.694	0.10
Test proctoring	39	2.13	1.20	21	2.95	1.56	-0.95	59	0.345	-0.25
Placement Testing	39	2.10	1.12	21	3.05	1.50	0.28	59	0.781	0.07
Transfer Advising	39	2.44	1.39	21	2.00	1.10	-0.60	59	0.554	-0.16
Tutoring	39	2.31	1.26	21	3.35	1.27	0.26	59	0.795	0.07

**S4****To what extent do WIA-TAA and veteran students differ from other participating students on education and employment outcomes?**

**New River had low enrollment rates of WIA-TAA and veteran students; therefore, effects on education and employment outcomes cannot be accurately calculated.**

Due to low enrollment numbers of WIA-TAA ( $n=2$ ) and veteran ( $n=2$ ) students, New River enrollment numbers did not meet the minimum reporting sample size ( $n \geq 10$ ). Therefore, the evaluators cannot determine, with accuracy, the extent to which WIA-TAA and veteran students differ from other participating students on education and employment outcomes.

**S5****To what extent do the student support services (i.e., developmental education, Student Success Center services) affect education and employment outcomes?**

**Students who accessed services from the Student Success Centers earned GPAs that were slightly higher than those who did not seek support from the Centers.**

Students were *very satisfied* with the academic support they received outside of the classroom (58.6%) and *somewhat satisfied* with the services from the Student Success Centers (60.9%). Although some did not rate their satisfaction in regard to the Virtual Career Network since the service was *not applicable* to their experience (35.7%), others reported that they were *neither satisfied or dissatisfied* (28.6%) or *somewhat satisfied* (25.0%) with the network. Entrance survey respondents indicated they were most likely to seek academic advising ( $M=2.84$ ,  $SD=1.36$ ) and career planning ( $M=2.61$ ,  $SD=1.39$ ), though the likelihood is still rather low. Overall, students reported they were unlikely to utilize the Student Success Centers for advice and support across the services.

In Year 3, New River staff shared data on participants who have received SSC services. A total of 24 counselors and SSC staff met with students to provide support services, with meetings per staff member ranging from one to 2,114 ( $M = 308.13$ ) in the project year. The SSC staff also tracked the number of unique students served (i.e., each student was only counted once). The unique student count ranged from one to 795 per staff member ( $M = 134.08$ ). Between July and September 2015, six staff members had anywhere from 31 to 338 meetings ( $M = 188$ ) with an average of 123 unique students per staff member. Overall, SSC staff averaged approximately 561 contact hours with students for the provision of support services during that timeframe.

Additionally, there were a total of 339 students enrolled in at least one foundational education course during the grant life. There were a total of 188 in Foundational English, 134 of whom passed (73.4%), and 312 in Foundational Math, 218 of whom passed (69.9%). Of the 339 Foundational students, wage and employment data as well as educational records were available for 60 participants (17.7%)<sup>6</sup>.

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<sup>6</sup> Wage and employment data, as well as educational records, were only available for participants who provided signed permission to access their education and employment data.

Of the students for whom wage and employment data is available, approximately 60 percent ( $n = 76$ ) accessed at least one SSC service in Year 3, with the number of meetings ranging from one to 13 ( $M = 3.7$ ). The highest percentage of wage increases resulted between the second and third quarters of 2015 (77%). Students who received services from the SSCs accounted for 79 percent of the wage increases received across all students in the same quarter. The lowest percentage of students who received SSC services and wage increases resulted between the third and fourth quarter of 2014 (41.0%). Although, students who received SSC services represented half (50.0%) of all students receiving wage increases in the same quarter. As for the effects from enrollment in foundational education courses, the highest percentage of wage increases occurred between the third and fourth quarters of 2015 (87.2%), while the lowest percentage of wage increases occurred between the third and fourth quarters of 2014 (45.5%). Although participants earned wage increases for 75 percent of the jobs held between the second and third quarters of 2015, it should be noted that unemployment rates were also highest at this time. Specifically, 60 percent of participants were unemployed in the third quarter of 2015. Wage increases by quarter are presented for SSC and Foundational Education participants are shown in Table 10.

**Table 10. Wage Increases by Quarter**

Wage Increases by Quarter	SSC			Foundational		
	<i>n</i>	Freq.	%*	<i>n</i>	Freq.	%*
Q3 2014 v. Q4 2014	76	25	41.0	52	15	45.5
Q4 2014 v. Q1 2015	75	39	63.9	51	23	65.7
Q1 2015 v. Q2 2015	75	39	61.9	51	27	65.9
Q2 2015 v. Q3 2015	76	26	76.5	52	15	75.0
Q3 2015 v. Q4 2015	--	--	--	52	41	87.2
Q4 2015 v. Q1 2016	--	--	--	59	27	56.3
Q2 2016 v. Q2 2016	--	--	--	59	35	63.6

Noted: Data on those who accessed SSC services was not provided beyond Q3 2015.

\*The sample size (*n*) and number of jobs are not equivalent; the percentage (%) of wage increases are determined by the number of wage increases (Freq.) and number of total jobs.

Based on educational records, students who were enrolled in foundational education courses (i.e., foundational students) tended to have lower GPAs than their “non-foundational” peers. However, foundational students earned higher GPAs than non-foundational students (2.61 and 2.02, respectively) in Spring 2015. Students who utilized the SSCs improved their GPAs over time, increasing from 3.17 in Spring 2014 to 3.30 in Fall 2014, and outperformed their non-SSC peers who saw a decrease from 3.18 to 2.86 during the same timeframe. The lowest average GPA for both SSC and non-SSC students occurred in Spring 2015 (i.e., 1.96 and 2.07, respectively).

Overall, SSC students had an average cumulative GPA of 2.95, whereas non-SSC students' average cumulative GPA was 2.79<sup>7</sup>. Additionally, foundational students' average cumulative GPA was 2.83, and non-foundational students earned an average cumulative GPA of 2.97. All comparisons are shown in Table 11.

**Table 11. Student Support Recipients v. Non-recipients: Average GPA by Semester**

Average GPA by Semester	SSC		Non-SSC		Foundational		Non-Foundational	
	n	GPA	n	GPA	n	GPA	n	GPA
Fall 2012	--	--	--	--	24	3.08	14	3.27
Spring 2013	--	--	--	--	26	3.01	22	3.22
Fall 2013	42	3.17	36	3.18	46	3.01	41	3.44
Spring 2014	54	3.11	39	2.86	52	2.94	57	3.22
Fall 2014	71	3.30	28	2.82	49	3.25	64	3.32
Spring 2015	65	1.96	10	2.07	45	2.61	46	2.02
Fall 2015	--	--	--	--	31	2.54	27	3.41
Spring 2016	--	--	--	--	22	2.88	19	3.54
<b>Cumulative</b>	<b>71</b>	<b>2.95</b>	<b>46</b>	<b>2.79</b>	<b>60</b>	<b>2.83</b>	<b>83</b>	<b>2.97</b>

Note: Fall 2012 and Spring 2013 are not included in the GPA by semester calculations since the non-SSC sample size ( $n$ ) was less than the minimum reporting requirement ( $n > 10$ ). Data related to those who access SSC services was not provided for Fall 2015 and Spring 2016.

<sup>7</sup> Data on SSC and non-SSC students were not available in Year 4. Therefore, the cumulative GPA calculations are based on data presented in September 2015.

## Conclusions/Lessons Learned

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The New River TAACCCT project had many successes during implementation. Although, one area of concern is the lack of available data from the comparison site (Pierpont Community and Technical College), which appeared to be due to a lack of commitment and willingness to participate in this project. Based upon the data collected and analyzed, conclusions follow with recommendations and lessons learned provided as bullet points in bold, orange font.

Overall, project staff reported that implementation has gone as planned and more efficiently under the current grant management. Although modifications have occurred, New River administrators and program directors expressed these changes were based on demand and outcome research.

- **To maintain effective communication and implementation, New River should continue to hold staff meetings and discuss the implementation progress and improvement efforts.**

Although SSC staff indicated that they have supplied a variety of student support services, New River participants reported a low likelihood of seeking support from the centers in various topic areas (i.e., academic advising, transfer advising, career planning, disability services, early intervention referrals, placement testing, test proctoring, and tutoring). Students also indicated that they often experience a high degree of financial stress and/or worry about maintaining their course workload, which could be attributed to students working multiple jobs while they are pursuing these educational opportunities.

- **Consider seeking or providing additional resources to students to help reduce the financial strain associated with attending college.**
- **Focus student-provided supports in areas that students are more likely to utilize (i.e., academic advising, career planning, and tutoring).**
- **Provide resources (e.g., guest lecturers and information via articles or blogs) or incorporate financial and time management strategies into courses to teach students how to alleviate stress.**

The Student Entrance and Exit Surveys suggest that students are satisfied with the training they received at New River and believe it will help them get a job they want; committed to getting a job in the field for which they are training; confident that they will earn a certificate, diploma, or degree from New River; and likely to finish whatever program they begin. Exiting students expressed overall satisfaction with the advisement they received from New River staff.

- **Continue to monitor students' satisfaction and performance to gain an understanding of the progress being made in regards to implementation and outcomes.**

- **Examine individual Student Entrance Survey items to glean information about students' experiences with their program of study and the TAACCCT project.**
- **Continue to provide the same quality of services to students.**
- **Determine what factors may have caused the decline in students' academic performance during the Spring 2015 term.**

Although New River staff and partners expressed satisfaction with their levels of collaboration, there were some areas in which partners would like to be more involved. The program directors stated that partners have been a vital aspect in the curricula design and internship placement processes. However, partners reported low levels of involvement in participant recruitment efforts, curriculum development, partnership support, and student support and placement services. While the partners demonstrated having some involvement in subareas for each of these categories, their overall involvement was rated as being low to moderate.

- **Consider establishing a subcommittee to engage partners in the grant activities outside of their advisory council membership (e.g., assisting with recruitment efforts, student support services, and partnership support).**

Getting data sharing agreements established was an issue for the evaluation. This has taken considerable time to address and, in some situations, data sharing agreements were still unable to be established. More recently (June 2016) it was made known that other data sources are permissible for reporting on the outcome indicators. It would have been ideal to have this information as structures and processes were being established for data collection (i.e., Year 1 of a TAACCCT grant).

Additionally, an expectation of TAACCCT evaluations was to employ either an experimental or quasi-experimental design. Experimental designs were not permissible for TAACCCT evaluations conducted due to the fact that grantees could not (colleges would not permit) random selection of who could participate in the grant. Quasi-experimental designs were proposed in the evaluation plan (e.g., comparison with students in similar programs at same college or students in same programs at a non-TAACCCT college); however, this was not possible due to the challenges posed in securing comparison sites or programs willing to participate.

For the most part, securing comparison site data was unachievable. There were, in turn, limits in the type of data available for that comparison group and the meaningfulness of any conclusions that could be drawn from an impact study. Specifically, there is a lack of data available for comparison students, which inhibits evaluators in answering evaluation questions related to students' education and employment outcomes. Despite efforts to try various methods to secure higher response rates (e.g., shortening the survey, using both paper and online, having advisors go to classrooms to distribute the survey, etc.), response rates tended to be low.

In addition to the previously mentioned challenge of securing comparison site buy-in, another barrier to potentially securing a higher response rate was not being allowed to use incentives

for comparison students or like colleges to collaborate with ongoing requests. Only one staff member from the comparison site was willing to collect student survey data; as such, data received from Pierpont's PTA program students have been analyzed and included in this report. Given the lack of commitment and collaboration from the comparison site, evaluators face a great number of challenges in collecting comparison site data.

Administrators at New River established a sustainability plan for moving forward with key components of the TAACCCT grant. Project staff also been met monthly throughout the year to discuss updates or modifications that have been made to each program, determine the status of implementation progress, and explore areas in need of improvement. New River should consider utilizing this model in continuing to support the allied health programs as well as New River faculty, staff and students.

- **Continue to communicate with each other about achievements within the programs and components that should or should not be sustained once TAACCCT grant funding ends.**



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## Appendix A. New River Entrance Survey and Data Tables

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# New River: Student Entrance Survey

## Informed Consent

### ***New River Community and Technical College: Student Entrance Survey for Allied Health Programs***

McREL International is evaluating a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant awarded to New River Community and Technical College (hereafter referred to as New River) by the U.S. Department of Labor (DOL). This grant is being used to expand and improve career training programs in the field of allied health at New River. The goal of the program is to help prepare participants for employment in high-wage, high-skill occupations.

**Purpose of the Survey:** To determine the grant's success, McREL is working with New River and other community and technical colleges throughout the state to gather information from individuals who are enrolled in allied health programs. Because you are enrolled in one of the New River programs, we would like you to participate in this survey. The survey includes questions about your decision to go to college and about your perceptions, expectations, and experiences with college so far. It also asks about any potential challenges or barriers you might face with regard to program completion and persistence. This survey will take you about 15-25 minutes to finish.

**Completion of the Survey:** Completion of this survey is voluntary. You will be asked to provide personally identifiable information such as your name, birthdate, or student ID number in case evaluators need to match your information across multiple data collection tools. We will not share your personal information in any summaries or reports and will take care to protect your personal information. Information will be combined for all individuals by program or subgroups and no one will be identified in any publications, such as quarterly or annual reports, presentations, or journal articles.

**Protecting Your Rights:** There are no "right" or "wrong" answers for this survey. We just want to hear about your college experiences. If you decide that you do not want to finish taking the survey, you can stop at any time—even if you have already started. However, your experiences and feedback are important; this information will be used to help improve the quality and relevance of the allied health programs at New River and to measure the success of the grant. There are no known risks associated with completing this survey greater than those faced in daily life. But, you are granting permission for McREL, the DOL, and The Urban Institute (the national grant evaluator) to have access to your personal information. Please note that data files will be kept in a safe place during the study and destroyed after the end of the study.

**Questions:** If you have questions about the grant evaluation, contact Karen Bumgardner (project manager for the New River evaluation project) at 304-347-1841 (kbumgardner@mcrel.org). For information on protection of your rights as a participant or any additional Institutional Review Board issues, contact Howard Pitler at 303-632-5554 (hpitler@mcrel.org).

**We appreciate your time and cooperation!**

## General Information

1. **What is your student enrollment ID number?**

2. **In which program of study are you currently enrolled?**

- Medical Assisting
- Medical Laboratory Technician
- Paramedic-EMT
- Physical Therapy Assistant
- Registered Nurse

3. **What is your name?**

First Name	Middle Initial	Last Name
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. **What is your birthdate (MM/DD/YYYY)?**

5. **What future educational outcomes do you expect to achieve? (Select all that apply)**

- Do not plan to continue my education after leaving this school
- Earn an associate's degree
- Earn a bachelor's degree
- Earn a master's degree or higher

6. **Are you currently employed?**

- Not currently employed
- Employed part-time in the field of allied health
- Employed full-time in the field of allied health
- Employed part-time in a different field
- Employed full-time in a different field

7. **Some organizations do not have to report employment and wage data to Workforce West Virginia, the state's workforce agency. Do you work for one of the exempt agencies?**

- I am unemployed.
- I am self-employed.
- I am employed with the railroad.
- I am employed with a faith-based agency or church.
- I do not work for an exempt organization.

## Overall Experiences<sup>8</sup>

In this section, we would like to learn more about your perceptions, expectations, and experiences. These questions will help college staff understand how to improve its allied health programs to better fit your needs and better support your educational and career goals.

**8. How would you rate the quality of the instruction you are receiving here?**

Excellent	Good	Fair	Poor	Very poor	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. How often do you worry about having enough money to meet your needs?**

Very often	Somewhat often	Sometimes	Rarely	Very rarely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. How satisfied are you with the academic advising you receive here?**

Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. How often do you miss class for reasons other than illness or participation in school-related activities?**

Very often	Somewhat often	Sometimes	Rarely	Very rarely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. How difficult is it for you or your family to be able to handle college costs?**

Very difficult	Somewhat difficult	Neutral	Somewhat easy	Very easy	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. How likely is it you will earn a certificate, diploma, or degree from here?**

Very likely	Somewhat likely	Neutral	Somewhat unlikely	Very unlikely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<sup>8</sup> The items in this section have been taken from: Davidson, W. B., Beck, H., & Milligan, M. (2009). The College Persistence Questionnaire: Development and validation of an instrument that predicts student attrition. *Journal of College Student Development, 50*, 373-390.

**14. How easy is it to get answers to your questions about things related to your education and training here?**

Very easy	Somewhat easy	Neutral	Somewhat hard	Very hard	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**15. In general, how satisfied are you with the quality of instruction you are receiving here?**

Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. When considering the financial costs of being in college, how often do you feel unable to do things that other students here can afford to do?**

Very often	Somewhat often	Sometimes	Rarely	Very rarely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17. How often do you feel overwhelmed by the academic workload here?**

Very often	Somewhat often	Sometimes	Rarely	Very rarely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**18. How would you rate the academic advisement you receive here?**

Excellent	Good	Fair	Poor	Very poor	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**19. How much of a financial strain is it for you to purchase the essential resources you need for courses such as books and supplies?**

A very large strain	Somewhat of a strain	Neutral	A little strain	Hardly any strain at all	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**20. How likely is it that the training you are receiving here will help you to get the job you want?**

Very likely	Somewhat likely	Neutral	Somewhat unlikely	Very unlikely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**21. A goal of education is to provide you with what you need to know in order to succeed in your future job. How confident are you that the career training you receive here will give you the necessary knowledge and skills?**

Very confident	Somewhat confident	Neutral	Somewhat unconfident	Very unconfident	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**22. How much do you know about the duties and responsibilities of the career and field in which you are receiving training?**

Very much	Much	Some	Little	Very little	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**23. How committed are you to getting a job in the field for which you are training?**

Very committed	Somewhat committed	Neutral	Somewhat uncommitted	Very uncommitted	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Additional Information

**24. What is the most motivating factor for you to complete this degree program?**

**25. What is the biggest barrier that you think you are going to face in completing this degree program?**

**26. What educational outcomes do you expect to achieve as a result of attending this college? (Select all that apply)**

- Earn some credits
- Earn a certificate or multiple certificates
- Earn an associate's degree (with or without licensure)

**27. In deciding to attend this college, which of the following were important for you? (Select all that apply)**

- It has a good reputation.
- It is affordable.
- It is close to where I live or work.
- It offers flexible schedules that meet my needs.
- It offers online courses.
- It offers short-term programs.
- It offers the programs and/or certificates I want.
- My family or friends attended this college.

**28. There may be a lot of reasons you decided to go to college. Which of the following describe your situation? (Select all that apply)**

- I can receive financial aid to go back to school.
- I cannot find a job without more education.
- I lost my job, and I am eligible for educational funds through the workforce center or some other program.
- I need to advance my education to get a job that is better than the one I have now.
- I want to advance my education to earn more money.
- I want to advance my education to better my life.
- I want to get a job in allied health.
- My current employer is encouraging me to advance my education.
- My current employer is paying for me to take classes.
- My current employer promised me a pay raise if I earn a certificate, diploma, or degree.
- My family is encouraging me to go back to school.



**29. Which of the following financial resources are you currently receiving to assist with your education expenses? (Select all that apply)**

- Employer paid
- Grants
- Loans
- Scholarships
- Veteran's benefits
- Work on campus
- Other

**30. How supportive is your family of your decision to continue your education?**

- Very supportive
- Somewhat supportive
- Neutral
- Somewhat unsupportive
- Very unsupportive

**31. To what extent do you struggle with securing support or resources for child care so that you can attend classes?**

- I do not have children.
- Child care is never an issue for me.
- Child care is rarely an issue for me.
- Child care is sometimes an issue for me.
- Child care is always an issue for me.

**32. To what extent do you struggle with securing transportation to school?**

- Transportation is never a struggle for me.
- Transportation is rarely a struggle for me.
- Transportation is sometimes a struggle for me.
- Transportation is always a struggle for me.

## Student Success Centers

**33. How likely is it that you will go to the Student Success Center for advice and support on the following areas?**

Topic Area	Very Unlikely	Somewhat Unlikely	Neutral	Somewhat Likely	Very Likely
Academic advising	①	②	③	④	⑤
Transfer advising	①	②	③	④	⑤
Career planning	①	②	③	④	⑤
Disability services	①	②	③	④	⑤
Early intervention referrals	①	②	③	④	⑤
Placement testing	①	②	③	④	⑤
Test proctoring	①	②	③	④	⑤
Tutoring	①	②	③	④	⑤

**Thank you for completing this survey!  
We appreciate your time and assistance!**

## New River: Participating Students' Education and Employment Outcomes

**Table A-1. Student Entrance Survey: Background Information**

Background	n	%*
<b>What future educational outcomes do you expect to achieve? (Select all that apply)**</b>		
Do not plan to continue my education after leaving this school	15	18.6%
Earn an associate's degree	77	59.7%
Earn a bachelor's degree	32	24.8%
Earn a master's degree or higher	22	17.1%
<b>Are you currently employed?</b>		
Not currently employed	47	35.9%
Employed part-time in the field of allied health	9	6.9%
Employed full-time in the field of allied health	37	28.2%
Employed part-time in a different field	26	19.8%
Employed full-time in a different field	12	9.2%

\*Missing values are not included in the percentage (i.e., valid percentage).

\*\*Percentages may not equal 100 since respondents ( $n = 129$ ) can select all that apply.

**Table A-2. Student Entrance Survey: Participating Students' Perceptions of Retention Factors**

	n	N/A	Very Much	Much	Some/Neutral	Little	Very Little
<b>Collegiate Stress</b>							
How often do you feel overwhelmed by the academic workload here?	130	--	6.2%	19.2%	47.7%	18.5%	8.5%
How much pressure do you feel when trying to meet deadlines for course assignments?*	62	--	16.1%	33.9%	37.1%	6.5%	6.5%
Students differ quite a lot in how distressed they get over various aspects of college life. Overall, how much stress would you say that you experience while attending this institution?*	62	--	17.7%	32.3%	40.3%	6.5%	3.2%

	n	N/A	Very Much	Much	Some/ Neutral	Little	Very Little
<b>Scholastic Conscientiousness</b>							
How often do you miss class for reasons other than illness or participation in school-related activities?	131	13.0%	0.8%	--	3.8%	16.0%	66.4%
How often do you arrive late for classes, meetings, and other college events?*	62	11.3%	--	3.2%	17.7%	16.1%	51.6%
How often do you turn in assignments past the due date?*	61	16.4%	--	3.3%	23.0%	16.4%	41.0%
<b>Career Integration</b>							
How likely is it that the training you are receiving here will help you to get the job you want?	131	--	90.8%	8.4%	0.8%	--	--
A goal of education is to provide you with what you need to know in order to succeed in your future job. How confident are you that the career training you receive here will give you the necessary knowledge and skills?	130	--	77.7%	19.2%	3.1%	--	--
How much do you know about the duties and responsibilities of the career and field in which you are receiving training?	131	--	58.8%	31.3%	9.9%	--	--
How committed are you to getting a job in the field for which you are training?	131	--	94.7%	3.1%	2.3%	--	--
Students sometimes believe that some of what they are asked to learn is irrelevant to their future jobs. How much of what you are learning at this school do you think is irrelevant?*	62	3.2%	12.9%	3.2%	25.8%	9.7%	45.2%
How important is it for you to think of your career as a key part of your identity?*	62	--	71.0%	21.0%	8.1%	--	--

	n	N/A	Very Much	Much	Some/ Neutral	Little	Very Little
<b>Academic Integration</b>							
How would you rate the quality of the instruction you are receiving here?	131	--	67.2%	31.3%	1.5%	--	--
In general, how satisfied are you with the quality of instruction you are receiving here?	130	--	79.2%	16.2%	3.1%	0.8%	0.8%
How much do the instructors and the courses make you feel like you can do the work successfully?*	62	--	54.8%	33.9%	8.1%	3.2%	--
<b>Academic Effectiveness</b>							
How satisfied are you with the academic advising you receive here?	131	--	59.5%	31.3%	7.6%	--	1.5%
How easy is it to get answers to your questions about things related to your education and training here?	131	0.8%	3.8%	--	8.4%	31.3%	55.7%
How would you rate the academic advisement you receive here?	131	1.5%	47.3%	40.5%	9.2%	1.5%	--
<b>Institutional Commitment</b>							
How likely is it you will earn a certificate, diploma, or degree from here?	131	--	81.7%	15.3%	0.8%	--	2.3%
How confident are you that this is the right college or university for you?	62	--	46.8%	24.2%	25.8%	3.2%	--
How much thought have you given to stopping your education here (perhaps transferring to another college, going to work, or leaving for other reasons)?	62	12.9%	3.2%	25.8%	11.3%	12.9%	33.9%
How likely is it that you will re-enroll here next semester?	62	--	80.6%	6.5%	8.1%	1.6%	3.2%

	n	N/A	Very Much	Much	Some/ Neutral	Little	Very Little
<b>Financial Strain</b>							
How often do you worry about having enough money to meet your needs?	131	--	35.1%	22.9%	31.3%	8.4%	2.3%
How difficult is it for you or your family to be able to handle college costs?	130	3.8%	23.1%	34.6%	27.7%	4.6%	6.2%
When considering the financial costs of being in college, how often do you feel unable to do things that other students here can afford to do?	131	3.1%	15.3%	22.1%	29.8%	20.6%	9.2%
How much of a financial strain is it for you to purchase the essential resources you need for courses such as books and supplies?	130	1.5%	26.2%	30.8%	23.1%	8.5%	10.0%

**Table A-3. Student Entrance Survey: Additional Information**

	n	%
<b>What educational outcomes do you expect to achieve as a result of attending your current college? (Select all that apply*)</b>		
Earn some credits	16	12.2%
Earn a certificate or multiple certificates	53	40.5%
Earn an associate's degree (with or without licensure)	106	80.9%
<b>In deciding to attend this college, which of the following were important for you? (Select all that apply*)</b>		
It has a good reputation.	50	38.2%
It is affordable.	85	64.9%
It is close to where I live or work.	97	74.0%
It offers flexible schedules that meet my needs.	63	48.1%
It offers online courses.	43	32.8%
It offers short-term programs.	40	30.5%
It offers the programs and/or certificates I want.	116	88.5%
My family or friends attended this college.	25	19.1%
<b>There may be a lot of reasons you decided to go back to college. Which of the following describe your situation? (Select all that apply*)</b>		
I can receive financial aid to go back to school.	47	35.9%
I cannot find a job without more education.	26	19.8%

	<i>n</i>	%
I lost my job, and I am eligible for educational funds through the workforce center or some other program.	7	5.3%
I need to advance my education to get a job that is better than the one I have now.	73	55.7%
I want to advance my education to earn more money.	96	73.3%
I want to advance my education to better my life.	115	87.8%
I want to get a job in allied health.	58	44.3%
My current employer is encouraging me to advance my education.	16	12.2%
My current employer is paying for me to take classes.	2	1.5%
My current employer promised me a pay raise if I earn a certificate, diploma, or degree.	11	8.4%
My family is encouraging me to go back to school.	50	38.2%
<b>Which of the following financial resources are you currently receiving to assist with your education expenses? (Select all that apply*)</b>		
Employer paid	2	1.5%
Grants	76	58.0%
Loans	55	42.0%
Scholarships	10	7.6%
Veteran's benefits	8	6.1%
Work on campus	2	1.5%
Other	35	26.7%
<b>What is your current living arrangement?</b>		
Government-assisted housing	2	3.3%
Owned house/apartment	23	37.7%
Parents' house	20	32.8%
Rental house/apartment	14	23.0%
Other	2	3.3%
<b>How supportive is your family of your decision to continue your education?</b>		
Very unsupportive	0	--
Somewhat unsupportive	3	2.3%
Neutral	8	6.1%
Somewhat supportive	14	10.7%
Very supportive	106	80.9%
<b>To what extent do you struggle with securing support or resources for child care so that you can attend classes?</b>		
I do not have children.	67	51.1%
Child care is never an issue for me.	18	13.7%

	<i>n</i>	%
Child care is rarely an issue for me.	14	10.7%
Child care is sometimes an issue for me.	25	19.1%
Child care is always an issue for me.	7	5.3%
<b>To what extent do you struggle with securing transportation to school?</b>		
Transportation is never a struggle for me.	79	60.3%
Transportation is rarely a struggle for me.	36	27.5%
Transportation is sometimes a struggle for me.	13	9.9%
Transportation is always a struggle for me.	3	2.3%

\*Percentages may not equal 100 since respondents can select all that apply.

**Table A-4. Student Entrance Survey: Student Success Centers**

<b>How likely is it that you will utilize student-provided services for advice and support on the following areas?</b>								
<b>Topic Area</b>	<b><i>n</i></b>	<b>Very Unlikely</b>	<b>Somewhat Unlikely</b>	<b>Neutral</b>	<b>Somewhat Likely</b>	<b>Very Likely</b>	<b><i>M</i></b>	<b><i>SD</i></b>
Academic advising	125	26.4%	8.8%	32.8%	18.4%	13.6%	2.84	1.36
Career planning	124	33.1%	10.5%	31.5%	12.1%	12.9%	2.61	1.39
Disability services	124	46.0%	10.5%	24.2%	13.7%	5.6%	2.23	2.06
Early intervention referrals	124	51.6%	7.3%	31.5%	2.4%	7.3%	2.06	1.26
Placement testing	125	43.2%	9.6%	31.2%	7.2%	8.8%	2.29	1.32
Test proctoring	124	38.7%	10.5%	32.3%	7.3%	11.3%	2.42	1.36
Transfer advising	125	40.8%	8.8%	29.6%	8.0%	12.8%	2.43	1.42
Tutoring	125	36.0%	6.4%	35.2%	10.4%	12.0%	2.56	1.38



## Appendix B. New River Exit Survey and Data Tables

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## Participating Students' Education and Employment Outcomes

**Table B-1. Student Exit Survey: Background Information**

Background	n	%
<b>What future educational outcomes do you expect to achieve? (Select all that apply)</b>		
Do not plan to continue my education after leaving this school	11	37.9%
Earn an associate's degree	10	34.5%
Earn a bachelor's degree	12	41.4%
Earn a master's degree or higher	5	17.2%
<b>Are you currently employed?</b>		
Not currently employed	17	58.6%
Employed part-time in the field of allied health	0	--
Employed full-time in the field of allied health	0	--
Employed part-time in a different field	8	27.6%
Employed full-time in a different field	4	13.8%

**Table B-2. Student Exit Survey: Participating Students' Perceptions of Retention Factors**

	n	N/A	Very Much	Much	Some	Little	Very Little
<b>Collegiate Stress</b>							
How often do you feel overwhelmed by the academic workload here?	29	--	6.9%	13.8%	44.8%	24.1%	10.3%
<b>Scholastic Conscientiousness</b>							
How often do you miss class for reasons other than illness or participation in school-related activities?	30	13.3%	--	--	6.7%	6.7%	73.3%
<b>Career Integration</b>							
How likely is it that the training you are receiving here will help you to get the job you want?	29	--	86.2%	10.3%	3.4%	--	--
A goal of education is to provide you with what you need to know in order to succeed in your future job. How confident are you that the career training you receive here will give you the necessary knowledge and skills?	28	--	67.9%	25.0%	7.1%	--	--
How much do you know about the duties and responsibilities of the career and field in which you are receiving training?	29	--	69.0%	20.7%	10.3%	--	--

	n	N/A	Very Much	Much	Some	Little	Very Little
How committed are you to getting a job in the field for which you are training?	29	--	89.7%	10.3%	--	--	--
<b>Academic Integration</b>							
How would you rate the quality of the instruction you are receiving here?	29	--	41.4%	41.4%	13.8%	--	3.4%
In general, how satisfied are you with the quality of instruction you are receiving here?	29	--	55.2%	24.1%	13.8%	3.4%	3.4%
<b>Academic Effectiveness</b>							
How satisfied are you with the academic advising you receive here?	29	--	58.6%	13.8%	24.1%	3.4%	--
How easy is it to get answers to your questions about things related to your education and training here?	29	--	51.7%	20.7%	24.1%	3.4%	--
How would you rate the academic advisement you receive here?	29	--	51.7%	27.6%	20.7%	--	--
<b>Institutional Commitment</b>							
How likely is it you will earn a certificate, diploma, or degree from here?	29	--	96.6%	3.4%	--	--	--
<b>Financial Strain</b>							
How often do you worry about having enough money to meet your needs?	29	--	17.2%	31.0%	37.9%	6.9%	6.9%
How difficult is it for you or your family to be able to handle college costs?	28	--	21.4%	28.6%	35.7%	7.1%	7.1%
When considering the financial costs of being in college, how often do you feel unable to do things that other students here can afford to do?	29	--	6.9%	20.7%	31.0%	17.2%	24.1%
How much of a financial strain is it for you to purchase the essential resources you need for courses such as books and supplies?	29	--	13.8%	24.1%	34.5%	10.3%	17.2%

**Table B-3. Student Exit Survey: Program Quality**

<b>Program Quality</b>	<b>n</b>	<b>Extensively</b>	<b>Greatly</b>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at All</b>
To what extent did your training program provide a <b>technology-rich environment</b> that facilitated your learning experience?	29	24.1%	48.3%	24.1%	3.4%	--
To what extent did your training program provide <b>state-of-the-art lab equipment</b> that prepared you to be competitive in the job market?	29	17.2%	34.5%	34.5%	3.4%	10.3%
To what extent did your training program provide opportunities for you to <b>build a network of professional contacts</b> ?	29	34.5%	37.9%	20.7%	3.4%	3.4%
To what extent did your training program provide opportunities specifically to <b>network, connect, or interact with potential employers</b> ?	29	31.0%	27.6%	31.0%	10.3%	--
	<b>n</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Very Poor</b>
Overall, how would you rate the <b>quality</b> of your training program?	29	48.3%	41.4%	10.3%	--	--
	<b>n</b>	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neutral</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>
Overall, how <b>satisfied</b> are you with your training program?	29	69.0%	20.7%	10.3%	--	--
	<b>n</b>	<b>Very Likely</b>	<b>Likely</b>	<b>Neutral</b>	<b>Unlikely</b>	<b>Very Unlikely</b>
How likely are you to recommend your training program to your friends and prospective students?	29	62.1%	24.1%	10.3%	3.4%	--

**Table B-4. Student Exit Survey: Student Success Center Experiences**

<b>SSC Experiences</b>	<b>n</b>	<b>N/A</b>	<b>Very Useful</b>	<b>Somewhat Useful</b>	<b>Neutral</b>	<b>Not Very Useful</b>	<b>Not at All Useful</b>
How useful was your <b>individual learning plan</b> ?	29	27.6%	31.0%	24.1%	17.2%	--	--
	<b>n</b>	<b>Did Not Respond</b>	<b>Extensively</b>	<b>Greatly</b>	<b>Neutral</b>	<b>Very Little</b>	<b>Not At All</b>
To what extent did you use the <b>Virtual Career Network</b> available through the New River portal?	29	--	3.4%	13.8%	34.5%	13.8%	34.5%
	<b>n</b>	<b>N/A</b>	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neutral</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>
How <b>satisfied</b> were you with the <b>academic support</b> from faculty/ instructors/ advisors that you received outside of the classroom?	29	3.4%	58.6%	20.7%	17.2%	--	--
How <b>satisfied</b> were you with the <b>Virtual Career Network</b> available through New River Portal?	28	35.7%	10.7%	25.0%	28.6%	--	--
How <b>satisfied</b> were you with the services you received from the <b>Student Success Center</b> ?	28	--	13.0%	21.7%	60.9%	--	4.3%

# Appendix C. Pierpont Entrance Survey and Data Tables

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## Pierpont Entrance Survey

### Informed Consent

#### ***Pierpont Community and Technical College: Student Entrance Survey for Allied Health Programs***

McREL International is evaluating a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant awarded to New River Community and Technical College (hereafter referred to as New River) by the U.S. Department of Labor (DOL). This grant is being used to expand and improve career training programs in the field of allied health at New River. Pierpont Community and Technical College (hereafter referred to as Pierpont) has agreed to serve as a comparison group for various programs (i.e., Paramedic-EMT, Physical Therapist Assistant, and possibly Medical Laboratory Technician).

**Purpose of the Survey:** To determine the grant's success, McREL is working with New River and other community and technical colleges throughout the state (like Pierpont) to gather information from individuals who are enrolled in allied health programs. Because you are enrolled in one of the Pierpont programs, we would like you to participate in this survey. The survey includes questions about your decision to go to college and about your perceptions, expectations, and experiences with college so far. It also asks about any potential challenges or barriers you might face with regard to program completion and persistence. This survey will take you about 15-25 minutes to finish.

**Completion of the Survey:** Completion of this survey is voluntary. You will be asked to provide personally identifiable information such as your name, birthdate, or student ID number in case evaluators need to match your information across multiple data collection tools. We will not share your personal information in any summaries or reports and will take care to protect your personal information. Information will be combined for all individuals by program or subgroups and no one will be identified in any publications, such as quarterly or annual reports, presentations, or journal articles.

**Protecting Your Rights:** There are no "right" or "wrong" answers for this survey. We just want to hear about your college experiences. If you decide that you do not want to finish taking the survey, you can stop at any time—even if you have already started. However, your experiences and feedback are important to us. There are no known risks associated with completing this survey greater than those faced in daily life. But, you are granting permission for McREL, the DOL, and The Urban Institute (the national grant evaluator) to have access to your personal information. Please note that data files will be kept in a safe place during the study and destroyed after the end of the study.

**Questions:** If you have questions about the grant evaluation, contact Karen Bumgardner (project manager for the New River evaluation project) at 304-347-1841 (kbumgardner@mcrel.org). For information on protection of your rights as a participant or any additional Institutional Review Board issues, contact Howard Pitler at 303-632-5554 (hpitler@mcrel.org).

**We appreciate your time and cooperation!**

## General Information

1. **What is your student enrollment ID number?**

2. **What is your name?**

First Name

Middle Initial

Last Name

<input type="text"/>	<input type="text"/>	<input type="text"/>
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3. **What is your birthdate (MM/DD/YYYY)?**

4. **What future educational outcomes do you expect to achieve? (Select all that apply)**

- Do not plan to continue my education after leaving this school
- Earn an associate's degree
- Earn a bachelor's degree
- Earn a master's degree or higher

5. **Are you currently employed?**

- Not currently employed
- Employed part-time in the field of allied health
- Employed full-time in the field of allied health
- Employed part-time in a different field
- Employed full-time in a different field

6. **Some organizations do not have to report employment and wage data to Workforce West Virginia, the state's workforce agency. Do you work for one of the exempt agencies?**

- I am unemployed.
- I am self-employed.
- I am employed with the railroad.
- I am employed with a faith-based agency or church.
- I do not work for an exempt organization.



## Overall Experiences<sup>9</sup>

In this section, we would like to learn more about your perceptions, expectations, and experiences. These questions will help McREL staff understand how the allied health programs fit your needs and support your educational and career goals.

**7. How would you rate the quality of the instruction you are receiving here?**

Excellent	Good	Fair	Poor	Very poor	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. How often do you worry about having enough money to meet your needs?**

Very often	Somewhat often	Sometimes	Rarely	Very rarely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. How satisfied are you with the academic advising you receive here?**

Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. How often do you miss class for reasons other than illness or participation in school-related activities?**

Very often	Somewhat often	Sometimes	Rarely	Very rarely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. How difficult is it for you or your family to be able to handle college costs?**

Very difficult	Somewhat difficult	Neutral	Somewhat easy	Very easy	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. How likely is it you will earn a certificate, diploma, or degree from here?**

Very likely	Somewhat likely	Neutral	Somewhat unlikely	Very unlikely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<sup>9</sup> The items in this section have been taken from: Davidson, W. B., Beck, H., & Milligan, M. (2009). The College Persistence Questionnaire: Development and validation of an instrument that predicts student attrition. *Journal of College Student Development, 50*, 373-390.

**13. How easy is it to get answers to your questions about things related to your education and training here?**

Very easy	Somewhat easy	Neutral	Somewhat hard	Very hard	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14. In general, how satisfied are you with the quality of instruction you are receiving here?**

Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**15. When considering the financial costs of being in college, how often do you feel unable to do things that other students here can afford to do?**

Very often	Somewhat often	Sometimes	Rarely	Very rarely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. How often do you feel overwhelmed by the academic workload here?**

Very often	Somewhat often	Sometimes	Rarely	Very rarely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17. How would you rate the academic advisement you receive here?**

Excellent	Good	Fair	Poor	Very poor	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**18. How much of a financial strain is it for you to purchase the essential resources you need for courses such as books and supplies?**

A very large strain	Somewhat of a strain	Neutral	A little strain	Hardly any strain at all	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**19. How likely is it that the training you are receiving here will help you to get the job you want?**

Very likely	Somewhat likely	Neutral	Somewhat unlikely	Very unlikely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**20. A goal of education is to provide you with what you need to know in order to succeed in your future job. How confident are you that the career training you receive here will give you the necessary knowledge and skills?**

Very confident	Somewhat confident	Neutral	Somewhat unconfident	Very unconfident	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**21. How much do you know about the duties and responsibilities of the career and field in which you are receiving training?**

Very much	Much	Some	Little	Very little	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**22. How committed are you to getting a job in the field for which you are training?**

Very committed	Somewhat committed	Neutral	Somewhat uncommitted	Very uncommitted	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Additional Information

**23. What is the most motivating factor for you to complete this degree program?**

**24. What is the biggest barrier that you think you are going to face in completing this degree program?**

**25. What educational outcomes do you expect to achieve as a result of attending this college? (Select all that apply)**

- Earn some credits
- Earn a certificate or multiple certificates
- Earn an associate's degree (with or without licensure)

**26. In deciding to attend this college, which of the following were important for you? (Select all that apply)**

- It has a good reputation.
- It is affordable.
- It is close to where I live or work.
- It offers flexible schedules that meet my needs.
- It offers online courses.
- It offers short-term programs.
- It offers the programs and/or certificates I want.
- My family or friends attended this college.

**27. There may be a lot of reasons you decided to go to college. Which of the following describe your situation? (Select all that apply)**

- I can receive financial aid to go back to school.
- I cannot find a job without more education.
- I lost my job, and I am eligible for educational funds through the workforce center or some other program.
- I need to advance my education to get a job that is better than the one I have now.
- I want to advance my education to earn more money.
- I want to advance my education to better my life.
- I want to get a job in allied health.
- My current employer is encouraging me to advance my education.
- My current employer is paying for me to take classes.
- My current employer promised me a pay raise if I earn a certificate, diploma, or degree.
- My family is encouraging me to go back to school.

**28. Which of the following financial resources are you currently receiving to assist with your education expenses? (Select all that apply)**

- Employer paid
- Grants
- Loans
- Scholarships
- Veteran's benefits
- Work on campus
- Other

**29. How supportive is your family of your decision to continue your education?**

- Very supportive
- Somewhat supportive
- Neutral
- Somewhat unsupportive
- Very unsupportive

**30. To what extent do you struggle with securing support or resources for child care so that you can attend classes?**

- I do not have children.
- Child care is never an issue for me.
- Child care is rarely an issue for me.
- Child care is sometimes an issue for me.
- Child care is always an issue for me.

**31. To what extent do you struggle with securing transportation to school?**

- Transportation is never a struggle for me.
- Transportation is rarely a struggle for me.
- Transportation is sometimes a struggle for me.
- Transportation is always a struggle for me.

## Student Support Services

**32. How likely is it that you will utilize student-provided services for advice and support on the following areas?**

Topic Area	Very Unlikely	Somewhat Unlikely	Neutral	Somewhat Likely	Very Likely
Academic advising	①	②	③	④	⑤
Transfer advising	①	②	③	④	⑤
Career planning	①	②	③	④	⑤
Disability services	①	②	③	④	⑤
Early intervention referrals	①	②	③	④	⑤
Placement testing	①	②	③	④	⑤
Test proctoring	①	②	③	④	⑤
Tutoring	①	②	③	④	⑤

**Thank you for completing this survey!  
We appreciate your time and assistance!**

## Comparison Students' Education and Employment Outcomes

**Table C-1. Comparison Group Entrance Survey: Background Information**

Background	n	%
<b>What future educational outcomes do you expect to achieve? (Select all that apply)</b>		
Do not plan to continue my education after leaving this school	1	4.8%
Earn an associate's degree	17	81.0%
Earn a bachelor's degree	4	19.0%
Earn a master's degree or higher	2	9.5%
<b>Are you currently employed?*</b>		
Not currently employed	5	22.7%
Employed part-time in the field of allied health	2	9.1%
Employed full-time in the field of allied health	2	9.1%
Employed part-time in a different field	13	59.1%
Employed full-time in a different field	0	--

\*One individual had two employers; therefore, the total number of cases for employment is 22 while the total number of participants remains 21.

**Table C-2. Comparison Group Entrance Survey: Perceptions of Retention Factors**

	n	N/A	Very Much	Much	Some	Little	Very Little
<b>Collegiate Stress</b>							
How often do you feel overwhelmed by the academic workload here?	21	--	4.8%	19.0%	52.4%	23.8%	--
<b>Scholastic Conscientiousness</b>							
How often do you miss class for reasons other than illness or participation in school-related activities?	21	23.8%	--	--	--	--	76.2%
<b>Career Integration</b>							
How likely is it that the training you are receiving here will help you to get the job you want?	21	--	100.0%	--	--	--	--

	n	N/A	Very Much	Much	Some	Little	Very Little
A goal of education is to provide you with what you need to know in order to succeed in your future job. How confident are you that the career training you receive here will give you the necessary knowledge and skills?	21	--	100.0%	--	--	--	--
How much do you know about the duties and responsibilities of the career and field in which you are receiving training?	21	--	33.3%	28.6%	--	38.1%	--
How committed are you to getting a job in the field for which you are training?	21	--	100.0%	--	--	--	--
<b>Academic Integration</b>							
How would you rate the quality of the instruction you are receiving here?	21	--	61.9%	38.1%	--	--	--
In general, how satisfied are you with the quality of instruction you are receiving here?	21	--	81.8%	18.2%	--	--	--
<b>Academic Effectiveness</b>							
How satisfied are you with the academic advising you receive here?	21	--	81.0%	14.3%	4.8%	--	--
How easy is it to get answers to your questions about things related to your education and training here?	21	--	76.2%	23.8%	--	--	--
How would you rate the academic advisement you receive here?	21	--	71.4%	28.6%	--	--	--
<b>Institutional Commitment</b>							
How likely is it you will earn a certificate, diploma, or degree from here?	21	--	90.5%	9.5%	--	--	--



	n	N/A	Very Much	Much	Some	Little	Very Little
<b>Financial Strain</b>							
How often do you worry about having enough money to meet your needs?	21	4.8%	19.0%	33.3%	23.8%	4.8%	14.3%
How difficult is it for you or your family to be able to handle college costs?	21	4.8%	9.5%	33.3%	28.6%	19.0%	4.8%
When considering the financial costs of being in college, how often do you feel unable to do things that other students here can afford to do?	21	--	--	23.8%	33.3%	23.8%	19.0%
How much of a financial strain is it for you to purchase the essential resources you need for courses such as books and supplies?	21	--	14.3%	38.1%	14.3%	14.3%	19.0%

**Table C-3. Comparison Group Entrance Survey: Additional Information**

	n	%
<b>What educational outcomes do you expect to achieve as a result of attending your current college? (Select all that apply)</b>		
Earn some credits	2	7.1%
Earn a certificate or multiple certificates	6	21.4%
Earn an associate's degree (with or without licensure)	20	71.4%
<b>In deciding to attend this college, which of the following were important for you? (Select all that apply)</b>		
It has a good reputation.	14	66.7%
It is affordable.	17	81.0%
It is close to where I live or work.	20	95.2%
It offers flexible schedules that meet my needs.	10	47.6%
It offers online courses.	13	61.9%
It offers short-term programs.	11	52.4%
It offers the programs and/or certificates I want.	20	95.2%
My family or friends attended this college.	4	19.0%

	<i>n</i>	%
<b>There may be a lot of reasons you decided to go back to college. Which of the following describe your situation? (Select all that apply)</b>		
I can receive financial aid to go back to school.	5	22.7%
I cannot find a job without more education.	6	28.6%
I lost my job, and I am eligible for educational funds through the workforce center or some other program.	0	--
I need to advance my education to get a job that is better than the one I have now.	13	61.9%
I want to advance my education to earn more money.	19	90.5%
I want to advance my education to better my life.	21	100.0%
I want to get a job in allied health.	11	52.4%
My current employer is encouraging me to advance my education.	0	--
My current employer is paying for me to take classes.	0	--
My current employer promised me a pay raise if I earn a certificate, diploma, or degree.	0	--
My family is encouraging me to go back to school.	8	38.1%
<b>Which of the following financial resources are you currently receiving to assist with your education expenses? (Select all that apply)</b>		
Employer paid	1	4.8%
Grants	11	52.4%
Loans	11	52.4%
Scholarships	6	28.6%
Veteran's benefits	0	--
Work on campus	0	--
Other	4	19.0%
None	2	9.5%
<b>How supportive is your family of your decision to continue your education?</b>		
Very unsupportive	1	4.8%
Somewhat unsupportive	0	--
Neutral	0	--
Somewhat supportive	2	9.5%
Very supportive	18	85.7%

	<i>n</i>	%
<b>To what extent do you struggle with securing support or resources for child care so that you can attend classes?</b>		
I do not have children.	19	90.5%
Child care is never an issue for me.	0	--
Child care is rarely an issue for me.	0	--
Child care is sometimes an issue for me.	2	9.5%
Child care is always an issue for me.	0	--
<b>To what extent do you struggle with securing transportation to school?</b>		
Transportation is never a struggle for me.	15	71.4%
Transportation is rarely a struggle for me.	5	23.8%
Transportation is sometimes a struggle for me.	1	4.7%
Transportation is always a struggle for me.	0	--

**Table C-4. Comparison Group Entrance Survey: Student Support Services**

<b>How likely is it that you will utilize student-provided services for advice and support on the following areas?</b>									
<b>Topic Areas</b>	<b><i>n</i></b>	<b>Did Not Respond</b>	<b>Very Unlikely</b>	<b>Somewhat Unlikely</b>	<b>Neutral</b>	<b>Somewhat Likely</b>	<b>Very Likely</b>	<b><i>M</i></b>	<b><i>SD</i></b>
Academic advising	21	--	4.8%	4.8%	9.5%	28.6%	52.4%	4.19	1.12
Transfer advising	21	--	42.9%	23.8%	28.6%	--	4.8%	2.00	1.10
Career planning	21	--	4.8%	--	9.5%	47.6%	38.1%	4.14	0.96
Disability services	21	--	66.7%	23.8%	--	4.8%	4.8%	1.57	1.08
Early intervention referrals	21	4.8%	42.9%	4.8%	19.0%	23.8%	4.8%	2.40	1.43
Placement testing	21	--	28.6%	9.5%	23.8%	14.3%	23.8%	2.95	1.56
Test proctoring	21	4.8%	23.8%	9.5%	19.0%	23.8%	19.0%	3.05	1.50
Tutoring	21	4.8%	9.5%	14.3%	23.8%	28.6%	19.0%	3.35	1.27

## **Appendix D. Participant v. Non-participant PTA Students' Employment and Education Outcomes**

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**Table D-1. Participant v. Non-participant Employment Status**

Employment Status	<i>n</i>	%
<b>New River</b>		
Employed	20	50.0%
Not Employed	20	50.0%
<b>Pierpont</b>		
Employed	16	76.2%
Not Employed	5	23.8%

**Table D-2. Participant v. Non-participant Perceptions of Retention Factors**

Retention Factors	New River			Pierpont			Independent Samples t-test			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>DF</i>	<i>p</i> -value	<i>ES</i>
Collegiate Stress	40	2.95	0.96	21	2.95	0.80	-0.10	59	0.992	-0.03
Scholastic Conscientiousness	38	4.92	0.27	16	5.00	0.00	1.70	26 <sup>†</sup>	0.101	0.67
Career Integration	39	4.76	0.32	21	4.74	0.22	0.31	58	0.755	0.08
Academic Integration	39	4.62	0.44	21	4.71	0.34	-0.90	58	0.371	-0.24
Academic Effectiveness	40	4.53	0.45	21	4.75	0.36	-1.88	59	0.065	-0.49
Institutional Commitment	40	3.28	1.18	21	4.90	0.30	-8.26	48 <sup>†</sup>	0.000***	-2.39
Financial Strain	39	2.89	0.57	20	2.98	0.73	-0.45	57	0.656	-0.12

<sup>†</sup>Due to a significance < 0.50 on Levene's test of equality of variances, equal variances are not assumed and the degree of freedom (DF) is rounded to the nearest whole number.

Note. The items used a five-point scale. A high mean score indicates better outcomes. Effect size (ES) estimating of the magnitude of differences over time is reported using the Cohen's d statistic. \**p* < .05, \*\* *p* < .01, \*\*\* *p* < .001

**Table D-3. Participant v. Non-participant Use of Student Support Services**

Student Support Services	New River			Pierpont			Independent Samples t-test			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>DF</i>	<i>p</i> -value	<i>ES</i>
Academic Advising	39	3.05	1.41	21	4.19	1.12	-1.04	59	0.303	-0.27
Career Planning	39	3.10	1.39	21	4.14	0.96	-1.01	59	0.316	-0.26
Disability Services	39	1.87	1.15	21	1.57	1.08	-0.63	59	0.529	-0.16
Early Intervention Referrals	39	2.05	1.07	21	2.40	1.43	0.40	59	0.694	0.10
Test proctoring	39	2.13	1.20	21	2.95	1.56	-0.95	59	0.345	-0.25
Placement Testing	39	2.10	1.12	21	3.05	1.50	0.28	59	0.781	0.07
Transfer Advising	39	2.44	1.39	21	2.00	1.10	-0.60	59	0.554	-0.16
Tutoring	39	2.31	1.26	21	3.35	1.27	0.26	59	0.795	0.07

Note. The items used a five-point scale, with a high mean score indicating better outcomes. Effect size (ES) estimating of the magnitude of differences over time is reported using the Cohen's d statistic. \**p* < .05, \*\* *p* < .01, \*\*\* *p* < .001

# Appendix E. New River Partner Survey and Data Tables

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## Partner Survey

### **NEW RIVER COMMUNITY AND TECHNICAL COLLEGE: Framework for Institutional Transformation: Reimagining Allied Health in Southeastern West Virginia**

McREL International is evaluating a grant awarded to New River Community and Technical College by the U.S. Department of Labor (DOL) through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) initiative. New River's Allied Health TAACCCT grant offers three new associate degree programs (Medical Laboratory Technician, Physical Therapist Assistant, and Registered Nursing); one expanded certificate program (Paramedic-Emergency Medical Technician [EMT]); and one expanded associate degree program (Medical Assisting).

**Purpose of the Survey:** To determine the grant's success, New River hired McREL International as a third-party evaluator to gather information from the New River TAACCCT project partners to provide data needed for program improvement and refinement. Being a valuable member of the New River advisory committee, you are invited to take this survey. It should take you approximately 10 to 15 minutes to complete. McREL evaluators are not using any of the information collected to assess how well you, as an individual partner, are developing or implementing the project. Rather, the data obtained from the survey will be reported in an aggregated form to assist New River TAACCCT project staff in making project-wide adjustments and improvements.

**Protecting Your Rights:** Participation in this survey is voluntary and should not involve any known risks above those normally encountered in daily life. There are no "right" or "wrong" answers. There will be no retribution of any sort for any responses you provide. If you feel uncomfortable about responding to some questions, you may skip those questions. You may also choose to discontinue participation altogether without penalty or reprisal; however, we value any information you can provide to inform project quality and improvement.

**About Your Confidentiality:** McREL evaluators will handle the data and do everything they can to ensure its security.<sup>10</sup> All information collected on this survey will be confidential and will only be accessible by the evaluation team conducting this project. New River TAACCCT project personnel will not have access to your individual responses. Further, you will not be identifiable in any report and no one will be able to "guess" your identity from reports or presentations.

**Benefits:** While there are no direct benefits to individuals for participating, the survey is one of several data sources that will be used to evaluate the development and implementation of the New River TAACCCT project. The evaluation report will provide crucial information to project staff to help them understand the impact of the New River TAACCCT project on participants and partners. Further, the study can contribute to the larger collection of research literature about the impact of similar workforce training initiatives.

**Questions:** We appreciate your time and help in making sure that New River can provide a program that suits your industry needs. If you have any questions about this evaluation effort, please feel free

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<sup>10</sup> Please note that the McREL Institutional Review Board (IRB) has the authority to inspect consent records and data files only to assure compliance with approved procedures. If, during the process of collecting data, a threat of violence against an individual or entity is uncovered, McREL cannot guarantee anonymity or confidentiality to any party involved.

to contact Ashli Knotts, Evaluation Specialist, by phone (800.624.9120, ext. 5462) or e-mail (aknotts@mcrel.org). For information on protection of your rights as a participant, you may contact Sheila Arens (303.632.5625; sarens@mcrel.org).

**By completing and returning this survey, you are indicating that you are at least 18 years of age and that you voluntarily agree to participate in the survey.**



## Section I. General Information

The New River TAACCCT project provides postsecondary education and training programs for individuals who are interested in obtaining two-year associate degrees, diplomas, or certificates in five allied health programs.

In this section, we would like to learn a little bit about your working relationship with the project.

1. Which of the following five allied health programs are you most closely associated?
  - Medical Assisting (MA)
  - Medical Laboratory Technician (MLT)
  - Paramedic-Emergency Medical Technician (EMT)
  - Physical Therapy Assistant (PTA)
  - Registered Nursing (RN)
  
2. What is your job title/position? (Choose the category that best describes you.)
  - Owner, President, or CEO of a Healthcare Organization
  - Division Manager or Director of a Healthcare Organization
  - Human Resources staff of a Healthcare Organization
  - Other (Please specify: \_\_\_\_\_)
  
3. When did you become involved in the New River project?
  - Before the project was funded (Before September 2012)
  - Since grant Year 1 (October 2012 to September 2013)
  - Since grant Year 2 (October 2013 to September 2014)
  - Since grant Year 3 (October 2014 to present)

## Section II. Program Involvement

In this section, we would like to learn more about your involvement with the New River TAACCCT grant activities. Please rate each item based on your knowledge and your own experiences with the grant project.

4. As of today, to what extent have you personally been involved in the following project activities?

Project Activities	Rating of level of involvement from 1 (not involved at all) to 5 (highly involved)				
	1	2	3	4	5
<b>Participant recruitment</b>					
Recruit incumbent workers	①	②	③	④	⑤
Recruit TAA-eligible participants	①	②	③	④	⑤
Recruit veterans or spouses of veterans	①	②	③	④	⑤
Recruit underemployed participants	①	②	③	④	⑤
Recruit long-term unemployed participants	①	②	③	④	⑤
Recruit other program participants	①	②	③	④	⑤
<b>Curriculum design and development</b>					
Assist in curriculum design and redesign to ensure the training provided is aligned with industry needs	①	②	③	④	⑤
Identify credentials that meet industry needs	①	②	③	④	⑤
Identify important knowledge and skill sets that meet industry needs	①	②	③	④	⑤
<b>Technology and equipment support</b>					
Provide equipment and software to support project success	①	②	③	④	⑤
Provide facilities and equipment for training activities	①	②	③	④	⑤
<b>Partnership support</b>					
Assist in creating new partnerships to support project success	①	②	③	④	⑤
<b>Student support and placement services</b>					
Provide contextualized learning opportunities (e.g., paid or unpaid internships, or company visits)	①	②	③	④	⑤
Identify services needed to support participant success	①	②	③	④	⑤
Provide graduate placement services (e.g., mock interviews and assistance in developing résumés)	①	②	③	④	⑤
Provide information related to job openings in the allied healthcare fields to colleges and their students	①	②	③	④	⑤
Offer job opportunities for New River allied healthcare program graduates	①	②	③	④	⑤

5. Overall, how satisfied are you with your current level of involvement in the New River project?
- Strongly dissatisfied
  - Dissatisfied
  - Neutral
  - Satisfied
  - Very satisfied
6. Overall, how satisfied are you with New River project staff's efforts to engage you in the program?
- Strongly dissatisfied
  - Dissatisfied
  - Neutral
  - Satisfied
  - Very satisfied
7. In what areas would you like to become more involved? (Select all that apply)
- Participant recruitment
  - Curriculum design and development
  - Technology and equipment support
  - Partnership support
  - Student support and placement services
  - None of the above (i.e., I am satisfied with my current level of involvement.)
8. Based on your experiences with the project, rate the quality of program implementation on each of the key project components. Please mark N/A if a certain New River component has not yet been implemented or if you do not have experience with that particular aspect of the project.

Project Component	Rating of quality of project implementation from 1 (poor quality) to 5 (high quality)					N/A
	1	2	3	4	5	
Participant recruitment	①	②	③	④	⑤	⊖
Curriculum design and development	①	②	③	④	⑤	⊖
Technology and equipment support	①	②	③	④	⑤	⊖
Partnership support	①	②	③	④	⑤	⊖
Student support and placement services	①	②	③	④	⑤	⊖

### Section III. Project Impact on the Allied Healthcare Industry and Local Community

In this section, we would like to learn more about your perceptions of the New River project’s impact on participants, the allied healthcare industry, and the local community.

9. To what extent do you agree with the following statements?

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. New River programs offer certificate, diploma, and degree programs that meet industry needs.	①	②	③	④	⑤
b. New River programs prepare workers with the knowledge and skills needed to be successful in the allied healthcare industry.	①	②	③	④	⑤
c. The New River project offers programs that support local workforce development.	①	②	③	④	⑤
d. New River programs prepare highly skilled workers who meet allied healthcare industry needs.	①	②	③	④	⑤
e. New River allied healthcare programs prepare highly skilled workers who meet my organization’s needs.	①	②	③	④	⑤
f. The partnership between my organization and New River allied healthcare programs will continue and expand beyond the life of the grant period.	①	②	③	④	⑤
g. I will consider collaborating with New River on other projects in the future.	①	②	③	④	⑤

10. How likely are you to recommend the New River allied healthcare programs to companies, organizations, and community partners with which you collaborate?

- Not likely
- Somewhat likely
- Neutral
- Likely
- Very likely

11. How did you learn about the New River allied healthcare project and become involved? (Select all that apply)

- I have an existing partnership with the college that started before the New River TAACCCT project began.
- I learned about the project from my coworkers or current employee(s).
- I learned about the project from a trade union/association.
- I learned about the project from a job fair/conference.
- I learned about the project from local/state workforce agencies.
- I learned about the project via print media (e.g., newspapers and magazines) or e-mail.
- I learned about the project via social media (e.g., Facebook, Twitter, or LinkedIn).
- The college reached out to my organization.
- The college reached out to me personally.
- Other (Please specify: \_\_\_\_\_)

## Partner Survey Data Tables

**Table E-1. Partner Survey: Background Information**

	<i>n</i>	%*
<b>Which of the following five allied health programs are you most closely associated?</b>		
Medical Assisting (MA)	2	5.1%
Medical Laboratory Technician (MLT)	7	17.9%
Paramedic-Emergency Medical Technician (EMT)	9	23.1%
Physical Therapy Assistant (PTA)	18	46.2%
Registered Nursing (RN)	3	7.7%
<b>What is your job title/position? (Choose a category that best describes you)</b>		
Owner, President, or CEO of a Healthcare Organization	5	12.8%
Division Manager or Director of a Healthcare Organization	13	33.3%
Human Resources staff of a Healthcare Organization	1	2.6%
Other	20	51.3%
<b>If other, please specify: (n = 20)</b>		
<ul style="list-style-type: none"> <li>• Adm[inistrative] Director of Laboratory Services</li> <li>• CCCE [Center Coordinator of Clinical Education]</li> <li>• CCCE of PT [Physical Therapy] Department</li> <li>• Clinical Director/LPTA [Licensed Physical Therapy Assistant]</li> <li>• Director of Clinical Services</li> <li>• Director of Education</li> <li>• Director of Physical Therapy</li> <li>• Education Department</li> <li>• Education Department Director; Gym Supervisor; Athletic Trainers</li> <li>• Lab Administrative Director</li> <li>• Lab Manager</li> <li>• Lab Administrative Director</li> <li>• Physical Therapist (PT)</li> <li>• Physical Therapy Assistant (PTA)</li> <li>• PT Clinical Instructor</li> <li>• PT Director of Rehab Department</li> <li>• Staff Therapist</li> <li>• Vice-President, Patient Care Services</li> <li>• IS/IT [Information System/Information Technology] Specialist</li> </ul>		

\* Missing values are not included in the percentage (i.e., valid percentage).

**Table E-2. Partner Survey: Becoming a Project Partner**

	<i>n</i>	%*
<b>When did you become involved in the New River project? (n = 39)</b>		
Before the project was funded (before September 2012)	9	23.1%
Since grant Year 1 (October 2012 to September 2013)	5	12.8%
Since grant Year 2 (October 2013 to September 2014)	9	23.1%
Since grant Year 3 (October 2014 to present)	16	41.0%
<b>How did you learn about the New River allied healthcare project and become involved? (select all that apply) (n = 34)</b>		
I have an existing partnership with the college that started before the New River TAACCCT project began.	9	26.5%
I learned about the project from my coworkers or current employee(s).	5	14.7%

	<i>n</i>	%*
I learned about the project from a job fair/conference.	1	2.9%
I learned about the project from local/state workforce agencies.	--	--
I learned about the project via print media (e.g., newspapers and magazines) or e-mail.	2	5.9%
I learned about the project via social media (e.g., Facebook, Twitter, or LinkedIn).	1	2.9%
The college reached out to my organization.	18	52.9%
The college reached out to me personally.	13	38.2%

\* Missing values are not included in the percentage (i.e., valid percentage).

**Table E-3. Partner Survey: Overview of Program Involvement**

	<i>M</i>	<i>SD</i>
<b>As of today, to what extent have you personally been involved in the following project activities?</b>		
Participant Recruitment	1.28	0.71
Curriculum Design and Development	1.85	1.11
Technology and Equipment Support	2.01	1.18
Partnership Support	2.26	1.54
Student Support and Placement Services	2.50	1.17

**Table E-4. Partner Survey: Detailed Program Involvement**

	<i>n</i>	Not Involved At All	Barely Involved	Some-what Involved	Often Involved	Highly Involved	<i>M</i>	<i>SD</i>
<b>Participant recruitment</b>								
Recruit incumbent workers	34	82.4%	2.9%	8.8%	2.9%	2.9%	1.41	0.99
Recruit TAA-eligible participants	34	88.2%	2.9%	2.9%	2.9%	2.9%	1.29	0.91
Recruit veterans or spouses of veterans	35	88.6%	5.7%	--	2.9%	2.9%	1.26	0.85
Recruit underemployed participants	34	88.2%	5.9%	2.9%	2.9%	--	1.21	0.64
Recruit long-term unemployed participants	34	88.2%	5.9%	--	5.9%	--	1.24	0.74
Recruit other program participants	34	82.4%	2.9%	8.8%	2.9%	2.9%	1.41	0.99
<b>Curriculum design and development</b>								
Assist in curriculum design and redesign to ensure the training provided is aligned with industry needs	34	70.6%	--	23.5%	2.9%	2.9%	1.68	1.12
Identify credentials that meet industry needs	34	64.7%	5.9%	20.6%	2.9%	5.9%	1.79	1.23

	<i>n</i>	Not Involved At All	Barely Involved	Some-what Involved	Often Involved	Highly Involved	<i>M</i>	<i>SD</i>
Identify important knowledge and skill sets that meet industry needs	35	54.3%	2.9%	25.7%	8.6%	8.6%	2.14	1.40
<b>Technology and equipment support</b>								
Provide equipment and software to support project success	34	79.4%	5.9%	2.9%	5.9%	5.9%	1.53	1.19
Provide facilities and equipment for training activities	34	42.9%	11.4%	11.4%	17.1%	17.1%	2.54	1.60
<b>Partnership support</b>								
Assist in creating new partnerships to support project success	35	54.3%	2.9%	20.0%	8.6%	14.3%	2.26	1.54
<b>Student support and placement services</b>								
Provide contextualized learning opportunities (e.g., paid or unpaid internships, or company visits)	34	23.5%	11.8%	23.5%	14.7%	26.5%	3.09	1.53
Identify services needed to support participant success	35	45.7%	8.6%	11.4%	22.9%	11.4%	2.46	1.54
Provide graduate placement services (e.g., mock interviews and assistance in developing resumes)	35	80.0%	8.6%	2.9%	2.9%	5.7%	1.46	1.09
Provide information related to job openings in the allied healthcare fields to colleges and their students	35	45.7%	--	25.7%	11.4%	17.1%	2.54	1.58
Offer job opportunities for New River allied healthcare program graduates	35	37.1%	2.9%	5.7%	22.9%	31.4%	3.09	1.76

**Table E-5. Partner Survey: Satisfaction and Interest Areas for Increased Involvement**

	<i>n</i>	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	<i>M</i>	<i>SD</i>
Overall, how satisfied are you with your current level of involvement in the New River project?	34	--	2.9%	47.1%	29.4%	20.6%	3.68	0.84
Overall, how satisfied are you with New River project staff's efforts to engage you in the program?	34	5.9%	2.9%	44.1%	26.5%	20.6%	3.53	1.05

\*A total number of 100 selections from 34 partners.

**Table E-6. Partner Survey: Interest Areas for Increased Involvement**

	<i>n</i> *	%
<b>In what areas would you like to become more involved? (Select all that apply)</b>		
Participant recruitment	6	15.0%
Curriculum design and development	8	20.0%
Technology and equipment	5	12.5%
Partnership support	12	30.0%
Student support and placement services	12	30.0%
None of the above (i.e., I am satisfied with my current level of involvement.)	12	30.0%

**Table E-7. Partner Survey: Quality of Program Implementation**

	<i>n</i>	N/A	Very Poor	Somewhat Poor	Fair	Good	Excellent	<i>M</i> *	<i>SD</i> *
<b>Based on your experiences with the project, rate the quality of program implementation on each of the key project components.</b>									
Participant recruitment	34	52.9%	2.9%	--	17.6%	5.9%	20.6%	3.88	1.20
Curriculum design and development	34	55.9%	2.9%	8.8%	14.7%	11.8%	5.9%	3.20	1.45
Technology and equipment support	33	48.5%	3.0%	12.1%	12.1%	15.2%	9.1%	3.29	1.21
Partnership support	34	44.1%	5.9%	5.9%	11.8%	8.8%	23.5%	3.68	1.42
Student support and placement services	34	38.2%	2.9%	2.9%	17.6%	20.6%	17.6%	3.76	1.09

\* Means and standard deviations only include those who had experiences with project components (i.e., excludes N/A responses).

**Table E-8. Partner Survey: Project Impact on Allied Healthcare Industry and Local Community**

Statement	<i>n</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	<i>M</i>	<i>SD</i>
<b>To what extent do you agree with the following statements?</b>								
New River programs offer certificate, diploma, and degree programs that meet industry needs.	35	--	--	28.6%	45.7%	25.7%	3.97	0.75
New River programs prepare workers with the knowledge and skills needed to be successful in the allied healthcare industry.	35	--	--	34.3%	34.3%	31.4%	3.97	0.82
The New River project offers programs that support local workforce development.	35	--	2.9%	28.6%	42.9%	25.7%	3.91	0.88



Statement	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
<b>To what extent do you agree with the following statements?</b>								
New River programs prepare highly skilled workers who meet allied healthcare industry needs.	35	--	5.7%	34.3%	28.6%	31.4%	3.86	0.94
New River allied healthcare programs prepare highly skilled workers who meet my organization's needs.	35	--	2.9%	37.1%	31.4%	28.6%	3.86	0.88
The partnership between my organization and New River allied healthcare programs will continue and expand beyond the life of the grant period.	35	2.9%	--	22.9%	37.1%	37.1%	4.06	0.94
I will consider collaborating with New River on other projects in the future.	34	2.9%	--	20.6%	47.1%	29.4%	4.00	0.89

# Appendix F. Findings from New River Education Records

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**Table F-I. Education Records: Background Information**

	<i>n</i>	Item	Frequency*	%**
<b>Demographic Information</b>				
Ethnicity/Race	144	Race – White	130	90.3%
		Ethnicity – White	132	91.7%
Participant age		Mean Age	31.6	N/A
Eligibility		Pell-grant Eligible	39	27.1%
<b>Major</b>				
Allied Health Program	144	Medical Assisting	32	22.2%
		Paramedic Training	55	38.2%
		Physical Therapy Assistant	36	25.0%
		Technical Studies	10	6.9%
<b>Assessment Completion</b>				
Implementation of in-depth assessment of participants' ability, skills, and interests to select participants into the grant program	144	Students who took at least one form of assessment	98	68.1%
		Students who did not take any form of assessment	46	31.9%
		Test scores available	390	N/A
		Assessments used	20	N/A
<b>Assessment Tools/Processes</b>				
Assessment tools or processes used to select participants into the grant program	98	AccuPlacer Reading	32	32.7%
		AccuPlacer Writing	34	34.7%
		AccuPlacer Pre-Algebra	28	28.6%
		Comp Pre-Algebra	14	14.3%
		Comp Reading	32	32.7%
		Comp Writing	32	32.7%
		ACT Composite (New)	38	38.8%
		ACT English Main	40	40.8%
		ACT Reading Main	40	40.8%
		ACT Math Main	40	40.8%
		ACT Science Reasoning	37	37.8%

\*Items with frequencies <10 are not reported.

\*\* Sum of percentages may not equal 100% due to missing data of insufficient frequencies Each assessment tool is treated as an individual case; therefore, percentages will not sum 100%.

**Table F-2. Education Records: Degrees Earned**

Item	n	Frequency	%
Total number of students earning degrees and/or certificates (aggregate across all enrollees)	144	68	47.2%

**Table F-3. Education Records: Grade Point Average by Semester**

Item	n	Semester	Average GPA
Student grade point averages (GPA)	38	Fall 2012	3.15
	48	Spring 2013	3.11
	87	Fall 2013	3.22
	109	Spring 2014	3.10
	113	Fall 2014	3.29
	92	Spring 2015	2.31
	58	Fall 2015	2.95
	41	Spring 2016	3.19
	143	<b>Cumulative</b>	<b>2.91</b>

**Table F-4. Education Records: Students to Complete Credits by Semester**

Item	n*	Semester	Frequency	%**
Total number of students completing credit hours	143	Fall 2012	38	26.6
		Spring 2013	48	33.6
		Fall 2013	87	60.8
		Spring 2014	109	76.2
		Fall 2014	113	79.0
		Spring 2015	92	64.3
		Fall 2015	58	40.6
		Spring 2016	41	28.7

\*Not all students were enrolled every semester from Fall 2012-Spring 2016. Percentages should be evaluated with caution due to missing data for those who enrolled after the 2012 semester.

\*\*Percentages represent those who completed credit hours by semester and at the end of the three-year span (i.e., Total). To equal 100%, percentages would need to be compared to the equation  $(n - freq)$  to determine those who did not complete credit hours each semester rather than comparing percentages from semester to semester.

**Table F-5. Education Records: Students to Complete All Credits Attempted by Semester**

Item	n	Semester	Frequency	%
Number of students who completed all credit hours attempted	38	Fall 2012	24	63.2
	48	Spring 2013	27	56.3
	87	Fall 2013	64	73.6
	109	Spring 2014	82	75.2
	113	Fall 2014	89	78.8
	92	Spring 2015	68	73.9
	58	Fall 2015	43	74.1
	41	Spring 2016	33	80.5

**Table F-6. Education Records: Number of Students Completed and Earned by Semester**

Item	n	Semester	Completed/Earned	Credits	% Earned*
Total number of credit hours (aggregate across all enrollees)	143	Fall 2012	Completed	403	90.3
			Earned	364	
		Spring 2013	Completed	472	96.8
			Earned	457	
		Fall 2013	Completed	1,029	93.9
			Earned	966	
		Spring 2014	Completed	1,323	96.4
			Earned	1,275	
		Fall 2014	Completed	1,235	98.5
			Earned	1,217	
		Spring 2015	Completed	1,084	99.3
			Earned	1,076	
		Fall 2015	Completed	631	99.4
			Earned	627	
		Spring 2016	Completed	463	99.1
			Earned	459	
		Total	Completed	6,640	97.0
			Earned	6,441	

\*Percentage earned is equal to the number of credit hours earned from the hours completed.

# Appendix G. New River Wage and Employment Findings

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**Table G-1. Number of Students Employed at Enrollment Who Received a Wage Increase**

Item	n*	Quarter Comparison	Frequency	%**
Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	124	Q3 2014 v. Q4 2014	50	44.6
	122	Q4 2014 v. Q1 2015	67	60.9
	123	Q1 2015 v. Q2 2015	76	67.5
	125	Q2 2015 v. Q3 2015	33	64.7
	125	Q3 2015 v. Q4 2015	100	82.6
	143	Q4 2015 v. Q1 2016	72	55.0
	143	Q1 2016 V. Q2 2016	92	64.3

\* Sample size and number of jobs held are not synonymous. Multiple individuals in each quarter held more than one job.

\*\* Averages are based on the number of wage increases across all jobs in the latter quarter rather than by the number of students in sample.

**Table G-2. Number of Students Employed and Not Employed Each Quarter**

Item	n	Quarter	Employment Status	Frequency	%
Incumbent Workers	125	Q3 2014	Employed	93	74.4
			Not Employed	32	25.6
	124	Q4 2014	Employed	92	74.2
			Not Employed	32	25.8
	123	Q1 2015	Employed	90	73.2
			Not Employed	33	26.8
	125	Q2 2015	Employed	96	76.8
			Not Employed	29	23.2
	125	Q3 2015	Employed	46	36.8
			Not Employed	79	63.2
	144	Q4 2015	Employed	108	75.0
			Not Employed	36	25.0
	143	Q1 2016	Employed	104	72.7
			Not Employed	39	27.3
144	Q2 2016	Employed	115	79.9	
		Not Employed	29	20.1	

**Table G-3. Number of Students Employed Each Quarter by Industry Sector**

Quarter	N*	Industry	Frequency	%
Q3 2014	125	Accommodation	5	4.0
		Administrative and Support Services	17	13.6
		Ambulatory Health Services	38	30.4
		Amusement, Gambling and Recreation	1	0.8
		Building Material and Garden Equipment	1	0.8
		Educational Services	2	1.6
		Executive, Legislative, and Other General Government Support	3	2.4
		Food and Beverage Services	11	8.8
		Gasoline Station	3	2.4
		General Merchandise Stores	1	0.8
		Heavy and Civil Engineering Construction	1	0.8
		Hospitals	2	1.6
		Justice, Public Order, and Safety Activity	6	4.8
		Membership Associations and Organization	1	0.8
		Merchant Wholesalers	1	0.8
		Nursing and Residential Care Facilities	6	4.8
		Personal and Laundry Services	1	0.8
		Printing and Related Support Activities	1	0.8
		Private Households	1	0.8
		Social Assistance	3	2.4
Specialty Trade and Contractors	1	0.8		
Q4 2014	124	Accommodation	3	2.4
		Administrative and Support Services	17	13.7
		Ambulatory Health Services	37	29.8
		Amusement, Gambling and Recreation	1	0.8
		Building Material and Garden Equipment	1	0.8
		Construction of Building	1	0.8
		Educational Services	3	2.4
		Executive, Legislative, and Other General Government Support	6	4.8
		Food and Beverage Services	12	17.9
		Gasoline Station	3	2.4
		General Merchandise Stores	2	1.6



Quarter	N*	Industry	Frequency	%
		Health and Personal Care Stores	2	1.6
		Heavy and Civil Engineering Construction	1	0.8
		Hospitals	2	1.6
		Justice, Public Order, and Safety Activity	6	4.8
		Membership Associations and Organization	1	0.8
		Nursing and Residential Care Facilities	6	4.8
		Personal and Laundry Services	1	0.8
		Printing and Related Support Activities	1	0.8
		Private Household	1	0.8
		Social Assistance	3	2.4
		Support Activities for Mining	2	1.6
Q1 2015	123	Accommodation	3	2.4
		Administrative and Support Services	14	11.4
		Ambulatory Health Services	38	30.9
		Building Material and Garden Equipment	1	0.8
		Educational Services	2	1.6
		Executive, Legislative, and Other General Government Support	4	3.3
		Food and Beverage Services	14	11.4
		Gasoline Station	3	2.4
		General Merchandise Stores	4	3.3
		Health and Personal Care Stores	1	0.8
		Heavy and Civil Engineering Construction	1	0.8
		Hospitals	2	1.6
		Justice, Public Order, and Safety Activity	8	6.5
		Nursing and Residential Care Facilities	6	4.9
		Personal and Laundry Services	1	0.8
		Printing and Related Support Activities	1	0.8
		Private Households	1	0.8
		Professional, Scientific, and Technical	1	0.8
		Social Assistance	3	2.4
		Specialty Trade Contractors	1	0.8
Transportation Equipment Manufacturing	1	0.8		
Q2 2015	125	Accommodation	3	2.4
		Administrative and Support Services	16	12.8

Quarter	N*	Industry	Frequency	%
		Ambulatory Health Services	39	31.2
		Amusement, Gambling and Recreation	1	0.8
		Educational Services	3	2.4
		Executive, Legislative, and Other General Government Support	4	3.2
		Food and Beverage Services	14	11.2
		Gasoline Station	3	2.4
		General Merchandise Stores	3	2.4
		Health and Personal Care Stores	1	0.8
		Heavy and Civil Engineering Construction	1	0.8
		Hospitals	4	3.2
		Justice, Public Order, and Safety Activity	7	5.6
		Merchant Wholesalers	1	0.8
		Nursing and Residential Care Facilities	7	5.6
		Personal and Laundry Services	1	0.8
		Printing and Related Support Activities	1	0.8
		Private Households	1	0.8
		Professional, Scientific, and Technical	1	0.8
		Social Assistance	3	2.4
		Transportation Equipment Manufacturing	1	0.8
		Q3 2015	125	Accommodation
		Administrative and Support Services	1	0.8
		Ambulatory Health Services	21	16.8
		Amusement, Gambling and Recreation	1	0.8
		Educational Services	2	1.6
		Executive, Legislative, and Other General Government Support	2	1.6
		Food and Beverage Services	2	1.6
		Gasoline Station	2	1.6
		General Merchandise Stores	1	0.8
		Hospitals	2	1.6
		Justice, Public Order, and Safety Activity	4	3.2
		Nursing and Residential Care Facilities	3	2.4
		Personal and Laundry Services	1	0.8
		Printing and Related Support Activities	1	0.8
		Social Assistance	2	1.6

Quarter	N*	Industry	Frequency	%
		Specialty Trade Contractors	1	0.8
		Transportation Equipment Manufacturing	1	0.8
Q4 2015	144	Accommodation	5	3.5
		Administration of Environmental Quality	1	0.7
		Administrative and Support Services	17	11.8
		Ambulatory Health Services	43	29.9
		Amusement, Gambling and Recreation	2	1.4
		Building Material and Garden Equipment	1	0.7
		Clothing and Clothing Accessories Stores	1	0.7
		Credit Intermediation and Related Activities	1	0.7
		Educational Services	4	2.8
		Electronics and Appliance Stores	1	0.7
		Executive, Legislative, and Other General Government Support	6	4.2
		Food and Beverage Services	9	6.3
		Gasoline Station	2	1.4
		General Merchandise Stores	4	2.8
		Health and Personal Care Stores	3	2.1
		Heavy and Civil Engineering Construction	1	0.7
		Hospitals	7	4.9
		Justice, Public Order, and Safety Activity	8	5.6
		Merchant Wholesalers	1	0.7
		Miscellaneous Store Retailers	1	0.7
		Nursing and Residential Care Facilities	6	4.2
		Personal and Laundry Services	1	0.7
		Printing and Related Support Activities	1	0.7
		Private Households	1	0.7
		Social Assistance	5	3.5
		Sporting Goods, Hobby, Book, and Music Stores	1	0.7
Q1 2016	143	Accommodation	4	2.8
		Administrative and Support Services	20	14.0
		Ambulatory Health Services	48	33.6
		Amusement, Gambling and Recreation	1	0.7
		Clothing and Clothing Accessories Stores	1	0.7
		Educational Services	3	2.1

Quarter	N*	Industry	Frequency	%
		Electronics and Appliance Stores	1	0.7
		Executive, Legislative, and Other General Government Support	4	2.8
		Food and Beverage Services	9	6.3
		Gasoline Station	2	1.4
		General Merchandise Stores	2	1.4
		Health and Personal Care Stores	2	1.4
		Heavy and Civil Engineering Construction	1	0.7
		Hospitals	9	6.3
		Justice, Public Order, and Safety Activity	8	5.6
		Miscellaneous Store Retailers	1	0.7
		Nursing and Residential Care Facilities	6	4.2
		Printing and Related Support Activities	1	0.7
		Professional, Scientific, and Technical	1	0.7
		Social Assistance	4	2.8
		Specialty Trade Contractors	1	0.7
		Sporting Goods, Hobby, Book, and Music Stores	1	0.7
		Wood Product Manufacturing	1	0.7
Q2 2016	144	Accommodation	5	3.5
		Administration of Environmental Quality	1	0.7
		Administrative and Support Services	18	12.5
		Ambulatory Health Services	59	41.0
		Amusement, Gambling and Recreation	2	1.4
		Educational Services	2	1.4
		Electronics and Appliance Stores	1	0.7
		Executive, Legislative, and Other General Government Support	5	3.5
		Food and Beverage Services	8	5.6
		Gasoline Station	2	1.4
		General Merchandise Stores	3	2.1
		Health and Personal Care Stores	3	2.1
		Heavy and Civil Engineering Construction	1	0.7
		Hospitals	7	4.9
		Justice, Public Order, and Safety Activity	6	4.2
		Merchant Wholesalers	1	0.7

Quarter	N*	Industry	Frequency	%
		Miscellaneous Store Retailers	1	0.7
		Nonmetallic Mineral Product Manufacturing	1	0.7
		Nursing and Residential Care Facilities	6	4.2
		Printing and Related Support Activities	1	0.7
		Professional, Scientific, and Technical	1	0.7
		Real Estate	1	0.7
		Social Assistance	6	4.2
		Sporting Goods, Hobby, Book, and Music Stores	1	0.7
		Telecommunications	1	0.7
		Wood Product Manufacturing	1	0.7

\* Sample size and number of jobs held are not synonymous. Multiple individuals in each quarter held more than one job.