

**Department of Labor  
Strengthening Community Colleges (SCC) Grant**

# **Michigan Coalition for Accelerated Healthcare Pathways**

---

*Interim Evaluation Report*



**PREPARED AND PRESENTED BY**

Pacific Research and Evaluation, LLC

Submitted April 30th, 2023

## **Acknowledgement of Funding**

Funding for this project is provided by a United States Department of Labor Strengthening Community Colleges Training Grant awarded in January 2021. The information in this report does not necessarily reflect the views or policies of the United States Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

# Table of Contents

Table of Contents .....	3
Executive Summary.....	4
Summary of Key Findings.....	5
Key Takeaways .....	7
Introduction .....	8
Background .....	9
Program Overview .....	12
Program Purpose .....	12
Consortium Roles & Structure .....	12
Program Plan.....	13
Summary of Activities & Outputs .....	15
Progress Toward Outcomes.....	15
Methods.....	20
Findings .....	25
Evaluation Insights .....	40
Conclusion.....	41
Limitations.....	41
Appendices.....	43

# Executive Summary

With funding from a Department of Labor Strengthening Community Colleges grant, the Michigan Coalition for Accelerated Healthcare Pathways (MCAHP) is seeking to address the needs of employers in the healthcare industry by increasing the capacity and responsiveness of Michigan community colleges in providing a pipeline of skilled workers. The coalition is a consortium of five Michigan colleges led by Grand Rapids Community College (GRCC), and including Alpena Community College, Lansing Community College, Oakland Community College, and Muskegon Community College. Over the course of this grant, the coalition aims to: 1) implement new and expanded online and hybrid programming along with targeted strategies to enable participants to upskill at an accelerated pace; 2) scale use of accelerated online pathways and expand access to curricula to make programming widely available to other colleges using Michigan Colleges Online; and 3) migrate essential student services to a virtual environment.

Pacific Research and Evaluation (PRE) has partnered with GRCC to conduct an evaluation to assess the coalition's efforts in developing and implementing the program and to understand the effects of the program on students and industry partners, including the extent to which students are prepared to attain employment or advancement in healthcare. This evaluation endeavors to assess the MCAHP's progress toward their intended grant activities and outcomes from a formative and summative lens. Findings included in this report are based on focus groups with consortium staff (n = 7), interviews with industry partners (n = 2), an online faculty and staff survey (n = 18), a survey of apprenticeship students (n = 7), and a quarterly outcomes survey completed by representatives from each consortium college (n = 5). Qualitative data were analyzed using thematic and content analysis methods, while quantitative data were analyzed based on frequency of response to Likert-type scales.

## Summary of Key Findings

- Since the start of the grant MCAHP has engaged with more than 25 new employer partners, allowing for greater collaboration and broader input when it comes to identifying and meeting the state's workforce needs.
- Employer partners identified key skills and competencies that are important for healthcare occupations, including effective time management, technological literacy (i.e., the ability to understand and use the technology that is required for the job), teamwork, and problem-solving skills.
- According to staff at each consortium college, employer partners serve as valuable subject matter experts by providing input and feedback on the development of program content and curriculum.
- Colleges and partners have collaborated to create apprenticeship programs that they view as a promising pathway for developing a pipeline of skilled workers to meet Michigan's healthcare workforce needs.
- Program participants had positive perceptions regarding the influence the program had on helping them reach their career goals. All students who completed the first diagnostic tech (EEG) program felt that completing the program would help them to reach their career goals at a faster pace.
- A noted strength of the online/hybrid program delivery model is the flexibility it affords with regard to where and when participants can complete the program. Faculty and staff noted that this may be especially important for underserved students, those in rural areas, those who are employed, and those who have families.
- The most noted area for improvement in online programs was in regard to student engagement. Faculty and staff suggested pursuing strategies to enhance engagement between program facilitators and students through more innovative learning experiences, as well as strategies to ensure that students were adequately engaged with the course materials.

## Summary of Key Findings (Continued)

- Wraparound services offered to program participants included tutoring, mental health and career counseling, transportation, IT support, basic needs support (i.e., food pantry), financial support, and more.
- Faculty and staff indicated that their colleges engaged in various external partnerships to support MCAHP program participants, most commonly with industry partners, the local Workforce board, and Michigan Works!
- Alignment of policies and practices across institutions is in progress, with work being done in regard to alignment of credit transfer policies, shared curricula, the adoption of open education resources, and program governance.
- Relationships between colleges and employers facilitate systemic change in areas related to the strategic recruitment of students into programs, improvements in student retention, and improved job prospects for working students.
- Challenges with program implementation have related to the burdens faced by healthcare industry employers, who at times have had difficulty finding time and staff to contribute to the MCAHP program activities.
- Many consortium efforts have been aimed at reaching traditionally underserved populations, such as English language learners, student of color, and those who have been involved in the justice system.

## Evaluation Insights

1. Clear progress has been made by coalition colleges to develop and update programs to meet industry needs and the needs of participants.
2. The hybrid model of programs and the increased flexibility they offer allow colleges to provide training programs for high-demand and low-number healthcare occupations (i.e., necessary healthcare occupations that have a limited number of openings to fill). Hybrid models also have the potential to support greater success for working students, students with families, and traditionally underserved student populations.
3. Employer partners have played a major role in recruiting program participants, providing input and feedback on the development of curriculum, and providing apprenticeships and other work-based learning opportunities. Challenges have related to healthcare employers having difficulty finding the time and staff to contribute to consortium efforts.
4. The consortium has partnered with Michigan Works! as well as Michigan Community College Associate to promote greater program reach. Consortium efforts have also been targeted at reaching traditionally underserved populations, such as English language learners, student of color, and those who have been involved in the justice system.
5. Surveyed program participants had positive perceptions regarding the influence of the program on their career advancement. All students who completed the first EEG program felt that completing the program would help them to reach their career goals at a faster pace. Future evaluation efforts will include collecting more participant data to shed light on outcomes for students.

# Introduction

With funding from a Department of Labor Strengthening Community Colleges grant, the Michigan Coalition for Accelerated Healthcare Pathways (MCAHP) is seeking to address the needs of employers in the healthcare industry by increasing the capacity and responsiveness of Michigan community colleges in providing a pipeline of skilled workers. The coalition is a consortium of five Michigan colleges led by Grand Rapids Community College. Over the course of this grant, the coalition aims to: 1) implement new and expanded online and hybrid programming along with targeted strategies to enable participants to upskill at an accelerated pace, and transition from unemployment to re-employment or enter the workforce; 2) scale use of accelerated online pathways and expand access to curricula to make programming widely available to other Michigan colleges using Michigan Community College Association's virtual platform, Michigan Colleges Online; and 3) migrate essential student services to a virtual environment. In its efforts to achieve these goals, the coalition is engaging employer and community partners (nonprofits, employer sector groups, employer associations, HR associations, etc.) to ensure the new and expanded programming aligns with workforce needs in the region and to provide wraparound services to support the success of program participants.

Pacific Research and Evaluation (PRE) is a private evaluation consulting firm headquartered in Portland, Oregon, which provides evaluation services across the country and has extensive experience working with community colleges and on state and federal grants. PRE has partnered with the MCAHP lead, Grand Rapids Community College, in a collaborative manner to assess the coalition's efforts in developing and implementing the accelerated healthcare pathways program and to understand the effects of the program on students and industry partners, including the extent to which participation helps students prepare to attain employment or advancement in the healthcare sector. This evaluation endeavors to assess the MCAHP program from a formative and summative lens using both qualitative and quantitative methodologies. The primary research questions guiding this evaluation are based on intended grant activities and outcomes and appear on the following page. A full list of research questions and sub-questions is provided in **Appendix A**.



## Primary Research Questions

- RQ1.** How will the consortium engage with successful industry sector strategies to identify and collaboratively meet workforce needs of the healthcare industry across the state?
- RQ2.** In what ways are the new and expanded online and hybrid training programs preparing participants to attain employment or advancement in healthcare occupations?
- RQ3.** To what extent does the consortium develop partnerships to provide wraparound services to program participants?
- RQ4.** To what extent are consortium colleges aligning policies and practices across institutions to maximize program sustainability?
- RQ5.** In what ways are relationships between the five colleges, and between colleges and employers, effecting systemic change?
- RQ6.** To what extent was the program implemented as intended?

PRE has sought to answer the above research questions through focus groups and interviews with MCAHP faculty and staff and industry partners, as well as by surveying program participants and the consortium colleges' faculty and staff involved in program implementation. Through its partnership with Grand Rapids Community College and the MCAHP, PRE has sought to build meaningful relationships with project stakeholders and has used a participatory approach when engaging in evaluation activities, as reflected throughout this report.

## Background

The healthcare industry is the fastest growing major industry sector, both nationally and in the state of Michigan. In the coming years, Michigan's aging population and workforce is expected to drive increased demand for many medical-related services in the state, with healthcare occupations projected to grow more than 30% through 2026, potentially adding 62,000 more jobs.<sup>1</sup> The MCAHP formed in response to these growing industry demands, creating a consortium of five community colleges to lead the advancement of Michigan's healthcare workforce development. The consortium's membership was carefully planned in order to promote project success and systemic change. Grand Rapids Community College was selected as the lead institution because of its history of strong sector work supported by a previously

---

<sup>1</sup> Michigan Healthcare, 2019 Industry Cluster Workforce Analysis. Michigan Department of Technology, Management and Budget/ Bureau of Labor Market Information and Strategic Initiatives.

awarded grant (i.e., an America's Promise grant). Four other colleges were chosen for their history of leading workforce development in Michigan and their previous experience working with employers to promote evidence-based hiring and address skill shortages, those being: Alpena, Lansing, Muskegon, and Oakland Community Colleges. Each college president is a strong supporter of workforce development and an active participant in advancing state workforce policies. Together, the five consortium colleges represent a cross-state alliance that represents a range of settings, from small and rural, to large and urban.

During the planning phase for this project, the coalition worked to identify a number of gaps in Michigan's education and training capacity, which need to be addressed in order to meet the growing healthcare industry demand. Now in its implementation phase, the MCAHP project is tackling these issues by building the capacity of Michigan's community colleges to proactively mitigate the projected workforce deficit and skills gaps in Michigan's healthcare industry. With the grant funds, the MCAHP is implementing new and expanded online and hybrid programming along with targeted strategies to enable participants to upskill at an accelerated pace, and transition from unemployment to re-employment or enter the workforce. Concurrently, the coalition is making plans to scale use of accelerated online programs by making healthcare curricula widely available to other Michigan colleges using Michigan Community College Association's virtual platform, Michigan Colleges Online. Building a model to be used at scale by multiple community colleges on the centralized platform of Michigan Colleges Online will enable colleges to offer training and certification in high need, but low staff number positions. For example, this approach will enable programs such as surgical technician (a high-demand occupation with only approximately ten openings per year in Michigan) to be feasibly run to meet employers' needs. The development of the healthcare pathways programs being offered by consortium colleges are closely informed by healthcare employer partners, who are being engaged by the coalition in a multitude of ways including participant recruitment, curriculum development, skills mapping, and more.

One key to the success of this project is the formation of strong strategic partnerships between colleges and healthcare employers. Such partnerships help to ensure that the new and expanded healthcare programs align with industry needs. For this reason, the coalition aims to increase the number of employer partners who are engaged with coalition colleges in strategic partnerships over the course of this grant. These employer partners have an active role in curricula development and validation, and provide substantial feedback intended to improve programming and participant outcomes. Some employer partners also engage in activities that support work-based learning models and career pathways, such as by offering apprenticeships or work-based learning experiences at their sites, or creating more opportunities for career advancement in healthcare, thereby contributing to positive systemic change within the healthcare industry.

Throughout their endeavors, consortium colleges are striving to engage diverse and traditionally underserved student populations. For example, one consortium college (Lansing Community College) has developed an English as a Second of Other Language bridge program, and has begun planning a bridge program for prisoner education. Consortium colleges have also worked to reach immigrant and veteran populations, and established partnerships with organizations such as the Grand Rapids African American Health Institute in order to expand their reach. In these ways, program efforts are being deliberately aimed at reaching underserved populations and involving them in programming.

The subsequent sections of this report include the Program Overview, Summary of Activities and Outputs, Methods, Findings, Evaluation Insights, and Conclusion. The Program Overview describes in more detail the purpose, personnel, and plan regarding the grant activities. The Summary of Activities and Outputs section lays out the grant project activities, intended outcomes, targets, and progress toward reaching the targets, in addition to laying out a summary of the programs output data. The Methods section describes the strategies and tools used to evaluate the grant project thus far. The Findings section lays out the results across all data collection activities and is organized by the research questions guiding the evaluation. The Evaluation Insights section highlights key takeaways from the evaluation. The Conclusion section summarizes the report and discusses limitations and next steps for moving forward.

# Program Overview

## Program Purpose

Funded by a Department of Labor Strengthening Community Colleges grant, the MCAHP program is focused on increasing the capacity and responsiveness of Michigan community colleges in providing a pipeline of skilled workers to address the needs of employers in the healthcare industry, which are projected to increase rapidly in the coming years. Over the course of this grant, the coalition will work to implement new and expanded online and hybrid community college healthcare training programs along with targeted strategies to enable participants to upskill at an accelerated pace, advance their careers, transition from unemployment to re-employment, or enter the workforce. The coalition aims to scale use of accelerated online programs by making the curricula widely available to other Michigan colleges using Michigan Community College Association's virtual platform, Michigan Colleges Online. Finally, the coalition will work to migrate essential student services to a virtual environment.

By creating a five-college consortium, the MCAHP is able to more efficiently share information, connections, and resources, and is able to leverage more capacity to implement strong strategies to create a sustainable skilled workforce pipeline to meet the growing demands on the healthcare sector. With the grant funds, consortium colleges are developing four new online programs in response to labor needs. They are also adapting two programs to accelerated formats that will allow participants to move through their career pathways faster. In order to enable participants to advance their skills and attain a credential while working, the consortium aims to increase the number of fully developed healthcare programs with hybrid learning methods offered on the Michigan Colleges Online platform by 50% (from five to 10). These programs will be informed and strengthened by the coalition's increased engagement with employer partners. Ultimately, the coalition's grant efforts are intended to fulfil the growing workforce demand in Michigan's healthcare sector and build community colleges' capacity to provide vocationally relevant education and training. To that end, MCAHP has engaged in collaboration efforts with healthcare industry partners to attract, place, and retain new entrants into accelerated healthcare programs.

## Consortium Roles & Structure

The MCAHP formed a Project Leadership Team that meets monthly and maintains robust and frequent communications between consortium colleges and MCAHP stakeholders. Each college,

Michigan Works! and the Michigan Community College Association has representatives on the Project Leadership Team. Monthly meetings focus on issues such as project progress, grant management, personnel, procurement, reporting, and evaluation. Additionally, each consortium college president participates as a full member of a Board of Advisors that convenes twice per year to promote executive leadership-level buy-in among the colleges and to address systems change work and consortium-wide issues, such as articulation and a review of the project's role in meeting up-to-date labor market needs.

The project coordinator (hired by Grand Rapids Community College) tracks grant activities, and acts as a liaison, maintaining regular contact with program contacts for each coalition member organization to discuss progress and needs central to the project's operations. Grand Rapids Community College's executive director of Workforce Training leads the Project Leadership Team and oversees the work of the project coordinator.

Additionally, through its partnership with the MCAHP, Grand Rapids Community College created an Allied Health Department and hired a director of Allied Health to lead its efforts. This department houses new credit online/hybrid healthcare programs created through this grant.

All consortium colleges have identified an executive-level leader to coordinate and oversee the aspects of the project that their institution is directly responsible for implementing and to serve on the Project Leadership Team. Faculty subject experts and curriculum designers have taken on the task of developing and revising the colleges' accelerated healthcare pathways programs. Michigan Community College Association's director of Michigan Colleges Online advises the consortium on the use of the online curriculum platform and will be a key resource when it comes to scaling the reach of programs to additional colleges. Staff from the Michigan Works! agencies play an important role by actively engaging employers and other industry partners in the coalition, providing labor market data, and providing direct services to participants in the accelerated healthcare pathways programs.

## Program Plan

MCAHP set the goals of developing four new programs in response to labor needs, adapting two programs to accelerated formats, and increasing from 5 to 15 programs that offer continuing education unit (CEU) credits. These new and expanded programs will include the use of online and hybrid formats that can be scaled through the Michigan Colleges Online platform, and simulation software in some cases to reduce the amount of hands-on lab time needed.

The coalition aims to make program entry increasingly accessible and streamlined by creating clear career pathways with multiple entry and exit points that help participants meet their individual career goals. Increased engagement and investment from sector employers over the

course of this grant will result in program curricula that better aligns with sector needs and work-based learning opportunities that prepare participants for job placement or advancement. As such, MCAHP aims to increase the number of strategic employer partners who are engaged in curriculum development and validation and provide substantial feedback intended to improve programming and participant outcomes from the baseline of 20 partners to 45 by the end of this grant. Additionally, work-based learning opportunities offered by employer partners will increase in number by the end of the grant, with a goal of 10 employer partners offering apprenticeships by the end of Year 4.

While most activities have been carried out when planned, there have been some changes to the intended versus actual implementation timeline. Specifically, CEU offerings have been slower to establish than originally expected. Currently, two CEUs have been fully designed and implemented, while the original timeline suggested that three CEUs be fully designed and implemented by the end of Year 2. CEUs offered so far by consortium colleges have generally been developed to meet employer partner needs. Fewer requests for CEUs have been made up to this point than anticipated. However, consortium colleges are working to market to additional healthcare organizations and expect that some of those anticipated new partners will be interested in more CEU offerings.

A logic model identifying this program's complete list of inputs, activities, outputs, and outcomes is located in **Appendix B**.

# Summary of Activities & Outputs

## Progress Toward Outcomes

The MCAHP has made progress toward its project outcomes to address the three core elements of the SCC grant, including 1) Sector Strategies and Employer Engagement, 2) Career Pathway & Accelerated Learning Strategies, 3) Alignment to Workforce Development System, and 4) Systems Change - Accelerated Learning Pathways. The core element and its associated outcome, target, and status are described below, followed by a table describing progress toward key grant activities.

### Sector Strategies & Employer Engagement

- **Outcome 2a: Increase in breadth/depth of employer engagement and investment in educational/training programs.**
  - *Description:* Increase from 20 to 45 sector employers who act as full strategic partners. Full strategic partners are defined as being engaged with colleges in curricula development and validation, and in providing substantial feedback intended to improve programming and participant outcomes.
  - *Target:* 25 additional employer engaged as full strategic partners by the end of the grant (with four added in Year 1; six in Year 2; eight in Year 3; and seven in Year 4).
  - *Status:* MCAHP has surpassed its target for number of employers engaged as full strategic partners. Since the start of the grant, 29 new employer partners have engaged with the coalitions in ways that meet the criteria of being strategic partners.
  
- **Outcome 2b: Increase in sector employers making commitments to better support work-based learning opportunities and/or employment, retention, and advancement of participants.**
  - *Description:* Increased number of employers that a) improve practices to fully support the career pathways vision and desired outcomes, while increasing understanding of work-based learning models to grow the number of opportunities; b) offer apprenticeship; c) offer work-based learning opportunities; d) create pathways for advancement and sharing with workforce boards and colleges.
  - *Target:* Ten employer partners engaged in each activity (a-d, described above) by end of grant (Year 4)

- **Status:** MCAHP is on target and continues to make progress toward this desired outcome. Consortium colleges have established apprenticeship offerings with two new employer partners. When asked about employer contributions, college leaders have highlighted strengths in employer partner involvement including in curriculum development, setting up clinical rotations and apprenticeships, identifying employee pipeline needs, and strengthening career pathways. According to consortium leads, challenges related to engaging employer partners included getting paperwork and materials from employers in a timely manner, staffing issues with partners, and finding locations for classes and training to take place.

## Career Pathways & Accelerated Learning Strategies

- **Outcome 3a: Design or implementation of new, accelerated instructional techniques/technologies, including use of advanced online and technology-enabled learning.**
  - **Description:** In the healthcare career pathway, increase by 50% the number of programs with fully developed & implemented hybrid learning methods on the Michigan Colleges Online (MCO) platform to enable participants to attain a credential while working.
  - **Target:** Five additional Michigan Colleges Online programs (with one added in Year 1; one in Year 2; two in Year 3; and one in Year 4).
  - **Status:** MCAHP is ahead of schedule on this outcome and on target to surpass this goal. Together so far, the consortium has designed and implemented four new or updated programs that were made available through Michigan Colleges Online.
- **Outcome 3b: Measure of restructuring or alignment of educational/training programs based on local or regional labor market data.**
  - **Description:** Deploy an employer validation system and create employer feedback system.
    - i. Colleges and workforce investment boards will collaborate on employer validation system/structure. System will include validation for in-demand jobs; jobs with high demand but low hiring numbers; and wage rates.
    - ii. Create feedback system for employers to provide feedback to inform program changes.
  - **Target:** By end of grant, all consortium colleges and workforce investment boards will fully use validation and feedback systems.



- **Status:** MCAHP is on target and continues to make progress toward this desired outcome. All five consortium colleges have used workforce boards and councils and labor market data to confirm a demand for the development of new programs. The consortium continues to work to standardize this process and the process for gathering employer feedback on program graduates.

## Alignment to Workforce Development System

- **Outcome 4a: Increase in program and policy alignment across systems and/or decrease in duplicative services or service gaps.**
  - **Description:** Expanded partnership between colleges and their respective Michigan Works! agencies will result in the creation of a mutual intake system with shared assessments and common program entry requirements that support streamlined services for participants to assess, enter, and complete healthcare programs enhanced or created by this project.
  - **Target:** By end of the grant, three Michigan Works! representing four community colleges will implement a common intake system.
  - **Status:** MCAHP is on target and continues to make progress toward this desired outcome, having engaged with multiple Michigan Works! locations, and currently working on alignment of policies and systems.
- **Outcome 4b: Development of new and/or expanded partnerships among key system actors that results in streamlined or expanded services for participants.**
  - **Description:** Increase access to resources (e.g., wraparound supports, leveraged training funds) to reduce barriers for participants who are entering education/training programs by creating a network among key partners (Michigan Works! case managers, non-profit partners, college coaches) to clarify available resources and process for accessing them.
  - **Target:** By the end of the grant, three colleges will have partners and what they can offer documented and MOUs, if necessary. Create and distribute visual handouts (six pieces total) for three regions. Engage Employer Resource Network in at least one region.
  - **Status:** MCAHP continues to make progress toward this desired outcome. Activities carried out so far include conversations about expanding outreach and services to better serve students who are immigrants, student veterans, and formerly incarcerated students. In some cases, Michigan Works! agencies have maintained contact with students to offer career coaches and provide other assistance when

necessary. Colleges have also made program participants aware of resources offered on campus. The consortium continues to work to define and document available resources from partners, and to clarify and streamline access.

## Systems Change - Accelerated Learning Pathways

- **Outcome 5a: Measure of removing significant systemic barriers for career pathways participants.**
  - *Description:* For healthcare pathways, grow from zero to six programs that can be articulated among coalition colleges.
  - *Target:* Six healthcare programs articulated among colleges by the end of the grant (including two in Year 2; two in Year 3; and two in Year 4).
  - *Status:* MCAHP is on track and continues to make progress toward this goal. So far, two programs have been articulated among multiple coalition colleges.
  
- **Outcome 5b: Increase in linkages developed throughout a career pathway to encompass bridge programs, career and technical training programs, and work-based training.**
  - *Description:* Increase (from zero to four) the number of bridge programs from the high school career and technical education centers that offer healthcare CTE programs that articulate credit toward a community college program.
  - *Target:* Four bridge programs established by the end of the grant (including one in Year 2; two in Year 3; and one in Year 4).
  - *Status:* MCAHP is on target to reach this goal. One college (Muskegon Community College) has a fully implemented high school career and technical education center offering healthcare programs that translate to college credit. Additionally, one bridge program is being offered, and two others are in the process of being developed (at Lansing Community College).

## Grant Activities Status Update

The table on the following page includes a status update on the activities included in the logic model (see Appendix B) which are being undertaken to further advancement toward desired outcomes.

Activity	Status
Build a collaborative.	<p style="text-align: center;"><b>In Progress</b></p> MOUs setting roles and responsibilities between consortium colleges are in place. One employer partner has an MOU in place. Work is being done to establish MOUs with additional partners
Form steering committee w/employers and MI Works to develop ongoing engagement strategies.	<p style="text-align: center;"><b>Completed</b></p> Steering committee is established and meets regularly to develop ongoing engagement strategies.
Develop four new accelerated and online or hybrid healthcare programs in response to employer need to be housed on MCO.	<p style="text-align: center;"><b>Completed</b></p> Programs include the EEG Surgical Tech, Anesthesia Tech, Direct Support Professionals, and Cardiovascular Tech programs.
Adapt two healthcare programs to accelerated and online/hybrid formats to move individuals through the career pathway faster.	<p style="text-align: center;"><b>Completed</b></p> Programs include Medical Assistant and Certified Nursing Assistant
Develop and implement a long-term sustainability plan w/benchmarks.	<p style="text-align: center;"><b>In Progress</b></p> Plans for long-term sustainability are being made which are informed by benchmark data that is currently being gathered tracking student demographics, retention, and program cost.
Increase to 15 CEU offerings (from a baseline of 5).	<p style="text-align: center;"><b>In Progress</b></p> Two new CEUs have been designed and implemented. The coalition continues to market this offering and anticipates an increased number of CEUs in the near future.
Confirm labor data, supplies, subject matter experts.	<p style="text-align: center;"><b>In Progress</b></p> Labor data is used to validate the need for programs by each consortium college. Supplies have been purchased as needed, and subject matter experts weigh-in on curriculum development.
Develop and implement a strategy for systems change that addresses service changes and how they're coordinated and/or changes in employers' policies.	<p style="text-align: center;"><b>Not Yet Assessed</b></p> We continue to gather data and prepare to report on progress related to this activity at the end of the grant.

# Methods

This Interim Report is structured around six main evaluation research questions, each with a set of sub-questions. To answer these questions, PRE created a program participant survey for colleges to use, conducted focus groups and interviews with coalition leadership and employer partners, and administered a survey to coalition faculty and staff. A quarterly survey has also been administered to consortium leaders to track grant activities and outcomes. Quantitative and qualitative data collection protocols were developed by PRE to address the research questions and were updated based on input from the coalition staff. Note that survey data from program participants is limited to a single cohort of students at this time; however, PRE and consortium colleges are in the process of gathering more data from students in an ongoing manner as additional cohorts of participants complete their programs. More information about each of the data sources used in this report is provided below.

## Program Participant Survey Sample

A cohort of six participants in the diagnostic tech (EEG) program responded to a survey (see Appendix D) that was administered in the summer of 2022, shortly after the completion of their apprenticeship program. Although the survey was sent to a full cohort of six students, the survey received seven (n=7) responses. PRE and the Institutional Research and Planning department at GRCC discussed this discrepancy and concluded that one student likely responded twice to the survey. The data was gathered anonymously, and it was not possible to identify a duplicate response. Therefore, all seven responses are included in the findings presented below. Surveyed participants represented six students from Grand Rapids Community Colleges. Using a “check all that apply” approach, participants indicated that their EEG program was funded by their employers (n=6), Michigan Works! (n=4), or through scholarships (n=1). All of the surveyed program participants (100%) indicated that they had first heard about the EEG program opportunity through their employers or a work colleague.

Because of the small sample size, in an abundance of caution to protect student privacy, demographic information on students is not shared in this report. In future reports, when it is possible to share aggregate data across more individuals, participant demographics will be included in the findings.

## Coalition Staff Groups

PRE conducted two focus groups with a total of seven (n=7) coalition college staff members. Each of the consortium colleges had one key coalition stakeholder participating in these focus groups, with the exception of Grand Rapids Community College, which had three staff members

participate. One focus group was held virtually, and the other was held on campus at Grand Rapids Community College’s M-TEC facility. Both focus groups took place in December 2022. Focus group questions used with coalition staff can be found in Appendix C.

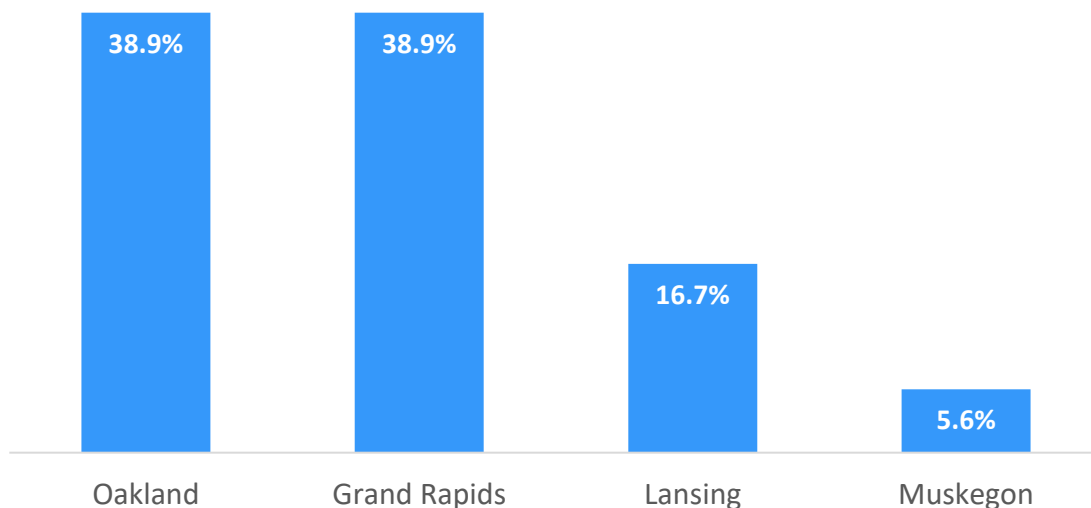
### Employer Partner Interviews

PRE evaluators interviewed two individuals representing one of the employer partners working closely with the MCAHP. These interviews were conducted virtually in December 2022. Focus group questions used with employer partners can be found in Appendix C.

### Faculty and Staff Survey Sample

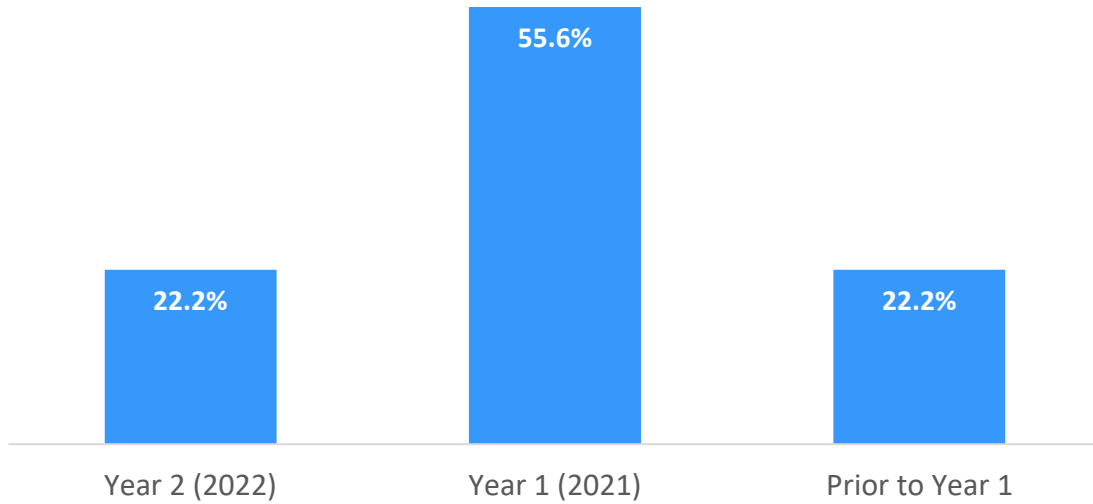
Eighteen faculty or staff involved in work related to the MCAHP project responded to this survey (16 completed all questions, and 2 responded to some but not all survey questions), which was administered in the fall of 2023 (see Appendix C). Most faculty or staff who responded represented Oakland (n=7) or Grand Rapids (n=7) Community Colleges. One consortium college (Alpena Community College) had no faculty or staff respondents. Figure 1 shows a breakdown of survey responses by college.

Figure 1. Faculty and Staff College Affiliation (n = 18)



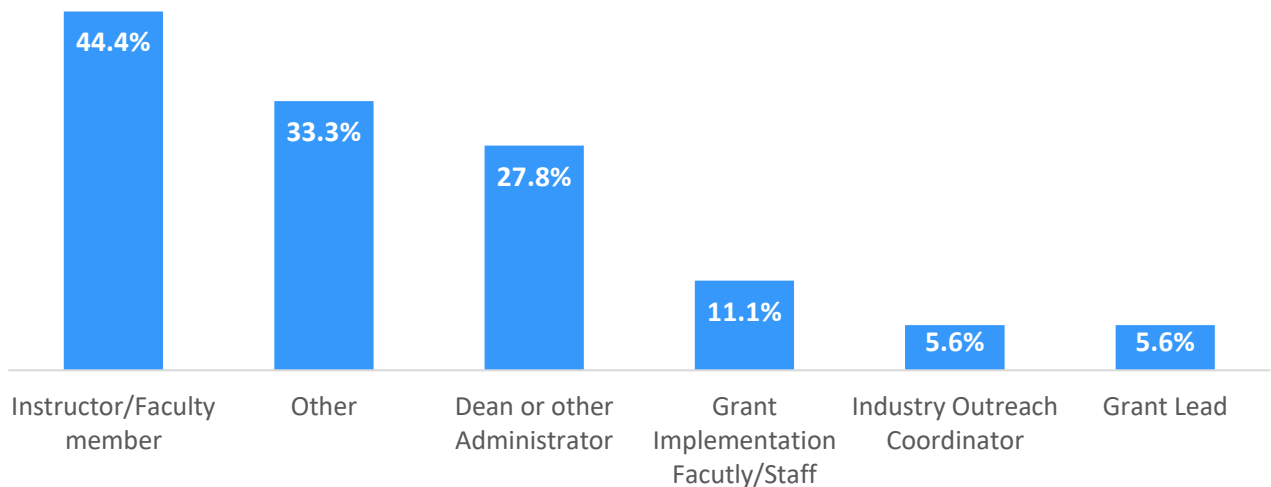
Most of the faculty and staff who responded to the survey had been involved in the MCAHP program since Year 1 of the grant (n=10). A smaller number had begun their involvement in Year 2 (n=4), or prior to Year 1 (n=4), during the grant development phase (see Figure 2).

Figure 2. Timeframe when Faculty & Staff began their MCAHP Involvement (n = 18)



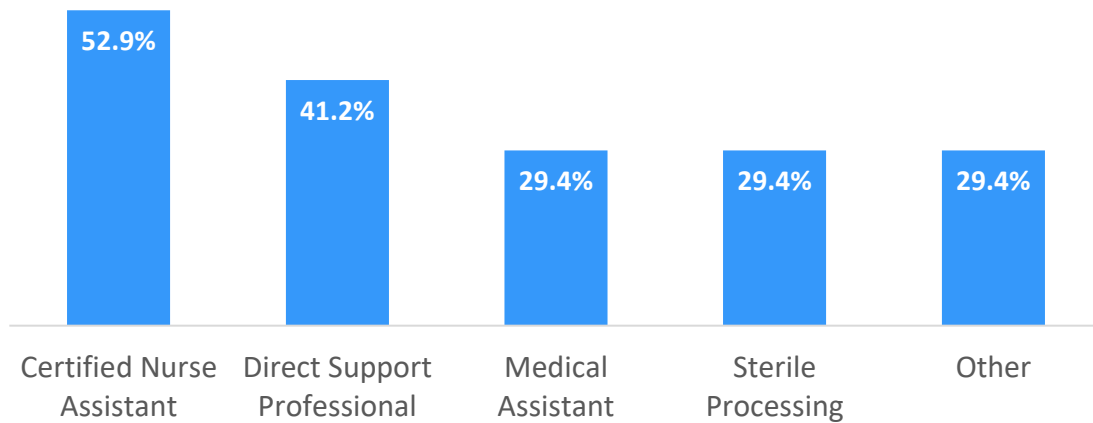
Most respondents were instructors/faculty members (n=8). Other roles represented by survey respondents included Dean or other administrator (n=5), grant implementation faculty/staff (n=3), industry outreach coordinator (n=1), and grant lead (n=1). Note that respondents could select more than one role. Figure 3 displays the roles selected by faculty and staff respondents. Those who selected “Other” as their role included two program coordinators, an education training specialist, a program manager, a program director, and a provider.

Figure 3. Faculty and Staff Role Pertaining to MCAHP (n = 18)



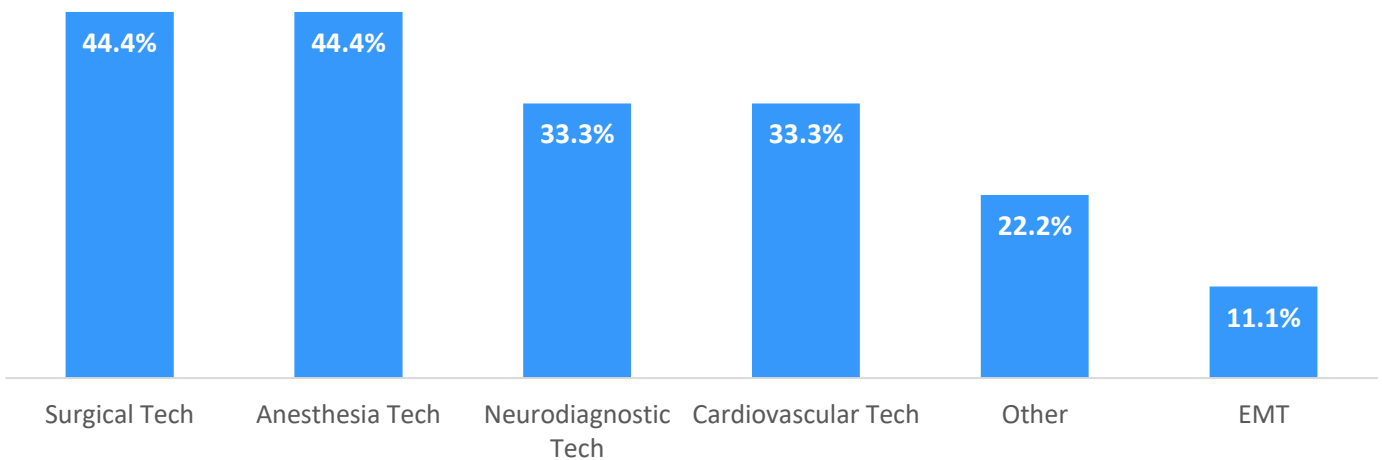
As shown in Figure 4, most of the faculty and staff who responded to the survey were involved in the Certified Nurse Assistant program (n=9). Other program areas of involvement include Direct Support Professional, Medical Assistant, and Sterile Processing. Several respondents (n=5) selected the “Other” option; those respondents wrote that they were involved in Emergency Medical Services, Neurodiagnostic Technology, Pharmacy Technician, and Surgical Technology. Note that respondents could select more than one program area.

Figure 4. Faculty and Staff Program Area Involvement (n = 17)



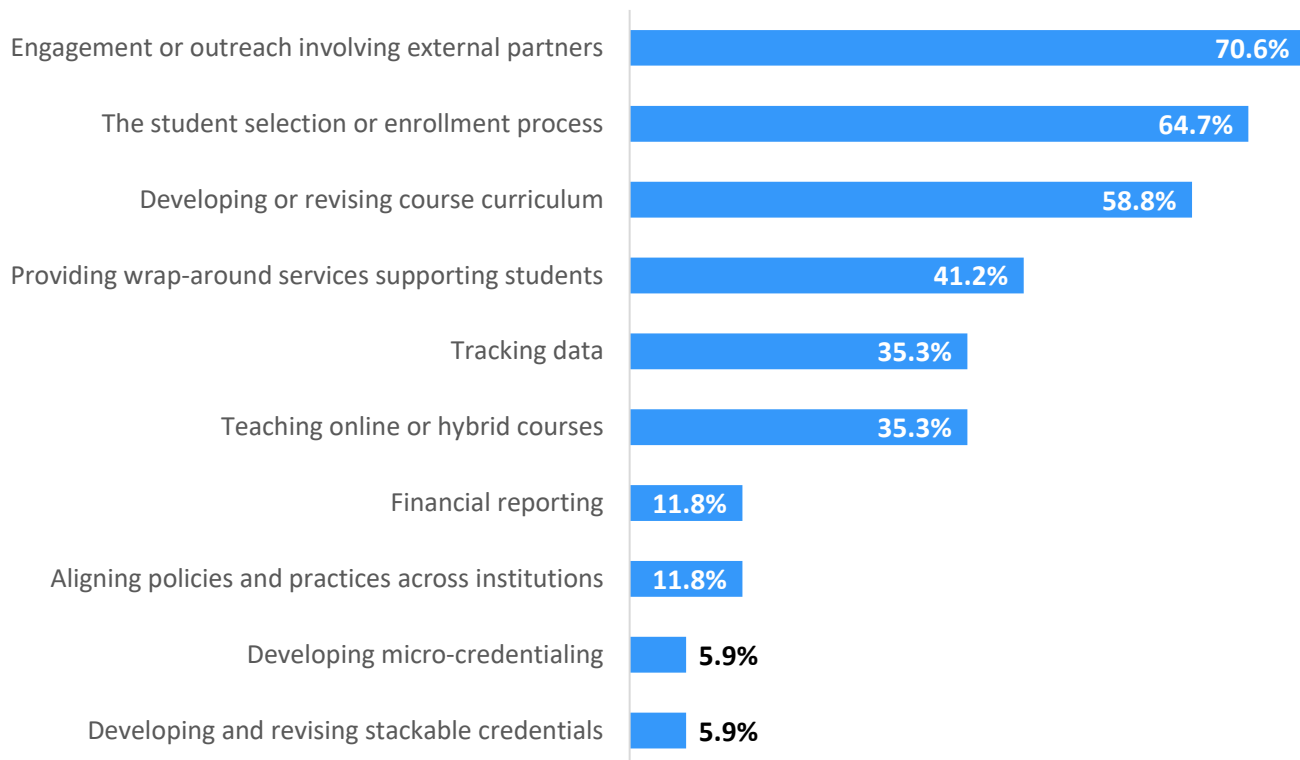
Nine of the faculty and staff respondents were involved in work related to the MCAHP Apprenticeship programs. As Figure 5 shows, most often they were involved in Surgical Technology (n=4) or Anesthesia Technology (n=4). Note that respondents could select more than one apprenticeship program they were involved in.

Figure 5. Faculty and Staff Apprenticeship Program Involvement (n = 9)



Faculty and staff who responded to the survey had been involved in a variety of activities related to the MCAHP program, as shown in Figure 6. Most commonly, faculty and staff had taken part in engagement or outreach with external partners (n=12), student selection or enrollment (n=11), and developing or revising curriculum (n=10). Note that respondents could select multiple activities that they had been involved in.

*Figure 6. Activities Undertaken by Faculty and Staff (n = 17)*



### Quarterly Outcome Survey

On a quarterly basis, PRE administers an online survey to each of the five consortium colleges for a single representative from each college to complete. This survey includes questions about outcome of interest, activities undertaken by colleges in pursuit of grant goals, and provides space for colleges to share successes and challenges. The results of this survey are shared with consortium leaders at Grand Rapids Community College and used to inform their completion of the quarterly progress report.



# Findings

The findings presented below are informed by quantitative and qualitative analysis of the faculty and staff survey and the participant survey, and the thematic analysis of the qualitative data gathered from interviews with MCAHP faculty and staff, industry partners, and in open ended survey questions. Qualitative data were analyzed using thematic and content analysis methods, while quantitative data were analyzed based on frequency of response to Likert-type scales. Findings are organized based on the six primary research questions, with key findings presented for each primary question. PRE values developmental and collaborative evaluation and the continuous sharing of evaluation data with program stakeholders for program improvement purposes. To this end, data has been presented to the project leadership team, who has been invited to provide thoughts and feedback to help contextualize the interpretation of findings.

## RQ1. How will the consortium engage with successful industry sector strategies to identify and collaboratively meet workforce needs of the healthcare industry across the state?

### Key Findings

- MCAHP has engaged with more than 25 new employer partners since the start of the grant, allowing for more collaboration and broader input when it comes to identifying and meeting the state’s workforce needs.
- Employer partners identified key skills and competencies that are important for healthcare occupations, including effective time management skills, technological literacy (i.e., the ability to understand and use the technology that is required for the job), teamwork skills, and problem-solving skills.
- Employer partners serve as valuable subject matter experts by providing input and feedback on the development of curriculum, according to staff at each consortium college.
- Colleges and partners have collaborated to create apprenticeship programs that they see as promising pathways for developing a pipeline of skilled workers to meet the state’s healthcare workforce need.

Consortium colleges have been successful at engaging with industry partners, having already **surpassed their goal of engaging 25 new employer partners** since the start of the grant. The extent to which those partners have engaged and the specific activities they have engaged in has varied. According to responses to the quarterly outcome survey, the most common contributions by employer partners were identifying employee pipeline needs and strengthening career pathways. Other ways that employer partners often contributed include offering work-based learning opportunities, assessing program participants, and supporting schedule changes to promote completion of training programs. Additionally, two employer partners have taken on leadership roles for multi-employer/multi-college partnerships (i.e., served on workforce development boards or other workforce councils).

According to multiple data sources, **collaboration between industry partners and the consortium is vital to identifying and recruiting program participants**. According to the program participant survey, all seven students had heard about the program from their employers. Focus group participants echoed that having hospitals identify students to place in the program has worked well as a model and been a win-win for MCAHP stakeholders.

### **What do employers view as the most important skills and credentials for targeted healthcare occupations?**

According to the employer partners that were interviewed, key skills that promote successful entry or advancement in healthcare occupations include **effective time management**, **technological literacy** (i.e., the ability to understand and use the technology that is required for the job), and a strong **understanding of their occupational role** in their healthcare team (i.e., the ability to work effectively within their given healthcare team). **Problem-solving** skills were also mentioned as highly important, and a key competency that individuals can bring to strengthen their healthcare teams.

### **How are employers involved in the design and implementation of new curriculum?**

According to focus groups with MCAHP consortium staff, **employer partners have served as valuable subject matter experts by weighing in on the development of curriculum**. Across the board, this was echoed by college staff, with some stating that topics for programs were identified by subject matter experts to include, and others highlighting the importance of those experts reviewing outlines of content and weighing in on material during different phases of curriculum development. While employer partners might have limited time to be involved in the delivery of the MCAHP programs, their input on curriculum development is highly valuable, as the following comment conveys.

---

*“One of the things that has worked well for us is really getting the subject matter experts [that are working in the hospitals] involved with the curriculum folks. Getting those folks to really engage with us in the curriculum process and the clinical process has been really important. They don't all have the time to teach because they're working an incredible amount of hours, but they're willing to give us some time from the different organizations that we're working with to help us enhance the curriculum. I think that's really been a benefit for us rather than taking something that's off the shelf.”*

---

### **How are apprenticeships and work-based learning experiences meeting workforce needs of the healthcare industry across the state?**

The employer partners who we interviewed reflected on the disproportionate ratio of many open positions to few applications, which has been the pattern for the past few years and has been further exacerbated by the COVID-19 pandemic. They highlighted that this collaboration with MCAHP to create apprenticeship programs and a pipeline of skilled workers is a critical step to begin filling the talent gap. According to these employers, **the first set of students who graduated from their apprenticeship programs were well prepared to transition into their next role** as employees.

Additionally, several college staff noted that their colleges could not afford to offer these programs on their own and appreciate the consortium model as a key pathway for community colleges in rural areas to offer better apprenticeship opportunities, which in turn will help meet the industry need for a pipeline of skilled workers.

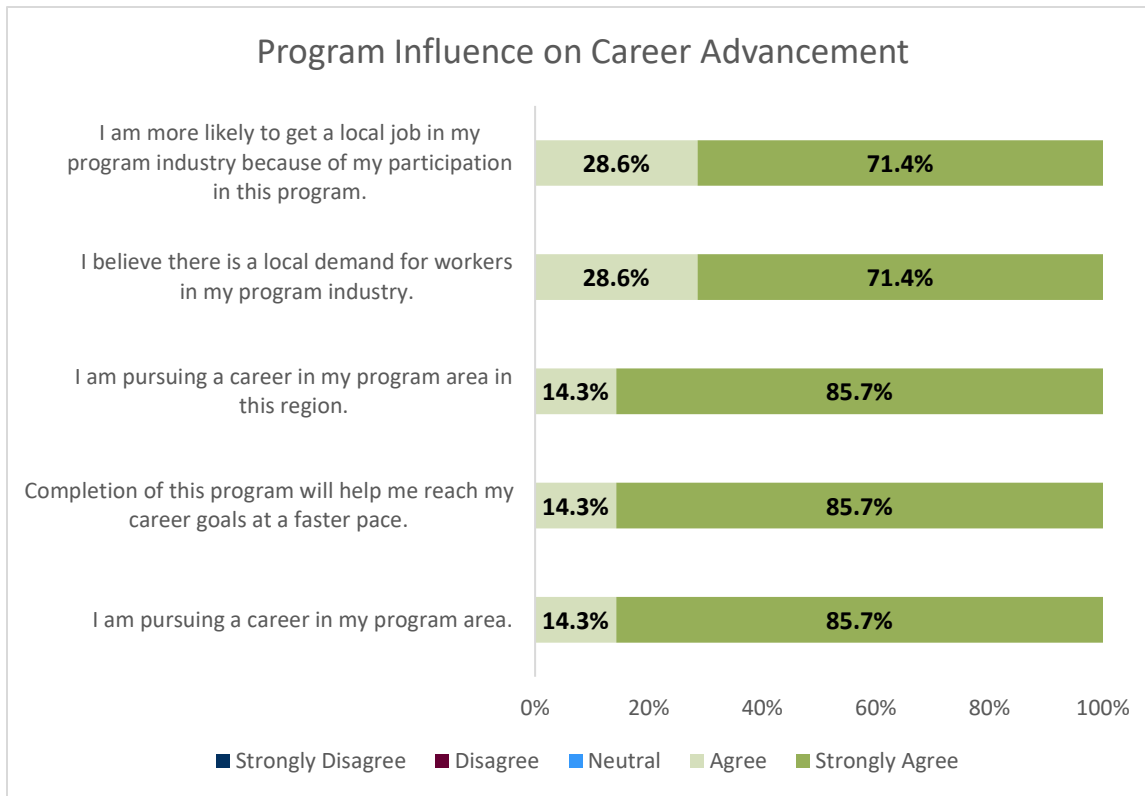
## RQ2. In what ways are the new and expanded online and hybrid training programs preparing participants to attain employment or advancement in healthcare occupations?

### Key Findings

- Program participants had positive perceptions regarding the influence of the program when it comes to helping them reach their career goals. All students who completed the first EEG program felt that completing the program would help them to reach their career goals at a faster pace.
- A noted strength of the online/hybrid delivery model is the flexibility it offers with regard to where and when participants can complete the program. This may be especially important for underserved students in rural areas, those who are employed, and those who have families.
- The most noted area for improvement in online programs was in regard to student engagement. Suggestions included strategies to enhance engagement between program facilitators and students through more innovative learning experiences, as well as strategies to ensure that students were adequately engaged with the course materials.
- Most program participants were identified by employer partners or Michigan Works! agencies.
- Wraparound services offered to program participants included tutoring, mental health and career counseling, transportation, IT support, basic needs support (i.e. food pantry), financial support, and more.

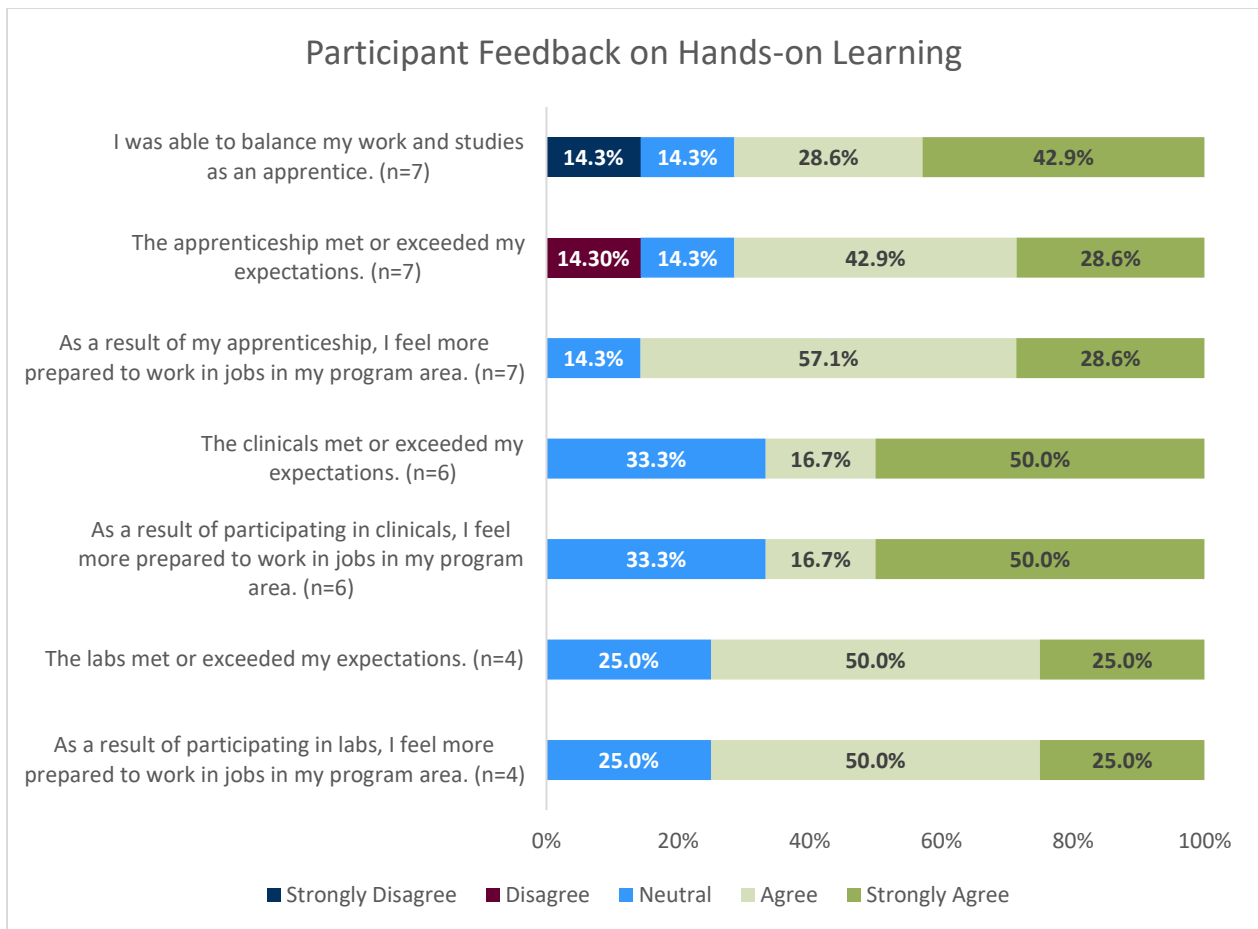
Program participants in the EEG apprenticeship provided feedback related to how their training program will help them advance their careers. **Unanimously, students (n=7) indicated that they anticipate a salary increase at work because of completing the program.** Feedback from students was similarly positive when it came to their perceptions of how it will help them attain desired positions and reach their career goals, as shown in Figure 7.

Figure 7. Participant Perceptions of Program Influence on Career Advancement (n=7)



EEG program participants were asked questions about specific hands-on aspects of the program, including labs, clinicals, and the apprenticeship. Again, feedback from students was mostly positive across these areas, but with noted variability, as displayed in Figure 8. Future evaluation activities will help to shed light on why some students may have had difficulty balancing work and studies as an apprentice, and how the apprenticeship could be improved from the perspectives of students. Note that the number of responses (n) to each question varies (from n=4 to n=7) because not every student responded to every question.

Figure 8. Participant Perceptions of Hands-on Learning (n=4 to n=7)

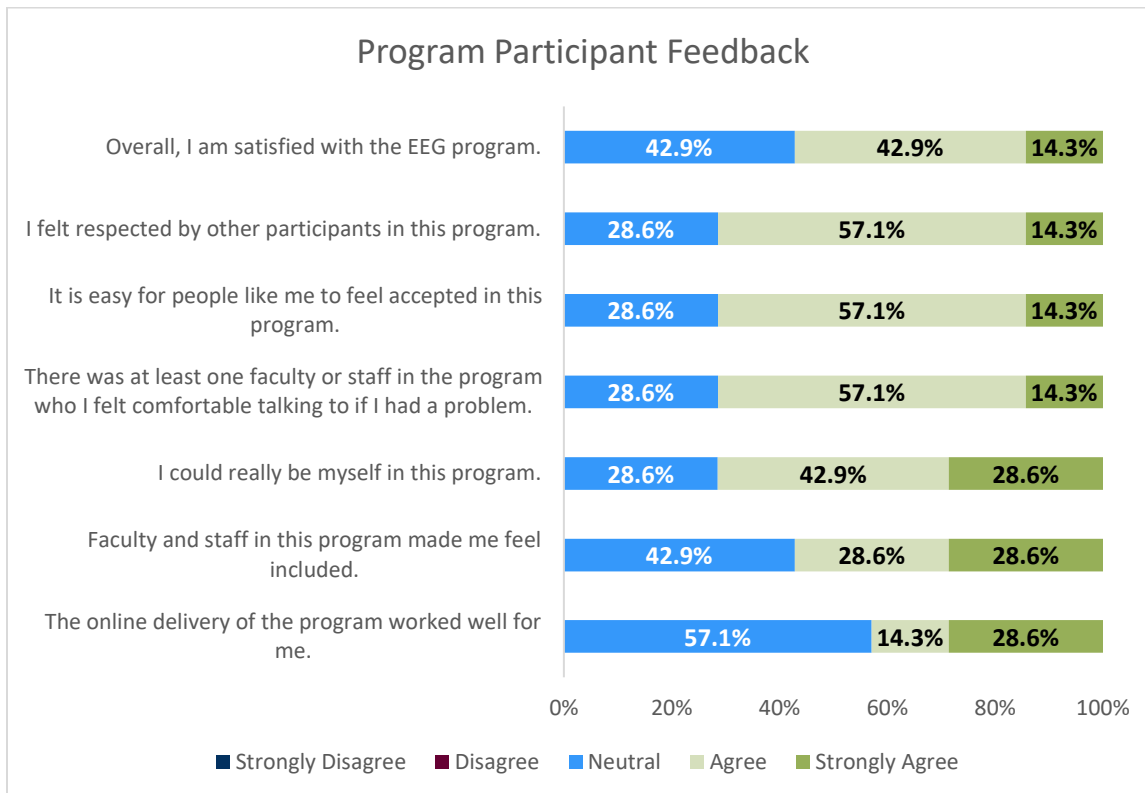


### What are the strengths and weaknesses of the programs (according to participants, college faculty/staff, etc.)?

College faculty and staff commonly felt that a **major strength of the online/hybrid delivery model related to the flexibility it offered** with regard to where and when students completed the program. In addition, faculty noted that students in online/hybrid programs had more flexibility to study the content prior to class and come prepared with questions, allowing them to make the most of their time with instructors. MCAHP staff have also highlighted the value of online programming in being able to reach more students; this will be increasingly the case as more programs are made available through Michigan Colleges Online and as more programs are articulated across colleges.

While data from students on program strengths is limited at this time, those who responded to the program participant survey on average expressed neutrality or agreement that they were satisfied with a variety of program aspects, including its online delivery (see Figure 9). Additionally, one student wrote in an open-ended response that they liked that the delivery of the program was online and could be completed at their own pace.

Figure 9. General Program Participant Feedback (n = 7)



When it comes to weaknesses or areas for improvement, faculty and staff expressed through survey responses that **the programs could benefit from increased engagement between facilitators and students** through more innovative learning experiences. Some felt that students aren't engaging enough and suggested that there be requirements related to how often students log-in and the amount of time they spend engaged within the learning management system. One respondent indicated that simulation experiences were a missing component in the current online program environment and suggested finding online simulation technology to fill this potential gap in student learning. Some faculty and staff noted that connectivity and technology issues can be barriers for some students and suggested that students be made aware who to contact for support in these areas. Finally, one faculty member

suggested that including discussion questions at the end of each module could help to get students thinking more about important content.

## How have the online and hybrid formats facilitated access to healthcare pathways and supported working students?

As stated above, college faculty and staff repeatedly expressed that a major benefit of the online/hybrid delivery model relates to the flexibility it offers with regard to where and when students completed the program. Particularly, faculty and staff highlighted the **increased access that this type of programming offers to rural students, working students, and students with families or other scheduling demands**, as exemplified by the following comments.

---

*“This [virtual] environment is allowing us to train students from across the state and reach areas that are traditionally inaccessible due to distance.”*

---

*“It allows a more flexible schedule making it easier for students with outside work and family commitments.”*

---

Employer partners also mentioned the flexibility of the hybrid model as a great advantage for potential students.

## How are students selected for program participation? Is the selection process equitable?

Through focus groups, MCAHP staff shared that most program participants were identified by employer partners or Michigan Works! agencies. The process of employers selecting participants was perceived to be beneficial in that it increases buy-in and investment by the employer partner to have their incumbent workers in the program. **One staff member shared that working with a Michigan Works! agency was helpful when it came to making sure the recruiting efforts were reaching underserved areas, such as rural areas, in a more equitable way.**

One focus group member shared that part of their collaboration with employers involves recruiting diverse and traditionally underserved students in an intentional manner, as the following quote further demonstrates.



---

*“We also use this [program] to drive diversity in many of these fields. We reach out to our community partners to make sure traditionally underserved populations are addressed and made to feel welcome as part of these programs. We want the local employers to, in some way, reflect the communities in which they serve, so we try to recruit from those directly.”*

---

## How are programs being promoted?

Staff members from consortium colleges shared that working with a Michigan Works! agency was helpful when it came promoting their programs. **Some colleges indicated that they host informational sessions regularly to promote their programs**, and sometimes potential students will ask about the program directly (rather than through an employer or Michigan Works!). Generally, these individuals are referred to Michigan Works! to help them see if they qualify for the program in which they are interested. Sometimes it can be challenging getting students (those who are not employer referred) qualified in time for the program.

## How are additional, wrap-around services supporting students through their programs?

In survey responses, faculty and staff shared the types of wraparound services that they were aware of being offered to program participants at their college, including: **Tutoring; Personal and Career Counseling; Transportation; IT support; Basic needs support (i.e. food pantry); Mental health support; Financial support through Michigan Works!; Connections to local employers; and Support from faculty/staff through text messaging**. One survey respondent also mentioned that their college had a Social Services staff member on campus, and that students could check out laptops and use free hotspots. Student success coaching, emergency funds, and general student services were other resources that faculty and staff indicated were available to participants in their programs.

Several of the student survey respondents indicated that they had accessed different types of wraparound services during their program participation, including tutoring (n=1), college career coaches (n=1), and mentoring (n=4). More data is being gathered to shed light on students' utilization and perceptions of wraparound services.

## RQ3. To what extent does the consortium develop partnerships to provide wraparound services to program participants?

### Key Findings

- Faculty and staff indicated that their colleges engaged in various external partnerships to support MCAHP program participants, most commonly with industry partners, the local Workforce board, and Michigan Works!

According to consortium staff focus groups and the faculty and staff survey, **Michigan Works! has maintained contact with many program participants, offering various types of support** and at times providing funding to help pay for students' participation. One college partner shared that they have been engaging in conversations about how they might better serve their constituents, expressing that prisoners/formerly incarcerated, recent immigrants, and student veterans have been at the heart of these conversations.

### What factors contributed to partners' involvement?

According to focus groups with key consortium stakeholders, conversations with new employers generally begin with identifying the employee pipeline needs and discussing how a partnership can strengthen career pathways. Consortium members feel that employer partnerships have been successful, and one result of that is that **current employer partners have begun referring other employers to become partners**, contributing to further involvement from healthcare sector employers.

### Did employer and additional community partners have previous relationships with the college(s), and if so, how has their involvement changed through the grant?

The industry partners who were interviewed represented an employer that has a longstanding relationship with one of the consortium colleges that they are located very close to but has developed richer relationships with several of the other colleges through the work of the coalition. When asked about how their relationship with the colleges changed through the partnership, one interviewee commented about the opportunities that the added funding brought with it, serving as **a catalyst to get the programs they had been wanting to develop for some time underway**. More data from additional employer and community partners will be gathered and shared in subsequent reports.

## RQ4. To what extent are consortium colleges aligning policies and practices across institutions to maximize program sustainability?

### Key Findings

- Alignment of policies and practices across institutions is in progress, with work being done in regard to alignment of credit transfer policies, shared curricula, the adoption of open education resources, and program governance.

Of the eighteen faculty and staff who responded to the survey, two (n=2) indicated that they had been involved in aligning policies and practices across institutions in the Michigan Community College Association (MCCA). Those two respondents further reported participating in **alignment efforts related to credit transfer, shared curricula, the adoption of open education resources, and program governance.**

### How is the consortium engaging with MCCA to promote best practices and scale adoption of new and expanded online programs?

Consortium leaders have met regularly in an ongoing manner with the MCCA to discuss best practices and how best to scale the adoption of the new and expanded online programs. These discussions have included the **possibility of growing the consortium**, as the association has been in contact with several schools on the east side of Michigan who have expressed interest in joining. Recently, in Year 3, representatives from two consortium colleges (Grand Rapids and Muskegon Community Colleges) facilitated a breakout session along with a representative from MCCA at a Trends in Occupational Studies conference. The session received a great deal of interest from attendees regarding the surgical tech program and apprenticeship.

### How were linkages between high school healthcare programs created?

The consortium has been working to build a relationship with the Grand Rapids African American Health Institute (GRAAHI) in Grand Rapids. This is an important relationship to strengthen the coalition's reach into the African American community. Recently in Year 3, **Grand Rapids Community College hosted a visit for high school students from GRAAHI** to come to campus and learn about credit and non-credit healthcare programs, including Dental, EEG, Surgical Tech, MRI, Rad Tech, MA, CNA, Nursing and Occupational Therapy Assistant

programs. The high school students listened to presentations and toured the college's simulation labs and participated in hands-on learning by listening to heart and lung sounds and taking blood pressures and pulses.

Also in Year 3, another coalition college, **Oakland Community College**, hosted **80 high school students from Oakland Schools Technical Campus** to tour their labs and learn about health career pathways.

## RQ5: In what ways are relationships between the five colleges, and between colleges and employers, effecting systemic change?

### Key Findings

- Relationships between colleges and employers facilitate systemic change in areas related to the strategic recruitment of students into programs, improvements in student retention, and improved job prospects for working students.
- Relationships built among colleges have grown through this grant and promoted improved information and resource sharing.
- Challenges have related to working with overburdened healthcare industry employers who have difficulty finding time and staff to contribute to the MCAHP program activities.

### How are the five colleges building relationships and facilitating shared learning throughout the grant?

In open-ended survey responses, faculty and staff shared their thoughts on how the relationships between the colleges and between the colleges and employers are affecting systemic change, including in ways that benefit colleges, employers, and students. Some respondents conveyed that these partnerships allow for strategic recruitment of students into programs, which improves retention of students while also offering employers opportunities to invest in their current employees. **The value of information sharing when it comes to decision making and planning for current and future cohorts to meet employer demands was also**

**mentioned.** The feedback from employers on programs has allowed colleges to make changes to curriculum, which helps them develop better prepared students who will be more likely to excel in their work. **Alignment and shared access to curriculum has also improved.** Student recruitment has improved through these partnerships, as well as student’s ability to get jobs while in school. Two quotes from survey respondents capture several of the themes that emerged in the comments from faculty and staff.

---

*“Our collaborations are stronger than ever. We have a new collaborative system for meeting employer workforce needs when there is high need but low numbers [of positions].”*

---

*“The students who complete the program as an apprenticeship student are dedicated students, and after graduation they see continued employment. [The partnerships] have helped with retention both in the classroom and as employees.”*

---

### **What are examples of barriers, if any, that colleges are commonly experiencing to effect systemic change? How are these challenges being overcome collectively?**

One challenge relates to the decentralization of Michigan Works! and the **differences in support** that is offered to colleges by the different Michigan Works! agencies across the state. Consortium staff shared that sometimes they address this challenge by working with Michigan Works! agencies that are outside of their region at times when working with their local agencies has presented challenges. Another example of a challenge shared during consortium focus groups is a common challenge presented by online instruction. Staff members shared that **some instructors have less experience teaching in an online environment.** Colleges are addressing this challenge with some additional training for instructors along with resources to help them get the knowledge needed to effectively use the technology to their advantage.

### **What do successes and areas for growth look like in terms of communication between colleges and employers?**

According to focus groups and quarterly outcomes surveys, communication between colleges and employers is a key component supporting the work of this grant. One staff member mentioned that Michigan colleges are highly decentralized, and historically it has been unusual for the college to work together. But **through the consortium, and in coordination with the MCCA, there have been a lot more chances for the colleges to come together organically to**

**share information about building programs.** When it comes to communicating with employer partners, focus group participants mentioned that busy schedules present a challenge, and that it can be difficult to align schedules to get everyone involved in a program together to meet. **Streamlining communication to allow for information sharing** between organizations is an area that focus group members mentioned could be improved, and is something that the colleges are working on.

### **What obstacles are employers facing to effect systemic change? How can colleges best support employers in this process?**

Data is not yet available to assess this research question.

## **RQ6: To what extent was the program implemented as intended?**

### **Key Findings**

- Many consortium efforts have focused on creating and sustaining employer partnerships and working with Michigan Works! to support participant recruitment and success.
- Consortium efforts have also been targeted at reaching traditionally underserved populations, such as English language learners, student of color, and those who have been involved in the justice system.
- As grant activities continue to unfold, the evaluator will work with the coalition to gather more data around how program implementation changed over time.

### **To whom did the Consortium direct program efforts? How was this determined?**

According to focus group participants, the consortium has directed efforts **toward recruiting employers of healthcare workers in their region and recruiting student participants through Michigan Works! and directly from employers.** Colleges have also engaged in efforts to recruit diverse and traditionally underserved students, both through employers as well as associations such as the Grand Rapids African American Health Institute. Recently, one consortium college (Lansing Community College) has begun developing an English as a Second of Other Language bridge program, and a bridge program for prisoner education. Consortium colleges have also

worked to reach immigrant and veteran populations. In these ways, program efforts are being deliberately aimed at reaching underserved populations and involving them in programming.

Student demographic data is being gathered and will be included in the final evaluation report to shed light on the composition of students who were reached over the course of this grant.

### **What implementation efforts were effective?**

Data are not yet available to assess this research question. However, as noted in the Summary of Activities & Outputs section, **the consortium has had better than expected outcomes related to securing additional sector employer partners**, and is ahead of schedule when it comes to designing new accelerated instructional techniques. Future evaluation efforts will include gathering and interpreting data to shed light on what strategies, promising practices, or other factors led to these and other successes for the coalition.

### **What implementation efforts did the consortium struggle with?**

At times, implementing apprenticeship and work-based learning opportunities with employer partners has been challenging because of the time and staffing requirements. Healthcare employers are often heavily strained for time and have few extra staff available to supervise and support trainees. According to consortium members, **implementation has at times been slowed because of a lack of employer bandwidth** to complete requested materials, or a lack of staff available to manage student training needs.

**Turnover** of college administrators, as well as turnover among employer partners, has also presented difficulties for the consortium. While implementation remains on target in most areas, more effort has been needed to orient new administrators to the project and promote buy-in, both internally and externally, than may have been necessary had there been less turnover. Colleges have identified that it may be of benefit to create more easily accessible orientation tools to quickly onboard administrators and new partners to the project.

Finally, colleges have faced some challenges related to finding instructors with the right credentials and expertise to teach certain specialized courses.

### **How did program activities change over time?**

Data are not yet available to assess this research question.

# Evaluation Insights

1. Clear progress has been made by coalition colleges to develop and update programs to meet industry needs and the needs of participants.
2. The hybrid model of programs and the increased flexibility they offer allow colleges to provide training programs for high-demand and low-number healthcare occupations. Hybrid models also have the potential to support greater success for working students, students with families, and traditionally underserved student populations.
3. Employer partners have played a major role in recruiting program participants, providing input and feedback on the development of curriculum, and providing apprenticeships and other work-based learning opportunities. Challenges have related to healthcare employers having difficulty finding the time and staff to contribute to consortium efforts.
4. The consortium has partnered with Michigan Works! as well as Michigan Community College Associate to promote greater program reach. Consortium efforts have also been targeted at reaching traditionally underserved populations, such as English language learners, student of color, and those who have been involved in the justice system.
5. Surveyed program participants had positive perceptions regarding the influence of the program on their career advancement. All students who completed the first EEG program felt that completing the program would help them to reach their career goals at a faster pace.



# Conclusion

MCAHP has made clear progress toward its stated grant activities and desired outcomes. They have increased their collaborative working relationship between colleges, employers, and important partners such as Michigan Works! and Michigan Community College Association. Consortium colleges have implemented new and expanded online and hybrid programming and continues work to develop more accelerated healthcare program options, bridge programs, and CEU offerings. Findings from focus groups with MCAHP staff and industry partners, and surveyed program participants and faculty and staff suggest great potential for these programs to address the workforce deficit and skills gap in Michigan's healthcare industry. Continued efforts to promote alignment across the consortium and develop more shared resources will be key aspects of scaling program reach, creating a sustainability model, and driving systemic change.

PRE's data collection efforts included a survey of program participants (n=7), a survey of consortium faculty and staff (n=18), focus groups with consortium staff (n=7) and interviews with employer partners (n=2). Key findings from this evaluation show that MCAHP has engaged with new employer partners in many ways including developing curriculum, recruiting program participants, and offering apprenticeships and other work-based learning experiences. The consortium worked closely with Michigan Works! and Michigan Community College Association to expand its program reach and used labor market data to confirm demand for the programs they developed. MCAHP faculty and staff and industry partners agree that the hybrid model and self-paced courses have potential to bring more non-traditional students into the program and address the shortage in skilled labor within the workforce.

Future evaluation activities will include continued administration of the quarterly survey to consortium colleges, annual interviews or focus groups with employer partners, annual surveys of faculty and staff, and surveys of program participants administered at or near the end of the completion of their training programs. Key themes and findings that emerge from these data collection activities will be shared in a timely manner with consortium leaders during quarterly evaluation meetings to ensure the consortium can make data-driven decisions. Findings will also be shared in the Year 3 evaluation report and the final evaluation report (following Year 4). As the project and its evaluation continue, there will be increasing opportunities to assess change over time. Therefore, understanding the longer-term outcomes of the MCAHP program will be more of a focus of future evaluation activities and reports.

## Limitations

The data from program participants shared in this report is limited to a single cohort of EEG program participants. Findings based on program participant feedback should be interpreted with caution, given the small number of survey respondents. The evaluator is working to develop and administer surveys to additional program participants as they complete their programs and will do so in collaboration with the five consortium colleges in an ongoing manner through the end of this grant. Similarly, direct feedback from employer partners was limited to two representatives from one employer. However, consortium staff shared their perspectives on employer partnerships allowing for some greater insight into the strengths and challenges of these partnerships. Future data collection efforts will include additional perspectives from employer partners, which will allow for more comprehensive and generalizable results and interpretations of findings.

# Appendices

*\*Note that a detailed evaluation methodology section is included in the narrative of the report, beginning on page 20.*

## Appendix A: Research Questions

RQ1: How will the consortium engage with successful industry sector strategies to identify and collaboratively meet workforce needs of the healthcare industry across the state?

- ◆ What do employers view as the most important skills and credentials for targeted healthcare occupations?
- ◆ How are employers involved in the design and implementation of new curriculum?
- ◆ How are apprenticeships and work-based learning experiences meeting workforce needs of the healthcare industry across the state?

RQ2: In what ways are the new and expanded online and hybrid training programs preparing participants to attain employment or advancement in healthcare occupations?

- ◆ What are the strengths and weaknesses of the programs (according to participants, college faculty/staff, etc.)?
- ◆ How have the online and hybrid formats facilitated access to healthcare pathways and supported working students?
- ◆ How are students selected for program participation?
- ◆ Is the selection process equitable?
- ◆ How are programs being promoted?
- ◆ How are additional, wrap-around services supporting students through their programs?

RQ3: To what extent does the consortium develop partnerships to provide wraparound services to program participants?

- ◆ What factors contributed to partners' involvement?
- ◆ Did employer and additional community partners have previous relationships with the college(s), and if so, how has their involvement changed through the grant?

RQ4: To what extent are consortium colleges aligning policies and practices across institutions to maximize program sustainability?

- ◆ How is the consortium engaging with MCCA to promote best practices and scale adoption of new and expanded online programs?
- ◆ How were linkages between high school healthcare programs created?

RQ5: In what ways are relationships between the five colleges, and between colleges and employers, effecting systemic change?

- ◆ How are the five colleges building relationships and facilitating shared learning throughout the grant?

- ◆ What are examples of barriers, if any, that colleges are commonly experiencing to effect systemic change? How are these challenges being overcome collectively?
- ◆ What do successes and areas for growth look like in terms of communication between colleges and employers?
- ◆ What obstacles are employers facing to effect systemic change? How can colleges best support employers in this process?

RQ6: To what extent was the program implemented as intended?

- ◆ How did program activities change over time?
- ◆ To whom did the Consortium direct program efforts? How was this determined?
- ◆ What implementation efforts were effective?
- ◆ What implementation efforts did the Consortium struggle with?

## Appendix B: Logic Model

THE MICHIGAN COALITION FOR ACCELERATED HEALTHCARE PATHWAYS				
PLANNED WORK		INTENDED OUTCOMES		
<p><b>Inputs</b></p> <p>Coalition colleges</p> <p>W. Michigan Healthcare Employers Council</p> <p>Employers</p> <p>W. MI Works</p> <p>Capital Area MI Works</p> <p>MI Community College Association</p> <p>Michigan Colleges Online</p> <p>IHE Financial Aid</p> <p>PATH</p> <p>WIOA</p> <p>Apprenticeships, OJT, internships</p> <p>SCC Grant Funding and Additional Funding Sources</p>	<p><b>Activities</b></p> <p>Build a collaborative.</p> <p>Form steering committee w/ employers and MI Works to develop ongoing engagement strategies.</p> <p>Develop benchmarks for continuous improvement process.</p> <p>Develop 4 online programs in response to labor need.</p> <p>Adapt 2 programs to accelerated formats to move individuals through the career pathway faster.</p> <p>Develop 15 programs that offer CEUs for healthcare for increased knowledge and wage advancement.</p> <p>Develop and implement a long-term sustainability plan w/ benchmarks.</p> <p>Confirm labor data, supplies, subject matter experts.</p> <p><i>(Continued on next page.)</i></p>	<p><b>Outputs</b></p> <p>MOU setting roles and responsibilities of partners in place.</p> <p>70% of employers and partners work on a strategy for systems change.</p> <p>Program/process improvements based on student and employer feedback.</p> <p>New short-term programs created to meet employers' and participants' needs.</p> <p>Alternative scheduling implemented for 4 programs.</p> <p>4 online/hybrid programs created.</p> <p>Analysis of systemic barriers completed and updated regularly.</p>	<p><b>Short-Term Outcomes</b></p> <p>45 sector employers meet criteria for engagement and serve as full strategic partners.</p> <p>10 employers improve practices.</p> <p>10 programs on MCO platform.</p> <p>Validation system deployed to drive new healthcare programming.</p> <p>Michigan Works! agencies and colleges deploy mutual intake; 20% increase in program completions.</p> <p>Increased access to resources to reduce barriers for participants.</p> <p>6 programs can be articulated among coalition colleges.</p> <p><i>(Continued on next page.)</i></p>	<p><b>Long-term Outcomes</b></p> <p>Increased number of program participants will transition from unemployment to re-employment or enter the workforce.</p> <p>No wrong door: Participants know how to and feel comfortable accessing workforce/ education pipelines no matter where they enter the system and pathways are clear.</p> <p>Reduce time in programs by 25% for individuals.</p> <p>Sustainable systems for long-term impact.</p> <p>High-quality work-based learning opportunities.</p> <p>Employers have qualified individuals to fill jobs.</p> <p><i>(Continued on next page.)</i></p>

**THE MICHIGAN COALITION  
FOR ACCELERATED HEALTHCARE PATHWAYS**

PLANNED WORK		INTENDED OUTCOMES		
	<p align="center"><b>Activities</b></p> <p>Develop and implement a long-term sustainability plan w/ benchmarks.</p> <p>Develop and implement a strategy for systems change that addresses service changes and how they're coordinated and/or changes in employers' policies.</p>	<p align="center"><b>Outputs</b></p>	<p align="center"><b>Short-Term Outcomes</b></p> <p>4 bridge programs from the high school healthcare CTE programs to community college programs.</p> <p>4 accelerated healthcare programs will be developed in hybrid formats; 2 will be adapted.</p> <p>Long-term sustainability plan developed and implemented by end of project.</p> <p>Increased enrollment in healthcare programs housed on MCO.</p> <p>15 CEU new offerings on MCO result in 600 people who enroll and complete them.</p> <p>4 healthcare apprenticeship programs offered.</p> <p>Employers hire program graduates and increase in number of apprentices.</p>	<p align="center"><b>Long-Term Outcomes</b></p> <p>Success for career pathways participants in employment, retention, and advancement.</p> <p>Workforce system realizes cost savings in training costs resulting from clear pathways.</p> <p>Individuals from rural areas able to complete 80% of their programs virtually.</p> <p>Sustained alliance of MI community colleges using common consortium framework to deliver online learning.</p> <p>Reduction in number of significant systemic barriers for career pathways participants.</p> <p>Individuals obtain living wage jobs.</p>

## Appendix C: Focus Group and Interview Guides

### Coalition Staff Focus Group Questions

1. Please start by sharing your role with the Accelerated Healthcare Pathways program.
  - What college are you with?
  - When did your involvement begin?
  - What program area and/or Apprenticeship Program are you involved in?
2. I'd like to gather your input on the online and/or hybrid delivery model of program courses. You can comment on one or the other, or both, depending on your familiarity with each model.
  - What are the strengths of these approaches to courses (online and/or hybrid)?
  - What areas for improvement do you see for either model?
  - Have faculty received training on the delivery of hybrid or online courses specifically?
    - i. What are the strengths and areas for improvement for trainings?
3. How is the curriculum developed process going, from your perspective?
  - What has worked well when it comes to curriculum development?
  - What opportunities for improvement do you see when it comes to curriculum development?
4. Describe your interactions with employer partners.
  - How has employer partner involvement impacted your work?
  - What benefits do you see of employer partner involvement?
  - How could interactions with employer partners be improved?
5. How does the Accelerated Healthcare Pathways program benefit students by preparing them to advance their careers?
  - Have you heard any feedback directly from students?
  - Do you feel that the program benefits students in an equitable way (e.g., by promoting positive outcomes for all students, including those from historically marginalized groups or those whose circumstances may pose barriers to success in traditional college programs)?
6. How is your college recruiting students to participate in the program?
  - What are the strengths and areas for improvement regarding this method?
7. Are you aware of ways in which your college is collaborating with the external workforce development stakeholders? (i.e., Providing career counseling/job search support to program participants, connecting program students to work-based learning opportunities, contributing tuition for students to participate in the program, Other areas).
  - How is this supporting students? What about the local healthcare industry?
  - What are the strengths and areas for improvement of this collaboration?
8. Next I'd like to ask about how communication can be improved. Do you have any recommendations for how the program administrative leaders can more effectively communicate with you and other faculty or staff?
  - Do you have any suggestions for improving communication between leadership and the consortium?

- What about around communication with students?
9. Is there anything else you would like to share about the strengths of the Accelerated Healthcare Pathways programs at this time?
    - What are the barriers or challenges of the programs?
  10. Do you have any other comments about this program?

## Employer Partner Interview Questions

1. Please start by briefly describing how you have been involved with the Accelerated Healthcare Pathways program.
  - What type of healthcare skills or services is the partnership focused on?
  - When did your involvement begin?
2. What activities have you been focused on since you partnered with the Community Colleges on AHP? Please discuss progress in these areas in which you have been involved.
  - Identifying workforce needs that colleges can help address
  - Assisting with student recruitment
  - Providing input on curriculum and/or designing new curriculum
  - Providing apprenticeships and/or work-based learning opportunities
  - Incentivizing employees to participate in the program
  - Other areas
3. What factors have contributed to your involvement in the project?
  - Prior to the grant, did you have a partnership with the Community College? How has your involvement with the college changed since working on this project?
4. What skills and credentials do you view as the most important healthcare professionals in your fields?
5. In the future the Coalition would like to receive feedback from employers on the quality of program graduates. Do you have any suggestions about ways that feedback could be collected?
6. What are the strengths and areas for improvement in terms of communication between colleges and partners?
7. What contributions from your organization do you feel have been most critical to the grant program so far?
8. Overall, what are the strengths of the MCAHP project at this time?
  - What are the barriers or challenges of the project?
9. What obstacles are employers facing in the healthcare sector (?), and how can colleges best support employers when it comes to positively impacting systemic change?
10. Do you have any other comments about the MCAHP project?



## Appendix D: Surveys

### Program Participant Survey Tool

1. Please select the college at which you completed the Diagnostic Tech Apprenticeship (EEG) program. \*

- Alpena Community College
- Lansing Community College
- Muskegon Community College
- Oakland Community College
- Grand Rapids Community College
- Other - Write In (Required)

2. When did you complete the EEG program? \*If you don't remember the exact day, please enter the first of the month and year that you completed the program. \*

3. How was your participation in the EEG program funded? **Check all that apply.** \*

- My employer
- Michigan Works!
- Financial Aid
- Scholarship
- Other - Write In (Required)

4. How did you first hear about the EEG program? **Check all that apply.** \*

- My employer/work colleague
- Friend or Family
- Someone at my college
- Michigan works!
- An ad or local news article
- College website
- Other - Write In (Required)

\*

5. Please rate your agreement with the following statements about the EEG program application and registration process. \*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The EEG program application process was easy and straightforward.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew who to contact if I had questions about my EEG program application.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The EEG program requirements were clear to me before registering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Throughout the EEG program, I received the information I needed from my college to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the EEG program to others interested in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What obstacles, if any, did you experience with entry into the EEG program?

**LOGIC** Show/hide trigger exists.

7. Are you currently employed? \*

- Yes
- No

**LOGIC** Hidden unless: #7 Question "Are you currently employed?" is one of the following answers ("Yes")

8. Please specify your job title and employer name.

Job Title

Employer

**LOGIC** Hidden unless: #7 Question "Are you currently employed?" is one of the following answers ("Yes")

9. Do you anticipate a salary increase at work because of your completion of this program? \*

- Yes
- No
- I don't know

**LOGIC** Show/hide trigger exists. Hidden unless: #7 Question "Are you currently employed?" is one of the following answers ("Yes")

10. Are you currently working in a role related to your program area (i.e., EEG)? \*

- Yes
- No

**LOGIC** Hidden unless: #10 Question "Are you currently working in a role related to your program area (i.e., EEG)?" is one of the following answers ("Yes")

11. Were you already working in this role prior to enrolling in the EEG program? \*

- Yes
- No

12. How has participation in this program helped you with your career goals?

13. Please rate your agreement with the following statements regarding the EEG program and your career goals. \*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am pursuing a career in my program area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completion of this program will help me reach my career goals at a faster pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pursuing a career in my program area in this region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe there is a local demand for workers in my program industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more likely to get a local job in my program industry because of my participation in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**LOGIC** Hidden unless: Question "I am pursuing a career in my program area." is one of the following answers ("Strongly Disagree", "Disagree")

14. Please tell us more about why you selected the rating of either "Strongly Disagree" or "Disagree" with the statement: **I am pursuing a career in my program area.**

**LOGIC** Hidden unless: Question "Completion of this program will help me reach my career goals at a faster pace." is one of the following answers ("Strongly Disagree", "Disagree")

15. Please tell us more about why you selected the rating of either "Strongly Disagree" or "Disagree" with the statement: **Completion of this program will help me reach my career goals at a faster pace.**

**LOGIC** Hidden unless: Question "I am pursuing a career in my program area in this region." is one of the following answers ("Strongly Disagree", "Disagree")

16. Please tell us more about why you selected the rating of either "Strongly Disagree" or "Disagree" with the statement: **I am pursuing a career in my program area in this region.**

**LOGIC** Hidden unless: Question "I believe there is a local demand for workers in my program industry." is one of the following answers ("Strongly Disagree", "Disagree")

17. Please tell us more about why you selected the rating of either "Strongly Disagree" or "Disagree" with the statement: **I believe there is a local demand for workers in my industry.**

**LOGIC** Hidden unless: Question "I am more likely to get a local job in my program industry because of my participation in this program." is one of the following answers ("Strongly Disagree", "Disagree")

18. Please tell us more about why you selected the rating of either "Strongly Disagree" or "Disagree" with the statement: **I am more likely to get a local job in my program industry because of my participation in this program.**

**LOGIC** Show/hide trigger exists.

19. Which types of work-based learning experiences did you participate in as a part of the EEG program? **Check all that apply.** \*

- Labs
- Clinicals
- Apprenticeships
- Other - Write In (Required)

- None of the above

\*

**LOGIC** Hidden unless: #19 Question "Which types of work-based learning experiences did you participate in as a part of the EEG program? **Check all that apply.**" is one of the following answers ("Labs")

20. Please rate your level of agreement with the following statements regarding the **labs** you participated in as a part of the EEG program. \*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
As a result of participating in labs, I feel more prepared to work in jobs in my program area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The labs met or exceeded my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**LOGIC** Hidden unless: #19 Question "Which types of work-based learning experiences did you participate in as a part of the EEG program? **Check all that apply.**" is one of the following answers ("Labs")

21. Please tell us more about your **lab** experience: What did you like most? What would have made the labs better?



**LOGIC** Hidden unless: #19 Question "Which types of work-based learning experiences did you participate in as a part of the EEG program? **Check all that apply.**" is one of the following answers ("Clinical")

22. Please rate your level of agreement with the following statements regarding the **clinical**s you participated in as a part of the EEG program. \*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
As a result of participating in clinicals, I feel more prepared to work in jobs in my program area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinicals met or exceeded my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**LOGIC** Hidden unless: #19 Question "Which types of work-based learning experiences did you participate in as a part of the EEG program? **Check all that apply.**" is one of the following answers ("Clinical")

23. Please tell us more about your **clinical** experience: What did you like most? What would have made the clinicals better?

**LOGIC** Hidden unless: #19 Question "Which types of work-based learning experiences did you participate in as a part of the EEG program? **Check all that apply.**" is one of the following answers ("Apprenticeships")

24. Please rate your level of agreement with the following statements regarding the apprenticeship you participated in as part of the EEG program.

\*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
As a result of my apprenticeship, I feel more prepared to work in jobs in my program area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The apprenticeship met or exceeded my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to balance my work and studies as an apprentice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**LOGIC** Hidden unless: #19 Question "Which types of work-based learning experiences did you participate in as a part of the EEG program? **Check all that apply.**" is one of the following answers ("Apprenticeships")

25. How did you hear about this **apprenticeship** opportunity?

**LOGIC** Hidden unless: #19 Question "Which types of work-based learning experiences did you participate in as a part of the EEG program? **Check all that apply.**" is one of the following answers ("Apprenticeships")

26. Please tell us more about your **apprenticeship**: What did you like most? What would have made your apprenticeship better?

**LOGIC** Show/hide trigger exists.

27. What types of supports have you accessed during your participation in the EEG program? **Check all that apply.** \*

- Tutoring
- College career coaches
- Food Pantry
- Transportation vouchers
- Mentoring
- Other - Write In (Required)

- None of the above

**LOGIC** Hidden unless: #27 Question "What types of supports have you accessed during your participation in the EEG program? **Check all that apply.**" is one of the following answers ("Tutoring","College career coaches","Food Pantry","Transportation vouchers","Mentoring","Other - Write In (Required)")

28. In what ways did these supports help you succeed in the EEG program?

29. Please rate your agreement with the following statements regarding your overall experience with the EEG program. \*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The online delivery of the program worked well for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and staff in this program made me feel included.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could really be myself in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was at least one faculty or staff in the program who I felt comfortable talking to if I had a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for people like me to feel accepted in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt respected by other participants in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with the EEG program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**LOGIC** Hidden unless: Question "Faculty and staff in this program made me feel included." is one of the following answers ("Strongly Disagree", "Disagree")

30. Please tell us more about why you selected the rating of either "Strongly Disagree" or "Disagree" with the statement: **Faculty and staff in this program made me feel included.**

**LOGIC** Hidden unless: Question "I could really be myself in this program." is one of the following answers ("Strongly Disagree", "Disagree")

31. Please tell us more about why you selected the rating of either "Strongly Disagree" or "Disagree" with the statement: **I could really be myself in this program.**

**LOGIC** Hidden unless: Question "There was at least one faculty or staff in the program who I felt comfortable talking to if I had a problem." is one of the following answers ("Strongly Disagree", "Disagree")

32. Please tell us more about why you selected the rating of either "Strongly Disagree" or "Disagree" with the statement: **There was at least one faculty or staff in the program who I felt comfortable talking to if I had a problem.**

**LOGIC** Hidden unless: Question "It is easy for people like me to feel accepted in this program." is one of the following answers ("Strongly Disagree", "Disagree")

33. Please tell us more about why you selected the rating of either "Strongly Disagree" or "Disagree" with the statement: **It is easy for people like me to feel accepted in this program.**

**LOGIC** Hidden unless: Question "I felt respected by other participants in this program." is one of the following answers ("Strongly Disagree","Disagree")

34. Please tell us more about why you selected the rating of either "Strongly Disagree" or "Disagree" with the statement: **I felt respected by other participants in this program.**

35. What is the one thing you would change about the EEG program and why?

36. Please tell us more about your experience with the online delivery for this program: What worked well? How could we make it better?

37. What is your age? \*

18 or under	▲
19-24	●
25-34	●
35-44	●
45-54	●
55-64	●
65+	●
I prefer not to disclose	▼

38. Which racial or ethnic group(s) best describes you? **Check all that apply.**

\*

- African / African-American / Black
- American Indian / Native American
- Asian / Indian/SE Asian/ Asian-American
- Latino/a/x Hispanic / Chicano/a
- Middle Eastern / Arab / Arab-American
- Native Hawaiian / Pacific Islander
- White / Caucasian / European
- I prefer not to disclose
- Prefer to self describe:

39. What best describes the area that you currently live in?\*

- Rural
- Urban
- Suburban

Faculty and Staff Survey Tool

1. Please select the college where you are currently employed.

- Muskegon Community College
- Oakland Community College
- Alpena Community College
- Lansing Community College
- Grand Rapids Community College

2. Please select the program area in which you are involved. *(Check all that apply.)*

- Direct Support Professional
- Certified Nurse Assistant
- Medical Assistant
- Sterile Processing
- ESOL for Healthcare learners
- Other - Write In



3. Please select the Apprenticeship Program in which you are involved.  
(Check all that apply.)

- Neurodiagnostic Technology
- Surgical Technology
- Cardiovascular Technology
- Anesthesia Technology
- EMT
- Mammography
- Other - Write In

4. What is your role as it pertains to the Accelerated Healthcare Pathways Program? (Check all that apply.)




- Instructor/Faculty member
- Career counselor
- Academic advisor
- Industry outreach coordinator
- Grant implementation faculty/staff
- Grant lead
- Dean or other administrator
- Other - Write In

**LOGIC** Show/hide trigger exists.

5. Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)

- Developing or revising course curriculum
- Teaching online or hybrid courses
- Providing wrap-around services supporting students
- Engagement or outreach involving external partners
- The student selection or enrollment process
- Aligning policies and practices across institutions in the MCCA
- Developing and revising stackable credentials
- Developing micro-credentialing
- Financial reporting
- Tracking data

6. When did your involvement in the Accelerated Healthcare Pathways program begin?

Prior to Year 1 – Grant development (2020 or earlier)   
Year 1 (2021)   
Year 2 (2022) 

Please select your level of agreement with the following statements.

---

7. The new or revised curriculum effectively prepares students to begin or advance their careers in healthcare.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

8. Employers have been involved in the development or revision of curriculum.

- I don't know
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

9. Employers have been involved in the implementation of the new or revised curriculum.

- I don't know
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

10. What are the biggest strengths of the new or revised curriculum(s)?

11. How could the curriculum(s) be further improved?

#### Online/Hybrid Format

---

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (Check all that apply.)" is not one of the following answers ("Teaching online or hybrid courses")

12. Are you familiar with the online or hybrid courses offered to Accelerated Healthcare Pathways students at your college?

- Yes
- No

**LOGIC** Show/hide trigger exists. Hidden unless: (#12 Question "Are you familiar with the online or hybrid courses offered to Accelerated Healthcare Pathways students at your college?" is one of the following answers ("Yes") OR #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Teaching online or hybrid courses"))

13. Which course types are you familiar with? (*Check all that apply.*)

- Online
- Hybrid

### Online Format

---

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (*Check all that apply.*)" is one of the following answers ("Online")

14. What types of infrastructure has your college adopted through the grant to facilitate ONLINE delivery of courses for the Accelerated Healthcare Pathways program? (*Check all that apply.*)

- Increased use of CANVAS
- Improved internal online communication systems
- Purchased Videos
- Changing LMS
- Purchased online learning programs
- Other - Write In

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (*Check all that apply.*)" is one of the following answers ("Online")

Please select your level of agreement with the following statements.

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (Check all that apply.)" is one of the following answers ("Online")

15. The ONLINE format is facilitating greater access to the college's healthcare program for rural students

- Strongly disagree
- Disagree
- Agree
- Strongly agree

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (Check all that apply.)" is one of the following answers ("Online")

16. The ONLINE format is supporting the success of working (employed) students.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (Check all that apply.)" is one of the following answers ("Online")

17. What are the strengths of the ONLINE delivery model?

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (Check all that apply.)" is one of the following answers ("Online")

18. How could the ONLINE delivery model be improved?

### Hybrid Format

---

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (Check all that apply.)" is one of the following answers ("Hybrid")

19. What types of infrastructure has your college adopted through the grant to facilitate HYBRID delivery of courses in the Accelerated Healthcare Pathways program? (Check all that apply.)

- Increased use of CANVAS
- Improved internal online communication system
- Purchased Videos
- Changing LMS
- Purchased online learning programs
- Other - Write In

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (Check all that apply.)" is one of the following answers ("Hybrid")

Please select your level of agreement with the following statements.

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (Check all that apply.)" is one of the following answers ("Hybrid")

20. The HYBRID format is facilitating greater access to the college's healthcare program.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (Check all that apply.)" is one of the following answers ("Hybrid")

21. The HYBRID format is supporting the success of working (employed) students.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (Check all that apply.)" is one of the following answers ("Hybrid")

22. What are the strengths of the HYBRID delivery model?



**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (Check all that apply.)" is one of the following answers ("Hybrid")

23. How could the HYBRID delivery model be improved?

### Online/Hybrid Format

---

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (Check all that apply.)" is one of the following answers ("Online","Hybrid")

24. In what ways are the new and expanded ONLINE and HYBRID training programs preparing participants to attain employment or advancement in healthcare occupations?

**LOGIC** Hidden unless: #13 Question "Which course types are you familiar with? (Check all that apply.)" is one of the following answers ("Online","Hybrid")

25. How have the ONLINE and HYBRID formats facilitated access to healthcare pathways and supported working students?

## Providing Wrap-Around Student Services

---

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is not one of the following answers ("Providing wrap-around services supporting students")

26. Are you aware of wrap-around services for Accelerated Healthcare Pathways students at your college?

- Yes
- No

**LOGIC** Hidden unless: (#26 Question "Are you aware of wrap-around services for Accelerated Healthcare Pathways students at your college?" is one of the following answers ("Yes") OR #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Providing wrap-around services supporting students"))

27. Please describe the types of wrap-around services that you are aware of for Accelerated Healthcare Pathways students at your college.

**LOGIC** Hidden unless: (#26 Question "Are you aware of wrap-around services for Accelerated Healthcare Pathways students at your college?" is one of the following answers ("Yes") OR #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Providing wrap-around services supporting students"))

28. Wrap-around services are achieving their goal of supporting students through their programs.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: (#26 Question "Are you aware of wrap-around services for Accelerated Healthcare Pathways students at your college?" is one of the following answers ("Yes") OR #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Providing wrap-around services supporting students"))

29. What are the biggest strengths of the wrap-around services being offered?

**LOGIC** Hidden unless: (#26 Question "Are you aware of wrap-around services for Accelerated Healthcare Pathways students at your college?" is one of the following answers ("Yes") OR #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Providing wrap-around services supporting students"))

30. How could wrap-around services be further improved?

**LOGIC** Show/hide trigger exists. Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Engagement or outreach involving external partners")

31. What types of external partnerships are you engaging in to support the Accelerated Healthcare Pathways program? (*Check all that apply.*)

- Employer/Industry partner
- Local Workforce board/Michigan Works!
- Community-based organizations
- High school or school districts' healthcare programs
- 4-year universities
- Other - Write In

### Engagement or Outreach Involving External Partners

---

**LOGIC** Hidden unless: #31 Question "What types of external partnerships are you engaging in to support the Accelerated Healthcare Pathways program? (*Check all that apply.*) " is one of the following answers ("Employer/Industry partner","Local Workforce board/Michigan Works!","Community-based organizations","High school or school districts' healthcare programs","4-year universities")

Please select your agreement with the following statements.

**LOGIC** Hidden unless: #31 Question "What types of external partnerships are you engaging in to support the Accelerated Healthcare Pathways program? (Check all that apply.) " is one of the following answers ("Employer/Industry partner")

32. Collaboration with **employee partners** has contributed to effective strategies to meet workforce needs of Michigan's healthcare industry.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: #31 Question "What types of external partnerships are you engaging in to support the Accelerated Healthcare Pathways program? (Check all that apply.) " is one of the following answers ("Local Workforce board/Michigan Works!")

33. Collaboration with the **Local Workforce board/Michigan Works!** has contributed to effective strategies to meet workforce needs of Michigan's healthcare industry.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: #31 Question "What types of external partnerships are you engaging in to support the Accelerated Healthcare Pathways program? (*Check all that apply.*) " is one of the following answers ("Community-based organizations")

34. Collaboration with **community-based organizations** has contributed to effective strategies to meet workforce needs of Michigan's healthcare industry.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: #31 Question "What types of external partnerships are you engaging in to support the Accelerated Healthcare Pathways program? (*Check all that apply.*) " is one of the following answers ("High school or school districts' healthcare programs")

35. Collaboration with **high school or school districts' healthcare programs** has contributed to effective strategies to meet workforce needs of Michigan's healthcare industry.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: #31 Question "What types of external partnerships are you engaging in to support the Accelerated Healthcare Pathways program? (*Check all that apply.*) " is one of the following answers ("4-year universities")

36. Collaboration with **4-year universities** has contributed to effective strategies to meet workforce needs of Michigan's healthcare industry.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Engagement or outreach involving external partners")

37. In what ways have external partners been working with your college?  
(*Check all that apply.*)

- Supporting infrastructure for online and hybrid learning
- Assisting with student recruitment
- Interviewing or hiring a program participant
- Work-based learning opportunities
- Contributing tuition for employees to participate in the program
- Developing stackable credentials
- Developing micro-credentialing
- Designing or providing feedback on curriculum
- Contributing to policy changes
- Contributing to systems changed
- Providing feedback on program graduates
- Other - Write In

**LOGIC** Show/hide trigger exists. Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Engagement or outreach involving external partners")

38. Are any of the external partnerships that your college is engaging in new as a result of this grant?

- Yes
- No



**LOGIC** Hidden unless: #38 Question "Are any of the external partnerships that your college is engaging in new as a result of this grant?" is one of the following answers ("No")

39. How have current partnerships changed through the grant?

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (Check all that apply.)" is one of the following answers ("Engagement or outreach involving external partners")

40. How are external partnerships helping to prepare students for employment or advancement in healthcare careers?

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (Check all that apply.)" is one of the following answers ("Engagement or outreach involving external partners")

41. In what ways are relationships between colleges and external partners affecting systemic change?

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Engagement or outreach involving external partners")

42. What aspects of external partnerships have been most successful?

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Engagement or outreach involving external partners")

43. How could outreach or engagement with external partners be improved?

## The Student Selection or Enrollment Process

---

**Page entry logic:**

This page will show when: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("The student selection or enrollment process")

44. The enrollment process for the Accelerated Healthcare Pathways program is clear and well defined.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

45. Students are screened and selected for the Accelerated Healthcare Pathways program through an equitable process.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

46. Please explain your response to the previous question (why do you agree or disagree that the process of student screening and selection is equitable?).

47. How is the Accelerated Healthcare Pathways program being promoted to potential students? (*Check all that apply.*)

- Through healthcare industry employers
- Friend or family of students
- College faculty/staff members
- Other students in the program
- College websites
- College course catalogs
- Marketing materials (i.e., flyers, social media posts, radio ads, etc.)
- Other - Write In

48. What has been most successful about the screening and enrollment process?

49. How could screening and enrollment processes be further improved?

## Aligning Policy and Procedures

---

### Page entry logic:

This page will show when: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Aligning policies and practices across institutions in the MCCA")

50. Which of the following alignment activities have you engaged in? (*Check all that apply.*)

- Credit transfer
- Shared curricula
- Credit for prior learning
- Accelerated learning
- Adoption of Open Education Resources
- Program governance
- Other - Write In

51. What efforts have facilitated the alignment of policies and procedures across the consortium?

52. What barriers have you faced in aligning these policies and procedures?

### Stackable Credentials

---

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is not one of the following answers ("Developing and revising stackable credentials")

53. Are you aware of stackable credentials being revised or created at your college as a result of this grant?

- Yes
- No

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing and revising stackable credentials")

54. What stackable credentials have been revised or created at your college as a result of this grant?

**LOGIC:** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing and revising stackable credentials")

55. What was the process for developing these stackable credentials?

**LOGIC:** Show/hide trigger exists. Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing and revising stackable credentials")

56. Rate your level of agreement: Employer partners or other partners were involved in developing stackable credentials at my college.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC:** Hidden unless: #56 Question "Rate your level of agreement: Employer partners or other partners were involved in developing stackable credentials at my college." is one of the following answers ("Agree", "Strongly Agree")

57. How were those employer partners or other partners involved in developing stackable credentials?

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing and revising stackable credentials")

58. Rate your level of agreement: Students are aware of the stackable credentials being offered.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing and revising stackable credentials")

59. How are stackable credentials being promoted to students? (*Check all that apply.*)

- Students' employer/work colleague
- Friend or family of students
- A faculty/staff member at the college
- Other students at the college
- The program or department's website
- The college's course catalog
- Marketing materials (i.e., flyers, social media posts, radio ads, etc.)
- Other - Write In



**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing and revising stackable credentials")

60. Please rate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Stackable credentials are responsive to emerging skill needs in the healthcare workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stackable credentials are preparing students for employment in the healthcare workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**LOGIC** Hidden unless: Question "Stackable credentials are responsive to emerging skill needs in the healthcare workforce." is one of the following answers ("Strongly Disagree", "Disagree", "Agree", "Strongly Agree")

61. Please explain why you agreed or disagreed with the above statements.

### Micro-Credentialing

---

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is not one of the following answers ("Developing micro-credentialing")

62. Are you aware of micro-credentials being revised or created at your college as a result of this grant?

- Yes
- No

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing micro-credentialing")

63. What micro-credentials have been created at your college as a result of this grant?

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing micro-credentialing")

64. What was the process for developing micro-credentialing?

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing micro-credentialing")

65. Employer partners or other partners were involved in developing micro-credentialing at my college.

- I don't know
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: (#56 Question "Rate your level of agreement: Employer partners or other partners were involved in developing stackable credentials at my college." is one of the following answers ("Agree","Strongly Agree") AND #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing micro-credentialing"))

66. How were these partners involved in developing micro-credentialing?

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing micro-credentialing")

67. Students are aware of the micro-credentialing opportunities.

- I don't know
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing micro-credentialing")

68. How is micro-credentialing being promoted to students? (*Check all that apply.*)

- Students' employer/work colleague
- Friend or family of students
- A faculty/staff member at the college
- Other students at the college
- The college's website
- The college's course catalog
- WorkSource Center
- Marketing materials (i.e., flyers, social media posts, radio ads, etc.)
- Other - Write In

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Developing micro-credentialing")

69. Please rate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Micro-credentialing is responsive to emerging skill needs in the healthcare industries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Micro-credentialing is preparing students for employment or advancement in healthcare industries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**LOGIC** Hidden unless: Question "Micro-credentialing is responsive to emerging skill needs in the healthcare industries." is one of the following answers ("Strongly Disagree", "Disagree", "Agree", "Strongly Agree")

70. Please explain why you either agree or disagree that **micro-credentialing is responsive to emerging skill needs in the healthcare industry.**

**LOGIC** Hidden unless: Question "Micro-credentialing is responsive to emerging skill needs in the healthcare industries." is one of the following answers ("Strongly Disagree", "Disagree", "Agree", "Strongly Agree")

71. Please explain why you either agree or disagree that **micro-credentialing is preparing students for employment in healthcare.**

## Financial Reporting

---

### Page entry logic:

This page will show when: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Financial reporting")

72. I and others who do financial reporting have the support and resources needed to do an effective job.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Financial reporting")

73. What would improve the financial reporting process?

### Tracking Data

---

**Page entry logic:**

This page will show when: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (*Check all that apply.*)" is one of the following answers ("Tracking data")

74. I and others who track data for this grant have the support and resources needed to do an effective job.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**LOGIC** Hidden unless: #5 Question "Please indicate the activities you have been involved in related to the Accelerated Healthcare Pathways program. (Check all that apply.)" is one of the following answers ("Tracking data")

75. What would improve the data tracking progress?

**Career Readiness**

---

76. Please rate your level of agreement with the following statements regarding the Accelerated Healthcare Pathways program.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Completion of this program will help students reach their career goals at a faster pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program is preparing students for employment in healthcare settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

77. How will the program help prepare students to advance their healthcare careers?

**Equity**

---



78. Please rate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
My college is ensuring equitable access to the Accelerated Healthcare Pathways program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors engage in instructional practices focused on equity in access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college can improve on our diversity, equity, and inclusion (DEI) initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

79. Which of the following diversity, equity, and inclusion initiatives are you aware of at your college. (*Check all that apply.*)

- The use of data-informed best practices in cultural competence
- Support for students with disparate enrollment and academic completion rates
- Efforts to promote DEI in instructional practices
- Strategies that improve the recruitment, hiring, and retention of diverse faculty and staff
- Partnerships with Michigan groups and organizations committed to equity
- Other - Write In

80. Of DEI initiatives that you were aware of, which have you been involved in (either participated in, helped to promote, or helped to develop):

81. What, if any, additional DEI initiatives or activities have you been involved in at your campus?

82. In what ways are you incorporating DEI into your work with the Accelerated Healthcare Pathways program? Please share examples.

83. What ideas do you have for improving DEI as it relates to the Accelerated Healthcare Pathways program at your college?

**General Feedback**

---

84. What are the strengths of the Accelerated Healthcare Pathways program?

85. How could the Accelerated Healthcare Pathways program be improved?