PACIFIC
Research & Evaluation, LLC

Final Evaluation Report
Trade Adjustment Assistance Community College and Career
Training (TAACCCT) Grant-Round 4

Prepared for
Southwestern Oregon Community College

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Executive Summary

Southwestern Oregon Community College (SWOCC) received a $2.39 million, four-year Trade Adjustment Assistance Community College and Career Training (TAACCCT) Round 4 grant from the Department of Labor (DOL) in October 2014 to fund the College to Careers (C2) project.

In February 2015, Pacific Research and Evaluation (PRE) was hired to work with SWOCC to design and conduct the third-party evaluation of the C2 courses and programs. The evaluation was conducted in accordance with DOL requirements to have an outside agency examine each TAACCCT grant using a series of formative and summative evaluation questions. The goals of the evaluation were two-fold: 1) to answer DOL formative evaluation questions regarding program implementation, and 2) to assess DOL summative outcomes. PRE designed and executed a comprehensive plan for the implementation and outcome evaluation components required by DOL, and collected additional data to inform continuous program improvement throughout the life of the grant.

The C2 project created or modified courses and programs in four industry sectors: administrative office, healthcare, natural resources/forestry, and welding. This included integrating stackable credentials, articulation agreements with Oregon State University, hands-on learning opportunities through equipment purchased with grant funding, and additional work-based experiences through internships and clinicals. Programs addressed local industry demand and the majority of the students reported positive experiences. Noteworthy student feedback about the new or modified programs included comments about opportunities to gain hands-on experience and as well as the helpfulness of instructors.

Aside from the instructional development and enhancements made as part of the C2 project, an important component of the TAACCCT grants is the student support services offered to advise students academically and to provide career guidance. Overall, PRE's evaluation showed that the C2 program provided excellent career guidance to students whether in the form of Career Coaches, Hiring Forums, online job support resources, or informal guidance provided by instructors.

Leveraging partnerships with local industry partners is an area in which C2 programs excelled over the course of the grant. SWOCC engaged industry partners early in the grant process and consulted with them in developing curriculum to ensure students developed skills they would need in the workforce. Partners also played an integral role in the Hiring Forum, placed students in internships and jobs, and donated materials.

Student academic outcomes supported the success of the grant with 116 participants earning a credential through their participation. Noteworthy results from the outcomes analysis showed that 65.9% of incumbent workers received a pay increase and that students had significantly higher self-efficacy in the areas of academic and job search related tasks at the conclusion of a career pathway compared to when they entered the program.

Evaluation Insights

Although TAACCCT grant funding at SWOCC will conclude in September 2018, PRE would like to offer the following insights regarding the C2 program. These insights are based solely on the data collected through the evaluation activities referenced in this report.

1. SWOCC successfully maintained strong relationships with industry partners over the course of this grant, and industry partners voiced a desire to continue supporting C2 programs. This evaluation showed that the C2 programs benefited from help with curriculum design, donated material, work-based learning opportunities for students, and job placement. Overall, it would be beneficial for SWOCC to continue to collaborate with industry partners in the creation and modification of new programs and courses moving forward.

2. The Career Coaches were a positive aspect of the C2 program. While this component of the grant is not being fully sustained, we recommend SWOCC continue to collect data regarding career coaching services students receive and their self-efficacy in completing academic and job search related tasks. Continuing to demonstrate through data the benefits of Career Coaches may help SWOCC secure funding for these positions following the conclusion of the grant.

3. With Career Coaches not being fully sustained following the TAACCCT grant, the WIOA partnership will be even more important to SWOCC students who benefit from its resources. Evaluators suggest continuing to cultivate this relationship with the WIOA partner following the grant's conclusion.

4. The Hiring Forum was another successful area of the C2 program. We recognize that Career Coaches played an important role in hosting this event, but given the impact the event had on students and community partners, we suggest determining how this event can continue without the support of Career Coaches. SWOCC has the support of community partners needed to host this event, so these organizations should be tapped in order to continue offering this resource to students.

Introduction

The College to Careers (C2) program at Southwestern Oregon Community College (SWOCC) was funded through a $2.39 million, four-year Trade Adjustment Assistance Community College and Career Training (TAACCCT) Round 4 grant from the Department of Labor (DOL). In 2009, the American Recovery and Reinvestment Act amended the Trade Act of 1974 to authorize the TAACCCT Grant Program. On March 30, 2010, President Barack Obama signed the Health Care and Education Reconciliation Act, which included $2 billion over four years to fund the TAACCCT program.

TAACCCT provides community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are eligible for training under the TAA for Workers program, and prepare program participants for employment in high-wage, high-skill occupations. Through these multi-year grants, DOL is helping to ensure that our nation's institutions of higher education are helping adults succeed in acquiring the skills, degrees, and credentials needed for high-wage, high-skill employment while also meeting employers' needs for skilled workers. DOL is implementing the TAACCCT program in partnership with the Department of Education (ED). The C2 grant was awarded in October 2014 and supported services at SWOCC through March 2018.

The C2 program was designed to provide workforce development and training in four industry sectors: administrative office, healthcare, natural resources/forestry, and welding. The project brought not only new and enhanced training programs in these four industry sectors, but also curricular and program innovations, strong industry engagement, and hands-on opportunities that helped participants to become employed.

In February of 2015, SWOCC partnered with Pacific Research and Evaluation (PRE) to design and conduct the third-party evaluation of the C2 program. PRE designed and executed a comprehensive plan for the implementation and impact evaluation components required by DOL and collected additional data to inform continuous program improvement throughout the life of the grant. The evaluation plan as performed is summarized below.

Research Plan

PRE's evaluation methodology included an implementation evaluation to assess formative questions and an outcomes analysis in which student academic, employment, and self-efficacy data were assessed.

Implementation Evaluation

The implementation evaluation included a two-step evaluation with a focus on the initial assessment of the program plan and curriculum as well as an ongoing assessment of how the program was implemented. The initial assessment was focused on collecting background data with regard to the development of the C2 project. Specifically, qualitative data were collected to learn more about how the project was designed as well as how curriculum was developed and selected for use in the TAACCCT programs. In order to gather this information, PRE conducted a focus group with the C2 project team.

The ongoing formative assessment focused on the operational strengths and weaknesses of the programs upon implementation. Formative data regarding staffing, delivery methods (assessment, recruitment, and

career guidance), participation, and partner contributions were collected from SWOCC staff, partner organizations, and students through staff, partner, and student surveys, as well as student focus groups throughout the grant period. Table 1 summarizes the methods used and timeline for addressing each of the formative evaluation questions.

Table 1. Evaluation Methods of Formative Evaluation Questions

Research Question	Evaluation Method	Timeline
Do students utilize student support resources?	Student Survey/FG Staff Survey • (Coaches)	Years 2-4
Are students satisfied with student support resources?	Student Survey/FG Student Progress Form	Years 2-4
What is the student satisfaction associated with the various components of the College to Careers Program?	Student Survey/FG	Years 2-4
Do students report having self-efficacy for navigating through their program?	Student Intake and Program Progress Form	Ongoing
Do students think instructional enhancements increase their learning?	Student Survey/FG	Years 2-4
Do student report increased confidence in their field as a result of participation in this program?	Student Survey/FG Student Progress Form	
Do instructors think instructional enhancements increase student learning?	Staff Survey • (Instructors)	Years 2-4
What is the industry partner/employer satisfaction with the quality of students hired from the College to Careers program?	Employer Partner Interview/Survey	Years 2 & 4
Do industry partners/employers think College to Careers program participants are better prepared for their jobs compared to students who didn't participate in the program.	Employer Partner Interview/Survey	Years 2 & 4

Data Collection Tools

Table 2 summarizes the methods used for collecting data to address the formative evaluation questions and provide continuous program improvement data over the course of the grant. Each of these methods is described in more detail below.

Table 2. Summary of Data Collection Methods

Activity	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)
Project Team Focus Group	✔		✔
Student Self-Efficacy Survey	✔	✔	✔
Student Survey	✔	✔	✔
Staff Survey	✔	✔	✔
Student Focus Groups	✔	✔	
Partner Survey	✔	✔	

Project Team Focus Group

Seven members of the project team participated in a focus group held at SWOCC on April 8, 2015. The Year 2 project team focus group addressed topics including the steps taken to create and run the training program, a summary of program expansions or improvements due to the grant, administrative structure of the program, selection of program curriculum, expectations of students in the program, contributions of program partners, strengths of the program, and goals for program sustainability.

In February of 2018, project team members participated in a final project team focus group. The Year 4 project team focus group addressed questions regarding partners' involvement, critical contributions from partners, unsuccessful partner contributions and plan for program sustainability. The complete focus group protocols for Year 2 and Year 4 can be found in **Appendix A**.

Student Data Collection

Students enrolled in a C2 program completed two types of surveys during their involvement with the program.

Student Self-Efficacy Survey

A pre- post-test comparison was utilized to measure change in student self-efficacy from intake to exit from the career pathway. This student self-efficacy survey was administered because student self-efficacy is an outcome of interest to SWOCC. Students completing the 22-question survey self-reported their level of confidence in completing academic and job search related tasks (**Appendix B**). Students took the survey at program entry and then again after completing a career pathway. The survey was either administered to students with the support of a career coach using a student database called I-Trac, or it was administered by PRE evaluators through an online format with results shared with SWOCC staff and then input by SWOCC staff into I-Trac. Findings will be reported in the outcomes section of this report. Fifty-nine students completed the academic self-efficacy portion of the survey at both pre- and post-timepoints, while 63 students completed the job search self-efficacy portion of the survey at both pre- and post- timepoints; only results for those who took the survey at two or more timepoints are included in this report.

Student Survey

In addition to students taking the self-efficacy survey, a survey was administered to students that explored program entry, student support services, career guidance, education and career plans, wage data, and general program feedback. The survey is included in **Appendix C**.

The student survey was administered in Year 2 from February 29th to April 4th 2016 to 69 students in three C2 program areas. The survey was distributed via email with four follow up email reminders and an extended closure date. Twenty-two (22) students completed the survey for a 31.9% response rate. The survey was completed by four students in the AOP program, eight students in the Allied Health program, and 10 students in the Natural Resources/Forestry program.

In Year 3, the student survey was administered to 161 C2 students from April 13 to May 5, 2017. The survey was completed by 28 students for a response rate of 17.4%. Specifically, the survey was

completed by 14 Allied Health students, nine Welding students, three Administrative Office Professional students, and two Natural Resources/Forestry students.

Finally, the Year 4 student survey was administered online from March 14 to April 9, 2018 to four AOP students and 21 Natural Resources/Forestry. The survey was completed by two Natural Resources/Forestry students. Additionally, the student survey was administered to Allied Health students and Welding students via a link that was distributed in class on March 2, 2018. The survey was completed by four Allied Health students and 23 Welding students.

Staff Survey

In an effort to gather staff feedback about the C2 program, evaluators administered an online survey to staff in Years 2, 3, and 4. In Year 2, evaluators administered a survey to staff from March 29 to April 20, 2016 to 39 staff members who were involved in the C2 program at SWOCC. The survey was distributed via email with three follow-up email reminders. Twenty-three (23) staff members completed the survey for a response rate of 59.0%.

The Year 3 staff survey was administered from April 13 to May 5, 2017 to 30 staff members. The survey was distributed via email with three follow-up email reminders, including an extended deadline. Twenty-two (22) staff members completed the survey for a response rate of 73.3%.

In Year 4, the staff survey was administered from February 1 to February 13, 2018 to 27 staff members. The survey was disseminated via email with two reminder emails. Twenty (20) staff members completed the survey for a response rate of 74.1%. The staff survey is available in **Appendix D**.

Student Focus Groups

Two student focus groups were conducted on the SWOCC campus on May 3, 2016 during Year 2 of the grant. Ten students in the Forestry program participated in the first focus group and eight students in the Allied Health program participated in the second focus group. Students in the Forestry focus group were pursuing the Forest Technology Certificate, and several students noted that they planned to earn an associate's degree at SWOCC as well. In the Allied Health focus group, five students were in the CNA 1 program and two were in the Medical Assistant program at SWOCC.

In Year 4, PRE evaluators conducted a focus group on the SWOCC campus with 13 Dental Assisting students on May 2, 2017. Twelve Welding students participated in a focus group on May 3, 2017, also on the SWOCC campus. The focus groups were held during each program's class period, so all program students who were present that day participated in the focus group for their program area. The complete focus group protocol is included in **Appendix E**.

Partner Survey

Evaluators administered a survey to industry partners (**Appendix F**) in Years 2 and 3. From June 28 to July 22, 2016, the survey was sent via email to 24 partners involved with the C2 program in the areas of AOP, Allied Health, or Natural Resources/Forestry. Evaluators sent three reminder emails, and as a result, fifteen partners completed the survey for a response rate of 62.5%. Of the partners who completed the survey, seven were involved in the Allied Health program, six were involved in the Natural

Resources/Forestry program, and three were involved in the AOP program. Participants had the option to select more than one program area of involvement.

In Year 3, evaluators administered a survey from May 9 to June 7, 2017 to 29 community partners involved with the C2 programs at SWOCC. The potential participants had either participated in the recent Hiring Forum or were a practicum site for the Dental Assistant program that is part of the Allied Health program. The survey was distributed via email with three follow-up email reminders, including an extended deadline. Eleven participants completed the survey for a response rate of 37.9%.

Outcomes Evaluation

PRE evaluators conducted an outcomes evaluation by assessing academic and employment data for C2 participants. The data evaluators collected included outcomes of interest to DOL:

- Program Completion
- Continued Enrollment
- Credentials Earned
- Credit Attainment
- Enrolled in Further Education
- Wage Increase
- Entered Employment
- Retained Employment

Evaluators also measured change in student self-efficacy from intake to exit from the career pathway. This outcome was assessed because SWOCC staff were interested in examining the extent to which Career Coaching enhanced students' confidence.

C2 Program Development

Three primary components of the C2 grant at SWOCC will be reviewed below, including: 1) The development or modification of courses and programs in the administrative, allied health, natural resources and forestry, and welding fields, 2) The enhancement of student support services, and 3) The leveraging of relationships with local industry partners. The programs that were created or modified through C2 fell within four industry areas:
- Administrative Office Professional (also referred to as AOP)
- Allied Health
- Natural Resources/Forestry (also referred to as NR/Forestry)
- Welding

Program Development

The four program areas listed above were either newly added or modified using the grant funding. The sections below detail the steps taken by SWOCC to create and run each of these programs; the administrative structure of the program; how curriculum was selected, used, or created; how programs were designed or improved using grant funds; and what delivery methods were offered.

What steps were taken by the institution to create and run the training program?

Project team members indicated that industry demand played a role in determining the types of programs to add at SWOCC, and industry partners were utilized in creating the programs: "We brought back Forestry due to industry demand. We worked closely with industry partners to design the Forestry degree and got it articulated with OSU and also to get our Natural Resources degree articulated with OSU."

Additionally, SWOCC purchased the Burning Glass software with the C2 grant, which was used to determine labor market needs that resulted in adding the AOP and Welding programs to C2 mid-grant.

Furthermore, project team members said that SWOCC conducted research around specific programs. In particular, SWOCC met with the GIS Advisory Board to learn whether a short-term GIS certificate would be valuable to employers in the area. As a result, SWOCC learned that employers valued this type of training. In particular, one employer noted that "a certificate in GIS would greatly enhance an applicant's value as a new employee." The GIS Advisory Board also provided information regarding what skills are needed for workers in the field such as data management and cartography.

What is the program administrative structure?

The administrative structure of the grant program is illustrated in an organizational chart (Figure 1) provided below. It illustrates that there is a Grant Manager who reports to the Dean of Extended Learning. The Grant Manager is responsible for grant activities including reporting to DOL and oversees five types of positions: WIOA representative, Career Coaches, CTE Transition Specialist, the Grant Assistant, and Tutors. The Dean of Extended Learning also oversees the Data Analyst for the grant. The C2 academic programs are implemented by faculty from each program area who are overseen by the Dean of Career and Technical Education. The Dean of Extended Learning and the Dean of Career and Technical Education both report to the VP of Instruction & Student Services who reports to the President.

Figure 1. Administrative Structure of the Grant
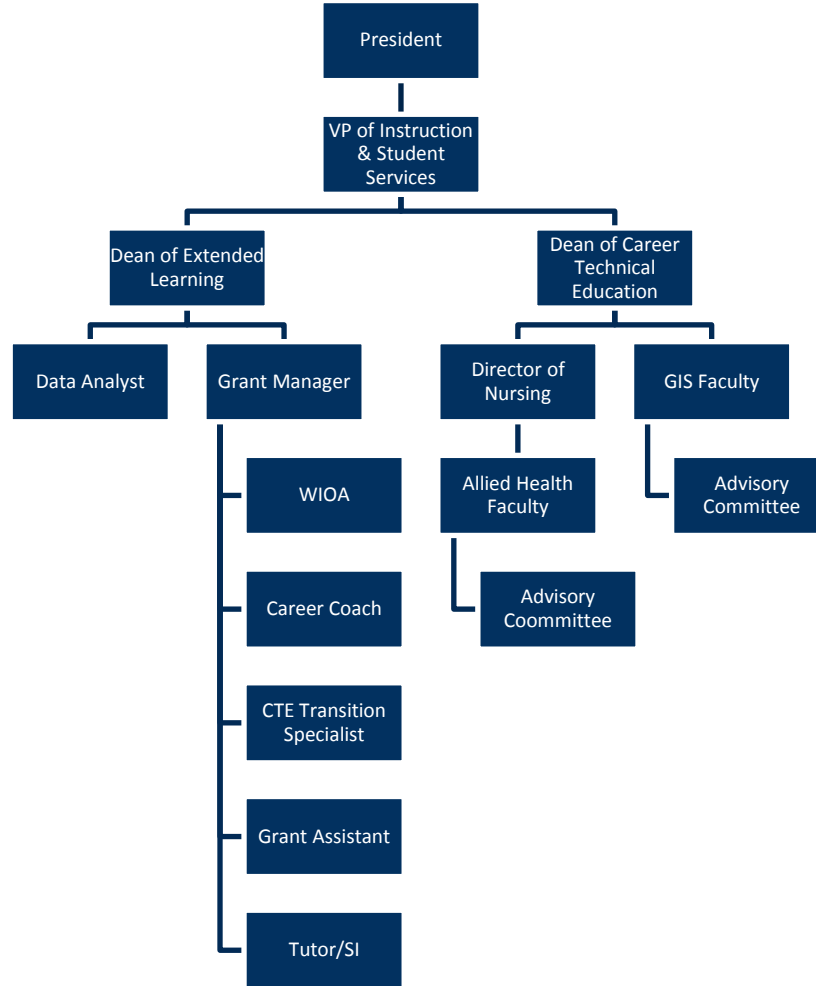
How was curriculum selected, used, or created?

As mentioned previously, C2 programs were developed with assistance from industry partners. In particular, the GIS certificate was developed by gathering suggestions from GIS Advisory Board members regarding what skills are important to develop for those working in that industry: "Personally, I would think a good certificate would start by teaching some fundamental cartographic principles, GIS design, and even some decent spreadsheet data principles."

Program coordinators also noted that they took into consideration meeting the standards at OSU for articulation purposes: "For Forestry we designed a lot of our courses around OSU standards, because we want to maintain the dual purpose of transferability as well as employability so we coupled our OSU standards with that of industry specialists."

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

One way in which programs were improved or expanded was to incorporate technology enhancements in the classroom. These technological enhancements include the use of iPads, Interactive Classroom Work Stations, and SmartBoards.

Another aspect of the grant was the incorporation of new equipment in classroom instruction. The new equipment provides students with hands-on, real world experiences to prepare them for work in the field. A student in the allied health program spoke positively about the available equipment: "I think all the classes cover the knowledge I need to have to become a Medical Assistant in the real world, and also the new equipment for the Phlebotomy class was really helpful." Furthermore, the Natural Resources/Forestry program purchased a mapping printer, Total Stations, and survey-grade hand-held GPS units. The GPS units link to data to create maps in the GIS class. In addition, the Welding program was improved by incorporating new welding equipment.

Using software purchased in Round 1 TAACCCT, C2 staff developed four video tutorials for students registering for classes. In addition, C2 collaborated in developing content and uploading materials for an on-line student orientation. This allowed new C2 staff to work closely with admissions to learn detailed information regarding college processes and led to improvements in providing new students key information that contributed to successful entry, retention, and completion.

SWOCC also used grant funding to offer career guidance to students enrolled in C2 programs. This career guidance is provided by Career Coaches who support students in such tasks as writing resumes and cover letters, searching for jobs and internships, and exploring career options. A more detailed account of Career Coach services is provided later in the report.

Finally, while C2 career pathway certificates can stand alone and lead to employment, SWOCC worked to create articulation agreements with OSU, which will allow students to transfer to a four-year institution.

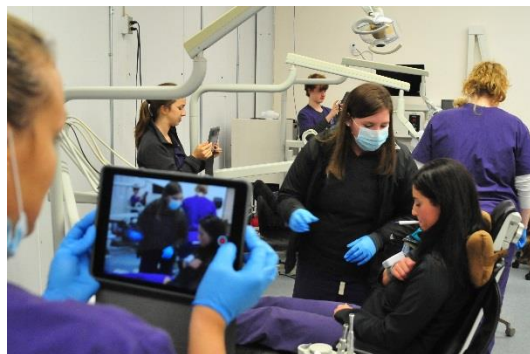## What delivery methods were offered?

Image 1. Dental Assistant Students using iPads

SWOCC used grant funding to implement new delivery methods. As mentioned in the section above, technology is utilized to deliver course content. Students use iPads, Interactive Classroom Workstations, and SmartBoards to increase engagement. For example, apps downloaded onto iPads assist with memorization of materials while SmartBoards allowed students to create presentations that were videotaped and allowed other students to offer immediate feedback and suggestions for improvement. Students also use their own mobile devices during classes to assist with engagement. For this, students access a previously mentioned website called Kahoot!, which allows them to assess their learning through games.

Faculty also attended workshops on the use of Open Educational Resources (OER) to increase their use of OERs in their coursework, thus decreasing the need for textbooks. This delivery method reduces student costs, and helps reduce barriers to enrolling in or completing coursework. Furthermore, C2 staff trained

faculty on the use of Skills Commons website as a tool to identify other TAACCCT funded programs' development of relevant course materials or instructional strategies.

In addition to traditional courses, the C2 program offers hybrid courses—a mix of face-to-face and online instruction—as well as online resources to further support students. The hybrid courses improve student access to courses. One student noted that staff helped students and answered questions related to online courses: "When I started, I knew nothing about online courses and computers. Staff members over in the Learning Center help with all the online courses, any questions you have about them. They're amazing."

Image 2. Student uses Welding Equipment

How did the project effort support institutional capacity building?

Various aspects of the C2 program will be sustained following the TAACCCT grant. C2 academic programs will continue with plans to maintain classroom equipment used in classrooms to provide hands-on training. One project team focus group participant suggested that in order to maintain equipment, students in these programs moving forward may need to pay an additional fee.

SWOCC staff worked to build capacity for C2 academic programs and other Career Technical Education (CTE) programs on campus through CTE Showcase events. This provided potential students with the opportunity to learn about CTE pathways available at SWOCC including Dental Assisting, Medical Assisting, Welding, Fire Science/EMT, Criminal Justice, and Family Studies. These recruitment efforts help to build capacity at SWOCC. Additionally, the TAACCCT grant funded student services activities including an online orientation and a platform for communicating with students via text message. Not only will these student services be sustained, but they further help build capacity at the college by supporting student retention efforts.

The Career Coaches will not be fully sustained following the conclusion of the grant. One Career Coach will continue at SWOCC through funding from a different grant; however, this role will specifically serve students on food stamps. At the time of the Year 4 project team focus group, there had been a request made in the following year's budget to fund one Career Coach but staff were unsure if this request would be granted. Although not all Career Coaches will be sustained, SWOCC has taken steps toward ensuring students will continue to receive career guidance following the conclusion of the grant. SWOCC created a website that provides career support such as résumé templates and cover letter samples, allowing students to receive necessary career guidance information without the need to meet with a Career Coach. The online Career Center also includes information about various occupations and their associated salaries and education pathways available at SWOCC. Similarly, students will be able to locate labor market data through the Burning Glass tool, which will be funded for an additional three years across Oregon

Community Colleges. Students would also be able to access employment resources from SWOCC's workforce partnering agency. Finally, project team members noted that in working closely with Career Coaches over the last few years, other campus advisors have learned valuable information that the project team believes will allow advisors to meet students' needs.

C2 Students

Characteristics

SWOCC collected demographic data from C2 students at registration; this data was entered by SWOCC into the I-Trac system.

AOP Student Characteristics

A total of nine students participated in the AOP program. Data showed that a majority of participating students were female (77.8%, n=7) as compared to male (22.2%, n=2). Two-thirds (n=6) of AOP students were White, two were Hispanic/Latino, one was American Indian or Alaska Native, and one was Asian. The average age of participants was 37 years. More than three-quarters (n=7) of the participants were Pell Grant eligible, four were single parents, two were TAA eligible, one was an eligible veteran, and one was a person with disabilities.

Allied Health Student Characteristics

The 103 students participating in an Allied Health program were mostly female (89.3%, n=92) as compared to male (10.7%, n=11). Most of the Allied Health participants (n=88) were White, 14 were Hispanic/Latino, six were American Indian or Alaska Native, and five were either Asian, Black or African American, or Native Hawaiian or Pacific Islander. The average age of participants was 28. Several (n=42) participants were Pell Grant eligible, eight were single parents, five were eligible veterans, three were TAA eligible, and one was a person with disabilities.

NR/Forestry Student Characteristics

The NR/Forestry program had 46 participants. Thirty-five (76.1%) of those participants were male, while 11 (23.9%) were female. Nearly all NR/Forestry participants (n=39) were White, two were American Indian or Alaska Native, two were Native Hawaiian or Pacific Islander, and two were either Asian or Black or African American. The average age of participants was 24. Thirteen participants were Pell Grant eligible, five were eligible veterans, two were single parents, and one was a person with disabilities.

Welding Student Characteristics

A total of 38 students participated in the Welding program. Most of those participants were male (86.8%, n=33) as compared to female (13.2%, n=5). Additionally, many participants (n=35) were White, six were American Indian or Alaska Native, two were Black or African American, and one was Hispanic/Latino. The average age of participants was 25. Twenty-three participants were Pell Grant eligible, four were eligible veterans, three were single parents, and two were a person with disabilities.

TAACCCT Grant Components

C2 Courses and Programs
A series of courses and programs were developed through C2 at SWOCC. Each of these courses or programs is described in more detail below, including plans for sustaining programs moving forward.

Administrative Office Professional
The Administrative Office Professional (AOP) program is designed to prepare students for secretarial and administrative assistant roles in a variety of industries. Students in the C2 program can earn a career pathway certificate of completion for Office Specialist or Administrative Assistant. The Administrative Assistant program was developed under the C2 grant, but the AOP program at SWOCC includes other pathway certificates, all of which can lead to an Associate's of Applied Science in AOP.

SWOCC utilized Burning Glass software to conduct a labor market analysis that allowed them to determine that the AOP industry would be a good fit for inclusion in the C2 program. To enhance teaching strategies within the program, staff attended national conferences regarding student engagement and shared these strategies at in-service trainings. These strategies for AOP include utilizing students' mobile devices to conduct learning assessments and increase engagement. For example, the AOP program is utilizing Kahoot!, which is an online tool that allows instructors to create fun, educational games for their students to play.

Allied Health
Through grant funding, SWOCC enhanced existing Allied Health programs and created new pathway certificates in the area. Specifically, the Allied Health program consists of the Rural Health Aide, Basic Nursing Assistant, Advanced Nursing Assistant, Clinical Laboratory Assistant, CNA 1 (IR), CNA 2 (IR), Medical Assistant, and Dental Assistant programs. Allied Health participants can earn stackable pathway certificates that lead to career pathway certificates in longer Allied Health programs. Existing programs were enhanced by increasing technology enabled learning strategies such as integrating iPads and Interactive Classroom Work Stations, SmartBoards, and students' mobile devices as well as by purchasing real-world lab equipment.

Natural Resources/Forestry
The Natural Resources/Forestry program includes the Forest Technology Certificate, Field Surveying and Mapping, and an AS degree in Natural Resources. The Field Surveying and Mapping program is a shorter pathway certificate embedded in the other aforementioned programs. These programs prepare students for entry level work in the field, but articulation agreements with Oregon State University (OSU) have been created if students want to further their education in the area. The Geographic Information Science one-year credential was added, and while not fully stackable within the AS degrees, it offers students unique training that supplements their skills in the Natural Resources/Forestry area. These programs also offer students access to newly purchased equipment through the grant that will prepare them for work in the field such as Total Stations, GPS hand-held units and a map printer.

Welding
The Welding program existed prior to the TAACCCT grant but was included in the grant toward the end of Year 2. Welding was added to the C2 program by utilizing Burning Glass to conduct a labor market

analysis, which determined the need for this industry in the community. The program includes a two-year Associates degree program as well as short-term credentials embedded within the program. These short-term credentials include Welding and Fabrication, Welding Technician, Welding Assistant, and Pipe Fitting. Additionally, students can earn industry-recognized credentials through their involvement in the Welding program at SWOCC; these certifications meet the American Welding Society (AWS) standards.
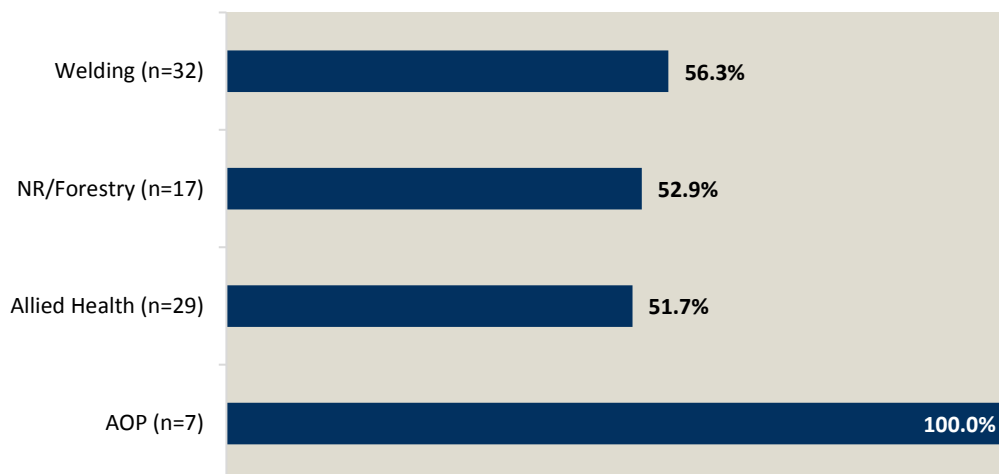
Student Support Services

Aside from the instructional development and enhancements made as part of the C2 programs, student support services are an important component of the TAACCCT grant, and provide both academic advising and career guidance as detailed below.

What support services and other services were offered?

SWOCC provided a variety of support services to C2 participants. Specifically, students received academic advising, tutoring, financial aid support, and pertinent information communicated through a text messaging system. One student pointed out that there is a tutor specifically for the Forestry program and several students reported that they had received academic assistance from this tutor: "I've had classes with him before and he helped me with whatever he could." Additionally, a few students from the Allied Health program indicated on the student survey that their academic advisors have been valuable resources on campus: "My advisor has been pretty good about making sure I have everything in line and ensures that I'm taking the right classes." The Burning Glass software tool was also utilized to demonstrate to students the education levels required for specific industries, so they can make strategic choices when determining timelines for their education. Additionally, through the grant SWOCC created an online orientation to ensure students were prepared to participate in C2 programs.

A majority of C2 participants indicated they received advising resources though the program that otherwise would not have been available to them (Figure 2).

Figure 2. The Career Center Staff/C2 at SWOCC has provided advising resources that otherwise would not have been available to me (% Agree/Strongly Agree)

| Program	% Agree/Strongly Agree
Welding (n=32)	56.3%
NR/Forestry (n=17)	52.9%
Allied Health (n=29)	51.7%
AOP (n=7)	100.0%

In conjunction with providing advising services, the C2 program helped students enroll in courses aligned with their career goals. In particular, 85.7% of students in the AOP program stated that advisors helped them choose courses aligned with their career path (Figure 3), while a majority of Welding and Allied Health students also reported receiving this type of support.

Figure 3. The Career Center Staff/C2 at SWOCC has assisted me in choosing courses that are aligned with my career path
(% Agree/Strongly Agree)

Program	%
Welding (n=32)	65.6%
NR/Forestry (n=17)	47.1%
Allied Health (n=29)	55.2%
AOP (n=7)	85.7%
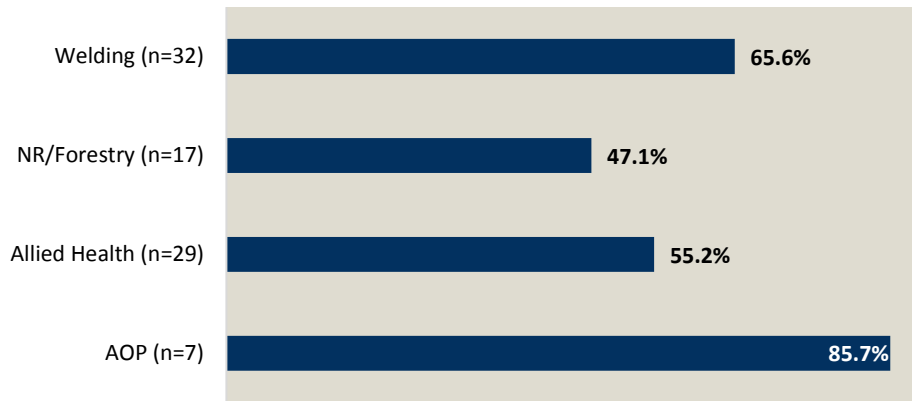
Staff feedback regarding advising services was similar to that reported by students. As shown in Figure 4, the majority of staff involved in the C2 program agreed that students are receiving advising resources that otherwise would not have been available to them and that the C2 program helped students select courses aligned with their career interests.

Figure 4. Staff Perceptions of Advising Services
(% Agree/Strongly Agree)

	%
The C2 program is providing students with advising resources that otherwise would not have been available to them (n=65)	86.2%
The C2 program is assisting students in choosing courses aligned with their career path (n=65)	84.6%
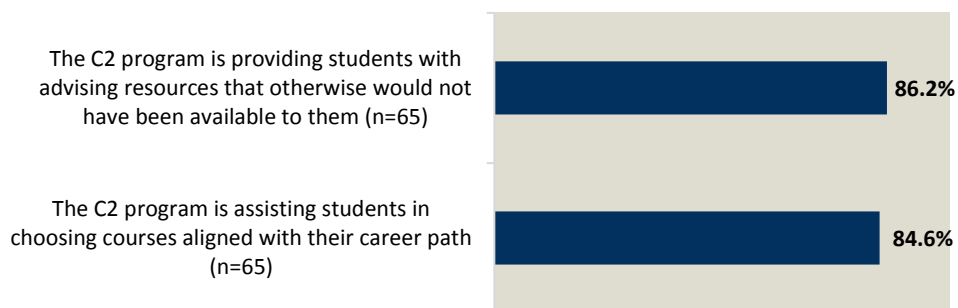
Was career guidance provided, and if so, through what methods?

A major component of the C2 grant was the incorporation of Career Coaches who provide career guidance to students in the program. The Career Coaches provided support in the areas listed in Table 3. Students were asked on the survey to indicate which of these coaching services they had received up to that point. Table 3 demonstrates that, overall, AOP students received these services at the highest rates followed by Welding students. In particular, 85.7% of AOP students surveyed has received job or

internship assistance. Further, Allied Health students were most likely to receive a referral to SCBEC, NR/Forestry students were most likely to receive help sorting out educational options for career path, and Welding students were most likely to receive help with building a job portfolio and financial aid paperwork.

Table 3. Career Coaching Services Received

	AOP (n=7)	Allied Health (n=36)	NR/Forestry (n=17)	Welding (n=32)
Classroom labor market, occupation and wage information	57.1%	11.1%	29.4%	28.1%
Career exploration, interest or soft skill assessments	57.1%	8.3%	29.4%	18.8%
Job or internship search assistance	85.7%	30.6%	17.6%	28.1%
Informational Interviews and work/internship interview coaching	42.9%	16.7%	5.9%	21.9%
Building job portfolio: resume, cover letters, online profiles etc.	71.4%	47.2%	17.6%	46.9%
Financial aid paperwork or assistance with scholarship application essays	57.1%	33.3%	29.4%	46.9%
Referral to SCBEC for further resources including scholarships	57.1%	38.9%	5.9%	43.8%
Help sorting out educational options for career path	42.9%	19.4%	41.2%	21.9%

Students described their experience with Career Coaches as helpful: "They're really informative and know how to keep you focused on your career path. They know what you need help with. If they're not busy, they'll talk with you right away."

In addition to using Burning Glass to determine new program areas to include in the C2 program, the software system was also utilized by Career Coaches who supported students with career guidance. Specifically, the Career Coaches used Burning Glass as guides to determine both hard and soft skills that employers in targeted industry sectors desire. This data was then used to help highlight C2 students' education and experience on their résumés, cover letters, and online presence such as LinkedIn.

Students also received career guidance through an annual Hiring Forum held on campus. Industry partners played an integral role in the Hiring Forum; these employers in the community met with students, conducted mock interviews, answered questions, provided feedback on student resumes, and—in some cases—offered a job or internship to participants.

Image 3. Hiring Forum 2017

Finally, C2 staff developed and launched a blog focusing on best practices for educational enrichment and job placement. Topics of the blog include cover letters, résumés, networking, interviewing tips, and management of image on social media. This online resource will be sustained following the conclusion of the grant, which will allow students to access career guidance information even when Career Coaches are no longer available.

Industry Connections

From the beginning of the grant, SWOCC leveraged partnerships with local industry partners. Students, staff, and project team members referenced industry involvement throughout the course of the C2 program. SWOCC engaged industry partners early in the grant process and consulted with them in determining which courses or programs would be offered. SWOCC industry partners engaged in program design, curriculum development, training opportunities, placement, and leveraging of resources. Both staff and industry partners were asked to reflect on the contributions that the partners made to the C2 program in terms of:
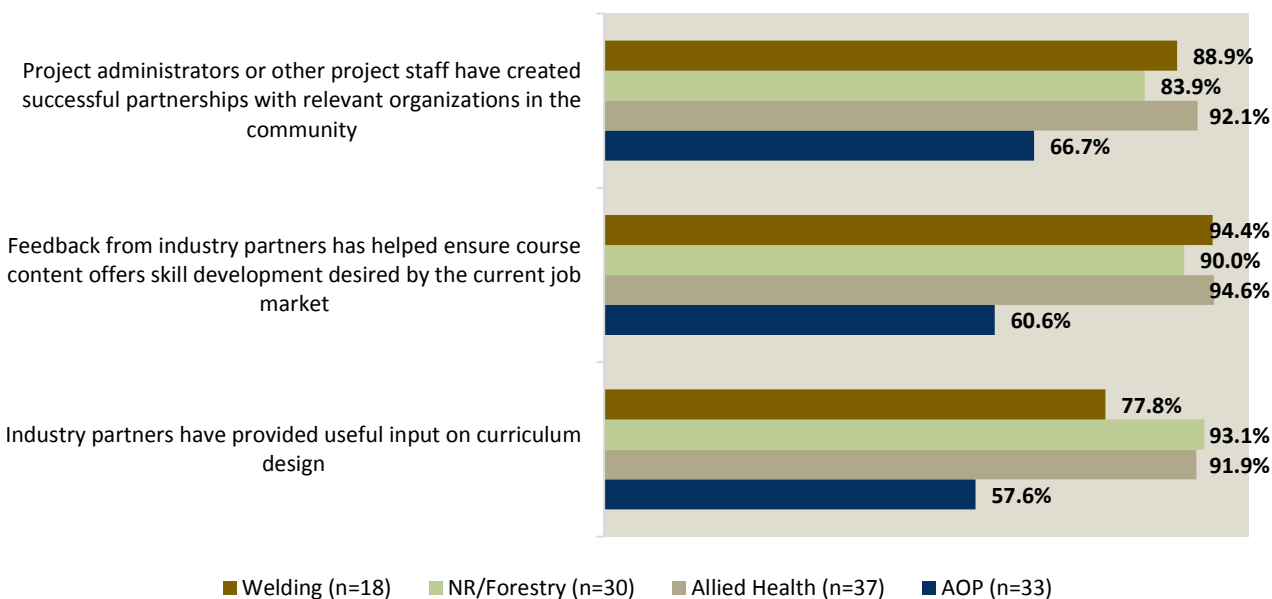
- Program Design
- Curriculum Development
- Recruitment
- Training
- Placement
- Program Management
- Leveraging of Resources
- Commitment to program sustainability

What contributions did each of the partners make in terms of: Program Design, Curriculum Development, Recruitment, and Commitment to Program Sustainability?

As noted previously in the report, industry partners were involved in the early stages of developing and enhancing C2 programs. Specifically, staff indicated that partners were involved in providing useful input

on curriculum and in ensuring course content offers skill development valued in the current job market. Figure 5 illustrates this and demonstrates that partners have been particularly involved with the Allied Health, NR/Forestry, and Welding program areas.

Figure 5. Staff Perceptions of Industry Involvement
(% Agree/Strongly Agree)

Project team members elaborated that partners helped to design programs with authentic experiences for students: "We're focusing on authentic workplace assessments and partnering with industry partners to design projects that students will do as final assessments and formative assessments. That's a big connection we're trying to do with this grant." Similarly, a project team member added that Welding partners suggest skills they want students to have, so they are prepared for employment, such as the ability to weld in confined spaces. Additionally, the Medical Assistant program incorporated more opportunities for students to give injections and accredited the program based on partner feedback.

Industry partners also offered C2 program participants training opportunities through internships and clinicals. These opportunities not only introduce students to potential employers, it also gives them additional hands-on training that makes them more employable, thus helping students to obtain jobs.

The aforementioned Hiring Forum not only helped participants prepare for the hiring process but it also led to at least one student obtaining employment with one of the partners. Further, a project team member noted that industry partners are hiring more Welding students than they had prior to the C2 program, because the program better prepares participants making them more competitive with workers trained elsewhere. Finally, partners have also leveraged resources to support the C2 program. For example, Welding partners have donated steel, which allows students to practice welding.

> "It is valuable to us to invest in the success of community residents."
>
> -Industry Partner discussing the Hiring Forum

What factors contributed to partners' involvement or lack of involvement?

Survey participants were asked questions gauging their experience working with the C2 program as shown in Figure 6. A majority of the partners reported that communication with SWOCC has been good and that their organization is excited about the C2 program. This positive feedback regarding communication and program buy-in likely played a role in partners' involvement with the C2 program.

Figure 6. Partner Perceptions of C2 Involvement
(% Agree/Strongly Agree)

My organization is excited about C2 at SWOCC (n=26) — 76.9%

Communication with SWOCC has been good (n=26) — 92.3%
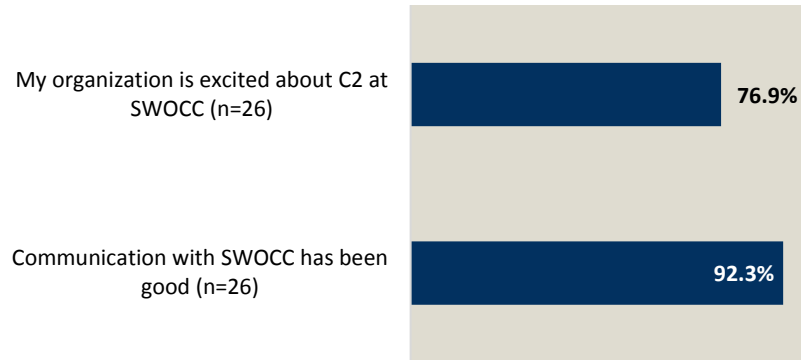
Along the lines of program buy-in, partners noted that preparing students for employment was a strength of the C2 program that also benefited partners. Specifically, one partner stated: "I think it's a good way for us to meet students at SWOCC and provide information that will help them be competitive job candidates. It's also a great way for us to recruit interns and make students aware about us and the public programs we offer." Therefore, the C2 program was beneficial to involved partners, which also played a role in partner involvement.

Further, project team members explained that SWOCC has cultivated relationships with community partners over the years, and programs enhanced by the TAACCCT grant already had partner involvement through advisory committees. One project team member explained that the grant helped make partners "more excited." Thus, a previously developed working relationship also likely played a role in the partners' involvement in the grant.

In contrast, staff suggested that the AOP partners had not been quite as involved as partners in other program areas, and suggested that the reason for this was due to busy schedules.

Which factors from partners were most critical to the success of the grant program?

Staff highlighted partner input on curriculum as well as internship opportunities as the most critical partner contributions to the success of the C2 program. As mentioned previously, partners made suggestions regarding program curriculum that would prepare students for careers in their industry. One project team member noted that "community partners are not shy with what they want." Members of the project team noted that this allows for SWOCC to create programs with partner buy-in and that support students to be employable.

Staff also cited internship opportunities provided by partners as a particularly critical aspect of working with industry partners. Industry partners had offered internships to students in each of the four program areas. In some cases, internships have led to job opportunities for participants.

Program Strengths

Noteworthy program strengths reported by project team members, staff, industry partners, and students include partnerships, staff and instructors, transfer opportunities, and career guidance through programming that prepares students for careers, the Hiring Forum, and Career Coaches. Each of these themes is described in more detail below.

Industry Partnerships

Both project team members and staff reported that industry partnerships and connections in the community have been a strength of the C2 program: "With Allied Health programs, we have this plan to build a Health Sciences building. We're rallying a lot of community and industry partners around achieving that and these new programs just strengthen our connections with the local community." A staff member noted that these partnerships were especially important in rural areas: "C2 has helped to coordinate our college programs with our community. I think it's very important for rural schools to offer programs that lead to local employment opportunities." As mentioned previously, the partnerships also resulted in employer participation in the Hiring Forum, internship and job opportunities for participants, donated goods, and guidance on curriculum development.

WIOA Partnership

In additional to industry partnerships, SWOCC has partnered with the Workforce Innovation and Opportunity Act (WIOA) local workforce Board. Through this partnership, a WIOA representative was present on the SWOCC campus and provided students with supports that TAACCCT could not provide. Students who were eligible received tuition and fees, support paying for background checks required by academic programs, and classroom supplies such as welding helmets or scrubs. A staff member noted that working with WIOA has been a successful collaboration and by offering the WIOA services on campus, students were more likely to seek those services.

Staff and Instructors

Another major strength of the C2 program were the staff working with the program including instructors, Career Coaches, and other support staff. Students explained that the program instructors were helpful: "If you need help with a class, she's always willing to help you during office hours. If you can't make it to office hours, she can schedule a meeting." Although Career Coaches were available to students, the participants also noted that instructors helped with career related advice as well. Students also noted that other support staff assisted students. In particular, students explained that Learning Center staff have been helpful: "When I started, I knew nothing about online courses and computers. Staff members over in the Learning Center help with all the online courses, any questions you have about them. They're amazing."

Members of the staff agreed that staff were dedicated to the programs and students: "The strength is in the staff. They are dedicated professionals that care about students and the program." Additionally, staff cited Career Coaches as a strength of C2 as well: "The coaches have time to really assess what barriers a student might face and provide support and resources to address those barriers. Engaging with faculty assures access to students who might not otherwise come in to the Career Center."

Transfer Opportunities

Both students and industry partners indicated it was beneficial that the program provided students—particularly those in Natural Resources/Forestry—with the opportunity to transfer to a four-year institution. In fact, a partner working with the Natural Resources/Forestry program commented that the programs "are perfect for students to choose their level of education, and it's a great bridge for transferring to Oregon State." A student speaking about this particular strength stated that the "forestry program's relation to OSU presents a great opportunity for students to continue their education at a university if they desire to do so."

Career Preparation

Several students reported that a strength of the program was that it helped prepare them for a career in the field they were studying. One of these students explained that the program prepared students for careers by teaching skills and information required for jobs in their field: "I think all the classes cover the knowledge I need to have to become a Medical Assistant in the real world, and also the new equipment for the Phlebotomy class was really helpful." Another student added that the program prepared students for careers, because there were job opportunities in those fields: "It is extremely relevant for the region and there were ample job opportunities for students who completed the Natural Resources/Forestry program at SWOCC." Additionally, C2 participants received hands-on training through the programs by utilizing equipment purchased through the grant and by participating in internships and clinicals. Staff agreed that programs strengthened with improved curriculum and new equipment were key to career preparation.

Hiring Forum

Students, staff, and industry partners all praised the Hiring Forum. One student explained that attending the Hiring Forum allowed them to practice interview skills: "At the Hiring Forum, bosses and employees asked questions on the spot, and we had ten seconds to answer and it definitely helped you think of what to say for interviews." Project team members also confirmed that not only did the opportunity prepare students for the hiring process, at least one student received a job offer through participating in the process. Partners agreed that the Hiring Forum was valuable and indicated the experience was positive enough that they would like to continue with their participation in the future.

Career Coaches

In addition to preparing students for careers and for the hiring process, the Career Coaches also provided valuable supports to students in the area of career guidance. Staff highlighted these positions as a strength of the program, which was echoed by students who appreciated receiving scholarship information and job search support: "I recently met with a Career Coach to go over interview tips for a job, and they were very useful." The Outcomes section of this report will further reveal that meeting with Career Coaches impacted student self-efficacy in completing academic and job search tasks.

Program Constraints

In addition to the strengths discussed regarding the C2 program, there were constraints that were reported by staff, students, and industry partners as well. Themes that emerged when providing feedback regarding program constraints included a need for more students to utilize resources such as Career Coaches and the

Hiring Forum, obstacles related to being located in a rural community, and the inability to sustain the Career Coaches.

Student Utilization of Resources

Staff and industry partners suggested that there were resources available to students that weren't being fully utilized. Several industry partners suggested a need to improve student recruitment for the Hiring Forum in the future, so that more students attend. Additionally, staff expressed concern that it can be difficult to get students to take advantage of the career coaching services that are readily available to them. Based on what evaluators have learned, students are informed of available resources. In fact, SWOCC made a variety of efforts to ensure students were aware of opportunities. These efforts included Career Coaches speaking about their role in C2 classrooms, hosting a Community Resource Fair, utilizing a texting service to reach out to students, and informing students about resources through the online orientation.

Obstacles Related to Rural Setting

Because SWOCC is located in a rural area, there were some barriers the program faced due to being in a small community. Most notably, the program experienced difficulty retaining an instructor for the CNA program, which resulted in no longer offering that specific program to students. A project team member explained that is difficult to find instructors in a small community who are willing to work part-time as an instructor when they could make more money working in their field. Additionally, project team members suggested that their students face barriers such as housing issues and food insecurity.

Career Coaches not Being Fully Sustained

Although not a constraint during program implementation, the inability to sustain Career Coaches was a concern of project team members who valued this role at the college. Over the course of the grant, there were many benefits of students working with Career Coaches; thus, staff expressed disappointment that these positions would likely not continue due to budgetary constraints.

TAACCCT Outcomes

TAACCCT grants are geared toward the attainment of both academic and employment outcomes for participants. Education outcomes include program completion, continued enrollment, credential earned, credit attainment, and further enrollment in education. Employment outcomes include wage increases for incumbent workers as well as entered and retained employment for non-incumbent workers. The education and employment outcomes specific to the C2 participants are detailed in the sections below. Data regarding these outcomes were obtained through the I-Trac system. It should be noted that because the Welding program was implemented partway through the grant, there are no results for Welding participants in Year 2 of the grant.

Education Outcomes

At the time of this report, education outcome data were available for all C2 participants (n=196) as of August 2018. PRE also included a question related to continuing education on the annual student survey. Figure 7 below breaks down C2 enrollment by grant year. Enrollment was highest in Year 2, which was the first year SWOCC began offering programming.

Figure 7. Number of C2 Training Participants by Year
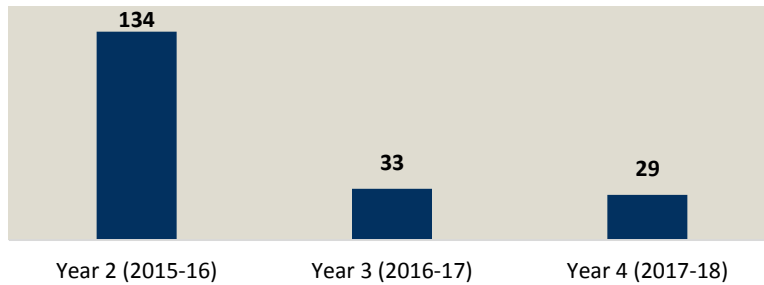
Program Completion

Figure 8 illustrates the number of C2 participants who completed their program of study by program area and year. The highest number of earned certificates was in Year 3. Overall, a total of 116 of the 196 participants completed a C2 program for a completion rate of 59.2%.

Figure 8. Number of C2 Program Completers
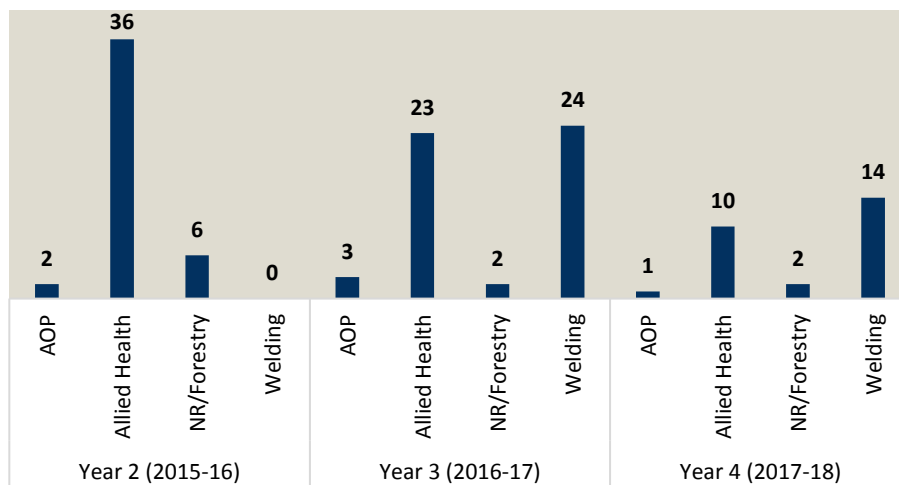

Continued Enrollment

For the retention outcome, 11 of the 80 students who had not completed the program were retained in the C2 program for a retention rate of 13.8%. Nine of these 11 participants were retained in Year 4, which is to be expected. Further, nine of these retained students were in the Allied Health program, while one was in NR/Forestry and one was in Welding.

Credentials Earned

Credential attainment includes both certificates earned from SWOCC and industry recognized credentials. Through August 2018, 116 participants received credentials as part of the C2 program. Some students earned multiple credentials, with participants earning a total of 205 credentials. Year 3 showed the highest number of credentials earned. The Welding program started later than the others, which explains the fact

that no credentials were earned in that program area during Year 2. Figure 9 breaks down credential attainment by program year and industry.
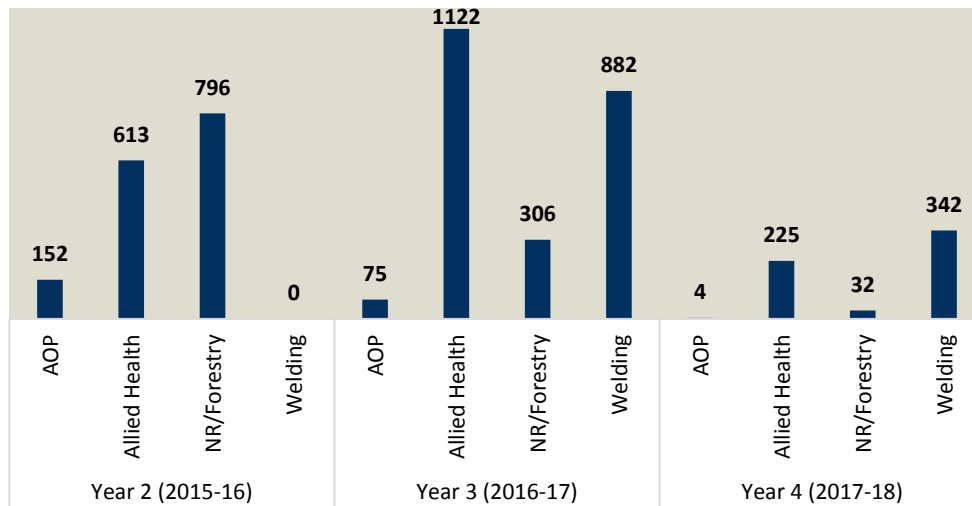
Figure 9. Credentials Earned by Year
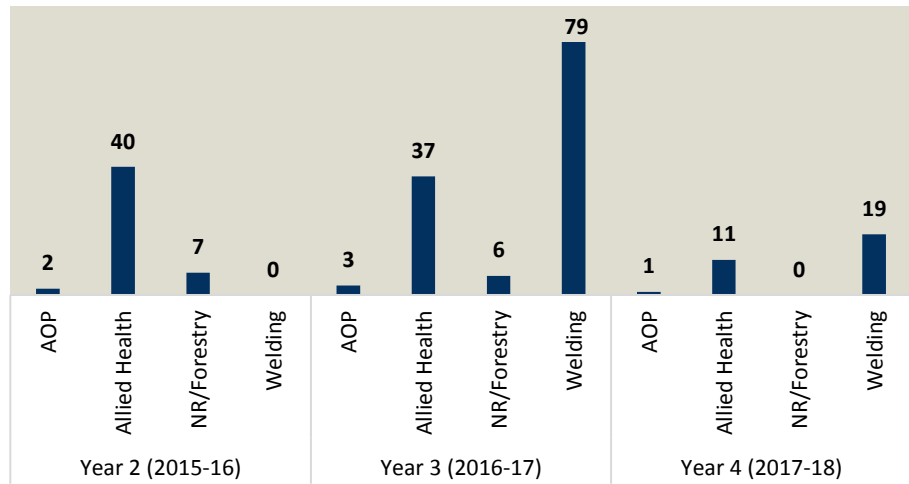
Credit Attainment

For C2 credit-bearing programs, the total number of credits earned by year and industry is presented in Figure 10. Participants earned the most credit hours in Year 3 of the grant.

Figure 10. Total Number of Credit Hours Earned

One hundred and ninety-two (192) participants across program areas earned a total of 4,549 for an average of 23.7 credits per credit earning participant. Table 4 below outlines the number of credit hours earned by program area and further details the average number of credits per participant in those programs.

Table 4. Credits Earned

Program Area	Total # of Credits Earned	# of Students with Credit Hours	Average # of Credits per Participant
AOP	231	9	25.7
Allied Health	1,960	100	19.6
NR/Forestry	1,134	45	25.2
Welding	1,224	38	32.2

Enrollment in Further Education

C2 courses provided students with pathways to earn additional certificates and degrees. A total of 13 students who had completed a C2 program continued in another C2 program. Six of these students were from the NR/Forestry area, five were from the Allied Health, and two were from Welding. Additionally, seven students who had completed a portion of a C2 program moved on to a non-C2 program prior to gaining all the credentials they could in the C2 eligible program. Five of these students were from the Allied Health area and two were from the AOP area.

Figure 11 below illustrates that three-quarters of NR/Forestry students anticipated pursing additional education after completion of their C2 program. This program area had articulation agreements with OSU, so it is not surprising that these students anticipated pursuing additional education at higher rates than the other program areas.

Figure 11. After completion of this program, I plan to pursue additional education (% Agree/Strongly Agree)

| Program Area	Percentage
Welding (n=32)	46.9%
NR/Forestry (n=16)	75.0%
Allied Health (n=26)	50.0%
AOP (n=7)	28.6%
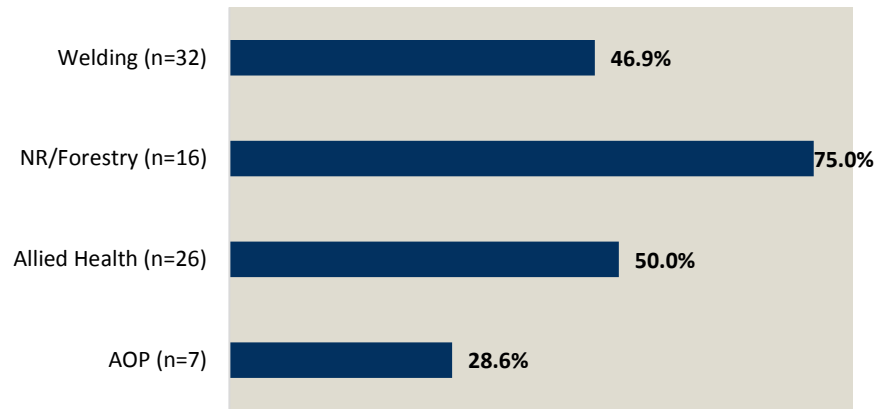
Employment Outcomes

Wage Increase

The employment outcome of wage increase was calculated only for incumbent workers, which was defined as those students who were employed during the quarter prior to program entry. An incumbent worker was determined to have received a wage increase if they received a wage higher than the wage they had when they enrolled, regardless of completion status. A total of 91 incumbent workers participated in the C2 program with 60 receiving a wage increase for a rate of 65.9%. The breakdown of wage increase for incumbent workers by program area is shown below in Table 5.

Table 5. Wage Increase

Program Area	# Incumbent Workers	% Incumbent Workers with Wage Increase
AOP	3	100% (n=3)
Allied Health	57	61.4% (n=35)
NR/Forestry	16	75.0% (n=12)
Welding	15	66.7% (n=10)

Incumbent workers were asked on the student survey whether they anticipated receiving a salary increase upon completion of the C2 program in which they were involved. Students in the AOP, Allied Health, and NR/Forestry programs actually received wage increases at higher rates than they expected (Figure 12). Welding students anticipated a wage increase at higher rates than received, but the difference was only 2.5 percentage points.

Figure 12. I anticipate a salary increase at work upon completion of this program (% Yes)

Program	% Yes
Welding (n=13)	69.2%
NR/Forestry (n=10)	40.0%
Allied Health (n=14)	42.9%
AOP (n=2)	50.0%
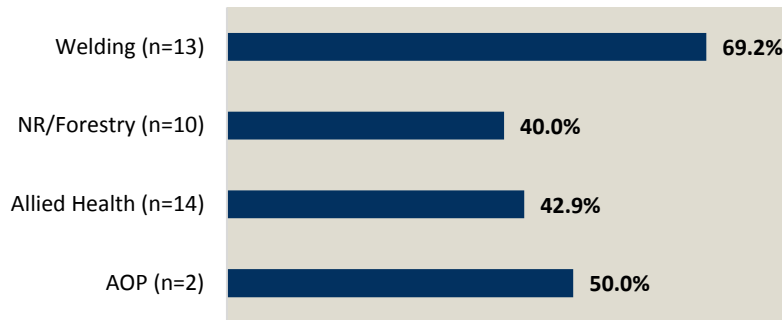
Entered Employment

Of the 57 program completers who were not employed before the program, 29 obtained employment within the first quarter of program exit for a rate of 50.8%. Figure 13 demonstrates that Allied Health completers obtained employment at the highest rate followed by AOP completers.

Figure 13. % of Non-Incumbent workers who Entered Employment Following Program Completion

Program	%
Welding (n=20)	35.0%
NR/Forestry (n=6)	33.3%
Allied Health (n=27)	66.7%
AOP (n=4)	50.0%
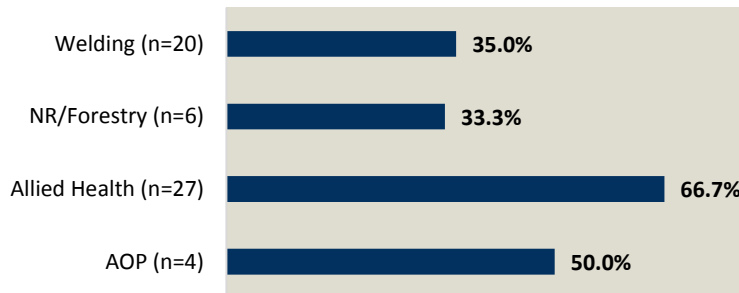
Retained Employment

Evaluators also calculated the number of participants who were retained in employment, which was defined as non-incumbent workers who completed the program and obtained employment within the first quarter of exit and who were employed for two additional consecutive quarters. Fourteen of the 29 participants who had obtained employment were retained for a rate of 48.3%. AOP program participants were most likely to be retained in employment as shown in Figure 14, although this figure is only based on two students.

Figure 14. % of Non-Incumbent Workers Retained in Employment
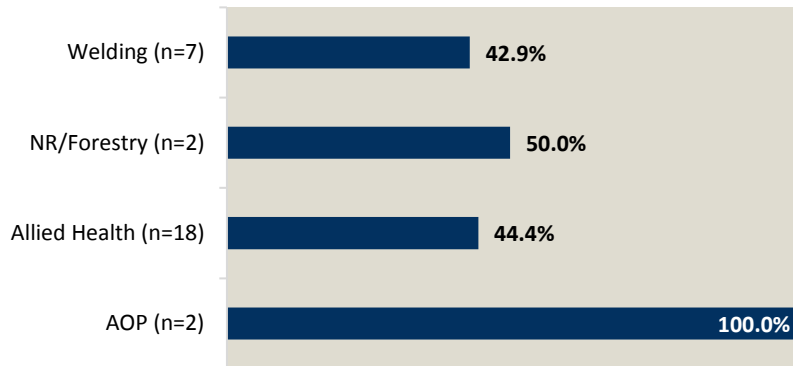
Student Self-Efficacy

SWOCC was also interested in measuring change in student self-efficacy from intake as they completed the career pathway to determine whether students' confidence in their ability to complete academic and job-search related tasks increased. SWOCC staff hypothesized that student self-efficacy would improve for C2 program participants as a result of working with Career Coaches.

Figure 15 illustrates that the average self-efficacy rating increased from pre- to post- for each of the eleven academic areas assessed. The largest increase in self-efficacy was around asking questions in class. Self-efficacy started somewhat high with all but one average pre-test score at 7.28 or higher.

Figure 15. C2 Students' Academic Self-Efficacy (n=57)
1=Not at all Confident; 10=Very Confident

Category	Pre	Post
Asking Questions in Class	7.53	8.35
Doing Well on Exams	7.28	7.67
Finding Time to Study	7.30	7.58
Getting Help & Information From Advisors	7.53	7.91
Getting Assignments Completed on Time	8.42	8.65
Keeping Up w/Required Assignments	8.30	8.68
Managing Both School & Work	7.88	8.12
Managing Time Effectively	7.49	7.98
Seeking Out Tutoring	6.60	6.65
Talking to My Instructors	8.35	8.56
Understanding My Instructors	8.26	8.42

■ Pre ■ Post

Overall, students showed a significant increase in academic self-efficacy (Figure 16). The increase in pre-test average score to post-test average score was significant at $p < .01$.
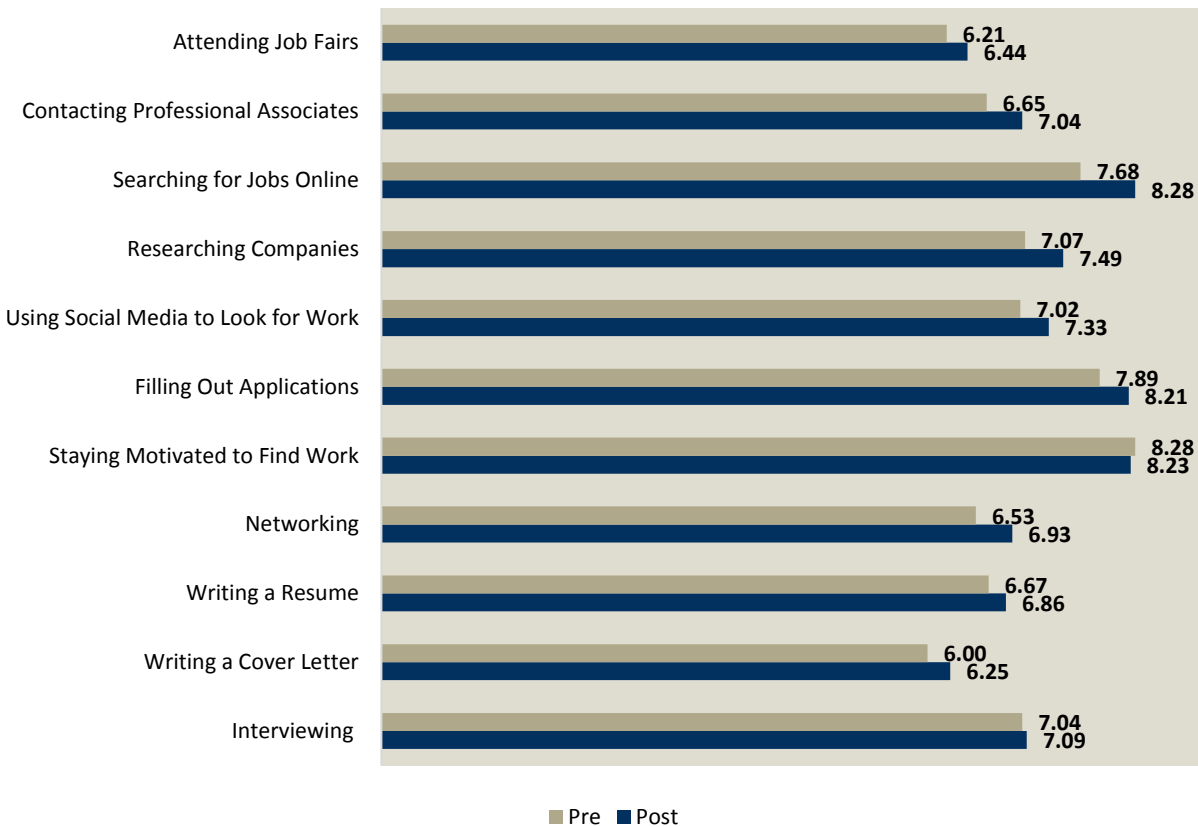
Figure 16. Academic Self-Efficacy (n=59)

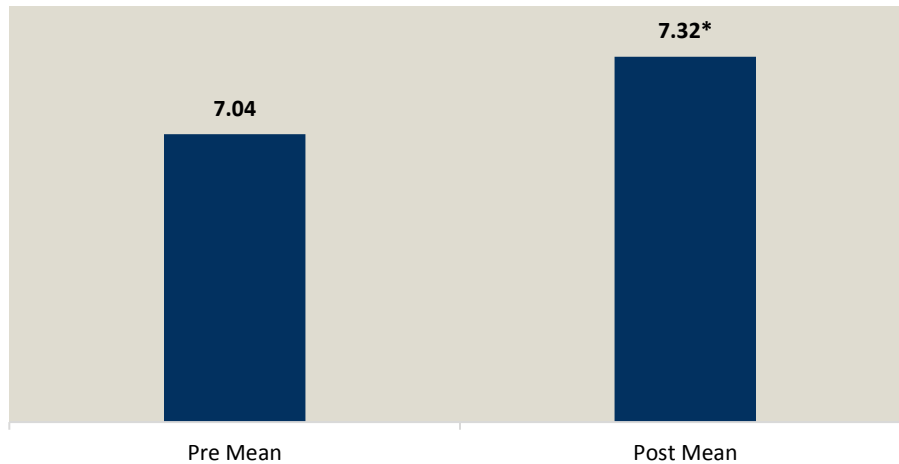| Pre Mean	Post Mean
7.69	8.02*
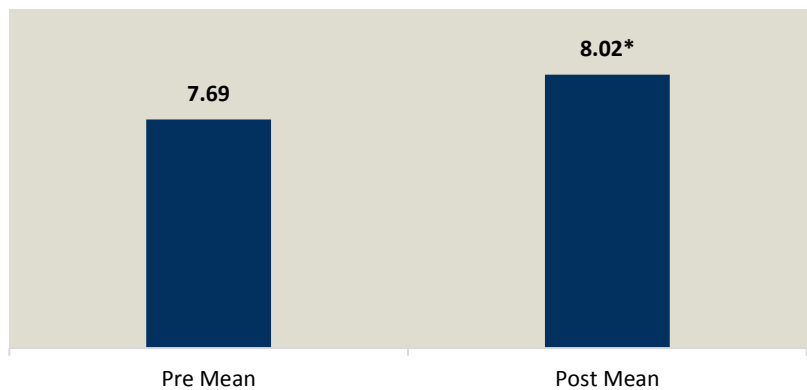
$*p < .01$

Students also rated their level of confidence as it pertained to job search activities. Figure 17 shows that student self-efficacy improved for 10 of the 11 job search areas assessed. Self-efficacy decreased slightly in the area of staying motivated to find work, although this was one of the highest rated areas even at post-test.

Figure 17. C2 Students' Job Search Self-Efficacy (n=57))
1=Not at all Confident; 10 = Very Confident

Area	Pre	Post
Attending Job Fairs	6.21	6.44
Contacting Professional Associates	6.65	7.04
Searching for Jobs Online	7.68	8.28
Researching Companies	7.07	7.49
Using Social Media to Look for Work	7.02	7.33
Filling Out Applications	7.89	8.21
Staying Motivated to Find Work	8.28	8.23
Networking	6.53	6.93
Writing a Resume	6.67	6.86
Writing a Cover Letter	6.00	6.25
Interviewing	7.04	7.09

For job search self-efficacy, the post-test average score was significantly higher when compared to pre-test average scores (Figure 18).

Figure 18. Job Search Self-Efficacy (n=63)

Evaluation Insights

Although TAACCCT grant funding at SWOCC will conclude in September 2018, PRE would like to offer the following insights regarding the C2 program. These insights are based solely on the data collected through the evaluation activities referenced in this report.

1. SWOCC successfully maintained strong relationships with industry partners over the course of this grant, and industry partners voiced a desire to continue supporting C2 programs. This evaluation showed that the C2 programs benefited from help with curriculum design, donated material, work-based learning opportunities for students, and job placement. Overall, it would be beneficial for SWOCC to continue to collaborate with industry partners in the creation and modification of new programs and courses moving forward.

2. The Career Coaches were a positive aspect of the C2 program. With this component of the grant is not being fully sustained, we recommend SWOCC continue to collect data regarding career coaching services students receive and their self-efficacy in completing academic and job search related tasks. Continuing to demonstrate through data the benefits of Career Coaches may help SWOCC secure funding for these positions following the conclusion of the grant.

3. With Career Coaches not being fully sustained following the TAACCCT grant, the WIOA partnership will be even more important to SWOCC students who benefit from its resources. Evaluators suggest continuing to cultivate this relationship with the WIOA partner following the grant's conclusion.

4. The Hiring Forum was another successful area of the C2 program. We recognize that Career Coaches played an important role in hosting this event, but given the impact the event had on students and community partners, we suggest determining how this event can continue without the support of Career Coaches. SWOCC has the support of community partners needed to host this event, so these organizations should be tapped in order to continue offering this resource to students.

Appendix A. Project Team Focus Group Questions

Year 2

1. Can you tell us about the steps that were taken by the institution to create and/or run this training program?

2. Can you summarize how programs have or will be improved or expanded using grant funds?

3. What is the administrative structure of the program?

4. How was the curriculum for the programs selected or created?
    *   How is it being used?

5. What are your expectations for students in the funded programs?
    *   How do you expect this program to affect TAA-eligible individuals? (e.g., re-entry into the workforce, fast completion)

6. At this point, what contributions have partner organizations made in terms of program design and curriculum development?
    *   What level of involvement would you like to see from partners over the course of the grant?

7. At this point, what would you identify as the strengths of this training program?
    *   How about the weaknesses?

8. Thinking long term, what are your goals for program sustainability?

Year 4

1. What successes stand out from your implementation of the C2 program over the past few years?

2. What have been some of the barriers to successful implementation of this program?

3. How has the program met your expectations for students who participated?

4. Has the C2 program met the employment demands in the region?

5. What contributions did partnering organizations make?
    *   Program design
    *   Curriculum development
    *   Recruitment
    *   Training
    *   Placement
    *   Program management

- Leveraging of resources
- Commitment to program sustainability

6. What factors contributed to partners' involvement or lack of involvement in the program?
    - Which contributions from partners were most critical to the success of the grant program?
    - Which contributions had less of an impact?

7. What are your plans for program sustainability?
    - To what extent are practices being imbedded into broader institutional policy and practice?

8. Do you have any other comments?

Appendix B. Student Self-Efficacy Survey

1) Please indicate at what stage you are in the C2 program.

( ) I am just starting my program

( ) I am midway through my program

( ) I am about to finish my program

( ) I have recently completed my program

( ) I am unable to continue my schooling

( ) I have decided to switch to a different academic program

2) Rate your level of confidence completing the following tasks (1=Not at All Confident; 10=Very Confident):

Academic Self-Efficacy*

	1	2	3	4	5	6	7	8	9	10	N/A
Asking questions in class	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Keeping up with required assignments	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Understanding my instructors	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Doing well on exams	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Getting assignments completed on time	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Managing both school and work	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Managing time efficiently	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Talking to my instructors	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

	1	2	3	4	5	6	7	8	9	10	N/A
Getting help and information from my advisors	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Finding time to study	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Seeking out tutoring	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

3) A list of skills related to job placement are listed below. Rate your level of confidence in each of these areas (1=Not at All Confident; 10=Very Confident):

Job Search Self-Efficacy*

	1	2	3	4	5	6	7	8	9	10	N/A
Networking	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Writing a resume	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Writing a cover letter	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Using social media to look for work	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Filling out an application	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Staying motivated to find work	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Attending job fairs	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Interviewing	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Contacting professional associates	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

	1	2	3	4	5	6	7	8	9	10	N/A
Researching companies	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Searching for jobs online	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

Appendix C. Student Survey

Note: This survey was administered to Administrative Office Professional students, but similar surveys were administered to students in the Allied Health and Natural Resources/Forestry programs.

Logic: Show/hide trigger exists.

*I am currently employed. ** *
( ) Yes

( ) No

Logic: Hidden unless: Question "I am currently employed. " #1 is one of the following answers ("Yes")

*I am currently employed in the administrative office professional industry. ** *
( ) Yes

( ) No

*I was already or planned to be a SWOCC student before I enrolled in this program. ** *
( ) Yes

( ) No

*I was already employed in the administrative office professional industry before entering into the College to Career (C2) program at SWOCC. ** *
( ) Yes

( ) No

*I intended to pursue a career in the administrative office professional industry regardless of these offerings at SWOCC. ** *
( ) Yes

( ) No

Administrative Office Professional

How did you hear about the Administrative Office Professional program at SWOCC?

*In your time at SWOCC, did you take a career/personality assessment prior to entering the Administrative Office Professional program to determine if this career path might be a good fit?** *
( ) Yes

( ) No

*Did you experience any obstacles with entry into the Administrative Office Professional program? *
( ) Yes

( ) No

Please describe these obstacles to entry.

Do you anticipate completing the Administrative Office Professional program at SWOCC?
( ) Yes

( ) No

What will prohibit you from completing the program?

What are the biggest obstacles to program completion?

Administrative Office Professional - Career Guidance

What career coaching services have you received at SWOCC so far? (Check all that apply.)
[ ] Building job portfolio: resume, cover letters, online profiles, etc.

[ ] Informational Interviews and work/internship interview coaching

[ ] Job or internship search assistance

[ ] Career exploration, interest or soft skill assessments

[ ] Classroom labor market, occupation and wage information

[ ] Financial aid paperwork or assistance with scholarship application essays

[ ] Referral to SCBEC for further resources including scholarships

[ ] Help sorting out educational options for career path

[ ] Other: _____

How helpful was your experience with a career coach?

( ) Extremely helpful - I know my next steps and feel more prepared

( ) Somewhat helpful - I received some help, but I am still unsure of next steps

( ) Not helpful at all - My time wasn't well spent

( ) Not applicable

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Logic: Hidden unless: (Question "What career coaching services have you received at SWOCC so far? (Check all that apply.)" #13 is one of the following answers ("Building job portfolio: resume, cover letters, online profiles, etc.", "Informational Interviews and work/internship interview coaching", "Job or internship search assistance", "Career exploration, interest or soft skill assessments", "Classroom labor market, occupation and wage information", "Financial aid paperwork or assistance with scholarship application essays", "Referral to SCBEC for further resources including scholarships", "Help sorting out educational options for career path", "Other:") OR Question " " #14 is one of the following answers ("Extremely helpful - I know my next steps and feel more prepared", "Somewhat helpful - I received some help, but I am still unsure of next steps", "Not helpful at all - My time wasn't well spent"))

</div>

Please describe your experience with career coaching services at SWOCC.

<div style="border:1px solid #000; background:#b3a0cc; padding:10px;">

Logic: Show/hide trigger exists.

</div>

Have you received other support services through the Career Center Staff/C2 at SWOCC?*
( ) Yes

( ) No

<div style="border:1px solid #000; background:#b3a0cc; padding:10px;">

Logic: Hidden unless: Question "Have you received other support services through the Career Center Staff/C2 at SWOCC?" #16 is one of the following answers ("Yes")

</div>

Please describe these support services you received.

Administrative Office Professional - Career and Education Plans

Please indicate your agreement with the following items regarding your career and education plans. *

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
After completion of this program, I plan to pursue additional education.	( )	( )	( )	( )	( )

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I plan to pursue a career in the administrative office professional industry.	( )	( )	( )	( )	( )
I plan to pursue a career in the administrative office professional industry in this region.	( )	( )	( )	( )	( )
I believe there is a local demand for workers in the administrative office professional industry.	( )	( )	( )	( )	( )
The likelihood that I will pursue a career in the administrative office professional industry has increased since participating in the program at SWOCC.	( )	( )	( )	( )	( )
I am more likely to get a local job in the administrative office professional industry because of my participation in the program at SWOCC.	( )	( )	( )	( )	( )

Logic: Show/hide trigger exists. Hidden unless: Question "I am currently employed. " #1 is one of the following answers ("Yes")

I anticipate a salary increase at work upon completion of this program. *

( ) Yes

( ) No

How much per hour?*

I have already received a salary increase at work because of my enrollment in this program. *

( ) Yes

( ) No

How much per hour?*

Administrative Office Professional - General Feedback

The Career Center Staff/C2 at SWOCC... *

	Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
...has provided advising resources that otherwise would not have been available to me.	( )	( )	( )	( )	( )
...has assisted me in choosing courses that are aligned with my career path.	( )	( )	( )	( )	( )

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
...will increase my chances of getting a job.	( )	( )	( )	( )	( )
...will help me reach my career goals at a faster pace.	( )	( )	( )	( )	( )
...is the only program of its kind in the region.	( )	( )	( )	( )	( )

Please discuss the strengths of the Administrative Office Professional program at SWOCC.

Please discuss areas for improvement in the program at this point in time.

Do you have any additional comments about the Administrative Office Professional program at SWOCC?

We would like to follow up with you in a year about your employment. If you give us permission to do so, please provide your contact information below.
Name: _____

Email Address: _____

Phone Number: _____

Appendix D. Staff Survey

Background

Please indicate which program area(s) you have been involved with in the College to Career (C2) program. (Check all that apply.)

[ ] Natural Resources/Forestry

[ ] Allied Health

[ ] Administrative Office Professional

Please describe your role in the College to Career (C2) program at SWOCC.

When did your involvement in the program at SWOCC begin?

Page entry logic: This page will show when: Question "Please indicate which program area(s) you have been involved with in the College to Career (C2) program. (Check all that apply.)" #1 is one of the following answers ("Natural Resources/Forestry")

Natural Resources/Forestry - Career Preparation & Student Feedback

Please rate your agreement with the following items:

The Natural Resources/Forestry program...

	Strongly Disagree	**Disagree**	**Neither Disagree nor Agree**	**Agree**	**Strongly Agree**
...is a good fit for workers who have been impacted by Trade Act layoffs.	( )	( )	( )	( )	( )
...is a good fit for workers who are just entering the field of natural resources/forestry.	( )	( )	( )	( )	( )
...prepares students for immediate employment in the region.	( )	( )	( )	( )	( )
...will increase chances of entry into the field of natural resources/forestry for participating students.	( )	( )	( )	( )	( )

I believe there is local demand for workers in the natural resources/forestry industry.

( ) Strongly Disagree

( ) Disagree

( ) Neither Disagree nor Agree

( ) Agree

( ) Strongly Agree

Please rate your level of agreement with the following items.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	I Don't Know
Students are excited about the Natural Resources/Forestry program at SWOCC.	( )	( )	( )	( )	( )	( )
Students have had positive reactions to new or modified Natural Resources/Forestry curriculum.	( )	( )	( )	( )	( )	( )
Students entering the Natural Resources/Forestry program are prepared for the coursework.	( )	( )	( )	( )	( )	( )

Page entry logic: This page will show when: Question "Please indicate which program area(s) you have been involved with in the College to Career (C2) program. (Check all that apply.)" #1 is one of the following answers ("Natural Resources/Forestry")

Natural Resources/Forestry - Industry Partners

Please rate your level of agreement with the following items regarding Natural Resources/Forestry industry partners.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	N/A
Project administrators or other project staff have created successful partnerships with relevant organizations in the community.	( )	( )	( )	( )	( )	( )
Industry partners have provided useful input on curriculum design.	( )	( )	( )	( )	( )	( )
Feedback from industry partners has helped to ensure course content offers skill development desired by the job market.	( )	( )	( )	( )	( )	( )
Industry partners are excited about the Natural Resources/Forestry program at SWOCC.	( )	( )	( )	( )	( )	( )
Communications with industry partners has been good.	( )	( )	( )	( )	( )	( )

What has been the most useful aspect of working with Natural Resources/Forestry industry partners?

Allied Health - Career Preparation & Student Feedback

Please rate your agreement with the following items:

The Allied Health program...

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
...is a good fit for workers who have been impacted by Trade Act layoffs.	( )	( )	( )	( )	( )
...is a good fit for workers who are just entering the field of allied health.	( )	( )	( )	( )	( )
...prepares students for immediate employment in the region.	( )	( )	( )	( )	( )
...will increase chances of entry into the field of allied health for participating students.	( )	( )	( )	( )	( )

I believe there is local demand for workers in the allied health industry.

( ) Strongly Disagree

( ) Disagree

( ) Neither Disagree nor Agree

( ) Agree

( ) Strongly Agree

Please rate your level of agreement with the following items.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	I Don't Know
Students are excited about the Allied Health program at SWOCC.	( )	( )	( )	( )	( )	( )
Students have had positive reactions to new or modified Allied Health curriculum.	( )	( )	( )	( )	( )	( )
Students entering the Allied Health program are prepared for the coursework.	( )	( )	( )	( )	( )	( )

Page entry logic: This page will show when: Question "Please indicate which program area(s) you have been involved with in the College to Career (C2) program. (Check all that apply.)" #1 is one of the following answers ("Allied Health")

Allied Health - Industry Partners

Please rate your level of agreement with the following items regarding Allied Health industry partners.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	N/A
Project administrators or other project staff have created	( )	( )	( )	( )	( )	( )

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	N/A
successful partnerships with relevant organizations in the community.						
Industry partners have provided useful input on curriculum design.	( )	( )	( )	( )	( )	( )
Feedback from industry partners has helped to ensure course content offers skill development desired by the job market.	( )	( )	( )	( )	( )	( )
Industry partners are excited about the Allied Health program at SWOCC.	( )	( )	( )	( )	( )	( )
Communications with industry partners has been good.	( )	( )	( )	( )	( )	( )

What has been the most useful aspect of working with Allied Health industry partners?

Page entry logic: This page will show when: Question "Please indicate which program area(s) you have been involved with in the College to Career (C2) program. (Check all that apply.)" #1 is one of the following answers ("Administrative Office Professional")

Administrative Office Professional - Career Preparation & Student Feedback

Please rate your agreement with the following items:

The Administrative Office Professional program...

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
...is a good fit for workers who have been impacted by Trade Act layoffs.	( )	( )	( )	( )	( )
...is a good fit for workers who are just entering the field of administrative office professional.	( )	( )	( )	( )	( )
...prepares students for immediate employment in the region.	( )	( )	( )	( )	( )
...will increase chances of entry into the field of administrative office professional for participating students.	( )	( )	( )	( )	( )

I believe there is local demand for workers in the administrative office professional industry.

( ) Strongly Disagree

( ) Disagree

( ) Neither Disagree nor Agree

( ) Agree

( ) Strongly Agree

Please rate your level of agreement with the following items.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	I Don't Know
Students are excited about the Administrative Office Professional program at SWOCC.	( )	( )	( )	( )	( )	( )
Students have had positive reactions to new or modified Administrative Office Professional curriculum.	( )	( )	( )	( )	( )	( )
Students entering the Administrative Office Professional program are prepared for the coursework.	( )	( )	( )	( )	( )	( )

Page entry logic: This page will show when: Question "Please indicate which program area(s) you have been involved with in the College to Career (C2) program. (Check all that apply.)" #1 is one of the following answers ("Administrative Office Professional")

Administrative Office Professional - Industry Partners

Please rate your level of agreement with the following items regarding Administrative Office Professional industry partners.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	N/A
Project administrators or other project staff have created successful partnerships with relevant organizations in the community.	( )	( )	( )	( )	( )	( )
Industry partners have provided useful input on curriculum design.	( )	( )	( )	( )	( )	( )
Feedback from industry partners has helped to ensure course content offers skill development desired by the job market.	( )	( )	( )	( )	( )	( )
Industry partners are excited about the Administrative Office Professional program at SWOCC.	( )	( )	( )	( )	( )	( )
Communications with industry	( )	( )	( )	( )	( )	( )

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	N/A
partners has been good.						

What has been the most useful aspect of working with Administrative Office Professional industry partners?

College to Career (C2) Program Feedback

The College to Career (C2) program...

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
…is helping to place students in the correct career pathway.	( )	( )	( )	( )	( )
…is providing students with advising resources that otherwise would not have been available to them.	( )	( )	( )	( )	( )
… is assisting students in choosing courses that are aligned with their career path.	( )	( )	( )	( )	( )
… will help students reach their career goals at a faster pace.	( )	( )	( )	( )	( )
...is the only training program of its kind in the region.	( )	( )	( )	( )	( )

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
…assesses potential students on their abilities, skills and interests in order to effectively select participants into the program.	( )	( )	( )	( )	( )
…provides training to staff and faculty involved in the program.	( )	( )	( )	( )	( )

Please discuss the strengths of the College to Career (C2) program at SWOCC.

Please discuss areas for improvement for the College to Career (C2) program at this point in time.

Do you have any additional comments about the College to Career (C2) program at SWOCC?

Appendix E. Student Focus Group Questions

Note: These focus group questions were administered to Allied Health students, but similar questions were administered to students in the Natural Resources/Forestry programs.

1. Let's go around the room and share what degree or certificate you are pursuing.

2. How did you hear about the program you are in?
   - Were you already a student at SWOCC when you heard about it?
   - Did you experience any obstacles entering the program?

3. What kind of career guidance has been provided through the Allied Health program?

4. What are your career plans?
   - What role did career coaches in the SWOCC Career Center play in helping you to get started or stay on this career path?
   - Do you think your involvement in this program will increase your chances at gaining employment in the healthcare field?

5. What other support services have you received as part of this program?
   - How was your experience?

6. Do you have additional education plans following this program?

7. What do you anticipate as the biggest barriers in completing this program?

8. What is working well with the program?
   - Do you have any suggestions for improving the program?

9. Do you have any other comments?

Appendix F. Partner Survey

Background

Please indicate which C2 program area you are involved with at SWOCC.*
[ ] Administrative Office Professional

[ ] Allied Health

[ ] Natural Resources/Forestry

How long have you been involved in the C2 project at SWOCC?
_____

Hiring Forum

Logic: Show/hide trigger exists.

Was your organization involved in the Hiring Forum that took place on the SWOCC campus in April 2016?*
( ) Yes

( ) No

( ) I Don't Know

Logic: Hidden unless: Question "Was your organization involved in the Hiring Forum that took place on the SWOCC campus in April 2016?" #3 is one of the following answers ("Yes")

Did your organization interview any SWOCC students as a result of participating in the Hiring Forum?*
( ) Yes

( ) No

( ) I Don't Know

Logic: Hidden unless: (Question "Was your organization involved in the Hiring Forum that took place on the SWOCC campus in April 2016?" #3 is one of the following answers ("Yes") AND Question "Did your organization interview any SWOCC students as a result of participating in the Hiring Forum?" #4 is one of the following answers ("Yes"))

For what type of position(s) did you interview? (Check all that apply.)
[ ] Administrative Office Professional

[ ] Allied Health

[ ] Natural Resources/Forestry

[ ] Other: _____

Did your organization hire any SWOCC students as a result of participating in the Hiring Forum?*
( ) Yes

( ) No

( ) I Don't Know

What type of position(s) did your organization hire? (Check all that apply.)
[ ] Administrative Office Professional

[ ] Allied Health

[ ] Natural Resources/Forestry

[ ] Other: _____

Did your organization offer any internships to SWOCC students as a result of participating in the Hiring Forum?*
( ) Yes

( ) No

( ) I Don't Know

What type of internship(s) did your organization offer? (Check all that apply.)
[ ] Administrative Office Professional

[ ] Allied Health

[ ] Natural Resources/Forestry

[ ] Other: _____

Did your organization conduct mock interviews with any SWOCC students as part of the Hiring Forum?*
( ) Yes

( ) No

( ) I Don't Know

For what type of position(s) did your organization conduct mock interviews? (Check all that apply.)
( ) Administrative Office Professional

( ) Allied Health

( ) Natural Resources/Forestry

( ) Other: _____

Please answer the following questions about your organization's experience participating in the Hiring Forum?*

	Yes	**No**
Did your organization have ample time to network with other employers participating in the Hiring Forum?	( )	( )
Would your organization be interested in participating in another Hiring Forum at SWOCC in the future?	( )	( )
Was the format of the Hiring Forum useful to your organization?	( )	( )

How could the format of the Hiring Forum be improved?

What was the most useful aspect of the Hiring Forum for your organization?

Career Preparation - Administrative Office Professional Partners

Thinking about the Administrative Office Professional program, please rate your agreement with the following items:*

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	I Don't Know
This credential is a good fit for workers who have been displaced from an industry other than administrative office professional.	( )	( )	( )	( )	( )	( )
This credential is a good fit for workers who are just entering the field of administrative office professional.	( )	( )	( )	( )	( )	( )
This program prepares students for employment in the region.	( )	( )	( )	( )	( )	( )

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	I Don't Know
Student participation in this program will increase their chances of entry into the administrative office professional field.	( )	( )	( )	( )	( )	( )
I believe there is a local demand for workers in the administrative office professional field.	( )	( )	( )	( )	( )	( )

Do you have other comments you would like to share about the Administrative Office Professional program as it relates to career preparation?

Page entry logic: This page will show when: Question "Please indicate which C2 program area you are involved with at SWOCC." #1 is one of the following answers ("Allied Health")

Career Preparation-Allied Health Partners

Thinking about the Allied Health program, please rate your agreement with the following items:*

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	I Don't Know
This credential is a good fit for workers who have been displaced	( )	( )	( )	( )	( )	( )

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	I Don't Know
from an industry other than healthcare.						
This credential is a good fit for workers who are just entering the field of healthcare.	( )	( )	( )	( )	( )	( )
This program prepares students for employment in the region.	( )	( )	( )	( )	( )	( )
Student participation in this program will increase their chances of entry into the healthcare field.	( )	( )	( )	( )	( )	( )
I believe there is a local demand for workers in the healthcare industry.	( )	( )	( )	( )	( )	( )

Do you have other comments you would like to share about the Allied Health program as it relates to career preparation?

Page entry logic: This page will show when: Question "Please indicate which C2 program area you are involved with at SWOCC." #1 is one of the following answers ("Natural Resources/Forestry")

Career Preparation - Natural Resources/Forestry Partners

Thinking about the Natural Resources/Forestry program, please rate your agreement with the following items:*

	Strongly Disagree	**Disagree**	**Neither Disagre e nor Agree**	**Agree**	**Strongly Agree**	**I Don't Know**
This credential is a good fit for workers who have been displaced from an industry other than natural resources/forestry.	( )	( )	( )	( )	( )	( )
This credential is a good fit for workers who are just entering the field of natural resources/forestry.	( )	( )	( )	( )	( )	( )
This program prepares students for employment in the region.	( )	( )	( )	( )	( )	( )
Student participation in this program will increase their chances of entry into the natural resources/forestry.	( )	( )	( )	( )	( )	( )
I believe there is a local demand for workers in the natural	( )	( )	( )	( )	( )	( )

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	I Don't Know
resources/forestry industry.						

Do you have other comments you would like to share about the Natural Resources/Forestry program as it relates to career preparation?

Partnership Experience

Please rate your level of agreement with the following items regarding your organization's involvement with the C2 program at SWOCC.*

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	I Don't Know
My organization has provided feedback to help ensure course content offers skill development necessary for the current job market.	( )	( )	( )	( )	( )	( )
Project administrators have created successful partnerships with relevant organizations in the community.	( )	( )	( )	( )	( )	( )

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	I Don't Know
My organization is excited about C2 at SWOCC.	( )	( )	( )	( )	( )	( )
Communication with SWOCC has been good.	( )	( )	( )	( )	( )	( )

What has been the most useful aspect of working with SWOCC in C2 program development?

Please rate your organization's involvement in terms of the following:*

	None	Little	Some	Substantial	N/A
Program Design	( )	( )	( )	( )	( )
Curriculum Development	( )	( )	( )	( )	( )
Student Recruitment	( )	( )	( )	( )	( )
Student Training	( )	( )	( )	( )	( )
Student Placement	( )	( )	( )	( )	( )
Program Management	( )	( )	( )	( )	( )
Leveraging of Resources	( )	( )	( )	( )	( )
Commitment to Program Sustainability	( )	( )	( )	( )	( )

Is there any other type of involvement in the C2 program that would be beneficial to your organization?

Do you have any other comments you would like to share about partnerships?

Additional Feedback

Please discuss the strengths of the C2 program at this point in time.

Please discuss areas for improvement in the C2 program at this point in time.

Do you have any additional comments about the C2 program at SWOCC?