RevUp Evaluation

Findings through Year 3
TAACCCT – initiative design

- Evidence-based strategies
- Career pathways
- Online and technology-enabled learning
- Alignment with workforce system and other stakeholders
- Sector strategies and employer engagement
TAACCCT – in practice

- Modernizing programs
- Enhanced connections to industry
- Institutional efficiencies
  - Adding exit points/shortening programs
  - Proactive student services
  - Aligning program outcomes
- Connections between higher education and workforce systems
RevUp

- Large TAACCCT grant
- 13 colleges
- ~40 new or redesigned credential programs
- More than 250 impacted courses

Grant award

- Fall 2013

Programs Implemented

- Fall 2014

Implemented

- Spring 2016
Industry-Recognized Credentials

- Challenging data context
- \(~ 75\% \) of current RevUp students reporting earning one or more industry recognized credentials
  - \( 85\% \) expect to do so before graduation
- Connections with industry and program consistency
18% of students reported speaking to a WFN to determine if the program was right for them

Of those who consulted multiple individuals, 38% reported that WFN had the greatest impact on choosing a program
- College staff or faculty rated second (19%)
Navigators – Industry connections

- WFN from 7 colleges have contacted 579 different employers
- WFN have visited 173 employers (30%)
- Employer contacts and visits address:
  - RevUp program opportunities
  - Hiring and placement opportunities
  - Curriculum feedback.
Enrollment and retention

- Enrollment: 33% increase vs. 17% decline for other 2-year programs
- Retention: 68 percent (vs. 61 percent for all 2-year programs)
Certificates of Technical Skills

- Income effects vary
  - Less-than-1-year certificate in welding
    - $904 gain in income in North Carolina
    - No effect in Virginia
- Increased likelihood of employment
- RevUp implementation in process
Promising: Proactive Awarding of CTS Degrees

- GFC MSU adopts proactive approach to awarding CTS and encouraging students to return to college
  - Waived graduation fee
  - Assistance to students to complete graduation paperwork
- Cuts # of “unsuccessful” student outcomes in half, from 40% to 20%
### Navigators – Job placement

Which of the following resources helped you most in your job search?

<table>
<thead>
<tr>
<th>Role</th>
<th>Percent responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>WFN</td>
<td>42</td>
</tr>
<tr>
<td>College faculty</td>
<td>40</td>
</tr>
<tr>
<td>One or more other students</td>
<td>20</td>
</tr>
<tr>
<td>Someone else at this college</td>
<td>7</td>
</tr>
<tr>
<td>College career services office</td>
<td>7</td>
</tr>
<tr>
<td>No one at the college did this</td>
<td>29</td>
</tr>
</tbody>
</table>
Preliminary outcome data

- Pre/post RevUp increase in credential earning rate
- Pre/post program income:
  - $14 to $22 an hour
  - $29K to $46K annually
Coaching

- Coaching associated with 3 to 10 percent higher retention for first-time students
- Overall retention rate difference: 76 percent vs. 66 percent
- Caveat: The most motivated students may participate in coaching
- Insights on students’ experiences and program quality
Montana data from Erik Rose at OCHE and Maya Tsidulko at FVCC. Takes into account all new and transfer students who earned a degree and those who transferred to another school in the system.
Aggregate Project Goals and Outcomes

- Overall Participant Goal: 3,419 participants served (described as coached students and program participants in grant application)

- To date:
  - roughly 2,239 program participants served
  - 1,153 students (not duplicated) served through coaching
  - 3,392 Total
## Project Goals and Outcomes

<table>
<thead>
<tr>
<th>Program area</th>
<th>Program #</th>
<th>IRCs</th>
<th>CTS (1 semester)</th>
<th>Stacked Credentials</th>
<th>Participant goal on track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas and Oil</td>
<td>2 of 4</td>
<td>Yes</td>
<td>NA</td>
<td>NA</td>
<td>No</td>
</tr>
<tr>
<td>CDL</td>
<td>10 of 7</td>
<td>Yes</td>
<td>NA</td>
<td>NA*</td>
<td>No</td>
</tr>
<tr>
<td>Diesel</td>
<td>3 of 2</td>
<td>--</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Energy Tech</td>
<td>1 of 2</td>
<td>Yes</td>
<td>Yes</td>
<td>1 of 1</td>
<td>No</td>
</tr>
<tr>
<td>Machining</td>
<td>8 of 9</td>
<td>Yes</td>
<td>5 of 8</td>
<td>5 of 8</td>
<td>No</td>
</tr>
<tr>
<td>Industrial maintenance</td>
<td>3 of 5</td>
<td>Yes</td>
<td>3 of 3</td>
<td>3 of 3</td>
<td>No</td>
</tr>
<tr>
<td>Industrial Electronics</td>
<td>3 of 5</td>
<td>Yes</td>
<td>3 of 3</td>
<td>3 of 3</td>
<td>No</td>
</tr>
<tr>
<td>Welding</td>
<td>12 of 12</td>
<td>Yes</td>
<td>7 of 12</td>
<td>7 of 12</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Project Goals and Outcomes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deliverable status</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCRC</td>
<td>Participant goal met</td>
</tr>
<tr>
<td>Sector partnerships</td>
<td>1 launched</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>Pathways to apprenticeship agreements</td>
</tr>
<tr>
<td>Foundational math (Helena, Missoula, and Northern)</td>
<td>Implemented; not on track to meet participant goal</td>
</tr>
<tr>
<td>InsideTrack Coaching</td>
<td>Participant goal met</td>
</tr>
<tr>
<td>National Career Readiness Certification (NCRC)</td>
<td>Participant goal met</td>
</tr>
<tr>
<td>Entrepreneurship certificate</td>
<td>Curriculum developed; participants limited to Missoula</td>
</tr>
</tbody>
</table>
Navigators - Retention

How helpful have conversations with the Workforce Navigator been about…

<table>
<thead>
<tr>
<th></th>
<th>Helpful/Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>connecting with tutoring or academic support centers?</td>
<td>84</td>
</tr>
<tr>
<td>locating non-academic support services?</td>
<td>80</td>
</tr>
<tr>
<td>time management</td>
<td>83</td>
</tr>
</tbody>
</table>
Course sharing/Systemic changes

- Coursesharing
  - Manufacturing classes
  - Program development
- Collaboration across colleges
  - Enhanced cross-program connections and consistency
  - Aligning program outcomes
- Increased collaboration between 2-year colleges and MT DLI
More Information

Jay Feldman
jfeldman@rti.org

Sandra Staklis
sstaklis@rti.org