

TAACCCT Online Platform

Survey Report

PA TAACCCT Consortium

TAACCCT Round 1

Community College of Philadelphia

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In September 2014 a survey was disseminated to staff users of the PA TAACCCT online platform system developed by Monster Government Services and Empyra. The survey objective was twofold – to gather information to inform a consortium decision whether to continue utilizing the platform during the fourth year of the grant and to collect anecdotal and empirical evidence about the system’s effectiveness, use and features.

Monster Government Services (MGS) was contracted to develop and provide an online platform to: (1) engage students with career coaches, (2) accelerate employment by connecting students with local hiring employers, (3) augment career and educational services with online tools and content and, (4) provide measurable outcome reporting. To achieve this, MGS partnered with Empyra, utilizing their OneFlow cloud-based solution to create the Online Career Education Accelerator Network (OCEAN) solution. As per the RFP and the MGS proposal, this solution was intended to support TAACCCT grant requirements by:

- Providing a single online platform with career advising/coaching with strong case management functionality, unique online experiences for each of the 14 colleges while maintaining a data repository of key data for TAACCCT reporting.
- Augmenting online career and educational services for program participants and graduates.
- Creating an online community to engage students in program-related activities
- Connecting program graduates with relevant local hiring employers in in-demand careers with high growth potential.
- Introducing additional performance metric and tracking for student-to-worker career-related activities.
- Expanding relevant career service content and services to better prepare candidates for successful careers.
- Providing relevant local real-time labor market intelligence from Monster Worldwide to assist students and son-to-be graduates in identifying the best career opportunities and ways to gain a competitive advantage.
- Increasing student and career skills by the introduction of Monster career content and resources.
- Providing online access to Monster’s real-time labor market intelligence to ensure that this program is optimized to meet employer’s hiring needs.

The online platform went live in December 2012. At the time of its release only a portion of the features were functional and the site had undergone minimal user acceptance testing. Over time, additional features were added, updated and enhanced but by the end of the grant’s third year (September 2014), some key features were not functional -- namely the reporting feature (which would have allowed colleges to generate college and program specific reports regarding their data), the online training

application, outcome tracking, incomplete help functions and missing local hiring and labor market information

The Survey

The survey was disseminated to Career Coaches, Job Developers, Project Directors, Administrators and Clerical staff using SurveyMonkey. Responses were received from 12 colleges.

The survey included 7 areas of evaluation:

- Platform use
- Platform training
- Platform features
- Connecting with students
- Technical issues
- Data management
- Respondent information & Additional comments

The completed survey results can be found at the following link: [OnlinePlatformSurveyResults150812\(1\).pdf](#)

In a separate survey disseminated to students and designed to evaluate career coaching services; two questions were asked relating to the online platform. A summary of responses to these two questions is included at the end of this report, complete responses can be found at via the following link: [Students Q1-3 CC Evaluation.pdf](#)

Survey Results

Platform Use

Twenty one staff from 12 colleges comprised of Project Directors, Career Coaches, Job Developers and Data Support staff completed the survey.

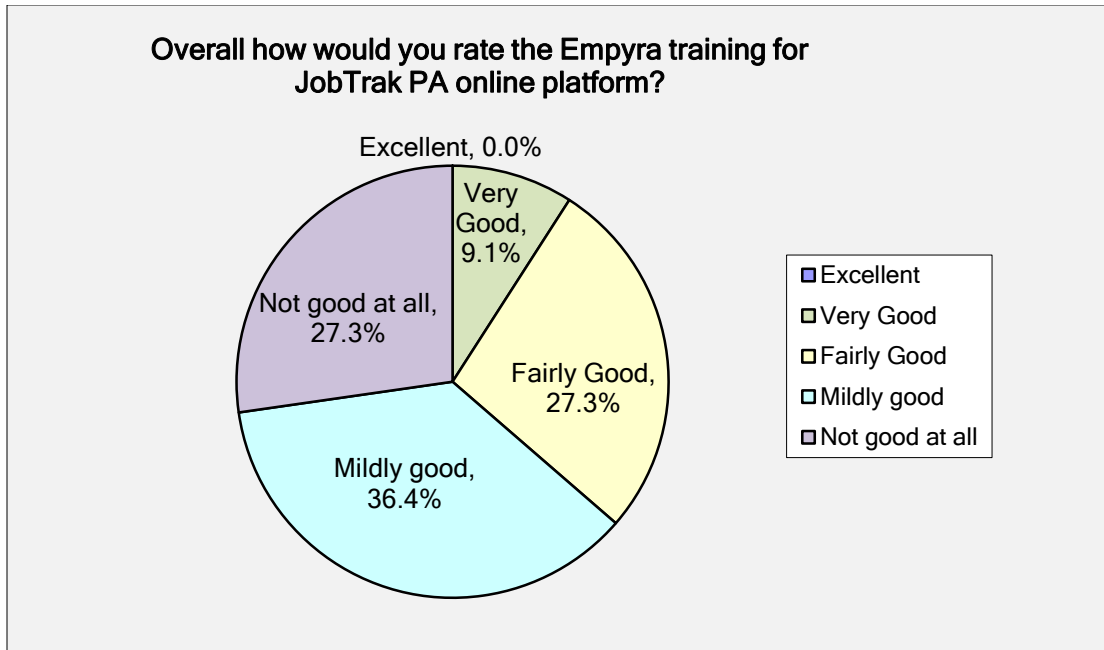
The majority of respondents (16) indicated they had used the platform between 1-3 years. Four (4) indicated use between 6 months and 1 year, 3 had used the platform less than 6 months and 2 indicated they had never used it.

Of the 23 that had indicated some use of the platform, 4 indicated using it one or more times per week, 10 indicating using it 1-3 times per month and 9 used it less than once a month.

Platform Training

In 2013 platform training was provided by Emprya at two college locations- Reading Area Community College and Community College of Allegheny County. Both trainings provided 4 hours of face to face hands-on training. A total of 21 people attended these trainings in-person and 3 participated by phone.

Eleven (11) survey respondents indicated that they attended one of the trainings listed above- roughly half of the attendees. Four respondents agreed that the training met their expectation while seven (7) respondents either disagreed or strongly disagreed with this statement. The majority indicated that the content was not organized or easy to follow. The majority felt the trainer was not prepared. On the other hand, 64% of respondents agreed that the training materials were useful and that the trainer was knowledgeable. Overall 64% rated the vendor training as either fairly good or mildly good. Twenty-Seven percent rated it as not good at all, while 9% rated it as very good.



The Grant Administration office also provided online platform training after additional features and updates had been applied to the platform. Seven survey respondents indicated that they had attended while 15 did not. Six respondents (85%) either strongly agreed or agreed that the training met their expectations and that session objectives were identified and followed. Five indicated that the training materials were useful and all respondents indicated that the trainer was prepared and knowledgeable. The majority rated the training as good.

Platform Features

The online platform had a number of features that staff could utilize to enter, track and document participants. Features included student data entry (demographics, training information), creating events,

sending messages, building resumes and entering outcomes. Many of the features were required in order to capture key participant data; while others were necessary due to the work flow built into the system. Other features were not required but were available for use by staff at their discretion. Respondents were asked to rate their level of satisfaction with 16 platform features (7 required and 9 optional). Twenty-One (21) staff responded to this question.

Optional features included:

- **Resume Builder**- an application to assist students in creating a basic resume.
- **Networking Group Site**- a site created to allow participants and staff to network, share experiences and view related news and job postings.
- **Creating and Sending Communications**- staff could send a message from the system to other staff and/or students.
- **Printing**- Any screen as well as forms could be printed. In some cases, staff printed student information for the hard copy file
- **Creating Reports**- staff were supposed to have the ability to print reports providing key metrics and listings of students. This function was never fully developed.
- **Help Functions**- Each page of the platform had a corresponding help entry that could be accessed by staff.
- **Adding Events** – staff could add events to a calendar that could be viewed by students when they were logged into the system. In some case, students could register for events through the platform.
- **Self-Service Student Portal** – students were provided with access to the platform where they could view messages sent by staff, find events, review their training and complete forms.

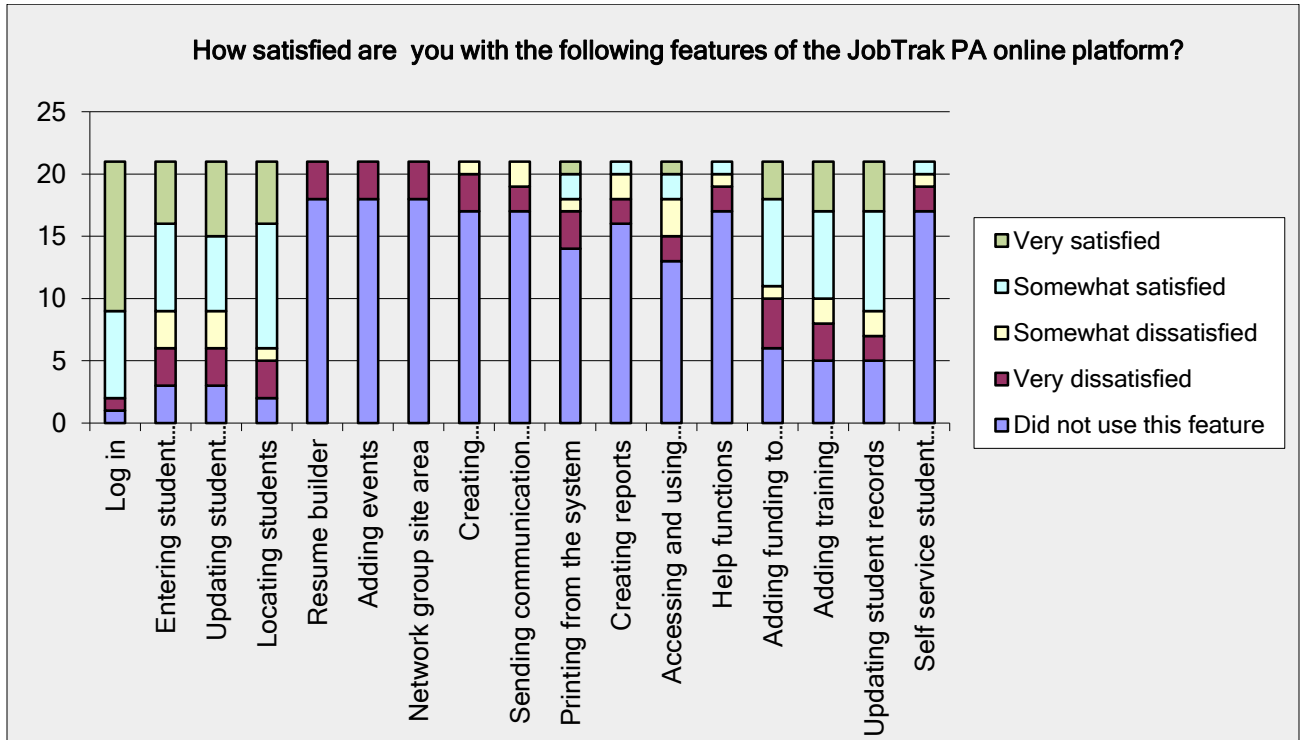
The majority of respondents indicated that they did not use the optional features and overall, those that did use the features, indicated they were very dissatisfied with them.

Features that were necessary and/or required include:

- **Site Login** – secure login from the www.jobtrakpa.com public website.
- **Entering and Updating Student Data and Records** – This included adding personal and demographic data, training outcomes and employment into the system.
- **Locating Students within the Platform** – This included conducting a search to locate a student.
- **Accessing and using forms** – This included completing the training application and related documents on the platform and reviewing completed forms. Staff and/or students could complete these forms.
- **Adding Funding and Training Information to Student Records** - In addition to personal and demographic data, the platform captured grant enrollment (funding) and training information such as program of study, start and end dates and training outcome.

Just over half of the respondents indicated they were either very satisfied or somewhat satisfied with the following features: entering and updating student information, adding funding to student records and adding training programs to student records.

The chart below provides a detailed look at all responses to this question.



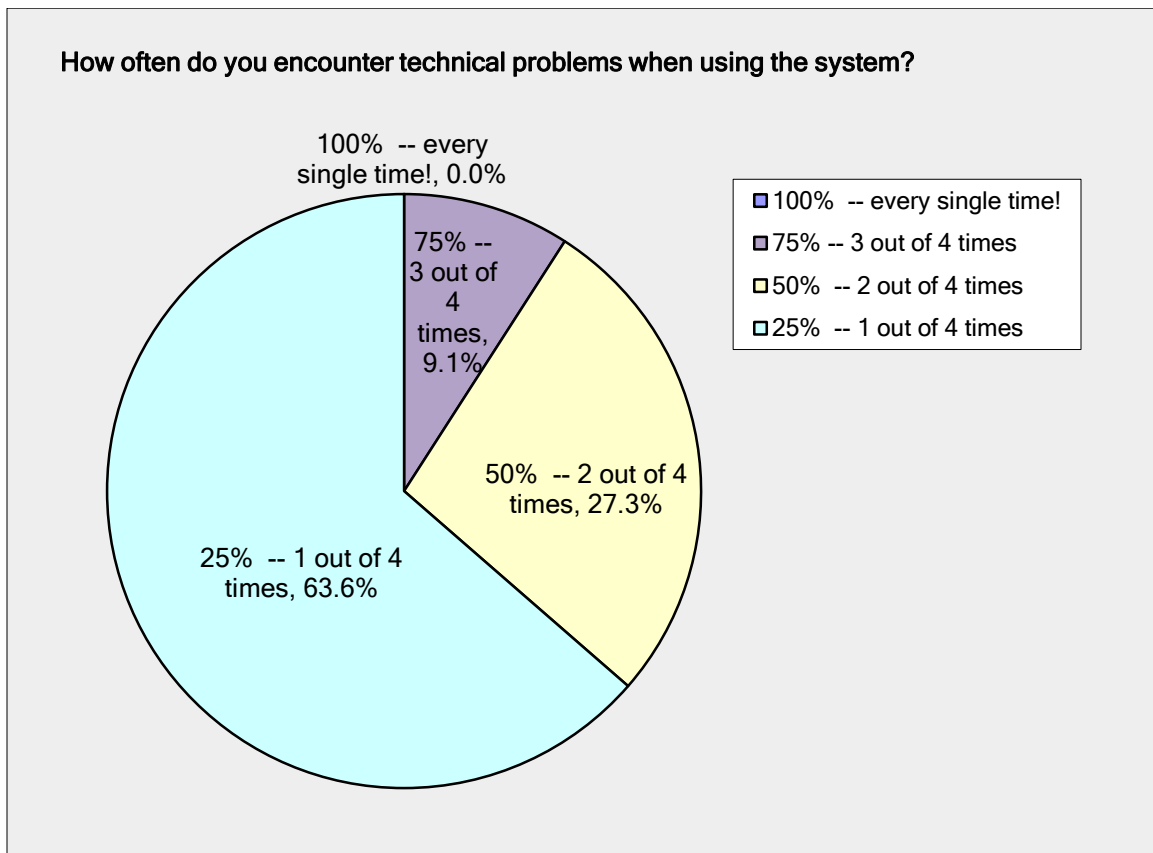
Connecting with Students

Twenty (20) respondents indicated that they did not use the platform to connect with students; one (1) did use the platform for this purpose. A subsequent question asked how staff connected to students outside of the platform. For the 16 respondents, the most commonly used strategy was email, followed by face to face meeting and phone contact.

Technical Issues

The online platform experienced some initial and significant technical problems. Over time, these problems and/or issues decreased. As regular users of the system, we wanted to document how often staff encountered technical issues and what types of issues were experienced.

Fifty-two percent (52%) indicated encountering technical issues when using the online platform. The majority experienced issues between 25-50% of the time.



We asked respondents to describe the technical issues they experienced. Highlights include the following:

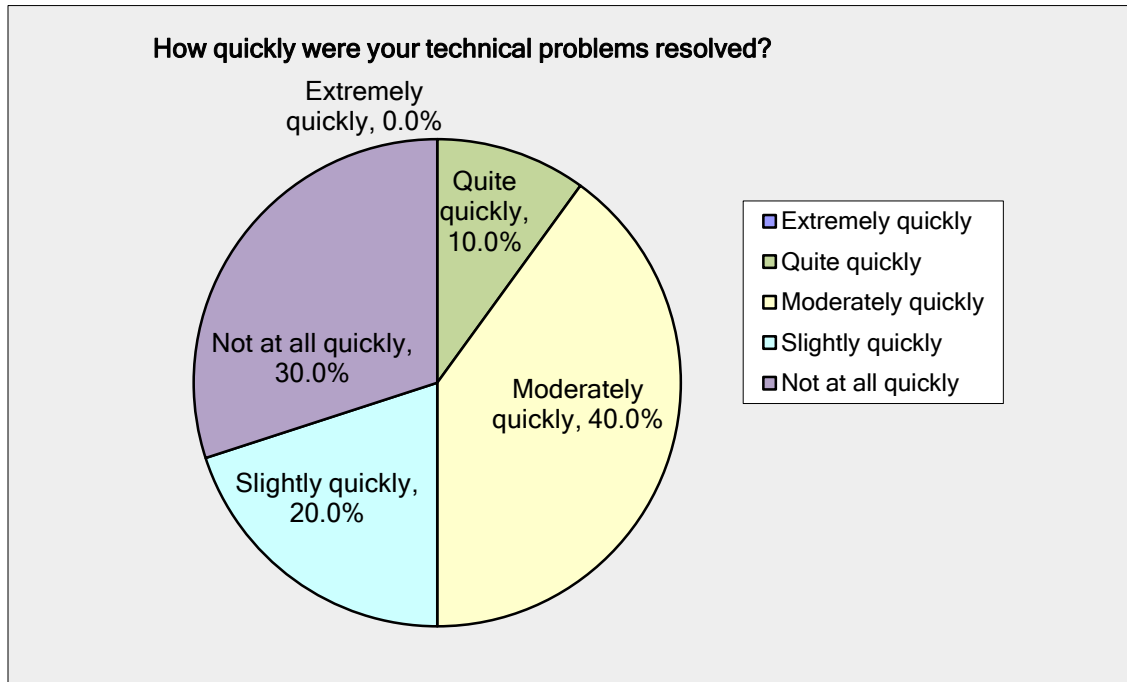
- “Sometimes not all parts of the system would be there....Couldn’t find some students by name, but could by social security number. Sometimes it’s just confusing as to what is going on.”
- “Duplicates, and being blocked from accessing student records.”
- “The current version is much better than previous. Every revision has brought its own set of problems. Data entry is complicated. There have been ongoing problems since the beginning.”

Recognizing Acknowledging that technical issues can potentially impact what gets entered into the system, the accuracy of data entered and staff workload, we asked respondents to indicate in what ways the technical issues have impacted them. The ability to enter data into the system was the most impacted area task? (9), followed by the ability to be productive (8). Retrieving data and completing daily tasks were also noted by 5 and 4 respondents respectively.

TAACCCT staff were asked to report technical issues to the grant administration office instead of directly contacting the vendor. Subsequently the grant administration office worked with the vendor to address

this technical issue. This process was a result of the office’s desire to closely monitor the platform during development, implementation and execution so that the office could correctly inform all users of any changes and/or updates.

We asked staff how quickly their technical issues were resolved. Forty percent (40%) indicated that problems were addressed moderately quickly and 30% indicated problems were resolved “not at all quickly”.



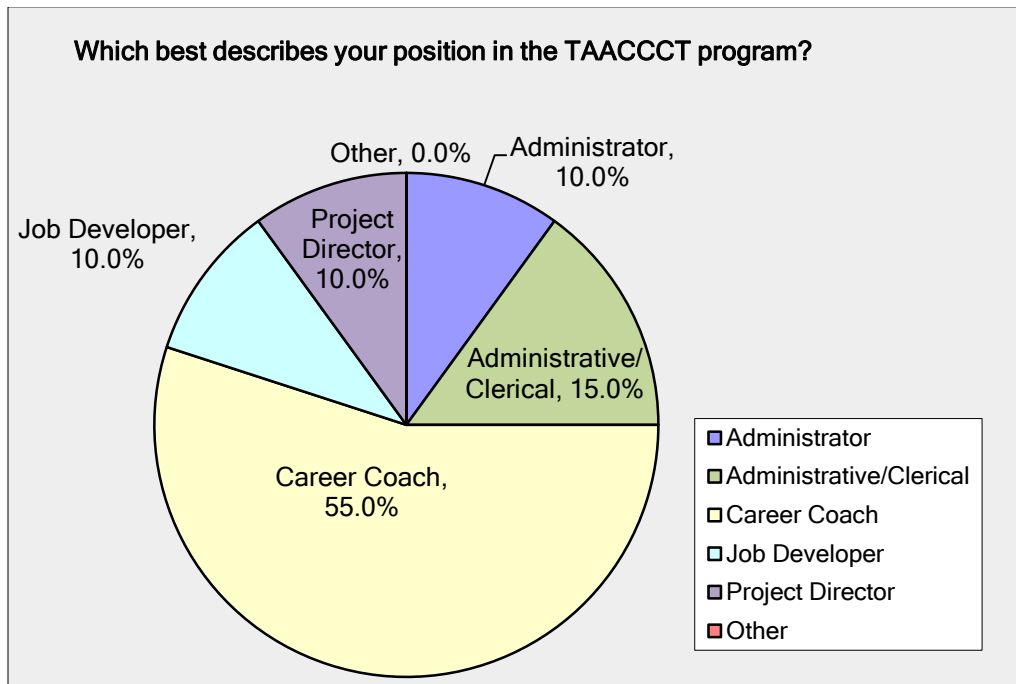
Data Management

Overall, 57% rated the platform as being extremely or somewhat useful as a data management system for the TAACCCT Consortium. Another 14% indicated that it was not very useful and 29% indicated that it was not useful at all.

Respondent Information & Additional Comments

The results of this survey represent TAACCCT staff at 12 of the 14 consortium colleges. The majority of respondents were career coaches followed by administrative/clerical staff.

Survey Responses	# of Schools
0	2 schools
1	5 schools
2	6 schools
4	1 school



Respondents had the opportunity to submit additional comments; 2 staff responded with the following comments:

- “This website was too complicated. It was designed to collect much more data than was needed and to perform too many functions that were more easily done in other ways. When a student indicated interest, they automatically were added to my participant lists, which seemed to indicate they were enrolled, when that was not the case. There are too many links and too many landing pages for functions that are not useful. The site asks for marital status and primary language, things not requested on the enrollment form. There are 13 separate webpages for each individual's profile to navigate among when updating status, employment, completion, etc. Overwhelming to decipher, and more time consuming than valuable.”
- “The program was being updated and changed early on and by the time it became a whole program, it was too late into the grant. Also, program forms did not follow the actual forms so data entry was cumbersome and inefficient.”

Other Survey Results

Students who completed a TAACCCT program of study were asked, as part of a separate Career Coach Evaluation survey, two questions about their experience completing enrollment paperwork on the platform. This feature was used by some of the colleges at some point during the grant. Their responses are provided below.

Q: Did you use the JobTrakPA website to complete your paperwork?

A: 434 students responded to this question with the following results:

Answer Choices	Responses	
Yes	39.17%	170
No	60.83%	264
Total		434

Q: Please rate your experience using the website to complete your paperwork.

A: 158 students responded to this question with the following results:

