

## 2013 Program Report Card: Non-Degree Vocational Training Programs (Board of Regents: Community Colleges)

*Quality of Life Result:* All Connecticut working age residents have jobs that provide financial self-sufficiency.

*Contribution to the Result:* Students will develop needed skills and training to advance their employability and career advancement

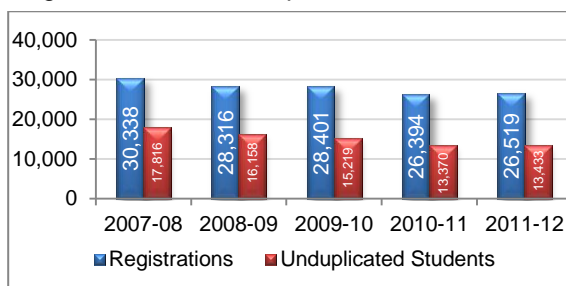
Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual FY 12	\$2,427,336	\$132,620	\$2,590,933	\$5,150,889
Estimated FY 13	\$2,427,336	\$132,620	\$2,590,933	\$5,150,889

Only direct instructional expenditures are available for non-credit enrollments, and expenses cannot be disaggregated by type of activity (personal development vs. workforce development), although 79% of revenues for non-credit activities are related to workforce development. Figures above represent 79% of expenses for non-credit activities spent on direct instructional activity only. Indirect expenses are not allocated. Additionally, budgets are not managed at the program level, and so expenditures for FY13 are estimated at FY12 levels.

*Partners:* Students, Workforce Investment Boards, Employers, Federal Government

### How Much Did We Do?

Annual Non-Credit Workforce Development Registrations and Unduplicated Students



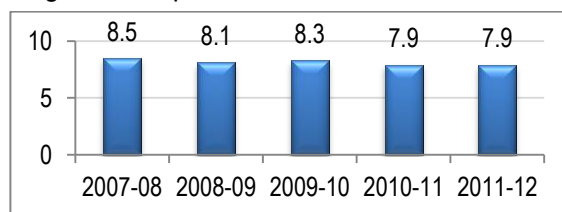
#### Story behind the baseline:

Workforce development programs consist of courses or sequences of courses at the twelve community colleges. These range from offerings like Introduction to Excel to federally funded programs like Bridges to Healthcare. The average number of registrations per student has ranged between 1.8 and 1.9 over the past five years, although participation has been declining. As state funding to community colleges declines, costs to students (who don't qualify for financial aid when taking non-credit courses) increase, and the price of enrollment in courses may contribute to the decline in participation.

**Trend:** ▼

### How Well Did We Do It?

Registrations per Section



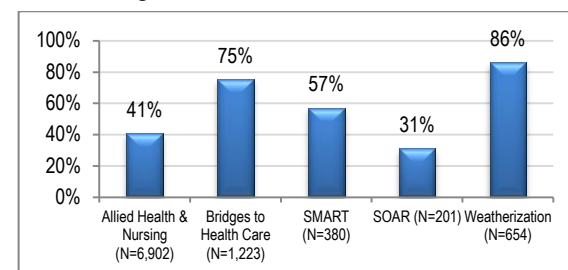
#### Story behind the baseline:

The diffuse nature of non-credit offerings has not prompted development of consistent practices to monitor program effectiveness. For instance, registrations at times have been counted only when the student completed the course, and the non-credit nature of the courses has not prompted use of assessment practices that allow for meaningful statistics about completion to be captured across courses/programs. It is clear, however, that the average number of students per class has been declining, suggesting that the contraction in offerings (number of sections) has been a response to decreasing demand. More efforts may need to be made to encourage students to participate in available offerings, perhaps by lowering price.

**Trend:** ▼

### How Well Did We Do It?

Completion Rates by Program in U.S. Dept. of Labor Programs, 2005-2012



SMART: Skills in Manufacturing & Related Technologies  
SOAR: Sustainable Operations & Alt. & Renewable Energy

#### Story behind the baseline:

Completion data were available in a consistent fashion for only 9,360 out of 82,064 students (11% of participants) from 2005 to 2011. These represent students involved with federally funded programs (Allied Health and Nursing, Bridges to Healthcare, Skills in Manufacturing & Related Technologies, Sustainable Operations and Alternative and Renewable Energy, and Weatherization). This small fraction of participants is not sufficient to use as a metric to monitor program effectiveness.

**Trend:** Not available

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*Quality of Life Result:* All Connecticut working age residents have jobs that provide financial self-sufficiency.

### Is Anyone Better Off?

U.S. Dept. of Labor Community-Based Job Training & Weatherization Grants 2005-2012

Type of Grant	Enrolled (N)	Employed as Pct of	
		Enrolled	Completed
Allied Health & Nursing	6,902	24%	59%
Bridges to Healthcare	1,223	10%	14%
SMART	380	13%	24%
SOAR	201	--	--
Weatherization	654	--	--
TOTAL:	9,360	20%	40%

SMART: Skills in Manufacturing & Related Technologies  
SOAR: Sustainable Operations & Alt. & Renewable Energy  
Source: CTCC Office of Workforce Development

### Story behind the baseline:

Employment data were available in a consistent fashion for only 9,360 out of 82,064 students (11% of participants) from 2005 to 2011. These represent students involved with federally funded programs (Allied Health and Nursing, Bridges to Healthcare, Skills in Manufacturing & Related Technologies, Sustainable Operations and Alternative and Renewable Energy, and Weatherization). Trends cannot easily be generated from existing data sources.

While these data indicate that some participants in some programs are better off, they do not answer the question "are most participants in all programs better off?"

**Trend: Not available.**

### Is Anyone Better Off?

U.S. Dept. of Labor Community-Based Job Training & Weatherization Grants 2005-2012

Type of Grant	Employed (N)	Avg. Annual Wages
Allied Health & Nursing	1,654	\$57,740
Bridges to Healthcare	127	\$28,615
SMART	51	\$26,000
SOAR	TBD	\$32,000
Weatherization	TBD	\$30,000
TOTAL:	1,832	\$34,871

SMART: Skills in Manufacturing & Related Technologies  
SOAR: Sustainable Operations & Alt. & Renewable Energy  
Source: CTCC Office of Workforce Development

### Story behind the baseline:

Wage data were available in a consistent fashion for only 9,360 out of 82,064 students (11% of participants) from 2005 to 2011. These represent students involved with federally funded programs (Allied Health and Nursing, Bridges to Healthcare, Skills in Manufacturing & Related Technologies, Sustainable Operations and Alternative and Renewable Energy, and Weatherization). Further, a reconciliation of the data provided above by program officers suggests there may be some discrepancies in the calculation of averages. Trends cannot easily be generated from existing data sources.

While these data indicate that some participants in some programs are better off, they do not answer the question "are most participants in all programs better off?"

**Trend: Not available.**

### Proposed Actions to Turn the Curve:

Data on program effectiveness are not presently aligned to answer questions about how well non-credit instruction was carried out and the benefit most participants realize. As such, it is difficult to identify the direction of the curve, and so proposed actions are to develop more robust data about outcomes.

### Data Development Agenda:

- 1) Identify a shared definition for what constitutes a "program" and record this information in Banner
- 2) Identify, define, and collect what constitutes course completion and program completion for non-credit offerings
- 3) Identify, define, and collect participant information for subsequent tracking, including Social Security Number
- 4) Identify, define, and collect employment status, retention, and wages prior to participation and after participation
- 5) Establish a common course evaluation for non-credit offerings and collect satisfaction data and student ratings of course quality

Development of management protocols similar to credit-bearing programs may be required to accomplish aspects of this agenda and may add costs to the programs.