



COMMUNITY COLLEGE WORKFORCE EDUCATION NATIONAL RESEARCH STUDY

INTRODUCTION

Opportunity America and Lumina Foundation are partnering with Wilder Research to conduct a national research study of community college credit and noncredit workforce education and relationships with employers.

Some of the most exciting innovation in higher education is taking place at community colleges, much of it centered on new ways to prepare learners for the workplace. This new thinking will be more important than ever in the months and years ahead as the nation emerges from the Covid crisis and millions of Americans need fast, job-focused upskilling to get back to work.

Yet relatively little is known about the breadth and depth of community college occupational programs.

This study aims to answer the following questions:

- How extensive is the workforce education offered today on community college campuses?
- How extensive are the workforce programs offered by community college noncredit divisions?
- What share of colleges are adopting the innovations seen at pioneering two-year schools, including intensive employer partnerships, shorter job-focused programs, and stackable credentials?

Why participate in the study? Your institution's input will be essential as we assemble a national picture of community college workforce education.

- We expect our findings to be of interest to researchers and community college educators eager to learn about innovation at other colleges.
- At a time of dwindling education spending, the results will be essential information for state and federal policymakers – evidence to support increased funding for job-focused education.
- Participating institutions will be entered in a drawing, and three will receive donations of up to \$10,000 from Opportunity America to fund scholarships for noncredit workforce students.
- Participating colleges will receive customized reports that allow them to compare their institutions to an aggregate of other colleges that participate in the study – a tool for planning and innovation.

Your responses will be confidential. Findings will be made available to the public, including participating institutions, community college systems, researchers, and policymakers at the state and federal levels. But neither you nor your institution will be identified in any public report.

Who should respond to the study at your institution? The study is divided into five sections. Completing the questionnaire will likely require input from a variety of personnel – perhaps the college president, the dean of workforce education, the dean of academic affairs, and the office of institutional research – and you may wish to distribute some or all of the sections to different offices or administrators to complete.

SECTION	WHO MIGHT ANSWER
1. Credit-eligible programs	Academic dean or workforce dean Office of institutional research
2. Noncredit programs overview and data	Noncredit dean Office of institutional research
3. Noncredit occupational programs open to all qualified students	Noncredit dean Office of institutional research
4. Employer engagement	Noncredit dean or workforce dean Employer outreach office Development office
5. Challenges and innovations	President Noncredit dean or workforce dean

If you choose to distribute sections of the questionnaire, we suggest you do so by sharing the study URL and your institution’s unique access code with the administrators assigned to complete sections, then identify a point person responsible for coordinating responses from across the institution.

We expect it will take 15 minutes to an hour or more to compile the information needed for each section of the questionnaire. Once the information has been compiled, it should take no more than 15 minutes to enter it into the web form.

Point person from your institution

Once you have identified a point person who will be responsible for coordinating your institution’s responses, please provide their name, title, and contact information. (Please identify this person as soon as possible so we know who to contact about the study.)

Name: _____

Title: _____

Office/division: _____

Phone number: (____) _____ - _____

Email address: _____

We have created a web portal that will list the colleges participating in the study so that educators can determine if their institutions are taking part, and we request your permission to identify the point person coordinating the response at your college.

Please check one:

- I give permission to include my name and contact information in the web portal
- I give permission to include my office/division in the web portal, but not my name or contact information
- I do not give permission for any of my information to be included in the web portal

Instructions for completing the questionnaire

Many questions in the study ask for numerical answers. If your institution does not have the data needed to answer a question, you may offer an informed estimate. You may also skip questions that you are unable to answer.

Some questions in the fourth section of the questionnaire allow “informed guesses.” But unless this is indicated explicitly, please do not guess or answer questions for which you cannot provide a response informed in some way by empirical evidence.

When in doubt, please refer to the glossary. Underlined terms in the web form are hyperlinked to the glossary for your convenience.

If your institution provides both secondary and postsecondary workforce education programs, please include only postsecondary programs and postsecondary students in your responses.

Please do not include dual enrollment students in your responses.

For many questions, we ask about fiscal year 2019, which is defined as the most recent 12-month period corresponding to your institution’s fiscal year ending before October 1, 2019.

Questions?

If you have questions about the study, please contact Opportunity America president Tamar Jacoby at ccstudy@opportunityamericaonline.org.

If you have technical problems with the questionnaire, please contact Dan Swanson at Wilder Research at 651-280-2712 or dan.swanson@wilder.org.

SECTION 1: CREDIT-ELIGIBLE PROGRAMS

The first set of questions asks about your institution's credit-eligible programs. When answering these questions, please think about fiscal year 2019, defined as the most recent 12-month period corresponding to your institution's fiscal year ending before October 1, 2019. Please do not include dual enrollment students. Your responses are confidential.

1/ Does your institution offer credit-eligible programs?

- Yes → Continue to question 2
- No → Go to Section 2 on page 6

2/ What was the total unduplicated headcount of students enrolled in your institution's credit-eligible programs?
_____ number of students

3/ How many students completed a credit-eligible program of study during fiscal year 2019?
_____ number of students

4/ Of those students who completed a credit-eligible program of study during fiscal year 2019, how many earned:

- a. An AA or AS degree? _____ number of students
- b. An AAS degree? _____ number of students
- c. A credit-bearing certificate in an occupational education program designed to prepare students to enter the labor market without further education? _____ number of students
- d. Other academic credential or microcredential with value in the labor market? _____ number of students
(please specify the general type of credential: _____)

5/ Competency-based industry certifications measure skills in demand in the labor market. They are generated by industry groups, not educational institutions, and are awarded on the basis of third-party assessments.

Do any of your institution's credit-eligible programs embed industry certifications?

- Yes
- No

6/ Approximately what percentage of credit-eligible programs at your institution embed industry certifications in the following ways? If your institution does not have the data needed to provide an exact answer, you may offer an informed estimate, but please do not guess or provide an answer that is not informed in some way by empirical evidence.

HOW EMBEDDED	None	10% or less of programs	11 - 30% of programs	31 - 50% of programs	More than 50% of programs
a. Assessment required to complete credit-eligible program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Grade in credit-eligible program depends on assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Credit-eligible program prepares learners for assessment, but does not require it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Certification recognized for academic credit regardless of where or how it was earned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7/ If your institution is embedding industry certifications in credit-eligible programs, please briefly describe a particularly innovative example – what occupational area, what certification, how is it embedded?

8/ Approximately how many of your institution’s credit-eligible programs that embed industry certifications cover the cost in the following ways?

WHO COVERS COST	None	Some	Most	All	Don't know
a. College covers the cost of the assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Learner covers the cost of the assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Employer covers the cost of the assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Cost of the assessment is paid by several parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: NONCREDIT PROGRAMS OVERVIEW AND DATA

A. Programs

When answering these questions, please think about fiscal year 2019. Please do not include dual enrollment students. Your responses are confidential.

9/ Does your institution offer noncredit programs?

- Yes → Continue to question 10a
- No → Go to Section 4 on page 15

10a/ What was the unduplicated headcount of students enrolled in your institution's noncredit programs? Please do not guess or provide an answer that is not based on administrative data or informed in some way by empirical evidence.

_____ number of students

10b/ What is the source for this headcount?

- Administrative data
- Estimate based on other empirical evidence
- Unable to provide a response informed by data or other empirical evidence

11/ Please estimate the unduplicated headcount of students enrolled in each of the following types of noncredit education at your institution. If you are uncertain about any of the categories, please refer to the glossary. Your institution may or may not use the same terms. Please enter 0 for any types of noncredit programs not offered at your institution.

- a. Noncredit remedial education programs: _____ number of students
 Don't know
- b. Adult basic education or ESL/ELL programs: _____ number of students
 Don't know
- c. Recreational or personal interest courses: _____ number of students
 Don't know
- d. Occupational programs open to all qualified students: _____ number of students
 Don't know
- e. Customized contract training: _____ number of students
 Don't know
- f. Other noncredit programs (please specify: _____) _____ number of students
 Don't know

g. What is the source for your answer to question 11d?

- Administrative data
- Estimate based on other empirical evidence
- Unable to provide a response informed by data or other empirical evidence

B. Student data

The following questions ask about the types of data your institution collects and reports.

DATA	12/ What data does your institution collect about students in noncredit programs?	13/ What data does your institution report to the state about students in noncredit programs?
a. Headcounts	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Full-time equivalents (FTEs)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Completions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Credentials earned	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. Postgraduation employment outcomes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
f. Student demographic characteristics (age, gender, race/ethnicity, full-time/part-time status, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
g. Other types of data (please specify): _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

C. Certifications

14/ Competency-based industry certifications measure skills in demand in the labor market. They are generated by industry groups, not educational institutions, and are awarded on the basis of third-party assessments.

Do any of your institution's noncredit programs embed industry certifications?

- Yes
- No

15/ Approximately what percentage of noncredit programs at your institution embed industry certifications in the following ways? If your institution does not have the data needed to provide an exact answer, you may offer an informed estimate, but please do not guess or provide an answer that is not informed in some way by empirical evidence.

HOW EMBEDDED	None	10% or less of programs	11 - 30% of programs	31 - 50% of programs	More than 50% of programs
a. Assessment required to complete noncredit program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Noncredit program prepares learners for assessment, but does not require it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16/ If your institution is embedding industry certifications in noncredit programs, please briefly describe a particularly innovative example – what occupational area, what certification, how is it embedded?

17/ Approximately how many of your institution’s noncredit programs that embed industry certifications cover the cost in the following ways?

WHO COVERS COST	None	Some	Most	All	Don’t know
a. College covers the cost of the assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Learner covers the cost of the assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Employer covers the cost of the assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Cost of the assessment is paid by several parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 3: NONCREDIT OCCUPATIONAL PROGRAMS OPEN TO ALL QUALIFIED STUDENTS

The next set of questions is about your institution's noncredit occupational programs. The focus is programs open to all qualified students at your institution, not contract training provided by the institution for one or more employers and available exclusively to those companies' employees or new hires.

Answer these questions only if your institution offers noncredit occupational programs open to all qualified students, otherwise go to Section 4 on page 15.

When answering these questions, please think about fiscal year 2019. Please do not include dual enrollment students. Your responses are confidential.

A. Students

18/ What was the unduplicated headcount of students enrolled in your institution's noncredit occupational programs open to all qualified students?

(This is the same information we requested in question 11d.)

_____ number of students

19/ Of those students enrolled in noncredit occupational programs open to all qualified students at your institution in fiscal year 2019, how many completed the program?

_____ number of students

20/ How many noncredit students earned each of the following types of credentials? Please do not count completers who did not earn a credential.

a. Noncredit certificate: _____ number of students

b. Industry certification: _____ number of students

c. Other third-party certification, such as a government certification or licensure

(please specify the types of credentials: _____):

_____ number of students

d. Other noncredit-bearing credential

(please specify the types of credentials: _____):

_____ number of students

21/ What was the unduplicated headcount of students enrolled in noncredit occupational education programs open to all qualified students in the following fields of study? If your institution does not have the data needed to provide an exact answer, you may offer an informed estimate, but please do not guess or provide an answer that is not informed in some way by empirical evidence. Please enter 0 for any fields of study not offered at your institution.

- a. Accommodation and food services: _____ number of students
- b. Agriculture and mining: _____ number of students
- c. Arts, entertainment, and recreation: _____ number of students
- d. Automotive: _____ number of students
- e. Aviation and aerospace: _____ number of students
- f. Business, financial services, and office management: _____ number of students
- g. Computers and information technology: _____ number of students
- h. Construction and engineering: _____ number of students
- i. Education: _____ number of students
- j. Equipment installation and repair: _____ number of students
- k. Health care: _____ number of students
- l. Law enforcement, security, and firefighting: _____ number of students
- m. Manufacturing: _____ number of students
- n. Sales and marketing: _____ number of students
- o. Transportation and logistics: _____ number of students
- p. Other field (please specify: _____): _____ number of students

22/ Approximately how many of these students are:

- a. Younger than 18 years old? _____ number of students
- b. 18 to 24 years old? _____ number of students
- c. 25 to 33 years old? _____ number of students
- d. 34 to 45 years old? _____ number of students
- e. Older than 45 years old? _____ number of students
- f. Unknown? _____ number of students

- 23/** How many students identified as:
- a. American Indian or Alaska Native? _____ number of students
 - b. Asian or Asian American? _____ number of students
 - c. Black or African American? _____ number of students
 - d. Hispanic or Latino/Latina? _____ number of students
 - e. Native Hawaiian or Pacific Islander? _____ number of students
 - f. White? _____ number of students
 - g. Two or more races? _____ number of students
 - h. Some other race? _____ number of students
 - i. Unknown? _____ number of students

- 24/** How many students are:
- a. Female? _____ number of students
 - b. Male? _____ number of students
 - c. Unknown? _____ number of students

- 25/** Approximately how many students attended...
- a. Primarily evening classes? _____ number of students
 - b. Primarily weekend classes? _____ number of students
 - c. Primarily classes held during the normal school day? _____ number of students
 - d. Unknown? _____ number of students

B. Programs

The next set of questions asks about the length and duration of your institution's noncredit occupational programs and courses open to all qualified students. The questions refer to "programs," but these may include short, stand-alone courses as well as longer sequences of related courses.

- 26/** How many noncredit occupational programs open to all qualified students did your institution offer in fiscal year 2019? _____ number of programs

- 27/** What was the length, measured in clock hours, of the noncredit occupational programs offered at your institution?
- a. Fewer than 99 clock hours: _____ number of programs
 - b. 100 to 149 clock hours: _____ number of programs
 - c. 150 to 299 clock hours: _____ number of programs
 - d. 300 to 599 clock hours: _____ number of programs
 - e. 600 clock hours or longer: _____ number of programs

28/ What was the duration of the noncredit occupational education programs offered at your institution? Please treat programs offered in more than one format as multiple programs. If your institution does not have the data needed to provide an exact answer, you may offer an informed estimate, but please do not guess or provide an answer that is not informed in some way by empirical evidence.

PROGRAM DURATION	Number of programs
a. 1 week or less	_____
b. 2 to 7 weeks	_____
c. 8 to 14 weeks	_____
d. 15 weeks to 1 year	_____
e. More than 1 year	_____

C. Funding

The next question asks about how your institution's noncredit occupational programs are funded.

29/ Considering ALL of your institution's noncredit occupational programs open to all qualified students, approximately what proportion of the funding comes from the following sources? If your institution does not have the data needed to provide an exact answer, you may offer an informed estimate, but please do not guess or provide an answer that is not informed in some way by empirical evidence.

a. FTE or other formula-based state funding:	_____ %
b. State grants:	_____ %
c. WIOA funding:	_____ %
d. Post 9/11 GI Bill funding or other military benefits:	_____ %
e. Means-tested federal programs – TANF, SNAP, HPOG, other:	_____ %
f. Employer-paid:	_____ %
g. Self-pay:	_____ %
h. Foundation scholarship:	_____ %
i. Other (please specify: _____):	_____ %

D. Quality assurance

- 30/** What mechanisms does your institution use to assure the quality and labor market relevance of your noncredit occupational programs open to all qualified students? (Please check all that apply.)
- Programs are designed/revised regularly on the basis of regional labor market information
 - Programs are designed/revised regularly on the basis of input from local employers or sector partnerships
 - Students earn industry certifications
 - Students earn licensure
 - Programs are assessed with WIOA metrics
 - Programs are designed to qualify as “programs of study” as defined by the Perkins Career and Technical Education Act
 - Programs are approved by the state workforce board
 - Institution tracks post-completion employment outcomes
 - Programs meet private or public grant reporting requirements
 - Learning in the program is recognized by a credit division of a two-year or four-year institution
 - Other (please specify): _____
 - None of the above

E. Crossover between credit-eligible and noncredit occupational programs

The next set of questions ask about how students moved between your institution's credit-eligible programs and its noncredit occupational programs in fiscal year 2019. Answer these questions only if your institution offers both credit-eligible and noncredit occupational programs, otherwise go to Section 4 on page 15.

31/ How common are the following credit-noncredit crossover scenarios at your institution? If your institution does not have the data needed to provide an exact answer, you may offer an informed estimate.

SCENARIO	This never happens at this institution	Less than 5% of students do this	5-20% of students do this	21-49% of students do this	More than 50% of students do this
a. Students enrolled in credit-eligible programs take noncredit courses to prepare for certification assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students in credit-eligible programs who complete the program or leave the institution come back at a later date to take noncredit courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Noncredit students later enroll in credit-eligible programs at the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In cases where credit and noncredit offerings are aligned, noncredit students attend the same classes as credit students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Noncredit students enroll in courses designed primarily for credit-eligible students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other ways students cross over between credit-eligible and noncredit programs at your institution (please describe): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32/ Can noncredit occupational students who later enroll in credit-eligible programs leverage most or all of what they learned in a noncredit program for college credit?

- Always
- Most of the time
- Sometimes
- Rarely
- Never

33/ If your institution allows students to leverage noncredit learning for college credit, please briefly describe a particularly innovative example – the occupational area, the program, what credential or other mechanism is used to determine how many credits are awarded.

SECTION 4: EMPLOYER ENGAGEMENT

The following questions ask about how your institution works with employers. Please consider the full range of employer engagement – from offering occasional labor market advice to partnering actively to design and provide instruction – during fiscal year 2019.

Some of these questions may be difficult for your institution to answer. Please try in every case to provide a response, even if only an informed guess.

Please do not include dual enrollment students. Your responses are confidential.

34/ Does your institution keep data on the number of employers you work with in providing workforce education?

- Yes, robust data
- Yes, we keep some data, but not in a systematic way or across the college
- No

35a/ How many employers collaborated in any way with credit or noncredit faculty and administrators at your institution during fiscal year 2019? Please include employers with whom you partnered to provide customized contract training.

_____ number of employers

35b/ What is this answer based on?

- Precise calculation
- Estimate based on other empirical evidence
- Informed guess

35c/ For approximately how many employers did your institution provide customized contract training?

_____ number of employers

35d/ Approximately how many employers provided internships, apprenticeships, co-ops, and other on-the-job work experience for your students?

_____ number of employers

Three scenarios

The scenarios below illustrate three kinds of possible relationships between community colleges and employers: employer as sponsor, employer as advisor, and employer as partner/customer.

Your institution's collaboration with employers may be somewhat different than the scenarios described here, but the descriptions may help you categorize your college's employer partners into these three types of relationships. If you are not sure how to classify a given employer relationship, please choose the category that seems the closest.

➤ **Employer as sponsor**

This company maintains a high-profile presence in your area and is eager to demonstrate its concern for local residents. Driven by a sense of corporate social responsibility, the company or company foundation has contributed to the college, including to workforce programs. The company has little interest in recruiting from your institution and rarely if ever hires graduates. But the firm has engaged in one or more of the following activities: donating money, loaning or donating equipment, sponsoring student activities or clubs, paying for scholarships, coming to campus to give guest lectures, mentoring students, providing topics or case studies for project-based learning, evaluating student work, or other comparable activity.

➤ **Employer as advisor**

This employer has a general interest in a regional talent pipeline to supply its industry with workers who have more than a high school diploma but less than a four-year degree. The company makes no commitment to hire or interview your institution's graduates, and the firm has limited time to devote to its relationship with the college. But someone from the company is in occasional contact with the college to engage in one or more of the following activities: serve on a curriculum advisory committee, offer advice about the local labor market, offer advice about in-demand credentials, offer opportunities for work-based learning, host workplace visits and tours, participate in career fairs, give guest lectures on campus, mentor students, provide topics or case studies for project-based learning, evaluate student work, or other comparable activity.

➤ **Employer as partner/customer**

This employer has a pressing need to hire workers with more than a high school diploma but less than a four-year degree. The company partners with instructors at your institution to design and/or deliver one or more occupational education programs. Someone from the company interacts with the college on a regular basis to engage in one or more of the following activities: collaborate intensively to design curriculum, offer instruction in an adjunct capacity or on-site at the company, play a role in selecting students, provide work-based learning experiences, or guarantee interviews for students who complete the program on which the company and college collaborate. The company regularly hires learners who complete the program. Important decisions about the program are made jointly by the college and the company, often with the college following the company's lead.

36/ Of all the employers that engaged with your institution in fiscal year 2019, please estimate what proportion fell in each of the following categories. Please make every effort to provide a response, even if only an informed guess.

- a. Employer as sponsor: _____%
- b. Employer as advisor: _____%
- c. Employer as partner/customer: _____%

A. Employer as sponsor

The next set of questions asks about *employers as sponsors*. As a reminder, *employer sponsors* typically:

- Work to maintain a visible presence on campus
- Do not typically recruit or hire from the college
- Provide funding or in-kind services to maintain a community presence for purposes of corporate social responsibility

If your institution has no relationships with *employer sponsors*, please go to Section B on page 18.

If you have *employer sponsors*, please select one with which you collaborated in fiscal year 2019 and answer the following questions about that collaboration.

37/ Did this *employer sponsor* engage primarily with your institution’s credit-eligible programs, its noncredit programs, or both?

- Primarily credit-eligible programs
- Primarily noncredit programs
- Both

38/ How big is this *employer sponsor*?

- Small
- Medium
- Large

39/ Approximately how often did this *employer sponsor* engage with your institution?

- Once a year or less often
- Once a semester
- Once a month
- Once a week
- More than once a week

40/ Over what period of time has your institution collaborated with this *employer sponsor*?

- Engaged on one occasion or semester only
- Engaged repeatedly over 1 to 4 years
- Engaged repeatedly over 5 to 10 years
- Engaged repeatedly over more than 10 years

41/ Approximately how many students were enrolled in programs offered with support from this employer in fiscal year 2019?

_____ number of students

42/ OPTIONAL Please provide the name of this employer: _____

(All of your responses are confidential.)

B. Employer as advisor

The next set of questions asks about *employers as advisors*. As a reminder, *employer advisors* typically:

- Respond to the institution's requests about labor market information and in-demand skills
- Offer input when requested on curriculum and other instructional matters, often through advisory committees
- Are rarely involved in day-to-day operational matters such as instructor quality, student progress, etc.
- Advise or mentor students from the college, may provide opportunities for work-based learning
- Make no commitment to recruit or hire graduates or program completers

If your institution has no relationships with *employer advisors*, please go to Section C on page 19.

If you have *employer advisors*, please select one with which you collaborated in fiscal year 2019 and answer the following questions about that collaboration.

43/ Did this *employer advisor* engage primarily with your institution's credit-eligible programs, its noncredit programs, or both?

- Primarily credit-eligible programs
- Primarily noncredit programs
- Both

44/ How big is this *employer advisor*?

- Small
- Medium
- Large

45/ Approximately how often did this *employer advisor* engage with your institution?

- Once a year or less often
- Once a semester
- Once a month
- Once a week
- More than once a week

46/ Over what period of time has your institution collaborated with this *employer advisor*?

- Engaged on one occasion or semester only
- Engaged repeatedly over 1 to 4 years
- Engaged repeatedly over 5 to 10 years
- Engaged repeatedly over more than 10 years

47a/ Approximately how many students were enrolled in programs offered with input from this employer in fiscal year 2019?

_____ number of students

47b/ Approximately how many students from your institution were hired by this employer in fiscal year 2019?

_____ number of students

Don't know

48/ OPTIONAL Please provide the name of this employer: _____

(All of your responses are confidential.)

C. Employer as partner/customer

The next set of questions asks about *employers as partners/customers*. As a reminder, *employer partners/customers* typically:

- Collaborate closely in designing curriculum and delivering programs, sometimes offering input on the choice of instructors
- Communicate frequently with the institution about day-to-day operational issues, including curriculum, instructors, and student progress
- May guarantee interviews to graduates and regularly hire program graduates
- Most important decisions about the program are made jointly by the institution and employer

If your institution has no relationships with *employer partners/customers*, please go to Section 5 on page 21.

If you have *employer partners/customers*, please select one with which you collaborated in fiscal year 2019 and answer the following questions about that collaboration.

49/ What part or parts of your institution worked most extensively with this *employer partner/customer*?

- Primarily credit-eligible programs
- Primarily noncredit programs
- Both credit-eligible programs and noncredit programs
- Primarily the institution's customized contract training arm

50/ How big is this *employer partner/customer*?

- Small
- Medium
- Large

51/ Approximately how often did this *employer partner/customer* engage with your institution?

- Once a year or less often
- Once a semester
- Once a month
- Once a week
- More than once a week

52/ Over what period of time has your institution collaborated with this *employer partner/customer*?

- Engaged on one occasion or semester only
- Engaged repeatedly over 1 to 4 years
- Engaged repeatedly over 5 to 10 years
- Engaged repeatedly over more than 10 years

53a/ Approximately how many students were enrolled in programs offered in partnership with this employer in fiscal year 2019?

_____ number of students

53b/ Approximately how many students from your institution were hired by this employer in fiscal year 2019?

_____ number of students

Don't know

54/ **OPTIONAL** Please provide the name of this employer: _____
(All of your responses are confidential.)

55/ Please briefly describe one of your institution's most innovative and effective employer partnerships – the industry, the company, what's distinctive about the relationship.

SECTION 5: CHALLENGES AND INNOVATIONS

56/ Putting aside the challenges created by the Covid crisis, what is the biggest obstacle for your institution in providing occupational education and training to meet the needs of students and employers?

57/ What is one idea, innovation, or public policy reform that should be adopted more widely as community colleges seek to provide occupational education and training to meet regional workforce needs?

Thank you for your time!