

Inland Empire Desert Regional Consortium (IEDRC)

Local Employer Research: Summary Report

February 20, 2019

Table of Contents

<i>Introduction.....</i>	<i>3</i>
<i>Methodology</i>	<i>3</i>
<i>Phone Survey.....</i>	<i>3</i>
<i>Online Survey</i>	<i>11</i>
<i>Across Survey Conclusions</i>	<i>16</i>
<i>Overall conclusions.....</i>	<i>23</i>
<i>Appendices</i>	<i>24</i>

Introduction

The Inland Empire Desert Regional Consortium (IEDRC) sought to gather information about their Career Education (CE) programs (see Appendix A) to assess local employer:

- A. Perceptions and opinions of IEDRC college programs; and
- B. Willingness to recommend, to promote, and to share information about IEDRC college programs.

Methodology

To gather information about IEDRC college programs, phone and online surveys were developed by *Interact Communications* (see Appendix B for survey protocol and question sequence information) to gather employer perceptions of IEDRC college programs. The phone and online surveys were composed of four sections:

- A. Awareness of and experiences with IEDRC college programs;
- B. Perceptions of IEDRC college programs;
- C. Awareness of IEDRC college program promotions; and
- D. Awareness and perceptions of other (i.e., For-Profit) CE programs and their characteristics and features.

As one component of the data gathering effort, a small set of employers was targeted for individual phone interviews to reach out directly to the local business community for their input. Recruitment of the employers was done by *Interact Communications* and IEDRC staff based on a call list that was sent to *Interact Communications* by IEDRC staff. The call list contained 37 names of local Inland Empire employers. All names on the list were sent multiple (up to four) emails of introduction and an invitation to participate in the 20-minute phone interview. Ten (n=10) employers agreed to participate. The companies that were included in this part of the research represented a broad array of local businesses, including healthcare, manufacturing, IT, engineering, and media and communications.

A broader set of employers was targeted for participation in the online survey and was contacted via email and asked to complete the survey. The online survey was posted and accessible for several weeks. One hundred fifty-six (n=156) local employers completed the online survey. Similar to the phone set, the companies that were included in this part of the research represented a wide array of local businesses, including healthcare, manufacturing, IT, engineering, media and communications.

The data from the phone and online surveys were aggregated, analyzed, and interpreted separately to increase the potential to uncover differences and to gain insights across the surveys. The differences and insights are addressed and reconciled in the “Across Survey Conclusions” section.

Phone Survey

Given that the phone survey involved a small, targeted set of employers from the local Inland Empire business community, a degree of caution must be exercised when drawing conclusions and generalizing from this data. That said, several important observations and conclusions can be advanced to highlight how IEDRC college programs are perceived and evaluated by local employers.

Phone survey: Descriptive information for participating employers

The participation rate for employers for the phone survey was 27% (10 out of 37). Appendix C presents basic descriptive information for the employers who participated in the phone survey. The results show that most of the companies were based in Southern California (90%; 9/10) and employed between 10 to 9000 people. The employers who were interviewed held a broad range of positions in the companies that they represented (e.g., CEO, Administrator, HR Rep, Program Manager, and Sales Rep).

Following are overall, summary results from the phone interview data broken down by the four major sections of the survey.

Phone survey: Section A (Awareness of and experiences with IEDRC College programs)

Appendix D presents the results for general awareness of and experiences with IEDRC college programs. Following are summary results:

- A. All of the employers indicated that they were aware of the local community colleges and their programs (100%; 10/10);
- B. Most of the employers indicated that they were familiar with the CE programs offered in their area (90%; 9/10);
- C. Most of the employers indicated that they had direct experience with the CE programs in their area (90%; 9/10);
- D. Most of the employers indicated that they were aware of the types of careers and jobs that CE programs prepare people for in their area (90%; 9/10);
- E. Most of the employers indicated that they had direct experience with the careers and jobs that CE programs prepare people for in their area (70%; 7/10);
- F. Most of the employers indicated that were currently hiring CE trained employees (70%; 7/10);
- G. All of the employers indicated that they were expecting to hire CE trained employees (100%; 10/10);
- H. Most of the employers indicated that a subset of their employees are currently enrolled in and/or are graduates of CE programs (60%; 6/10; see Appendix D for details on which programs and colleges were recalled); and
- I. This section concluded by asking employers to recall what “on-the-job” training was needed for new employees. Following are the comments provided by the employers:

What on-the-job training do your new employees usually need beyond the level of training that they come in with?

Healthcare

RNs & LPNs need additional health care training. There are gaps in education for LPNs & CNAs. Chaffey is best for community needs. Valley is disconnected. Need more respiratory therapy training. Community needs more CNAs (Cert Nursing Assts) trained to meet community needs. Local CCs do not support community-level health care needs because their programs are geared for acute hospital training (which is considered higher status). Need more career ladder entry level support. Current system is too spotty; takes too long to certify. Need more comprehensive, community based programs.

Manufacturing

We require 8 months of classes. We do about 400 hours of in-house on the job and with Chaffey.

IT/Cyber Security Participant A: We have no in-house, but go to industry seminars. Participant B: We find that engineers need more soft skills (e.g., communication) training. We do this in house so our engineers can talk to our non-technical clients.
Engineering/Avionics We have no in-house training.
Video/Digital communications Participant A: We have in-house but also use the local CCs. Participant B: We have in-house hands-on training, state approved apprenticeships, and work with the local K-12 systems.
Across company training We offer in-house communication training for client relations, sales, and work place socialization. Also, we train new employees in general business practices. We find that engineers need more soft skills (e.g., communication) training. We do this in-house so our engineers can talk to our non-technical clients.

These results show that all of the employers were aware of the local community colleges and most have had direct experience with IEDRC college programs. Most of the employers indicated that they were aware of the careers and jobs that CE programs prepare people for, have direct experience with the CE careers and jobs, and expect to hire employees with CE degrees or training. As a result, these data show that the employers interviewed for the phone survey hold reasonable knowledge and understanding of IEDRC and its CE programs. Thus, their perceptions and opinions hold a reasonable degree of validity for a small, targeted sample, from which reasonably valid conclusions can be drawn.

Phone survey: Section B (Perceptions of IEDRC College Programs)

Appendix E presents the results for perceptions of IEDRC college programs. Following are summary results:

- A. Half of the employers indicated that they thought that IEDRC college programs had the right mix of knowledge and skill-building to make graduates employable (50%; 5/10; see Appendix E for additional details);
- B. Most of the employers indicated that they would recommend that their employees attend an IEDRC college program for additional training (90%; 9/10);
- C. Most of the employers indicated that they would be willing to send employees to an IEDRC college program for additional training (90%; 9/10);
- D. Most of the employers indicated that they would support work-based learning opportunities to help train students for the workforce (90%; 9/10); and
- E. Most of the employers were not aware of Digital Badges (90%; 9/10; see Appendix E for additional details).

Thus, Appendix E shows that the employers support IEDRC college programs and think that they are of value, relevant, and meet their needs. Employers expressed some concerns about IEDRC college programs, as documented in the breakout matrix presented in Appendix E and listed below.

Do you believe the current Career Education programs offered by the local and regional community colleges in your area have the right mix of knowledge and skill-building to make their graduates employable at your business?

If Yes, explain:

Manufacturing

Chaffey and San Bernardino have good “base knowledge” and good “hands-on” labs. They work well with us. They meet our needs and are responsive to our needs. San Bernardino was rough at first for instructors. Now Chaffey hires our people as instructors, it’s more like an apprenticeship.

IT/Cyber Security

Valley (Note: not sure which “Valley CC” was being referenced) has a good cyber security program. We have good curriculum, teachers, and community/business connections. They participate in public events, raising their profile, generating awareness, and networking possibilities. Because the IT industry is growing, it is vibrant not stagnant, CCs need to change their curriculum every year to be receptive to current business changes. Our CCs are willing to change due to market forces. Local CE programs provide flexibility over multiple fields to train employees. They tend to provide technical and soft skills to help round out employee skill sets.

Video/Digital Communications

They have the tools and resources to teach critical aspects of jobs. However, they may not have the “cultural” aspects of an industry well represented in the curriculum (e.g., expectations of the job, time and resource demands of jobs, sacrifices of the job). There may be too much focus on the technical aspects of a job and this narrow focus may not be a realistic way to educate students about the realities of a particular job.

If No, explain:

Healthcare

Would be good idea to build a more complete program that embracing current community needs. Current programs for RNs, LPNs, and CNAs are too “hospital oriented” (e.g., train for acute hospital environments). There is a program bias that does not take into account specific community-level needs. There is an underlying assumption throughout the Nursing programs that if the program is not oriented to hospital care, it is of less value.

IT/Cyber Security

Biggest thing lacking is the level of technical involvement in the area of electronics. CCs need to focus more on how electronics shape the future “across” industries. Need broader scope of technical training.

Manufacturing

There is a gap between what industry needs and what is being offered by the CCs. Students tend not to understand the landscape of industry/business. CCs should spend more time on the educational basics (3Rs). Also, it would be advantageous if high schools and CCs were working together to streamline post high school education, perhaps by developing an asset map for each student that illustrated how career ed training could benefit each student.

Phone survey: Section C (Awareness of IEDRC COLLEGE program promotions)

Appendix F presents the results for awareness of IEDRC college promotions. Following are summary results:

- A. Most employers indicated that they had seen or heard promos for IEDRC college programs (or similar types of ads) (60%; 6/10; see Appendix F for additional details).
- B. Employers were asked to list approaches and strategies that IEDRC can implement to improve their CE promotions (see Appendix F for details):
 1. Develop and promote CE programs that address specific community needs;

2. Connect more directly and regularly with local communities;
 3. Reach out to the K-12 system to develop and promote CCs as a viable option or careers and jobs;
 4. Form partnerships with local media and governments; and
 5. Use mainstream and alternative media outlets to reach traditional and non-traditional markets
- C. Employers were asked to list what types of information they thought should be included in IEDRC college promotions (see Appendix F for details):
1. Develop, reach out, and promote a local community orientation:
 - a. Establish a clear commitment to the local communities;
 - b. Develop campaigns that show how local CCs are working together to promote healthy and strong communities; and
 - c. Promote relationships with local businesses to show that CCs are committed to and support local business communities; and
 2. Develop, reach out, and promote a student-centered approach:
 - a. Promote future hiring and employment needs for CC graduates;
 - b. Promote lifestyle possibilities & professional and personal success;
 - c. Develop future markets; and
 - d. Explain logistics of degree seeking process (reduce uncertainty costs).

These results show a mixed response from the employers. A few (6/10) were generally aware of some of the IEDRC college promotions, but most could not recall anything with specific details. Generally, most of the employers could not recall specific examples of IEDRC college program promotions or their contents. However, although not an IEDRC member, one employer recalled local ads for Cypress College that used women of color in its messaging, providing some insight into what types of message elements promote ad recall in the market.

Overall, the results presented in Appendices D, E, and F illustrate that Inland Empire employers hold sophisticated notions of IEDRC college programs and that they are aware of how their local communities operate and what may be most effective for IEDRC college promotions. The underlying, fundamental take away concepts for IEDRC college promotions point to expanding the region's integrated marketing campaign(s) to better target employers and demonstrate:

- A. The direct connection CE programs at local community colleges have with local communities;
- B. How a CE degree can be attained;
- C. Why a CE degree is of value professionally and personally; and
- D. How the local CCs will support students through the process.

Phone survey: Section D (Awareness and perceptions of other CE programs)

Appendix G presents the results for awareness of CE programs other than IEDRC college programs (e.g., "For-Profit" CE programs). Following are summary results:

- A. Most of the employers were aware of For-Profit CE programs (70%; 7/10).
- B. Employers were asked to list how the For-Profit CE programs differ from the IEDRC College programs:

1. Negative aspects of For-Profit CE programs:
 - a. Lower standards and credentials for instructors;
 - b. Lack of comprehensive course design;
 - c. Too much focus on specific skill sets for specific jobs;
 - d. Higher costs; and
 - e. Lack wrap around services that promote student success.
2. Positive aspects of For-Profit CE programs:
 - a. Tend to have up-to-date facilities;
 - b. Tend to have higher professional standards and practices for students; and
 - c. Design programs with actual hands-on training.

Given that the employers were able to generate specific ideas about the For-Profit CE programs suggests that they have clear insider knowledge of the inner workings of these programs. However, using this information in IEDRC college promotions will have to be considered carefully and done with a subtle touch, with implication rather than direct reference. For example, stating that the For-Profits have lower standards and credentialing for their instructors may or may not be true, but can be implied in IEDRC college promotions by referencing the strict standards and credentialing requirements of current IEDRC college instructors, suggesting that they are the best and well-prepared instructors in the industry.

Phone survey: Digital Badges

Very few people knew what Digital Badges were, how they function, or if they have any value. Of those who knew about Digital Badges (1 out of 10 from the phone interview, 17 out of 74 who answered this question from the online survey), they reported mixed perceptions, some thought that they were valuable and useful, others did not.

In general, the positive comments included that Digital Badges are valuable, appear to motivate and encourage students, and function as a way for employers to check on staff training experience. The negative comments included that Digital Badges are not valuable, valuable only after the efficacy of the program was validated by a third neutral party, valuable only if they map to a validated and vetted industrial skill set that proves that the person knows how to think through and solve process problems (trouble shooting methodology), and their value depends on the profession and certification being sought.

Thus, in general, most participants were not aware of Digital Badges. Of those who had heard of them, the reviews are mixed.

Phone survey: Additional comments

Appendix H presents the results from the closing request, asking employers if they had any additional comments to add. The breakout matrix in Appendix H shows that several of the employers took this opportunity to add cogent thoughts about community colleges, overall community needs, IEDRC College programs, and CE students in general.

- A. Overall perceptions of local CC function(s), purpose(s), and role(s):
 1. I like their open-door policy. I like that they reach out to local businesses. They are receptive to our needs;
 2. CCs serve a strong role in the community. They build a pipeline of folks to meet business needs;
 3. CCs provide business investment. Business investment benefits economic development;

4. Community does not want to miss the opportunities promoted by the local CCs. Our CCs are great partners. They are responsive to our needs. They develop programs that are necessary; and
5. CCs participate in community events to attract people to campus. They are involved in the community.

B. Future needs:

1. Need more internships for college bound and high school students;
2. Need more ads about programs that are available in area;
3. Need more outreach to business community; and
4. Need more industry engagement. It would be better if CCs had more contact with business community.

C. Local health care needs:

1. Health care is a major employer in area. Need adequate training and continuing education programs; and
2. Need to add programs to meet local business and community needs. CCs are not meeting current community needs.

D. Overall perceptions of nursing programs:

1. Need more entry-level training;
2. Encourage career ladders in programs. Need bridge programs to develop nursing as a long-term career; and
3. There is a sense of elitism embedded in the career (nursing programs “eat their young”) that is manifest in the training programs. Acute hospital training orientation makes career competitive and results in lack of community-oriented programs. Nurses and programs are perceived as “sub-par” if not in acute hospital nursing.

E. Overall perceptions of CC students:

1. CC and For-Profit students are trained to work well in teams, well prepared for work-team situations, but they lack communication and professional skills. They need better communication skills to be understandable in a professional context; and
2. They (CE students) tend to lack professional integrity such as showing up on time, committing to and making deadlines and timelines. They need to be held to same standards as all. There is a general lack of professionalism.

Phone survey: Conclusions

Section A (Awareness of and experiences with IEDRC College programs)

Overall, the results presented in Section A above and in Appendix D show that all of the employers were aware of the local community colleges and most have had direct experience with IEDRC college programs. In addition, most of the employers indicated that they were aware of the careers and jobs that CE programs prepare people for, have direct experience with CE careers and jobs, and expect to hire employees with CE degrees or training. These results indicate that the employers interviewed for this component of the project hold reasonable knowledge and understanding of IEDRC and its CE programs. Thus, their perceptions and opinions hold a reasonable degree of validity for a small, targeted sample, from which reasonably valid conclusions can be drawn.

In addition, even though only ten employers agreed to participate in the phone interviews, it is reasonable to assume that many of the Inland Empire employers are knowledgeable about IEDRC

college programs (a point that is reinforced by the online survey results) and that they understand the importance of local CCs and CE programs to the business community. That said, it is also reasonable to assume that many, if not most, of the local employers will support IEDRC's efforts to enhance its CE programs.

Section B (Perceptions of IEDRC College programs)

The results presented in Section B above and in Appendix E show that the employers who were interviewed for the phone survey support IEDRC college programs and ***think that IEDRC college programs are of value, relevant, and meet their needs***. That said, some concerns were expressed about IEDRC College programs, as documented in the breakout matrix presented in Appendix E. The nature of these concerns pointed out that IEDRC College programs may:

- A. Lack completeness/comprehensiveness:
 - 1. It could be good idea to build a more complete program embracing current community needs (Note: This concern is based on comments made by a Nursing professional who expressed concerns about the current emphasis on acute hospital contexts and lack of emphasis on non-hospital contexts); and
 - 2. Current programs for RNs, LPNs, and CNAs are perceived to be too "hospital oriented" (e.g., train for acute hospital environments). There is a program bias that does not take into account specific community-level needs. There is an underlying assumption throughout the Nursing programs that if the program is not oriented to hospital care, it is of less value.
- B. Lack technical involvement:
 - 1. Biggest thing lacking is the level of technical involvement in the area of electronics; and
 - 2. CCs need to focus more on how electronics shape the future "across" industries. Need broader scope of technical training); and
- C. Lack scope and breadth of understanding:
 - 1. There is a gap between what industry needs and what is being offered by the CCs. Students tend not to understand the landscape of industry/business. CCs should spend more time on the educational basics (3Rs); and
 - 2. Also, it would be advantageous if high schools and CCs were working together to streamline post high school education, perhaps by developing an asset map for each student that illustrated how career education training could benefit each student.

Admittedly, the above concerns are from a small sub-set of individuals, but they do hold value for consideration.

Section C (Awareness of IEDRC College program promotions)

The results presented in Section C above and in Appendix F show a mixed response from the employers. A few (6/10) were generally aware of some of the IEDRC college promotions, but most could not recall anything with specific details. Generally, most of the employers could not recall specific examples of IEDRC college program promotions. These findings suggest that the media landscape for these types of promotions is either too crowded and not enough resources are being spent on paid advertising and other forms of outreach. More direct outreach to employers is needed.

Overall, the results presented in Appendices D, E, and F illustrate that Inland Empire employers hold sophisticated notions of IEDRC college programs, are aware of how their local communities operate, and understand what may be most effective for IEDRC college promotions. Based on these results, the underlying, fundamental take away concepts for IEDRC college promotions point to expanding on the region's integrated marketing campaign(s) to include messaging about:

- A. The connection between local CE programs and the local communities;
- B. How a CE degree can be attained;
- C. Why a CE degree is of value professionally and personally; and
- D. How the local CCs will support students through the process (e.g., using *Guided Pathways* and the *Vision for Success* initiative frameworks).

Section D (Awareness and perceptions of other CE programs)

The results presented in Section D above and in Appendix G address perceptions of For-Profit CE programs. Overall, the employers held balanced perceptions of these programs; some liked them, some did not (see Appendix G for details).

Given that the employers were able to generate specific ideas suggests that they have insider knowledge of the inner workings of the For-Profit CE programs and are able to distinguish them. Thus, to create market distinctions, IEDRC college programs will need to be clearly demarcated from the For-Profit CE programs in on-going promotional materials. As stated above, using the information presented in Section D above in IEDRC college promotions will have to be considered carefully and done with a subtle touch, with implication rather than direct reference. Overall, creating market distinctions should be an on-going, long term strategy that plays itself out over time, with care and concerted effort.

Online Survey

Even though the online survey involved a broader set of employers from the local Inland Empire business community, a degree of caution must be exercised when drawing conclusions and generalizing from this data because, as with the phone interview data, the surveys were completed by those who were driven to complete the survey and they may differ from those who decided not to complete the survey. That said, several important observations and conclusions can be advanced to highlight how the IEDRC college programs are perceived and evaluated by local employers.

Online survey: Descriptive information for participating employers

The total number of participants was 156. Appendix I shows basic descriptive information for the employers who participated in the online survey, so the participation number is different for each question. The results show that all but three of the companies were based in Southern California, employed from 1 to 200,000 people, and that those who completed the online survey held a broad range of positions in the companies that they represented (e.g., CEOs, Presidents, Executives, Administrators, Directors, and Managers).

Following are overall, summary results from the online data broken down by the four major sections of the survey.

Online survey: Section A (Awareness of and experiences with IEDRC College programs)

Appendix J presents the results for awareness of and experiences with IEDRC college programs. Summary results follow:

- A. Most of the employers indicated that they were aware of the local community colleges and their programs (81%; 71/88);
- B. Most of the employers indicated that they were familiar with the CE programs offered in their area (71%; 61/86);
- C. Most of the employers indicated that they had direct experience with the CE programs in their area (59%; 51/87);
- D. Most of the employers indicated that they were aware of the types of careers and jobs that CE programs prepare people for in their area (68%; 59/87);
- E. Most of the employers indicated that they had direct experience with the careers and jobs that CE programs prepare people for in their area (55%; 48/88);
- F. Many of the employers indicated that were currently hiring CE trained employees (49%; 43/87);
- G. Most of the employers indicated that they were expecting to hire CE trained employees (76%; 66/87);
- H. A few of the employers indicated that a subset of their employees is currently enrolled in and/or are graduates of CE programs (30%; 26/87; see Appendix J for details on which programs and colleges were recalled); and
- I. This section concluded by asking employers to recall what “on-the-job” training was needed for new employees (Note: Due to the complexity of these results, only the overall categories that form the typology are reported below; see Appendix J for additional details):

What on-the-job training do your new employees usually need beyond the level of training that they come in with?

1. Specialized technical/software knowledge and skills training;
2. Communication, social skills, and client relations training;
3. Office/workplace technical and performance knowledge and skills training;
4. Work ethic development;
5. Additional education, professional certifications, or credentialing;
6. Additional “on the job” work experience;
7. Understanding and knowledge of the workplace/work environment policies and procedures;
8. Administrative/Management/Supervisory knowledge and skills training; and
9. Personal characteristics and qualities development/motivation.

Similar to the phone survey results, these results show that most of the employers were aware of IEDRC and most have had direct experience with IEDRC college programs. In addition, most of the employers indicated that they were aware of the careers and jobs that CE programs prepare people for, have direct experience with the CE careers and jobs, and expect to hire employees with CE degrees or training. As a result, these data show that the employers who completed the online survey hold reasonable knowledge and understanding of the IEDRC colleges and their CE programs. Thus, their perceptions and opinions hold a reasonable degree of validity from which reasonably valid conclusions can be drawn.

Online survey: Section B (Perceptions of IEDRC College programs)

Appendix K presents the results for perceptions of IEDRC college programs. Following are summary results:

- A. Most of the employers indicated that they thought that IEDRC college programs had the right mix of knowledge and skill-building to make graduates employable (59%; 41/70; see Appendix K for additional details);
- B. Most of the employers indicated that they would recommend that their employees attend an IEDRC college program for additional training (81%; 56/69);
- C. Most of the employers indicated that they would be willing to send employees to an IEDRC college program for additional training (84%; 58/69);
- D. Most of the employers indicated that they would support work-based learning opportunities to help train students for the workforce (76%; 53/70); and
- E. Most of the employers were not aware of Digital Badges (77%; 57/74; see Appendix K for additional details).

Thus, Appendix K shows that the employers support IEDRC college programs and think that they are of value, relevant, and meet their needs. Employers expressed some concerns, as reflected in the breakout matrix presented in Appendix K, and listed below (Note: Due to the complexity of these results, only the overarching categories that form the typology are listed below; for additional details see Appendix K):

Do you believe the current Career Education programs offered by the local and regional community colleges in your area have the right mix of knowledge and skill-building to make their graduates employable at your business?

If yes, explain:

- A. Market growth in area is strong;
- B. Strong, relevant instruction and curriculum;
- C. Students demonstrate positive, beneficial qualities;
- D. Programs instill knowledge and skills;
- E. Previous experience with graduates; and
- F. Strong reputation and endorsements.

If no, explain:

- A. Some programs lack training; Students not prepared;
- B. Professional socialization lacking;
- C. Programs not available/difficult to complete and/or are too specialized;
- D. Some programs are not relevant; and
- E. Instructors need on-going industry training.

Online survey: Section C (Awareness of IEDRC College program promotions)

Appendix L presents the results for awareness of IEDRC college promotions and advertising. Following are summary results:

- A. Most employers indicated that they had NOT seen or heard promos for IEDRC college programs (or similar types of ads) (63%; 45/72; see Appendix L for additional details).
- B. Employers were asked to list approaches and strategies that IEDRC can implement to improve their CE promotions (Note: Due to the complexity of these results, only the overall categories that form the typology are reported below; see Appendix L for details):
 - 1. Use social media to promote programs, degrees, and offerings;
 - 2. Change social/cultural expectations;
 - 3. Provide more assistance and options to students;

4. Partner (involve & consult) with regional and community members;
5. Increase marketing, outreach, and promotions efforts;
6. Promote “real-world” training and outcomes; and
7. Broaden the base of potential students to recruit.

C. Employers were asked to list what types of information they thought should be included in IEDRC college promotions (Note: Due to the complexity of these results, only the overall categories that form the typology are reported below; see Appendix L for details):

1. Advertise the when, where, and costs of courses/programs;
2. Advertise the likely outcomes;
3. Establish the value and benefits of programs/degrees;
4. Advertise options and opportunities;
5. Advertise social expectations and norms; and
6. Spark motivation to enroll and get a degree.

These results show a mixed response from the employers. A few (27/72) were generally aware of some of IEDRC college promotions, but most could not recall anything with specific details. Generally, most of the employers could not recall specific examples of IEDRC college program promotions.

Overall, the results presented in Appendices J, K, and L illustrate that the employers hold sophisticated notions of the IEDRC college programs and that they are aware of how their local communities operate and what may be most effective for IEDRC college promotions. Similar to the phone survey results, the underlying, fundamental take away concepts for IEDRC college promotions point to expanding on the region’s integrated marketing campaign(s) to include messaging about:

- A. The connection between local CE programs and the local communities;
- B. How a CE degree can be attained;
- C. Why a CE degree is of value professionally and personally; and
- D. How the local CCs will support students through the process (e.g., using *Guided Pathways* and the *Vision for Success* initiative frameworks).

Online survey: Section D (Awareness and perceptions of other CE programs)

Appendix M presents the results for awareness of CE programs other than IEDRC college programs (e.g., “For-Profit” CE programs). Following are summary results:

- A. Most of the employers were NOT aware of For-Profit CE programs (57%; 38/67).
- B. Employers were asked to list how the For-Profit CE programs differ from IEDRC College programs (Note: Due to the complexity of these results, only the overall categories that form the typology are reported below; see Appendix M for details):
 1. Profit driven programs;
 2. Offer “real-world” practical skills;
 3. Programs offer basic skills;
 4. Programs are affordable;
 5. Programs are more expensive;
 6. Offer relevant/needed programs;
 7. Are not flexible to meet local needs;

8. Market/Advertise to and recruit younger students and/or do more marketing/advertising;
9. Less successful outcomes;
10. Offer more options, flexibility, and opportunities;
11. Prescreen applicants to meet basic requirements; and
12. No differences.

As with the phone survey results, given that a sub-set of these employers were able to generate specific ideas about For-Profit CE programs suggests that they have clear insider knowledge of the inner workings of the For-Profit CE programs. However, the inconsistencies contained in the list above suggest that opinions of the For-Profit CE programs differ widely across those who have had experiences with them and their outcomes.

Similar to the phone survey results, using this information in IEDRC college promotions will have to be considered carefully and done with a subtle touch, with implication rather than direct reference. For example, stating that the For-Profits are more expensive or have lower success rates may or may not be true, but can be implied in IEDRC college promotions by referencing the costs and graduation rates of IEDRC college programs, suggesting students in the IEDRC college programs are well prepared for a lower cost.

Online survey: Conclusions

Section A (Awareness of and experiences with IEDRC College programs)

Similar to the phone survey results, the results presented in Section A above and in Appendix J show that most of the employers were aware of IEDRC and most have had direct experience with IEDRC college programs. Most of the employers indicated that they were aware of the careers and jobs that CE programs prepare people for, have direct experience with the CE careers and jobs, and expect to hire employees with CE degrees or training. As a result, these data show that the employers who completed the online survey hold reasonable knowledge and understanding of IEDRC and its CE programs. Thus, their perceptions and opinions hold a reasonable degree of validity from which reasonably valid conclusions can be drawn.

As with the phone survey results, even though only 156 employers completed the online survey, it is reasonable to assume that many of the Inland Empire employers are knowledgeable about IEDRC college programs and that they understand the importance of local CCs and CE programs to the business community. That said it is also reasonable to assume that many, if not most, of the local employers will support IEDRC's efforts to enhance its CE programs.

Section B (Perceptions of IEDRC College programs)

The results presented in Section B above and in Appendix K show that employers support IEDRC college programs and think that they are of value, relevant, and meet their needs. That said a small set of concerns were expressed about IEDRC college programs (see Appendix K):

- A. Some programs lack training; Students not prepared;
- B. Professional socialization lacking;
- C. Programs not available/difficult to complete and/or are too specialized;
- D. Some programs are not relevant; and
- E. Instructors need on-going industry training.

Further examination of these issues may be warranted to determine the degree to which these perceptions permeate the local Inland Empire business community. If they are widespread, a concerted effort to dispel them may be necessary.

Section C (Awareness of IEDRC College program promotions)

The results presented in Section C above and in Appendix L show a mixed response from the employers regarding IEDRC C college promotions. A few (27/72) of those who completed the online survey were generally aware of some of the IEDRC college promotions, but most could not recall anything with specific details. Generally, most of the employers could not recall specific examples of IEDRC college program promotions.

Overall, similar to the phone survey results, these results illustrate that Inland Empire employers hold sophisticated notions of IEDRC college programs, are aware of how their local communities operate, and understand what may be most effective for IEDRC college promotions. Based on these results, the underlying, fundamental take away concepts for IEDRC college promotions point to expanding on the region's integrated marketing campaign(s) to include messaging about:

- A. The connection between local CE programs and the local communities;
- B. How a CE degree can be attained;
- C. Why a CE degree is of value professionally and personally; and
- D. How the local CCs will support students through the process (e.g., using *Guided Pathways* and the *Vision for Success* initiative frameworks).

Section D (Awareness and perceptions of other CE programs)

The results presented in Section D above and in Appendix M tend to mirror the phone survey results. Given that the employers were able to generate specific ideas about For-Profit CE programs suggests that they have clear insider knowledge of the inner workings of the For-Profit CE programs. However, the inconsistencies contained in the list above suggest that opinions of the For-Profit CE programs differ widely across those who have had experiences with them and their outcomes. Similar to the phone survey results, using this information in IEDRC college promotions will have to be considered carefully and done with a subtle touch, with implication rather than direct reference. Overall, creating market distinctions should be an on-going, long-term strategy that plays itself out over time with care and concerted effort.

Across Survey Conclusions

Phone survey

Looking across the phone survey results reveals several key issues that may be of significance for IEDRC college marketing strategies (see Appendix N for a few additional comments):

- A. Nearly all of the employers expressed support for IEDRC and its CE programs, indicating that the programs are perceived to be valuable to and relevant for the local business community. The one issue that surfaced across a few of the employers was a concern over the lack of "soft skills"

(general communication, client relations, and team-work skills) of some of the CE graduates, especially the IT and engineering students;

- B. Many of the employers expressed genuine investment in IEDRC and its CE programs, suggesting that getting their “buy-in” and getting them “on-board” to help with program enhancements and/or promotions should not be difficult. In fact, one of the key conclusions from this section was that the employers would like IEDRC to involve the local business community in CE program designs and promotions; and
- C. Overall, most of the employers who participated in the phone survey expressed deep appreciation for the work that IEDRC does for them in terms of training and preparing individuals for the local workforce. Thus, IEDRC holds a great deal of “social capital” that can be used to leverage aspects of the business community to position IEDRC college programs as the best in the area.

Online survey

As with the phone survey results, looking across the online survey results reveals several key issues that may be of significance for IEDRC college marketing strategies:

- A. Nearly all of the employers expressed support for IEDRC and its CE programs, indicating that the programs are perceived to be valuable to and relevant for the local business community. Several issues did surface that represent concerns, including some students may not be prepared, professional socialization is lacking for some students, some programs are difficult to complete and/or are not relevant, and instructors may need on-going industry training;
- B. Many of the employers expressed genuine investment in IEDRC and its CE programs, suggesting that getting their “buy-in” and getting them “on-board” to help with program enhancements and/or promotions should not be difficult. In fact, as with the phone survey results, one of the key conclusions from this section was to involve the local business community in CE program designs and promotions; and
- C. Overall, most of the employers who participated in the online survey expressed deep appreciation for the work that IEDRC does for them in terms of training and preparing individuals for the local workforce. Thus, as reported in the phone survey results, IEDRC holds a great deal of “social capital” that can be used to leverage aspects of the business community to position IEDRC college programs as the best in the area.

Direct comparisons of phone and online quantitative (frequency) results

When collecting data from two distinct samples, direct comparisons are informative to uncover their similarities and differences. Following are direct comparisons for the phone and online survey results.

The following table shows how the phone and online survey results compare to each other along the major quantitative metrics used in each survey (awareness of and experiences with IEDRC college programs, overall perceptions of IEDRC college programs and outcomes, and recall of IEDRC college promotions; see Appendix O for metric composition details):

Across survey frequency comparisons of awareness, perceptual, and recall metrics									
	Awareness of & Experiences with IEDRC College Programs				Perceptions of IEDRCCC Programs				Recall of Promotions
Survey Type	Am Aware	Am Familiar	Have Experience	Will Hire	Employable Grads	Would Recommend	Will Endorse	Will Support	Have Seen Promos
Phone	100%	90%	90%	100%	50%	90%	90%	90%	60%
N	10/10	9/10	9/10	10/10	5/10	9/10	9/10	9/10	6/10
Online	81%	71%	59%	76%	59%	81%	84%	76%	38%
N	71/88	61/86	51/87	66/87	41/70	56/69	58/69	53/70	27/72
Results									
$X^2(1)$.92	.88	2.33	1.41	.15	.15	.06	.39	1.08
p	> .05	> .05	> .05	> .05	> .05	> .05	> .05	> .05	> .05

Note: Across survey Chi-squares are baseline adjusted.

Overall, the baseline adjusted Chi-square analyses presented above (see “ $X^2(1)$ ” row in above table) show that across the two surveys none of the results reached accepted levels of significance (i.e., $p < .05$). Thus, based on the pattern of results, both data sets can be treated as equivalent.

Given that both of the samples show that awareness, experiences, and perceptions of IEDRC college programs and promotions demonstrate generally “high levels” of positivity toward IEDRC college programs, the appropriate marketing strategy would be to maintain and/or reinforce these perceptions in the market. However, one caveat that the results show is that within the online survey sample, the level of recall of IEDRC college promotions is relatively low (38%). This suggests that concerted efforts should be directed to expand the promotional/advertising campaign for IEDRC college programs and target employers in order to bolster exposure to and recall of IEDRC college programs in the broader Inland Empire employer community and keep IEDRC college programs “top-of-mind” and salient for employers.

Direct comparisons of phone and online qualitative (typological categories) results

The following three sets of comparisons of the qualitative results are presented to highlight the similarities and differences that exist across and within both surveys. This analysis aids in identifying and highlighting important issues to consider when designing marketing efforts for IEDRC college programs and promotions.

The following results are the product of comparing the categories of the typologies from each survey to each other and extracting the themes that unite and distinguish them. The first analysis examines the approaches and strategies that could improve IEDRC college promotions. The second analysis examines the type of information that should be included in IEDRC college promotions. The third analysis examines perceptions that distinguish the For-Profit CE programs from the IEDRC college programs.

Analysis #1: Across survey examination of the approaches and strategies that could improve IEDRC college promotions

Approaches and strategies that IEDRC can use to improve CE promotions	Themes
Phone survey results:	NA
a. Develop and promote CE programs that address specific community needs	A
b. Connect more directly and regularly with local communities	B
c. Reach out to the K-12 system to develop and promote CCs as a viable option for careers and jobs	A
d. Form partnerships with local media and governments	B
e. Use mainstream and alternative media outlets to reach traditional and non-traditional markets	C
Online survey results:	NA
a. Use social media to promote programs, degrees, and offerings	C
b. Change social/cultural expectations	D
c. Provide more assistance and options to students	E
d. Partner (involve & consult) with regional and community members	B
e. Increase marketing, outreach, and promotions efforts	C
f. Promote “real-world” training and outcomes	A
g. Broaden the base of potential students to recruit	F

Results of analysis #1:

A. Across survey similarities:

1. Theme A: Reach out to meet community needs:

- a. Phone survey: Develop and promote CE programs that address specific community needs;
- b. Phone survey: Reach out to the K-12 system to develop and promote CCs as a viable option for careers and jobs; and
- c. Online survey: Promote “real-world” training and outcomes.

2. Theme B: Form partnerships with community members:

- a. Phone survey: Connect more directly and regularly with local communities;
- b. Phone survey: Form partnerships with local media and governments; and
- c. Online survey: Partner (involve & consult) with regional and community members.

3. Theme C: Expand outlets for marketing and promotional efforts:

- a. Phone survey: Use mainstream and alternative media outlets to reach traditional and non-traditional markets;
- b. Online survey: Use social media to promote programs, degrees, and offerings; and
- c. Online survey: Increase marketing, outreach, and promotions efforts.

B. Across survey differences:

1. Theme D: Form and/or change expectations of target market(s):

- a. Online survey: Change social/cultural expectations.

2. Theme E: Develop, implement, and promote assistance programs:

- a. Online survey: Provide more assistance and options for students.

3. Theme F: Widen scope and breadth of target market(s):

- a. Online survey: Broaden the base of potential students to recruit.

Overall, the six themes identified above represent important approaches and strategies identified by Inland Empire employers that can be used to design marketing and promotional efforts for IEDRC

college programs. Thus, *reaching out, forming partnerships, expanding communication channels and outlets, forming and/or changing expectations, promoting assistance programs, and reaching a broader target market(s)* are all solid suggestions for moving marketing and communications efforts forward.

Analysis #2: Across survey examination of the types of information that should be included in IEDRC college promotions

<i>Types of information that should be included in IEDRC college promotions</i>	Themes
Phone survey results:	NA
a. Develop, reach out, and promote a local community orientation	NA
a1. Establish a clear commitment to the local communities	A
a2. Develop campaigns that show how local CCs are working together to promote healthy and strong communities	A
a3. Promote relationships with local businesses to show that CCs are committed to and support local business communities	A
b. Develop, reach out, and promote a student-centered approach	NA
b1. Promote future hiring and employment needs for CC graduates	B
b2. Promote lifestyle possibilities & professional and personal success	B
b3. Develop future markets	C
b4. Explain logistics of degree seeking process (reduce uncertainty costs)	D
Online survey results:	NA
a. Advertise the when, where, and costs of courses/programs	D
b. Advertise the likely outcomes	B
c. Establish the value and benefits of programs/degrees	B
d. Advertise options and opportunities	B
e. Advertise social expectations and norms	C
f. Spark motivation to enroll and get a degree	C

Results of analysis #2:

- A. Across survey similarities:
 - 1. Theme B: Promote values, benefits, and outcomes:
 - a. Phone survey: Promote future hiring and employment needs for CC graduates;
 - b. Phone survey: Promote lifestyle possibilities & professional and personal success;
 - c. Online survey: Advertise the likely outcomes;
 - d. Online survey: Establish the value and benefits of programs/degrees; and
 - e. Online survey: Advertise options and opportunities.
 - 2. Theme C: Develop market expansion, expectations, and motivations:
 - a. Phone survey: Develop future markets;
 - b. Online survey: Advertise social expectations and norms; and
 - c. Online survey: Spark motivation to enroll and get a degree.
 - 3. Theme D: Program and enrollment logistics:
 - a. Phone survey: Explain logistics of degree seeking process; and
 - b. Online survey: Advertise the when, where, and costs of courses/programs.
- B. Across survey differences:
 - 1. Theme A: Establish partnerships with and invest in local community:
 - a. Phone survey: Establish a clear commitment to the local communities;

- b. Phone survey: Develop campaigns that show how local CCs are working together to promote healthy and strong communities; and
- c. Phone survey: Promote relationships with local businesses to show that CCs are committed to and support local business communities.

Overall, the four themes identified above represent important concepts that should guide the development of promotional materials and overarching marketing strategies. The Inland Empire employers identified underlying issues that they think will make IEDRC college promotional materials effective in the Inland Empire markets. The underlying issues identified include *advertising the value and benefits of CE programs, targeting new markets and establishing norms and expectations in those markets, clarifying program and enrollment logistics, and establishing strong partnerships with key community members to show the extent to which IEDRC colleges are committed to and invested in the local community*. All of these suggestions are valuable starting points for developing and moving marketing efforts forward.

Analysis #3: Across survey examination of the differences of For-Profit and IEDRC college programs

Differences between For-Profit and IEDRC college programs	Themes
Phone survey results:	NA
a. Negative aspects of For-Profit CE programs	NA
a1. Lower standards and credentials for instructors	G
a2. Lack of comprehensive course design	H
a3. Too much focus on specific skill sets for specific jobs	A
a4. Higher costs	B
a5. Lack wrap around services that promote student success	C
b. Positive aspects of For-Profit CE programs	NA
b1. Tend to have up-to-date facilities	F
b2. Tend to have higher professional standards and practices for students	E
b3. Design programs with actual hands-on training	D
Online survey results:	NA
a. Profit-driven programs	I
b. Offer “real-world” practical skills	D
c. Programs offer basic skills	D
d. Programs are affordable	J
e. Programs are more expensive	B
f. Offer relevant/needed programs	F
g. Are not flexible to meet local needs	A
h. Market/Advertise to and recruit younger students and/or do more marketing/advertising	K
i. Less successful outcomes	C
j. Offer more options, flexibility, and opportunities	F
k. Prescreen applicants to meet basic requirements	E

Results of analysis #3:

- A. Across survey similarities:
 - 1. Theme A: Narrowly defined programs and focus:
 - a. Phone survey: Too much focus on specific skill sets for specific jobs; and
 - b. Online survey: Are not flexible to meet local needs.
 - 2. Theme B: Expensive:
 - a. Phone survey: Higher costs; and
 - b. Online survey: Programs are more expensive.

3. Theme C: Do not promote student success:
 - a. Phone survey: Lack wrap-around services that promote student success; and
 - b. Online survey: Less successful outcomes.
4. Theme D: Offer practical skills:
 - a. Phone survey: Design programs with actual hands-on training;
 - b. Online survey: Offer “real-world” practical skills; and
 - c. Online survey: Programs offer basic skills.
5. Theme E: Focus on student performance:
 - a. Phone survey: Tend to have higher professional standards and practices for students; and
 - b. Online survey: Prescreen applicants to meet basic requirements
6. Theme F: Have updated facilities and programs
 - a. Phone survey: Tend to have up-to-date facilities;
 - b. Online survey: Offer relevant/needed programs; and
 - c. Online survey: Offer more options, flexibility, and opportunities.
- B. Across survey differences:
 1. Theme G: Lower standards for instructors:
 - a. Phone survey: Lower standards and credentials for instructors.
 2. Theme H: Courses not comprehensive:
 - a. Phone survey: Lack of comprehensive course design.
 3. Theme I: Focus on profit:
 - a. Online survey: Profit-driven programs.
 4. Theme J: Affordable programs:
 - a. Online survey: Programs are affordable.
 5. Theme K: Promotion driven recruitment:
 - a. Online survey: Market/advertise to and recruit younger students and/or do more marketing and advertising.

Overall, the 11 themes identified above represent important concepts that *may* provide value for the development of promotional materials and overarching marketing strategies to demarcate IEDRC college from For-Profit CE programs. The Inland Empire employers identified several issues that they think distinguish For-Profits from IEDRC college programs. However, a degree of caution must be exercised when developing promotional materials based on the above list, some may not be true and/or verifiable. According to the employers, the list of issues that demarcate For-Profit from IEDRC college programs span a broad array of concepts, including *narrowly defined programs and focus, expense, lack of student success, focus on practical skills, focus on student performance, have updated facilities and programs, lower standards for instructors, courses not comprehensive, focus on profit, affordable programs, and promotion driven recruitment*. All of these suggestions *may* be valuable starting points for developing and moving marketing efforts forward.

Overall conclusions

Overall, this project provides IEDRC a comprehensive and highly specified treatment of Inland Empire employer perceptions of IEDRC college programs along awareness, experience, perceptions (opinions, evaluations), and promotional recall lines. Careful examination of the contents of this report should prove to be valuable in conceptualizing, developing, designing, and implementing future marketing efforts.

Across the phone and online surveys, it is clear that most of the Inland Empire employers who participated in this research hold a high degree of appreciation, value, and respect for IEDRC college and their CE programs. The results show that the Inland Empire business community is willing to partner with IEDRC colleges to assist in future CE program design and promotions. Capitalizing on the high degree of social capital that IEDRC colleges hold within the Inland Empire business community should prove to be valuable as IEDRC moves forward in its marketing efforts. Across the phone and online surveys, the employers made it very clear that they would like to partner with IEDRC to help design CE programs and to guide the process of developing CE programs that attract a wider array of students into the jobs and careers promoted by CE programs. Adopting this approach should prove to be beneficial for both the IEDRC colleges and the Inland Empire business community.

Appendices

Appendix A

Descriptive information for IEDRCCC CE programs

Set of IEDRCCC Colleges

Barstow	Copper Mountain	Mt. San Jacinto	Riverside City
Chaffey	Crafton Hills	Norco	San Bernardino Valley
College of the Desert	Moreno Valley	Palo Verde	Victor Valley

Set of IEDRCCC CE programs

Advanced Manufacturing	Business & Entrepreneurship	Healthcare
Advanced Trans & Renewable Energy	Global Trade & Logistics	Information Communication & Digital Media

Appendix B

Phone survey instrument (Note: The online survey mirrored the phone survey in terms of question contents and sequence but was modified slightly for web site presentation.)

Background

1. Is your company located in Southern California?

If Yes 1a. What is the Zip Code of the main office?

If No 1b. Where is the company located?

1c. What is the Zip Code of the main office?

2. About how many people does the company employ?

3. What position do you hold in the company?

“The next questions ask about your experiences and understanding of Career Education programs. The Inland Empire community colleges would like to know how well their programs meet current business needs and if they need to make changes to keep them current and relevant.”

4. “Are you aware of the community colleges in your area and their programs?”

If Yes [Go to 5]

If No [Use the following list to prompt colleges and programs]

IEDRCCC Colleges (N=12)

Barstow	Copper Mountain	Mt. San Jacinto	Riverside City
Chaffey	Crafton Hills	Norco	San Bernardino Valley
College of the Desert	Moreno Valley	Palo Verde	Victor Valley

IEDRCCC program offerings (N=6)

Advanced manufacturing	Business & Entrepreneurship	Healthcare
Advanced Trans & Renewable Energy	Global Trade & Logistics	Information Communication & Digital Media

Awareness & Experience

5. How familiar are you with the Career Education programs that are relevant to the field or area in which your company does business?

1 = Not at all 2 = Somewhat Unfamiliar 3 = Somewhat Familiar 4 = A lot

6. How much direct experience do you have with the Career Education programs that are relevant to the field or area in which your company does business?

1 = None 2 = Somewhat inexperienced 3 = Somewhat experienced 4 = A lot

7. Are you aware of the types of careers and jobs that Career Education programs prepare people for in your area?

1 = Not at all 2 = Somewhat unaware 3 = Somewhat aware 4 = A lot

8. How much direct experience do you have with the careers and jobs that Career Education programs prepare people for in your area?

1 = None 2 = Somewhat inexperienced 3 = Somewhat experienced 4 = A lot

9. Are you currently hiring employees with Career Education training?

1 = Yes 2 = No

10. In the near future, to what extent do you expect your company will need employees with Career Education training?

1 = Not at all 2 = Somewhat not expecting 3 = Somewhat expecting 4 = A lot

11. Are any of your employees currently enrolled in or graduates of Career Education training?

If Yes [11a. Do you know which programs and colleges?]

If No [Go to 12]

12. What on-the-job training do your new employees usually need beyond the level of training that they come in with?

“The next questions ask for your opinions of Career Education programs.”

Perceptions/Opinions

13. Do you believe the current Career Education programs offered by the local and regional community colleges in your area have the right mix of knowledge and skill-building to make their graduates employable at your business?

If Yes [13a. Please explain briefly why you believe this.]

If No [13a. Please explain briefly why you believe this.]

14. Given your current and future business needs, how interested would you be in recommending that your employees attend one of the local or regional community colleges for professional development (such as certification renewal training)?

1 = Not at all 2 = Somewhat uninterested 3 = Somewhat interested 4 = A lot

15. Given your level of interest, how willing would you be to send your employees to one of the local or regional community colleges for professional development?

1 = Not at all 2 = Somewhat unwilling 3 = Somewhat willing 4 = A lot

16. To what extent would you be interested in supporting and/or offering work-based learning opportunities such as apprenticeships to help train and prepare community college students for the workforce?

1=Not at all 2=Somewhat uninterested 3=Somewhat interested 4=A lot

17. Are you aware of digital badges, which are a form of professional certification offered by community colleges?”

If Yes [17a. What do you think of digital badges; are they valuable?]

If No [Go to 18]

“This next section asks about your awareness of promotions and advertising of Career Education programs in your area.”

Promotion & Advertising

18. Have you seen advertisements or heard information about Career Education programs offered at your local or regional community colleges?

If Yes [18a. Do you recall what you saw or heard?]

If No [Go to 19]

19. In your opinion, what can the local and regional community colleges do to improve their promotion of Career Education programs?

20. What type of information would you like to see included in promotions about Career Education programs offered by your local and regional community colleges?

Other Programs

21. Are you aware of Career Education programs other than those offered by your local or regional community colleges?

If Yes [Go to 22]

If No [Go to 23]

22. Do you know how these programs differ from what your local or regional community colleges offer?

If Yes [22a. How do they differ?]

If No [Go to 23]

Closing

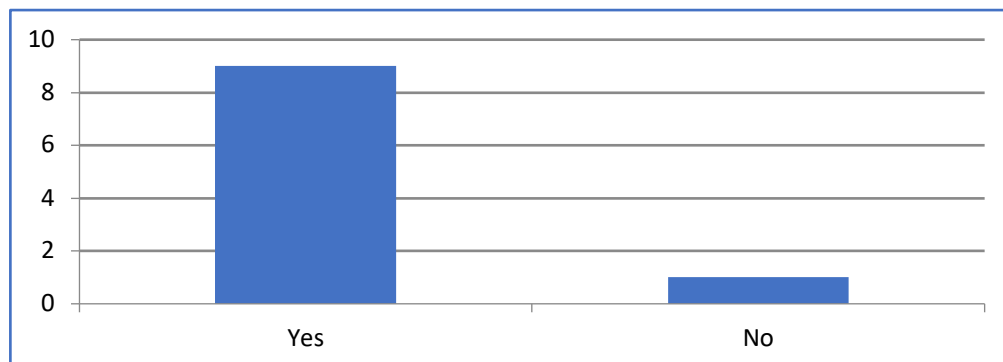
23. Are there any other comments that you would like to add?

Appendix C

Phone survey: Summary results for phone survey participants (N=10)

Company Background

1. Is your company located in Southern California?



2. What is the Zip Code of the main office?

90502
91502
91761
92025
92335
92404
92507
92562
92586
92590

3. About how many people does the company employ?

10 (3)
80
120
130
600
925
2000
9000

4. What position do you hold in the company?

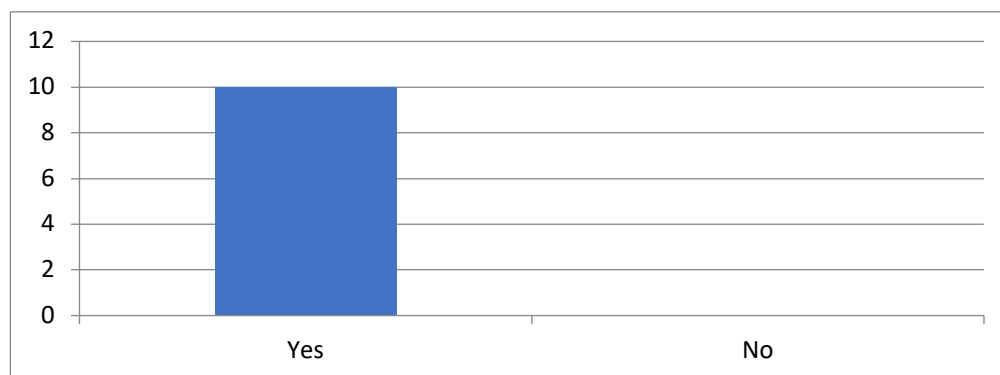
CEO
Administrator
Consultant
Economic Development Director
Executive Director/Producer
HR Rep & Recruiter
Program Manager (2)
Sales Rep/National Account Manager (2)

Appendix D

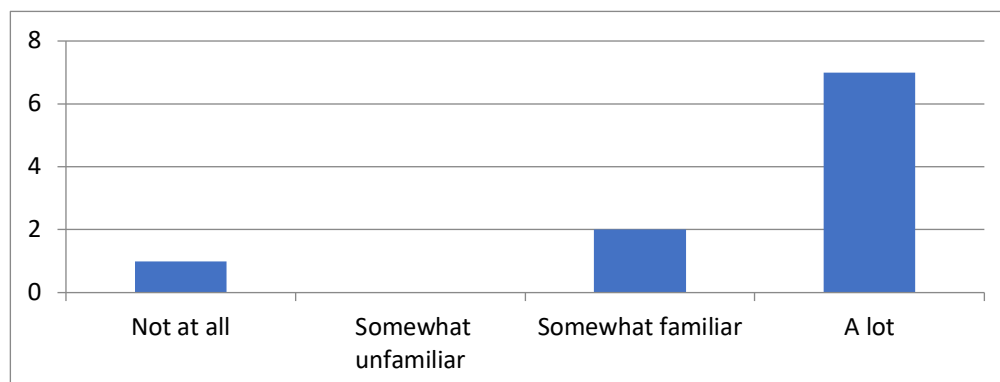
Phone survey: Awareness of and experiences with IEDRCCC CE programs

Awareness of IEDRCCC CE programs

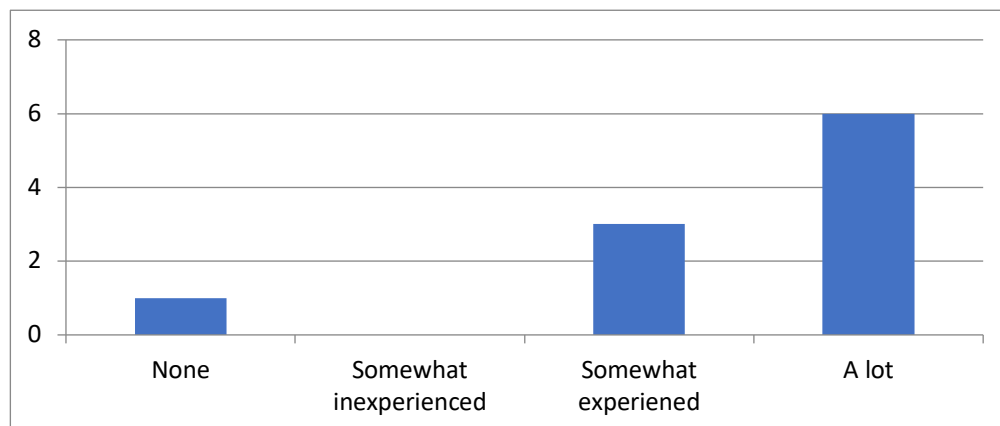
1. Are you aware of the community colleges in your area and their programs?



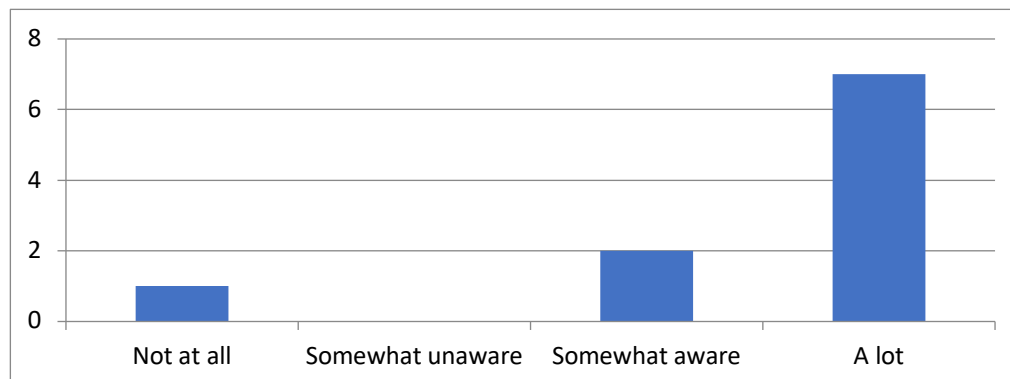
2. How familiar are you with the Career Education programs that are relevant to the field or area in which your company does business?



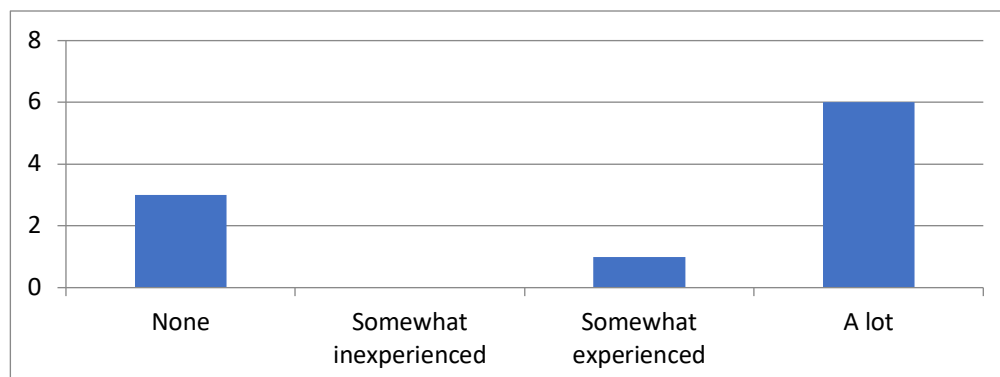
3. How much direct experience do you have with the Career Education programs that are relevant to the field or area in which your company does business?



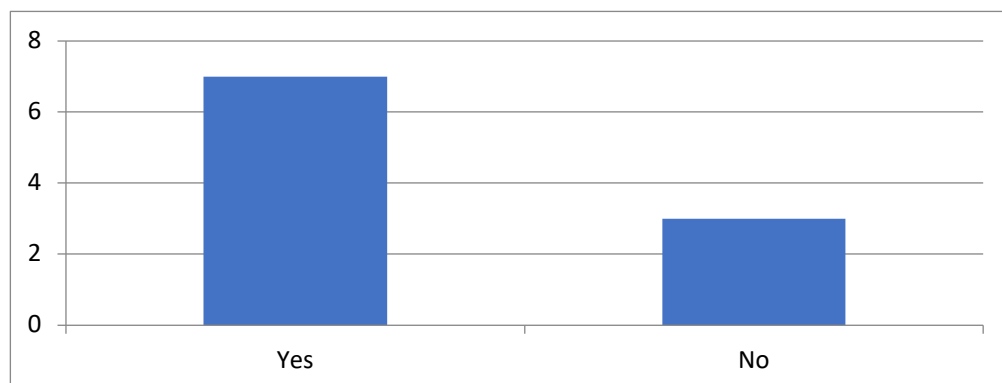
4. Are you aware of the types of careers and jobs that Career Education programs prepare people for in your area?



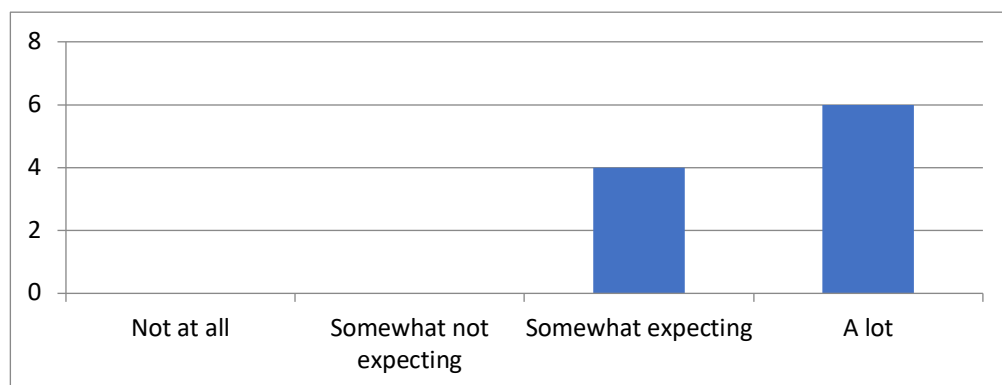
5. How much direct experience do you have with the careers and jobs that Career Education programs prepare people for in your area?



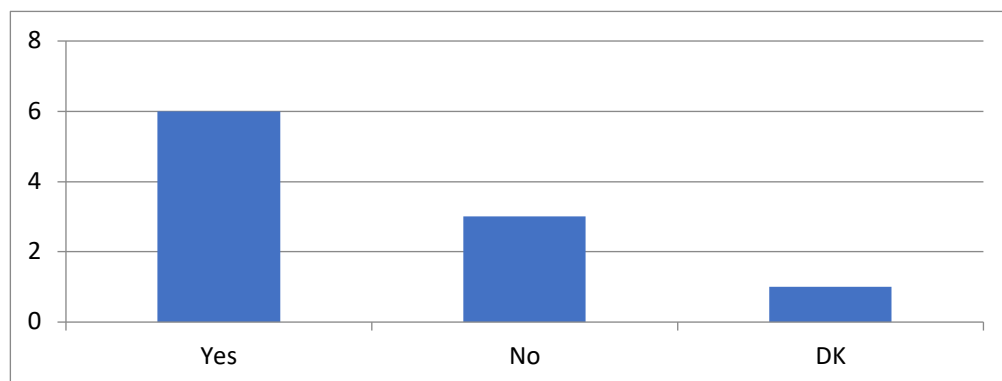
6. Are you currently hiring employees with Career Education training?



7. In the near future, to what extent do you expect your company will need employees with Career Education training?



8. Are any of your employees currently enrolled in or graduates of Career Education training?



If Yes [Do you know which programs and colleges?]

Health care

Community works II. Local RN & LPN programs.
Manufacturing Mechanical & electrical at Chaffey.
IT/Cyber security Chaffey. RCC. San Bernardino. Networking CIS.
Engineering/Avionics Spartan University. AP programs for avionics.
Video/digital communication Local video and digital communication programs.

9. What on-the-job training do your new employees usually need beyond the level of training that they come in with?

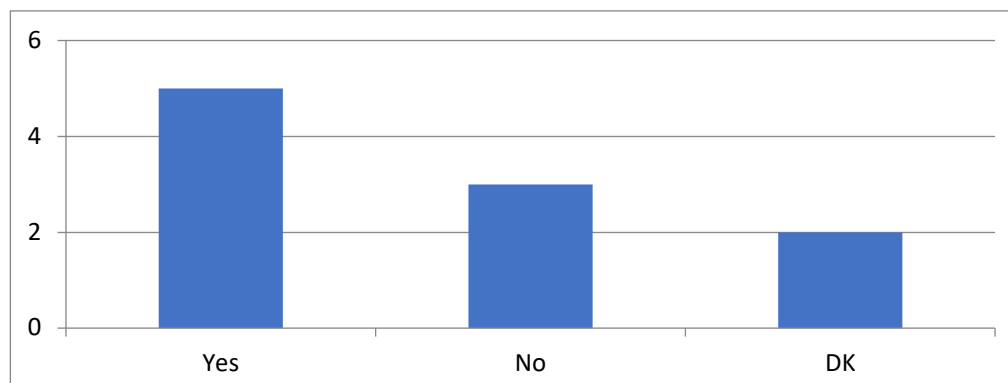
Healthcare RNs & LPNs need additional health care training. There are gaps in education for LPNs & CNAs. Chaffey is best for community needs. Valley is disconnected. Need more respiratory therapy training. Community needs more CNAs (Cert Nursing Assts) trained to meet community needs. Local CCs do not support community level health care needs b/c their programs are geared for acute hospital training (which is considered higher status). Need more career ladder entry level support. Current system is too spotty; takes too long to certify. Need more comprehensive, community based programs.
Manufacturing We require 8 months of classes. We do about 400 hrs of in house on the job and with Chaffey.
IT/Cyber security Participant A: We have no in house, but go to industry seminars. Participant B: We find that engineers need more soft skills (e.g., communication) training. We do this in house so our engineers can talk to our non-technical clients.
Engineering/Avionics We have no in house training.
Video/digital communications Participant A: We have in house but also use the local CCs. Participant B: We have in house hands on training, state approved apprenticeships, and work with the local K-12 systems.
Soft skills training We offer in-house communication training for client relations, sales, and work place socialization. Also, we train new employees in general business practices.

Appendix E

Phone survey: Perceptions of IEDRCCC CE programs

Perceptions of IEDRCCC CE programs

1. Do you believe the current Career Education programs offered by the local and regional community colleges in your area have the right mix of knowledge and skill-building to make their graduates employable at your business?



If Yes [Please explain briefly why you believe this.]

Manufacturing

Chaffey and San Bernardino have good “base knowledge” and good “hands on” labs. They work well with us. They meet our needs and are responsive to our needs. San Bernardino was rough at first for instructors. Now Chaffey hires our people as instructors, it’s more like an apprenticeship.

IT/Cyber security

Valley (Note: not sure which “Valley CC” was being referenced) has a good cyber security program. We have good curriculum, teachers, and community/business connections. They participate in public events, raising their profile, generating awareness, and networking possibilities. Because the IT industry is growing, it is vibrant not stagnant, CCs need to change their curriculum every year to be receptive to current business changes. Our CCs are willing to change due to market forces. Local CE programs provide flexibility over multiple fields to train employees. They tend to provide technical and soft skills to help round out employee skill sets.

Video/Digital communications

They have the tools and resources to teach critical aspects of jobs. However, they may not have the “cultural” aspects of an industry well represented in the curriculum (e.g., expectations of the job, time and resource demands of jobs, sacrifices of the job). There may be too much focus on the technical aspects of a job and this narrow focus may not be a realistic way to educate students about the realities of a particular job.

If No [Please explain briefly why you believe this.]

Healthcare

Would be good idea to build a more complete program that embracing current community needs. Current programs for RNs, LPNs, and CNAs are too “hospital oriented” (e.g., train for acute hospital environments). There is a program bias that does not take into account specific community-level needs. There is an underlying assumption throughout the Nursing programs that if the program is not oriented to hospital care, it is of less value.

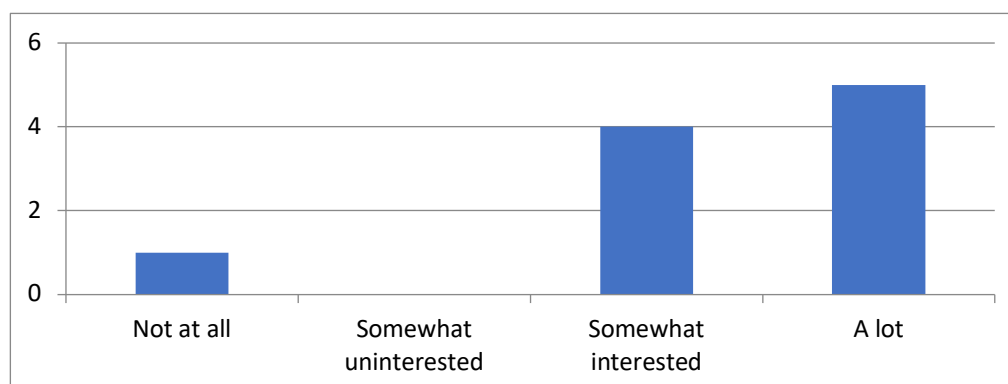
IT/Cyber security

Biggest thing lacking is the level of technical involvement in the area of electronics. CCs need to focus more on how electronics shape the future “across” industries. Need broader scope of technical training.

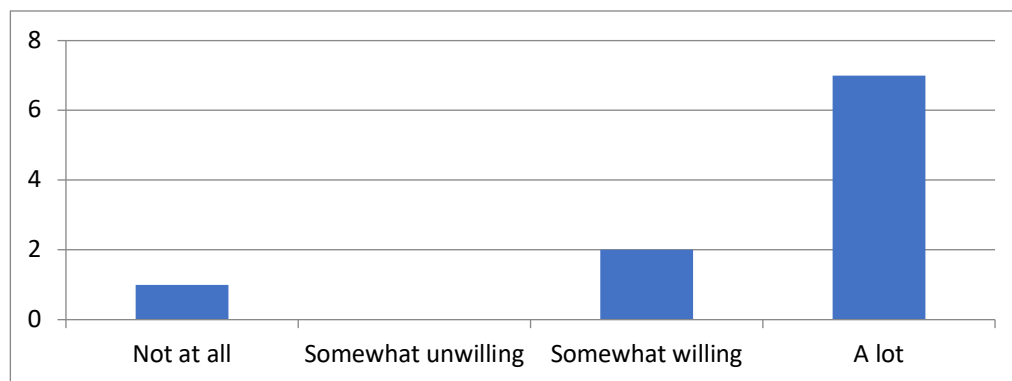
Manufacturing

There is a gap between what industry needs and what is being offered by the CCs. Students tend not to understand the landscape of industry/business. CCs should spend more time on the educational basics (3Rs). Also, it would be advantageous if high schools and CCs were working together to streamline post high school education, perhaps by developing an asset map for each student that illustrated how career ed training could benefit each student.

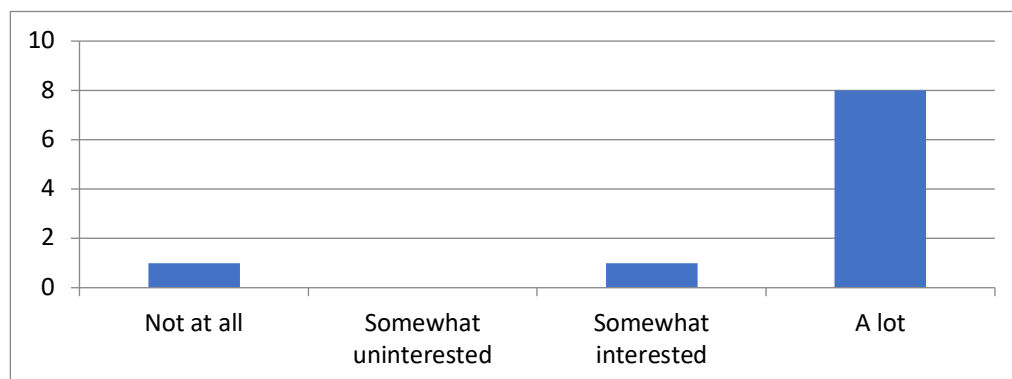
2. Given your current and future business needs, how interested would you be in recommending that your employees attend one of the local or regional community colleges for professional development (such as certification renewal training)?



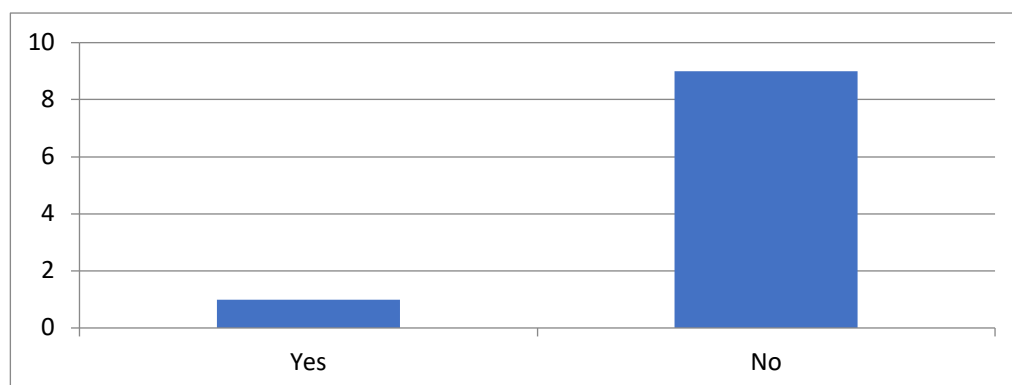
3. Given your level of interest, how willing would you be to send your employees to one of the local or regional community colleges for professional development?



4. To what extent would you be interested in supporting and/or offering work-based learning opportunities such as apprenticeships to help train and prepare community college students for the workforce?



5. Are you aware of digital badges, which are a form of professional certification offered by community colleges?"



If Yes [What do you think of digital badges; are they valuable?]

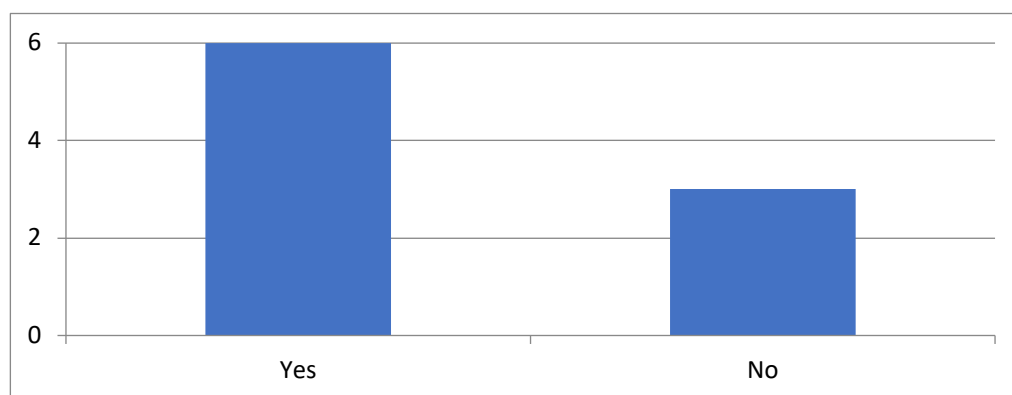
Note: Most participants were not aware of digital badges. There were no substantive comments about them.

Appendix F

Phone survey: Awareness of IEDRCCC CE program promotions

Awareness of IEDRCCC CE promotions

1. Have you seen advertisements or heard information about Career Education programs offered at your local or regional community colleges?



If Yes [Do you recall what you saw or heard?]

I recall seeing ads just prior to the start of the semester from Chaffey. They were updates from Chaffey. Chaffey most “business friendly” college. The Impact Center does a great job.

I recall billboards and bus posters. I see ads at the local mall. I hear radio ads (“Tech career training”). Chaffey used one of our employees as a testimonial (with his image on billboards).

I recall ads on cyber security. They do outreach also. I have seen an ad for an EMT program. Also, I have seen flyers and information brochures.

I see ads on LinkedIn. There are local ads for Cypress college. They do a good job with women of color. They promote future opportunities.

They have ads at the Veterans Resource Center. I recall seeing ads about the cost of taking courses at a CC vs. at a university.

Have seen local, municipal ads that promote the region. General theme: “Get educated and work in same place.”

2. In your opinion, what can the local and regional community colleges do to improve their promotion of Career Education programs?

Develop, reach out, and promote a local community orientation

Develop and promote programs that address local community needs

CCs need to be more open to local health care needs at the community level. Need CODA training at Orange County. Going out of the area is not possible or accessible for most people. Need to develop and promote locally. Advertise more in local communities. There are no nursing programs in San Bernardino County.

Connect more directly and regularly with local communities

Set up and hold more broad-based community events. Attend local, community business meetings regularly. Advertise at local seminars and presentations

Reach out to K-12 system to develop and promote CCs as a viable option for careers and jobs

CCs need to drill down to high school level. Talk to kids about career and job options. Need to rebrand options for careers, making sure to teach people that the CCs are a great option for careers and jobs. CCs train for more than just a job. Need to change perceptions of CCs. Need to get into K-12 systems and talk to students about opportunities. 4 year path is not right for all. Advertise career paths and good living for alternative career paths. Promote that tech skills are important. Develop and promote wrap around services that support CC students.

Form partnerships with local media and governments

Team up with the local papers and use print ads to promote programs. Sponsor journalism news outlets on high school campuses. Team up with cities and use billboards to share costs and promote programs.

Use mainstream and alternative media outlets to reach traditional and non-traditional markets

Step out of mainstream of advertising. Use a combination of traditional (e.g., billboards, TV, newspapers) and alternative media outlets (e.g., social media, narrow casting) to increase reach to diverse populations.

Repackage approach

Make sure to emphasize the inherent short and long-term value of education. Describe the career ladder more clearly. Illustrate the concept of career trajectories. Emphasize apprenticeship programs.

3. What type of information would you like to see included in promotions about Career Education programs offered by your local and regional community colleges?

Develop, reach out, and promote a local community orientation

Establish a clear commitment to the community Include what they offer in a health care sense (e.g., specifics of program offerings). For example, Chaffey has a medical assistant entry level program. Overall, need to develop and promote a comprehensive system of program offerings that meet community needs. Now the program offerings are too far away to meet current community needs. Need more local access to programs.
Develop campaigns that show how local CCs are working together to promote healthy and strong communities Develop campaigns like the “I’m ready” campaign. May be better to promote the local CCs as a set vs. as individual colleges.
Promote relationships with local businesses to show that CCs are committed to and support local business communities The promo materials should include the businesses that the CCs are currently working with.
Repackage approach Make sure to emphasize the inherent short and long-term value of education. Describe the career ladder more clearly. Illustrate the concept of career trajectories. Emphasize apprenticeship programs.

Develop, reach out, and promote a student centered approach (e.g., “Guided Pathways” orientation)

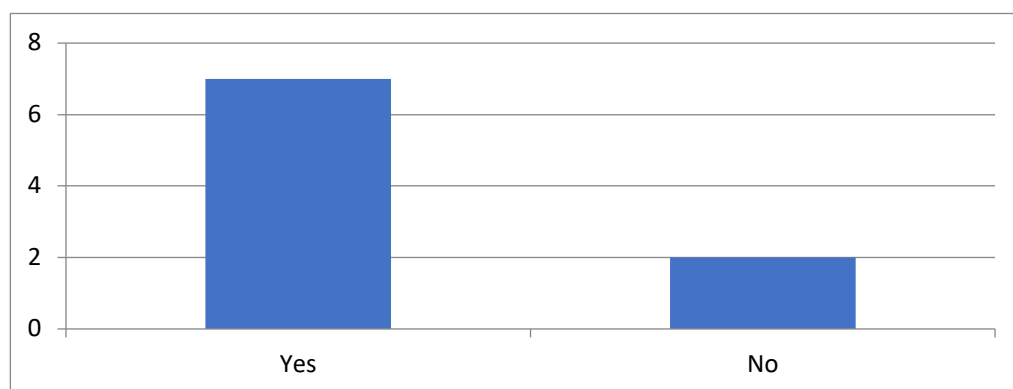
Promote future hiring and employment needs for CC graduates Explain future needs for training (what should people prepare for?). Need to grab their attention. What to do? Get to root of economic and job issues in promos. Talk about real-time employment salary and numbers (e.g., hiring projections).
Promote lifestyle possibilities & professional and personal success Include what kind of lifestyle a CC degree can support. Make direct link to jobs and lifestyles. “Invest now, pay off later.” Highlight pay offs.
Develop future markets Need to get into high school system and talk to students about opportunities. 4-year path may not be right path for all. Technical skills are important. Advertise CC career paths as good alternative career paths.
Explain logistics of degree seeking process (reduce uncertainty costs) Promote deeper understanding of CC degree seeking process so students know what is being offered and when programs are available. Include costs.

Appendix G

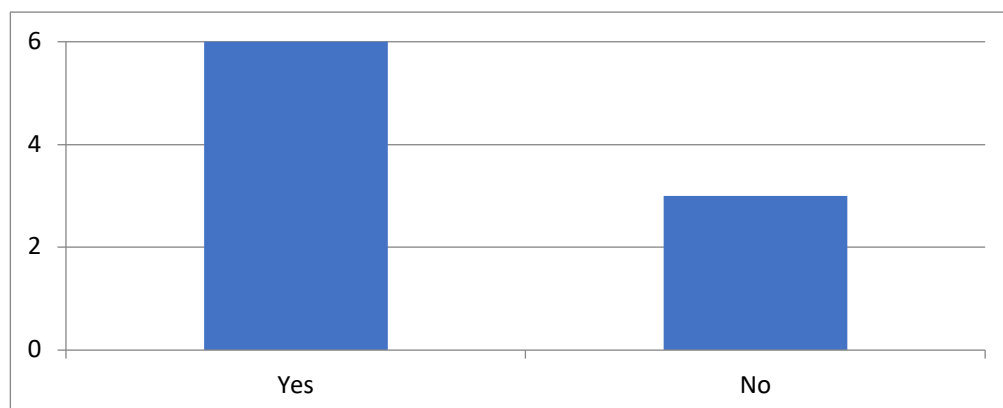
Phone survey: Awareness and perceptions of other (i.e., For-Profit) CE programs

Awareness of “For-Profit” CE programs

1. Are you aware of Career Education programs other than those offered by your local or regional community colleges?



2. Do you know how these programs differ from what your local or regional community colleges offer?



If Yes [How do they differ? What about soft skills?]

Negative aspects of For-Profits

For-Profits have lower standards & credentials for instructors Standards for teachers are inconsistent across For-Profits. They tend to have lower standards for teachers.
For-Profits lack comprehensive course design For-Profits teach to test or certification credential. For-Profit instructors take the tests/certifications to use in classroom and design curriculum around the test. CCs reach out and design their programs to be more complete and comprehensive.
For-Profits tend to focus on specific skill sets for specific jobs More skill specific, more restrictive classes than at the CCs. For example, welding program at Summit does not include hydraulics or bearings. Not a comprehensive program. For-Profits use a restricted curriculum. For-Profits lack “core” or “fundamental” building block classes that make them more complete and comprehensive.
For-Profits cost more than local CCs For-Profits are pricey. Promotes student debt. Many are privately held. More expensive.
For-Profits lack wrap around services that promote student success Students are left on own after program. CCs have more support for students to succeed. For-Profits assume you are in the industry and do not need the professional contacts to succeed. Soft skills not emphasized.

Positive aspects of For-Profits

For-Profits have up-to-date facilities For-Profits have up to date equipment. They have more money to buy the best. CCs do not buy equipment fast enough to keep up with industry changes. CCs are behind the 8 ball on keeping up to date. For-Profits tend to be able to re-tool faster than local CCs.
For-Profits have higher professional standards and practices for students They tend to hold students to higher professional standards. Some force “punch in/out” like in working environment. Not like a traditional educational setting, more like an actual work setting. Students tend to be far better prepared for the rigors and expectations of the workplace.
For-Profits design programs with actual hands on training “Hands on” training is important. CCs need to figure this issue out. They (CCs) are not set up to train these skills (hands on real world aspects of jobs). Apprenticeship programs are needed to expose CC students to real world situations. Hands on experience helps with employment and the culture of the workplace aspects of the job or career. CC students understand technical aspects of job, but need to relate to clients. How to get training in real world environments is one of the underlying issues that CCs need to solve. Students need to have inherent drive coupled with real world experiences.

Appendix H

Phone survey: Additional comments

Additional comments

1. Are there any other comments that you would like to add?

Overall perceptions of local CC function(s), purpose(s), and role(s)

Good job. I like their open door policy. I like that they reach out to local businesses. They are receptive to our needs. CTE serves a strong role in community. They build pipeline of folks to meet business needs. They promote talent. Community needs to train the talent because industry goes where talent resides. Talent attracts business to area. CCs provide business investment. Business investment benefits economic development. Community does not want to miss the opportunities promoted by the local CCs. Our CCs are great partners. They are responsive to our needs. They develop programs that are necessary. Also, they participate in community events to attract people to campus. They are involved in the community.

Future needs

Need more internships for college bound and high school students. Need more ads about programs that are available in area. Need more outreach to business community. Need more industry engagement. It would be better if CCs had more contact with business community. Reduce the amount of administration and sense of being "siloed" and entrenched.

Local health care needs

Health care is a major employer in area. Need adequate training and continuing ed programs. Need to add programs to meet local business and community needs. CCs are not meeting current community needs.

Overall perceptions of nursing programs

Need more entry level training. Encourage career ladders in programs. Need bridge programs to develop nursing as a long term career. There is a sense of elitism embedded in the career (nursing programs "eat their young") that is manifest in the training programs. Acute hospital training orientation makes career competitive and results in lack of community oriented programs. Nurses and programs are perceived as "sub-par" if not in acute hospital nursing.

Overall perceptions of CC students

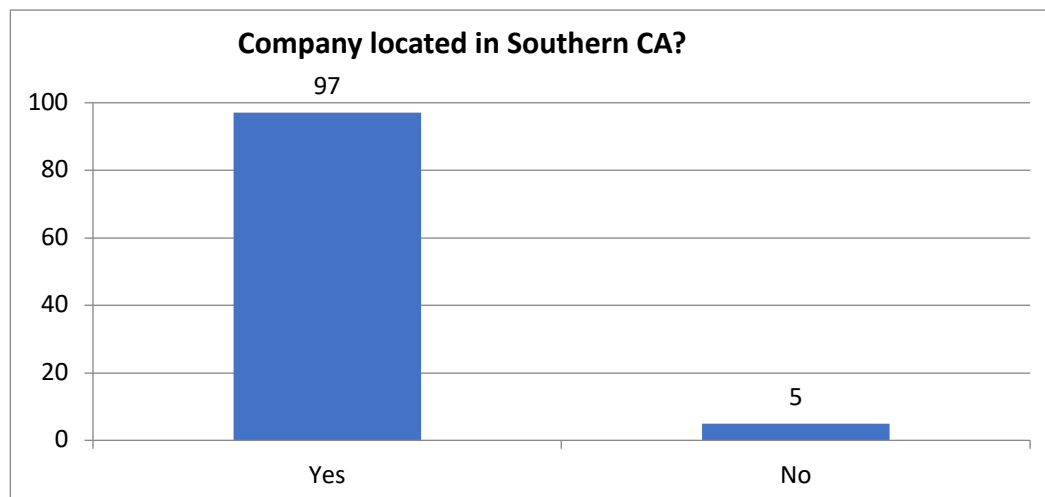
CC and For-Profit students are trained to work well in teams, well prepared for work team situations, but they lack communication and professional skills. They need better communication skills to be understandable in a professional context. They tend to lack professional integrity such as showing up on time, committing to and making deadlines and timelines. They need to be held to same standards as all. There is a general lack of professionalism.

Appendix I

Online survey: Summary results for online survey participants (N=156)

Company Background

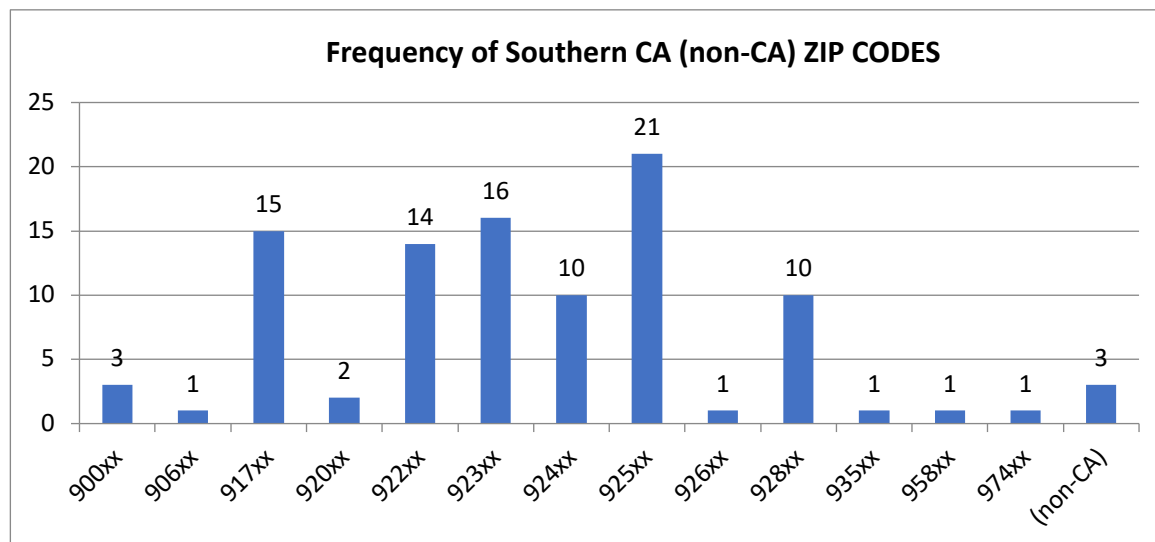
1. Is your company located in Southern California?



2. What is the ZIP CODE of the main office?

Southern California ZIP CODES													Non-CA
900xx	906xx	917xx	920xx	922xx	923xx	924xx	925xx	926xx	928xx	935xx	958xx	974xx	
90013(2)	90621(1)	91730(4)	92009(1)	92203(1)	92307(1)	92401(1)	92501(3)	92614(1)	92831(1)	93591(1)	95834(1)	97401(1)	20507(1)
90039(1)		91746(1)	92069(1)	92210(1)	92316(1)	92408(5)	92503(1)		92860(2)				44060(1)
		91752(1)		92223(1)	92333(1)	92410(1)	92505(2)		92879(5)				64836(1)
		91761(3)		92225(6)	92335(1)	92411(2)	92506(1)		92881(1)				
		91764(2)		92255(1)	92337(1)	92415(1)	92507(1)		92882(1)				
		91784(1)		92264(1)	92345(1)		92508(1)						
		91786(3)		92276(1)	92354(1)		92509(1)						
				92284(2)	92356(1)		92518(1)						
					92373(1)		92551(1)						
					92374(2)		92553(2)						
					92377(3)		92555(2)						
					92394(1)		92561(1)						
					92395(1)		92562(1)						
							92571(1)						
							92583(1)						
							92590(1)						
Total=3	Total=1	Total=15	Total=2	Total=14	Total=16	Total=10	Total=21	Total=1	Total=10	Total=1	Total=1	Total=1	Total=3

Note: Numbers in parentheses indicate frequency of entry.



3. About how many people does your company employ?

Number of employees

1-24 25-49 50-99 100-299 300-599 600-999 1000+

01 (3)	26 (1)	50 (2)	100 (6)	300 (3)	650 (1)	1000 (1)
02 (4)	30 (1)	51 (1)	116 (1)	360 (1)	750 (2)	1200 (2)
03 (2)	36 (1)	60 (2)	120 (3)	385 (1)	800 (2)	2000 (3)
04 (1)	41 (1)	75 (1)	130 (1)	500 (1)	900 (1)	2500 (1)
05 (3)	44 (1)	80 (1)	140 (1)	550 (1)		3000 (1)
06 (2)	48 (1)	95 (1)	145 (2)			4000 (1)
07 (3)			150 (1)			5000 (1)
08 (1)			165 (1)			8000 (2)
10 (2)			180 (1)			9000 (1)
12 (1)			190 (1)			12000 (1)
15 (2)			200 (2)			18000 (1)
17 (1)			250 (4)			20000 (1)
19 (2)						40000 (1)
20 (1)						200000 (1)
23 (1)						

Note: Cell entries represent number of employees at company. Numbers in parentheses indicate frequency of entry.

4. What position do you hold in the company?

CEO/President/Owner

CEO (4)
CEO/Chairman
CEO/Founder (2)
CEO/President (2)
President (2)
President/Founder
Owner (7)

Note: Numbers in parentheses
Indicate frequency of entry.

Executive/VP

Chief Compliance Officer
Executive
Executive Director
HR Business Partner
Principal
RUHS Chief Information Officer
VP
VP/Branch Manager
VP of Field Operations

Director

Assistant Director/Department Chair
Director (2)
Director of Business Development
Director of Education and Staff Development
Director of Government and Academic Channel Sales
Director of Marketing and Communications
Director of Marketing & Planning
Director of Marketing and Promotion
Director of Operations (2)
Director of Training & Operations
Director of Staff Development
Executive director
External Affairs Director
Human Resources Director (2)
Superintendent

Note: Numbers in parentheses Indicate frequency of entry.

Administrator/Administration

Administrator
Administrative Services Analyst
Business Systems Analyst III
Clinical Coordinator
Coordinator
Health Program Specialist
Human Resources Assistant
Medical administrative positions
Operations Coordinator

Manager/Supervisor

Administrative Supervisor
Branch Manager
City Manager
Community Resources Manager
Education and Workforce Development Manager
Employment Branding Manager
Employment Program Manager
Field Operations Training Manager
Fleet Maintenance Manager
General Manager
Human Resource Manager (12)
Lead Foreman
Maintenance Manager (2)
Management
Office Manager (2)
Operations Supervisor/Manager (4)
Plant Manager
Program Manager - Strategic Hiring Initiatives
QC Manager
Sales Manager
Senior Manager
Summer Camp Manager
Supervisor
Workforce Readiness Program Manager

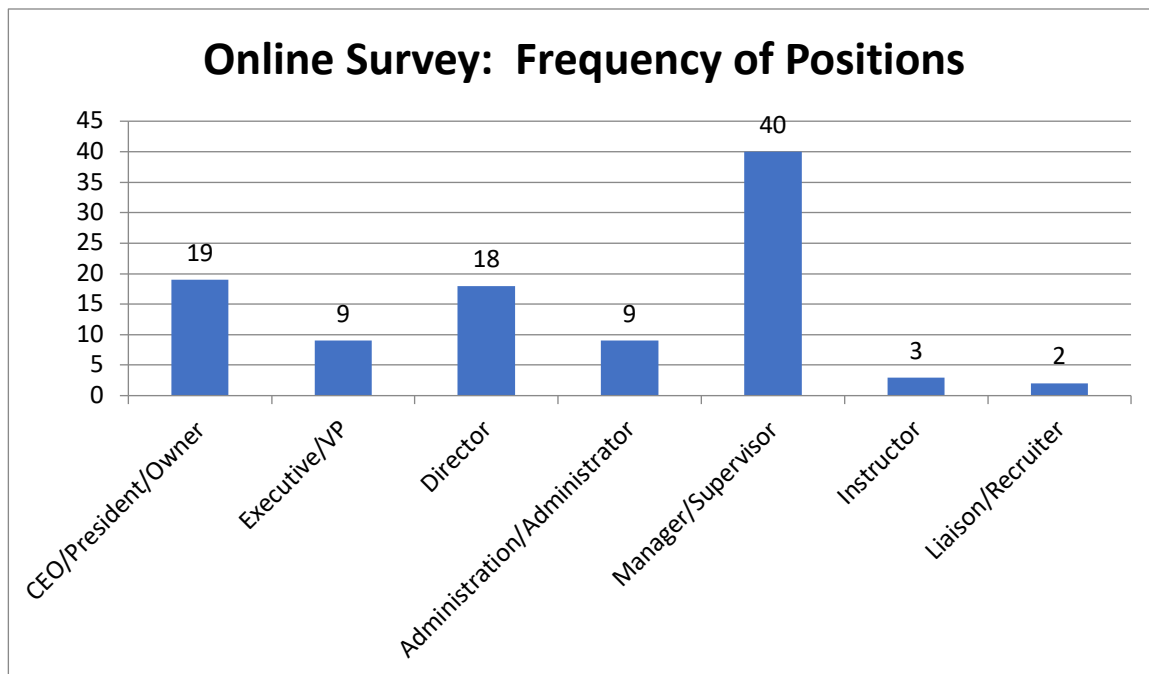
Note: Numbers in parentheses indicate frequency of entry.

Instructor

Behavior Instructors, BCBAs
Trainer
Substitute Preschool Teacher

Liaison/Recruiter

Community Liaison
Corporate Recruiter

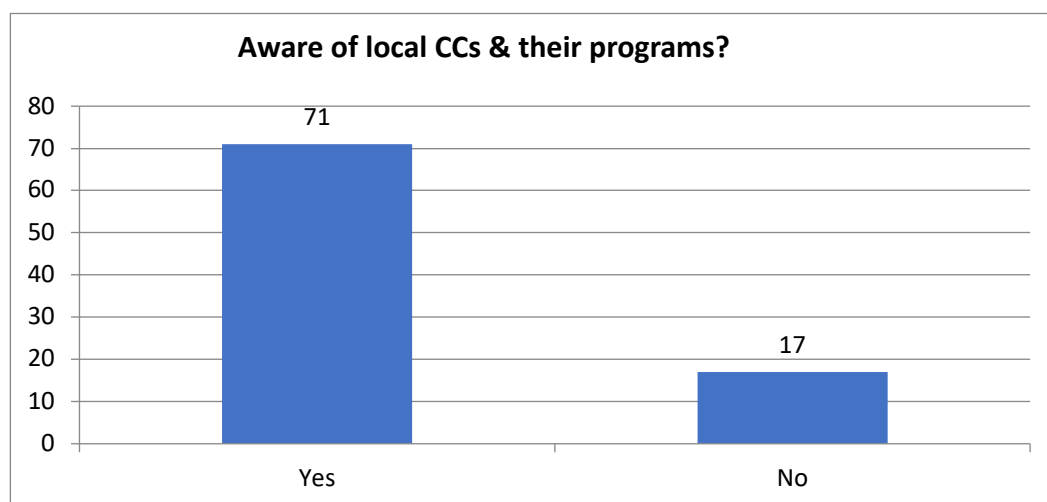


Appendix J

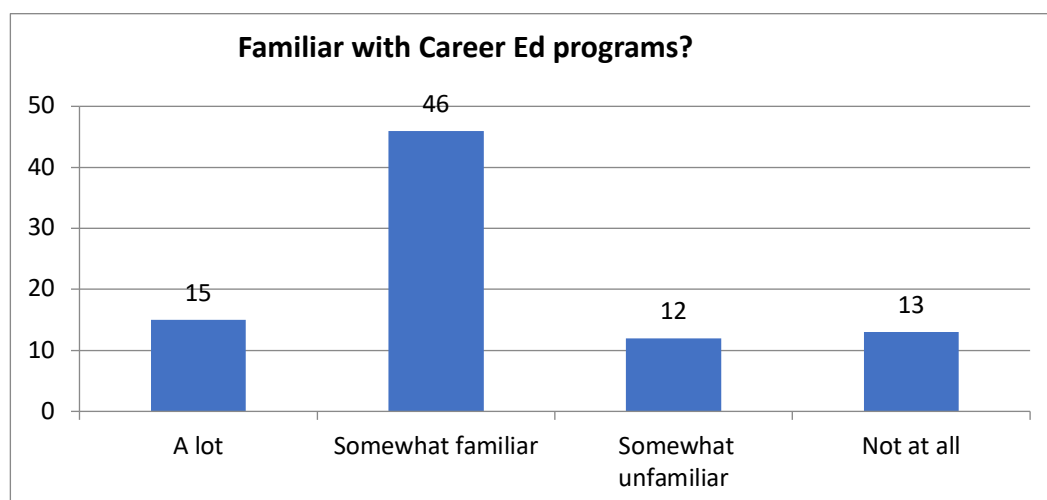
Online survey: Awareness of and experiences with IEDRCCC CE programs

Awareness of IEDRCCC CE programs

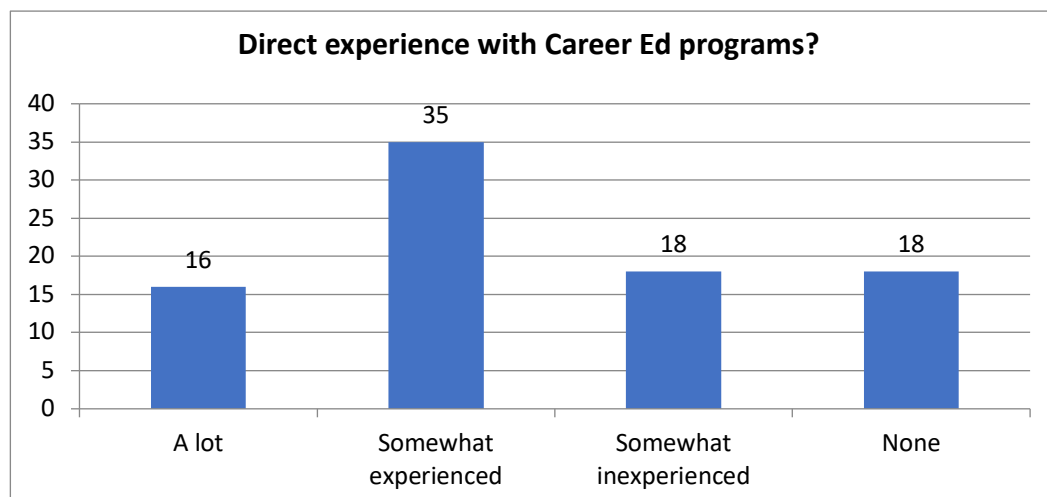
1. Are you aware of the community colleges in your area and the programs they offer?



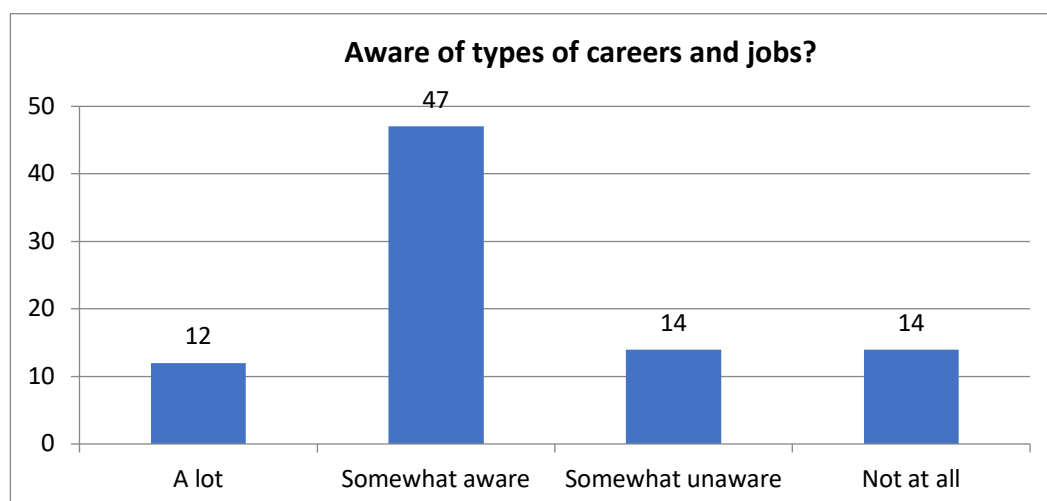
2. How familiar are you with the Career Education programs that are relevant to the field or area in which your company does business?



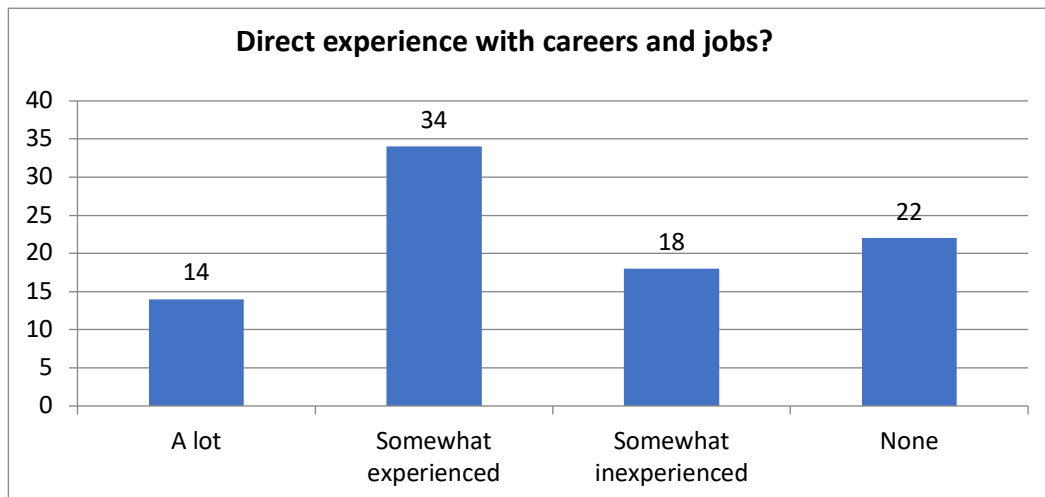
3. How much direct experience do you have with the Career Education programs that are relevant to the field or area in which your company does business?



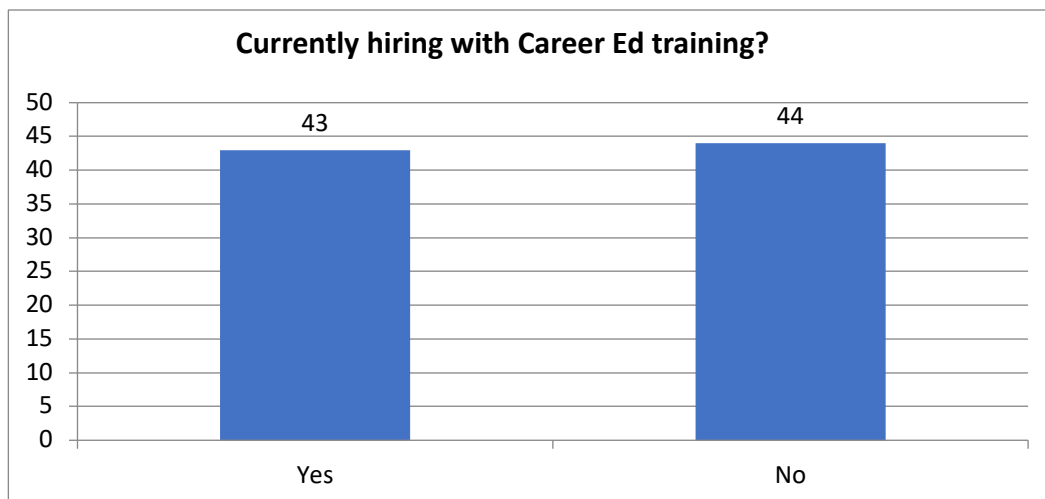
4. Are you aware of the types of careers and jobs that Career Education programs prepare people for in your area?



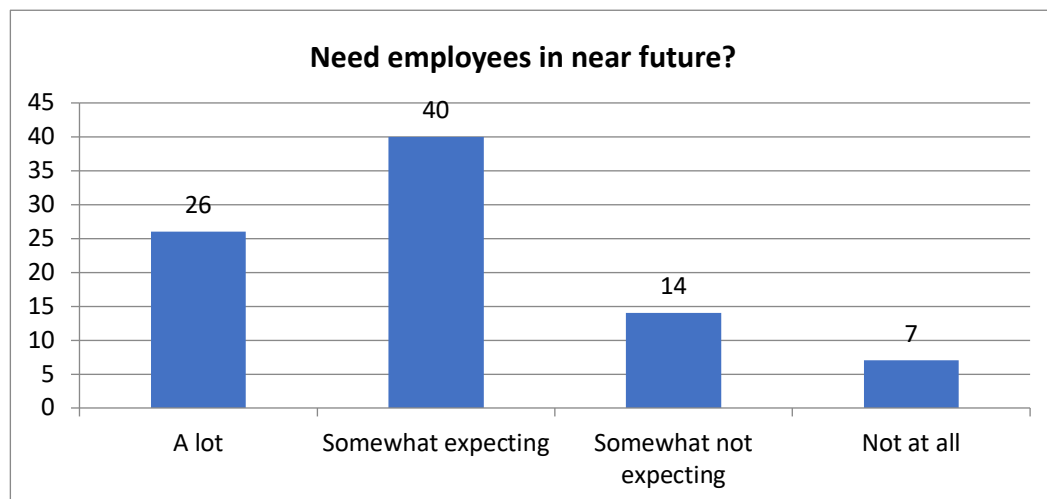
5. How much direct experience do you have with the careers and jobs that Career Education programs prepare people for in your area?



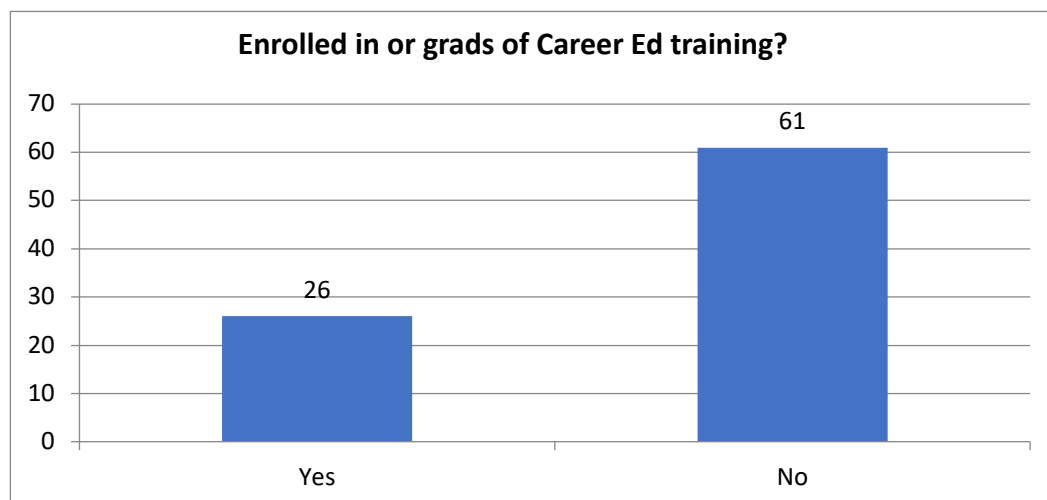
6. Are you currently hiring employees with Career Education training?



7. In the near future, to what extent do you expect your company to need employees with Career Education training?



8. Are any of your employees currently enrolled in or graduates of Career Education training?



8a. If yes, do you know which programs and colleges?**Listed Programs Only**

Building and Maintenance
Construction
Facilities Maintenance
Healthcare Interpreting
Medical Assistance/Assisting (2)
Nursing Programs
Park Inspection
Park Maintenance
Pesticides
Sewer Collections
Vocational Nursing
Water Distribution
X-ray Tech

Note: Numbers in parentheses indicate frequency of entry.

Listed Colleges Only

Chaffey College
Crafton Hills College
InTech Career Center
Riverside Community College (2)
San Jacinto CM
SoCal Community Colleges
Victor Valley College (2)

Note: Numbers in parentheses indicate frequency of entry.

Listed Programs with (Colleges)

Automotive (Copper Mountain CC, College of the Desert CC)
Auto Tech (Chaffey CC)
Computer Engineering (Laverne University Pomona, CA)
Diesel Tech (Barstow CC)
ETP (SBCCD)
Industrial Automation (Centralia College, WA)
Industrial Electrical (Chaffey CC, Valley CC, Victor Valley CC, Barstow CC)
Industrial Mechanical (Chaffey CC, Valley CC, Victor Valley CC, Barstow CC)
Heavy Equipment Mechanics (Long Beach CC)
Light Duty Vehicle Repair (ICEC Career Institute)
LVN (Cal Baptist)
RN (Cal Baptist)
SBC Fleet Management (ICEC Career Institute)
Welding (Chaffey CC, Valley CC, Victor Valley CC, Barstow CC)

9. What on the job training do your new employees usually need beyond the level of training that they come in with?

Specialized Technical/Software Knowledge and Skills Training

Computer systems
Plastic injection molding
A solid understanding of electronics and electronic systems
Advanced technical skill levels
Specific workflow in relation to our video editing systems
Training using various programs involving Solidworks, AutoCAD, or other drafting software
We train them in LivePlan, Outpost, HubSpot, and other management software
Need to understand the logistics/3pl world
ETSY and Shopify Marketing
Extensive training on state systems software programs
Marketing, graphics, social media skills
Global trade, logistics, and regulations

Communication, Social Skills, and Client Relations Training

Customer service skills (4)
Communication skills and styles (3)
The ability to communicate and listen
How to communicate and interact in a professional setting
Soft Skills
Skills including interacting with coworkers, client skills, effective communication, effective writing
Interpersonal skills to interact with customers
Up sell/cross sell skill sets
Conflict Negotiation
Improved Spanish skills and fluency

Note: Numbers in parentheses Indicate frequency of entry.

Office/Workplace Technical and Performance Knowledge and Skills Training

Basic math (2)
Basic computer skills (2)
Business writing (2)
MS Office Suite and researching (2)
For marketing specifically, knowing and having worked in the Adobe suite of products is important
Time Management
Stress Management
Organizational Skills
Internet based training
Usually company systems specific training is needed
Cash handling
Must have knowledge of office skills

Note: Numbers in parentheses Indicate frequency of entry.

Work Ethic Development

I'd say my biggest issue is work ethic. Show up having done the job and don't show up with an excuse. It might just be the generation but I have hired about 15 VVCC students and had to relieve 13 of them

for just not caring and constant excuses. I held on to every one of them for close to two years believing that there was hope. A few just stopped showing, others came in every week saying "something came up." It's exhausting not being able to believe in them, but it's a fact. Some believe in themselves while most just don't care. Sorry, but the survey asked.

Work ethic including expectations of employers, understanding company costs when employing new employees, contributing in a positive manner to work environment instead of expecting work environment to cater to their personal goals.

Additional Education, Professional Certifications, or Credentialing

Certifications
College degree
Need to have a 4 year college degree in Communications, Marketing, Journalism, Advertising, Film, or Television production
Specialized certifications, degrees, or further education
ABA Therapy, RBT, High School Diploma, Experience with Children
Possess a Commercial Drivers License
Teachers need to come in with CTE credential or traditional credential
Many of our IT department's jobs require a Bachelor's degree

Additional "On the Job" Work Experience

Hands-on skills for advanced manufacturing
Basic automotive training, tire machine training, identifying automotive components, ready for trainee general automotive shop experience
There is a learning curve and it really depends on what position they are entering. Say an Electrical Engineer might come in and we'll need to see how they work with 480V and many moving parts in each production line.
Hands on experience - water and sewer
3 months on the job training provided by our existing employees
Some work experience
Experience with Gas Fired Appliances
Work experience with Senior Technician
Training needed for production crew
Classroom experience with young children (can be volunteer)
We are a union contractor so our field staff gets trained through an apprenticeship. Then our Journeymen continue training on site with each task of construction.
Experience working with kids in a residential setting
Mechanical experience
Lots of in-house training on our machines and equipment
Forklift experience
Sewing, leatherwork experience

Understanding and Knowledge of the Workplace/Work Environment Policies and Procedures

Basic safety training (4)
Policy and procedures training (2)
Two solid weeks of policy, procedure, hard skill
Basic product and service training
Basic knowledge and skills of the Industry

Note: Numbers in parentheses Indicate frequency of entry.

Administrative/Management/Supervisory Knowledge and Skills Training

Project Management
Mentoring skills
Data Analytics
Medical interpreting
Political interpreting
Court interpreting
Entrepreneurship and Startups
Basic supervision and clerical functions

Personal Characteristics and Qualities Development/Motivation

Problem solving techniques (2)
Creativity
Innovation
Leadership
They need to have strong talent
Networking opportunities
Career development opportunities

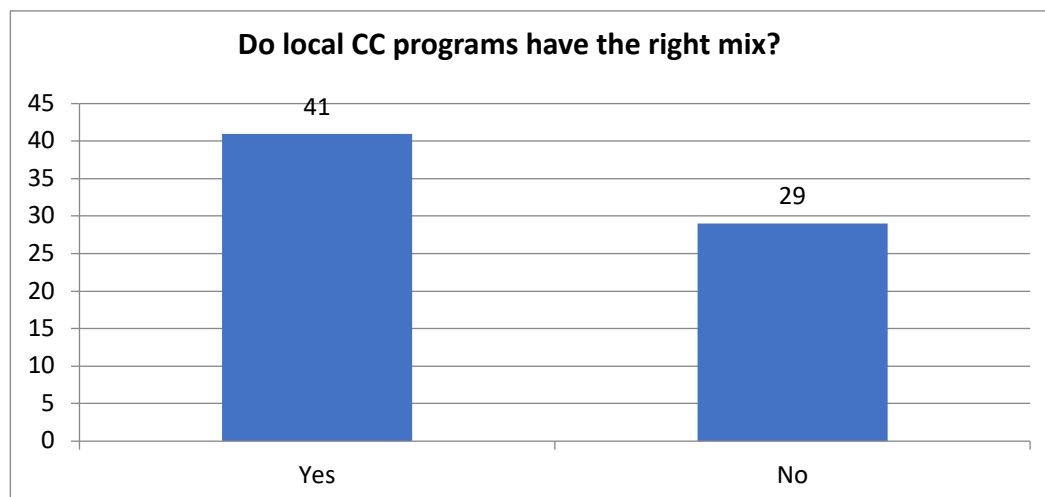
Note: Numbers in parentheses Indicate frequency of entry.

Appendix K

Online survey: Perceptions of IEDRCCC CE programs

Perceptions of IEDRCCC CE programs

1. Do you believe the current Career Education programs offered by the local and regional community colleges in your area have the right mix of knowledge and skill-building to make their graduates employable at your business?



1a. If yes, explain:

Market Growth in Area is Strong

Energy and construction are growth industries

Strong, Relevant Instruction and Curriculum

Because of the instruction that they receive
Completing the automotive course lets me know that this person has more than basic skills in our profession and has not just taken some training to work in his/her garage
Some training is relevant
Applicants to our company come fairly equipped with introductory video editing knowledge and skills
I like the direction MVCC is going in

Students Demonstrate Positive, Beneficial Qualities

Usually individuals with the drive to further their education have the self motivating qualities needed in this industry, as long as they are extroverts and good conversationalist

Programs Instill Knowledge and Skills

Programs add generic skills
Because our needs are rather specific, your programs do provide a foundation to build upon
LBCC has a great Heavy Equipment program that has been beneficial to our current employees and pool of potential candidates

The courses offered provide a variety of skills so we can select the ones that are relevant for our needs

Previous Experience with Graduates

Based on a previous hire through the Career Education training in maintenance

Strong Reputation and Endorsements

Direct feedback from employers

I believe the CCs are a great source of education at any level
--

1b. If no, explain:

Some Programs Lack Training; Students not Prepared

I would like to see more training in marketing and sales, entry level people are always needed
--

Not enough graduates are comfortable with the Microsoft suite of products

From what I have been able to find the area needs more of a focus on Aerospace in general and Avionics specifically

Need more hands on training

More hands on working knowledge of advanced skills in software. More focus in Business, Healthcare, Property Management, and Accounting Degrees needed.

They have basic knowledge, but never have true on the job training where they can enter the facility and get to work
--

No water distribution or sewer collections courses available
--

Graduates regularly fail our pre-employment testing

What we do is very specific and not generally taught
--

Do not offer some of the training needed for our type of business

Business and Nursing as well as Building Trades are needed
--

Too many students with screenwriting aspirations have difficulty telling a complete story

They do not address the range of technical skills needed. Typically specialize in one specific skill set.

There needs to be more emphasis on vocational training (i.e., diesel mechanic, auto mechanic, welder, plumber, and electrician)

Many students do not have the minimum knowledge of Spanish for hire

Professional Socialization Lacking

Unfortunately as teachers you have to be "parents" because most parents are too busy or just don't care about their kids' success in life

The basic fundamentals are not being taught. You cannot teach personal responsibility and character from a book - it must be taught by example and explanation of why it is important.
--

Programs not Available/Difficult to Complete and/or are too Specialized

Too long, too niche or not available at all

Needs to more varied and in-depth

Some Programs are not Relevant

We are a marketing/communications company and CTE program subjects do not align with our requirements

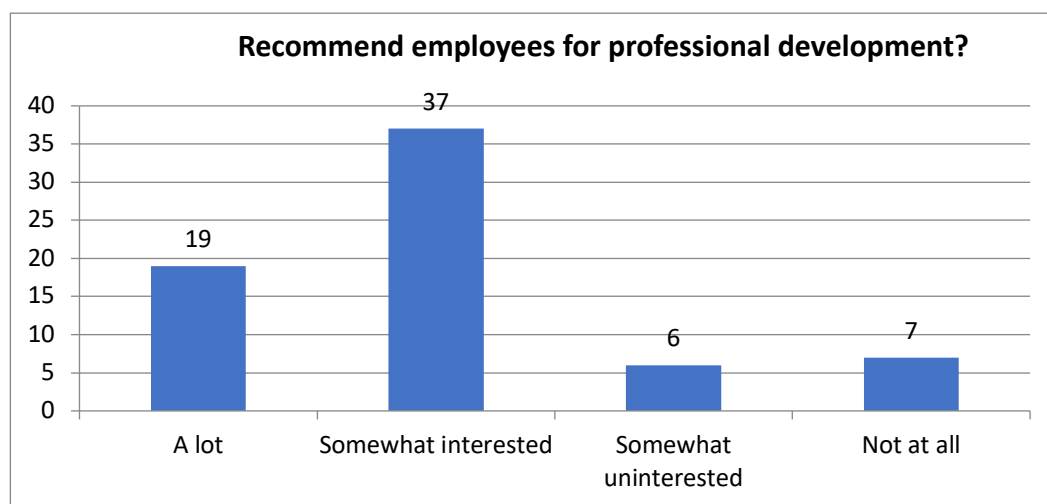
Because we deal with the Electrical Distribution industry, most of what we teach is not taught in these programs
--

The one thing we run into occasionally is that some ROP training programs do not matriculate to Community Care and Licensing Standards. They will only accept WASC accredited programs.

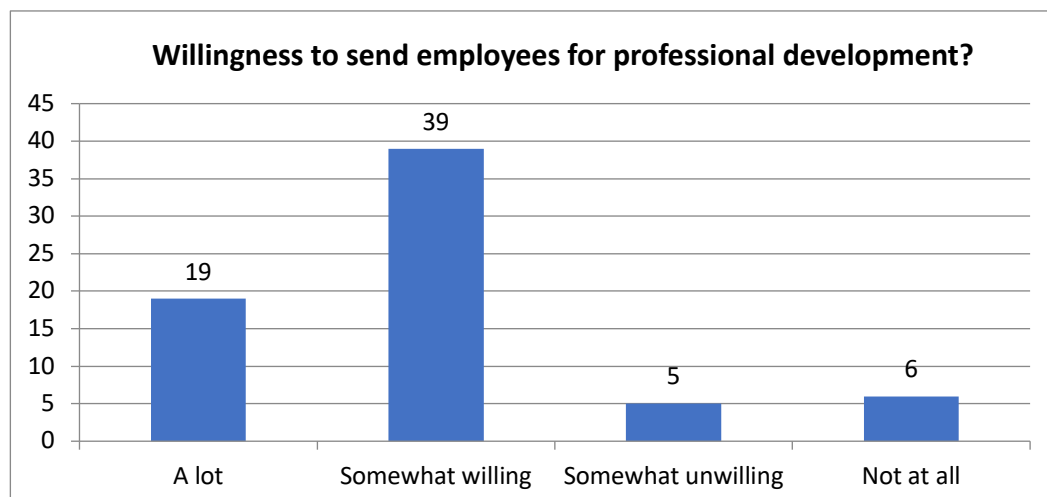
Instructors Need On-going Industry Training

More internships for college instructors is needed to allow them to understand what we do and how to modify their training to meet our needs

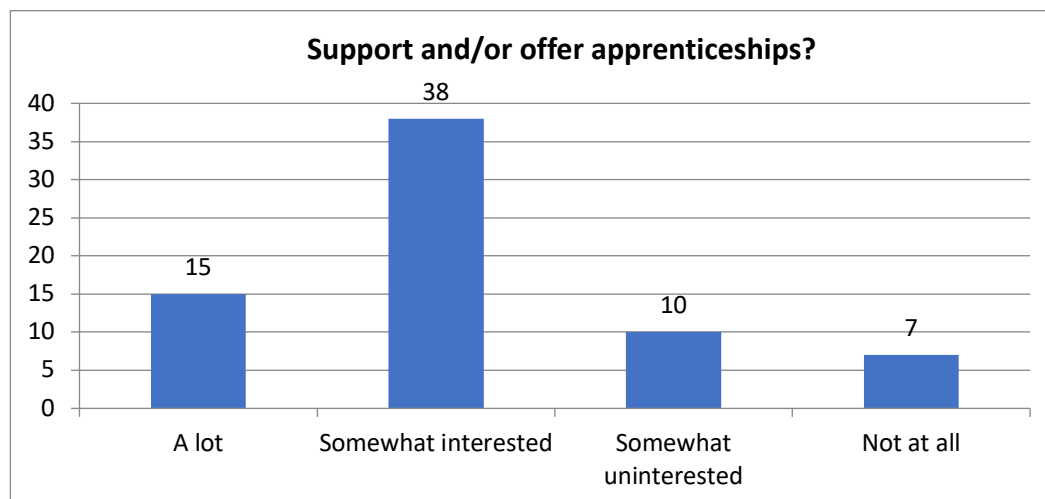
2. Given your current and future business needs, how interested would you be in recommending that your employees attend one of the local or regional community colleges for professional development (such as certification renewal training)?



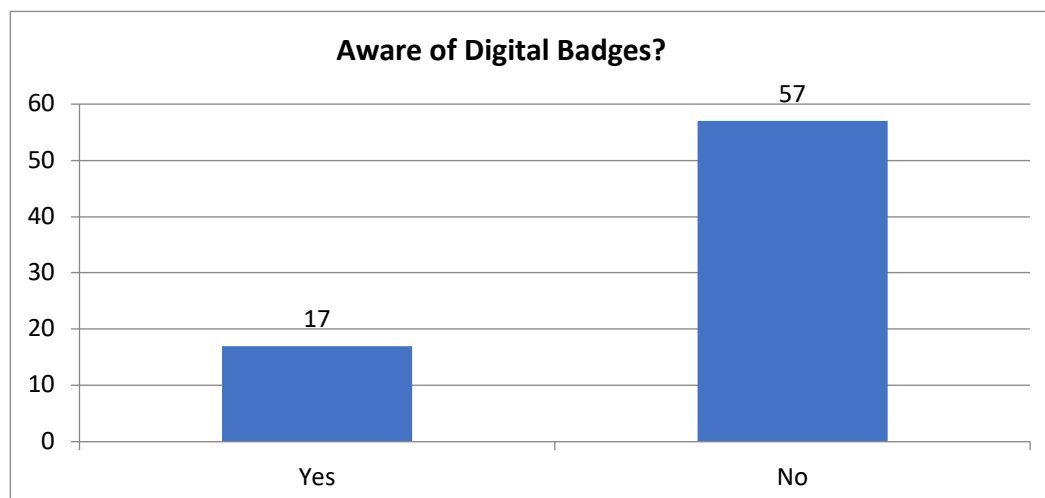
3. Given your level of interest, how willing would you be to send your employees to one of the local or regional community colleges for professional development?



4. To what extent would you be interested in supporting and/or offering work-based learning opportunities such as apprenticeships to help train and prepare community college students for the workforce?



5. Are you aware of digital badges, which are a form of professional certification?



5a. If yes, what do you think of them; are they valuable?

Digital Badges are Valuable

Valuable (3)
They appear to motivate and encourage students
This is a great way for the employers to check on staff training experience

Note: Numbers in parentheses indicate frequency of entry.

Digital Badges are not Valuable, Am Uncertain, or Value is Conditional

Not valuable (2)
Only valuable after efficacy of program is validated by neutral third party
Only as valuable as the content of the training required to obtain them
Only if they map to a validated and vetted Industrial skill set that proves the person knows how to think thru and solve a process (troubleshooting methodology)
Depends on the profession and the certification
Not all too sure how they're used

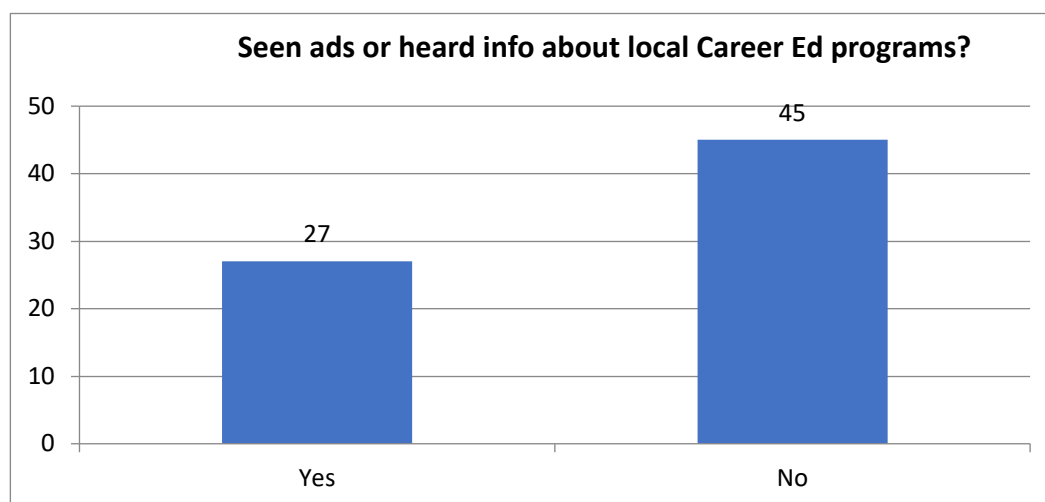
Note: Numbers in parentheses Indicate frequency of entry.

Appendix L

Online survey: Awareness of IEDRCCC CE program promotions

Awareness of IEDRCCC CE promotions

1. Have you seen advertisements or heard information about Career Education programs offered at your local or regional community colleges?



1a. Do you recall what you saw or heard?

Recall Specific Contents/Sources of Ad or Promo

Mostly through emails announcing the training and apprentice programs
I received several email notifications on training programs from Intech, SBCCD and Fontana Chamber of Commerce
Palo Verde College advertising

Recall Channels of Ads or Promos

Broadcast mass media Radio ads (3) TV ads
Localized mass media Banners around town Billboards Bus ads (2) Outdoor ads Signs
Web- or Internet-based media Email (2) Social media
Print-based media Brochures Mailers

Note: Numbers in parentheses Indicate frequency of entry.

Recalled Programs that were Advertised or Promoted

Business
Electrical
Engineering
Gaming
Machining
Mechanical
Welding

Attended Presentations

I have been to presentations regarding the Career Educational programs
Have attended program development workshops at MVCC

Other

Sponsorships
RCC had a vendor booth

2. In your opinion, what can the local and regional community colleges do to improve their promotion of Career Education programs?**Use Social Media to Promote Programs, Degrees, and Offerings**

Use social media to target specific demographics (5)
It seems that the next generation is on digital media. I would spend my advertising dollars in those arenas.
Use social media and email "blasts"
Use LinkedIn
Use community posts on Facebook

Note: Numbers in parentheses indicate frequency of entry.

Change Social/Cultural Expectations

Help the high school educators understand that not every student needs to go to a four year university and that should not be a measure of success
Change the entire paradigm at the high school level that says a student is not successful unless they get fantastic grades and move on to college. A smart student can just as easily be successful in a trade role without a four year degree.
Start in junior high school preparing those students who have no desire to go to a four year college but are interested in going to a trade school

Provide More Assistance and Options to Students

Offer more scholarships
Offer more access to classes
Offer more classes remotely
Offer evening, Friday, and Saturday courses. This would allow potential students to work and go to school.
Offer tuition support
Offer more flexible schedules
Ensure space is available for the classes you offer

Partner (Involve & Consult) with Regional and Community Members

Obtain feedback from community
Obtain business involvement
Offer more programs geared to our business
Invite companies to events put on by training facilities
Have a regional committee (from all these colleges) to plan working together to meet the community needs
Work more closely with industry to ensure curricula match the specific needs for job success
I would suggest that our local colleges get more involved with local businesses and vice versa. We have SBCC, Citrus College, and Chaffey College in our main area and I am unaware of any programs supporting our industry.
Partner with community organizations and high schools to spread the word
We partner with the resource centers, EDDs, Workforce Development and all local community colleges to help employ our community. We love partnerships. We are willing to attend board meetings etc to express our needs and qualifications for prospective employees.
Develop relationships with the local K-12 schools to market to future employees for our local manufacturing business jobs
Work with high schools for career development and city/county programs that assist those looking for jobs in the work force and also assist businesses in finding good matches
In my opinion by the concerted efforts that the colleges are taking with becoming a WIOA partner and attending the meetings is great

Increase Marketing, Outreach, and Promotions Efforts

Hire more marketing practitioners
Let area HR professionals know about programs
Do presentations at large employers to educate employees and managers
Hire a rep to come talk to us about them
I guess advertise more
Continue to advertise via email
Educate the business world on the curriculum at the college
Reach out to temp agencies
Contact companies directly
Market to local businesses
Advertise at professional associations such as safety, HR, and management associations
Outreach to local businesses, email, phone calls
Expose high school students to colleges
Presentations at local high schools
Continue to reach out to local business such as ours to give us information regarding your programs
Visit companies within San Bernardino County and educate them on the current training programs
CTE funding is directed by colleges and higher education, and they have no idea how to market. Government dollars are never looked at through a For-Profit lens, so the goals are misaligned with the use of funds. There are 27+ colleges and universities in the Inland Empire, the best marketed colleges are the For-Profit colleges because they NEED to survive (Cal Baptist, Redlands, Claremont).
Stopping by businesses to offer flyers, possibly putting out some kind of announcements or advertisements online, on the radio, billboards, anything
Work closely with large employers such as the State of CA to help employees that would like upward mobility opportunities
Develop internal marketing initiatives and make sure they serve the industries with the highest volume of employment needs in their region
Presentations at local high schools by graduates working in the various fields

Promote “Real-World” Training and Outcomes

Better train for local employers
Promote county workforce development
Provide “true training” that they can enter the work place “ready to go”
They have a general understanding but never are able to be turned free to work on a production line once hired. We have seen this to be a 6 month learning curve and beyond.
Offer some trade based courses! We in the construction industry are craving workers with basic health and safety skills, general math, and general basic construction skills.
Have programs which lead to job opportunities that are available in the area
Create “Maker-Spaces” every 2 to 5 miles
Offer more vocational training as opposed to preparation for advancement to a 4 year degree institution

Broaden the Base of Potential Students to Recruit

Widen targeted groups/market from which to recruit
--

3. What type of information would you like to see included in promotions about Career Education programs offered by your local and regional community colleges?

Advertise the When, Where, and Costs of Courses/Programs

Cost (4)
Duration of classes
Class type, dates
What, where, when
Advertise the schedule of courses
Information about the curriculum
Courses offered, certificate programs, etc...
Information on the specific programs offered
Sample of courses required and when they would be offered so student can see the commitment required and how long it would take to achieve the specific certification
Applicable information (dates, times, cost, skills learned, how they are applicable, certifications obtained)
A listing of programs held at our local colleges along with the schedule
General overview of the programs offered

Note: Numbers in parentheses Indicate frequency of entry.

Advertise the Likely Outcomes

How much money they can earn for specific industry
Information on the types of certificates that are obtained upon completion of the program
What type of work or degrees they can obtain with the career education training program
Information on the specific equipment and technology that is being used. Someone might understand how to operate a machine but it only matters if they have had experience on the type of equipment and controls that they will need to know how to use at the employers facility.
Success rate of program by tracking the certificates achieved and the placement of "graduates" into career education related fields

Establish the Value and Benefits of Programs/Degrees

Validation of program by third party
Benefits to enroll in college

Benefits to earning a degree and getting into a career
The type of jobs graduates are obtaining
What types of jobs people attain after going through the program
Availability of career paths resulting from program/degree
Info on new startup companies that began while taking training programs
The various ways my business, clients, and existing employees can benefit from the programs

Advertise Options and Opportunities

Get them ready to work once employed
The courses and curriculum offered
Flexible schedules
Short term classes available
Specific unique training
Vocational training
English as a 2nd language
Communication skills
Reading and Writing skills
Information about the types of career opportunities available in the area with/without degrees
In-service, professional developmental opportunities and career training
We're in two regions in southern California. It would be nice if the marketing material included learning opportunities available in any county offering it

Advertise Social Expectations and Norms

What the college students are majoring in

Spark Motivation to Enroll and Get a Degree

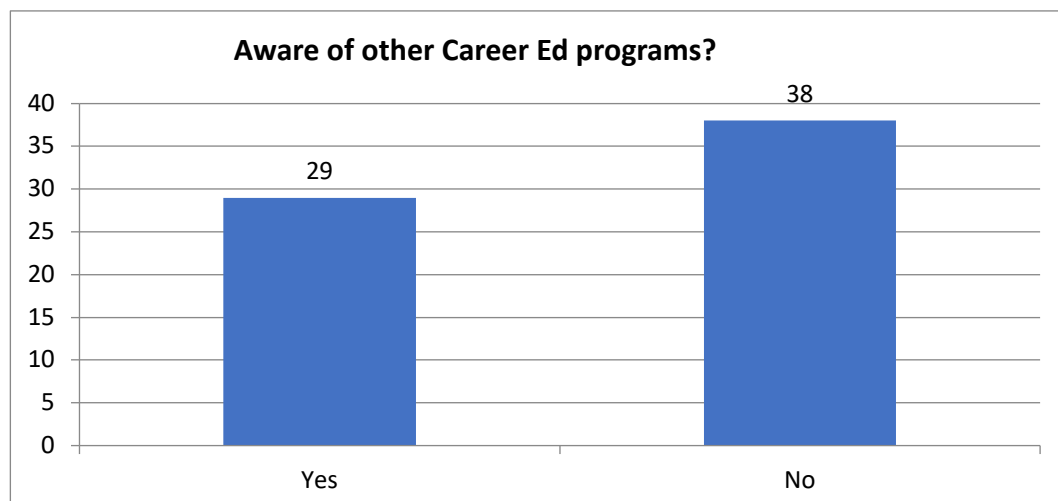
To let students know that their future has to start now, no matter which direction they want to go
--

Appendix M

Online survey: Awareness of other (i.e., For-Profit) CE programs

Awareness of “For-Profit” CE programs

1. Are you aware of Career Education programs other than those offered by your local or regional community colleges?



2. How do these programs differ from what your local and regional community colleges offer?

Profit Driven Programs

More for profit
ROIs

Offer “Real-world” Practical Skills

Real-world, practical skills
Job focused

Programs Offer Basic Skills

More basic

Programs are Affordable

More affordable

Programs are more Expensive

More expensive; higher costs (4)
Not very different except the students are charged a lot more money

Our associates find far more value and come away learning more at the local and regional community colleges than they learn at the outside programs we have to pay hundreds of dollars for

Offer Relevant/Needed Programs

Water Treatment and Sewer Collections courses which provide necessary continuing education classes and/or knowledge needed to pass tests and receive certification from the State Water Board

There are some out there that focus on a wide range of Automation skill sets and certification aligned pathways

Are not Flexible to meet Local Needs

They do not ask what we, the businesses, need. Their programs are set from A to Z and they do not deviate. With the colleges, if there are specific needs they will add it to a class when they can.

Market/Advertise to and Recruit Younger Students and/or do more Marketing/Advertising

They are offered to a younger age group at the High School level

They do a lot more advertising

Less Successful Outcomes

Deliver a lower success rate

Offer more Options, Flexibility, and Opportunities

Open 7 days, 364/year

Provide access to tools of invention

Shorter term courses

Shorter duration, more specific

Broader in scope

Prescreen Applicants to meet Basic Requirements

They test for Spanish skills prior to being admitted in the program of study

It depends, some are accredited and some aren't. Some are very helpful with pre-screening applicants as well. It is always great when our applicants are pre-screened so we know they meet the minimum requirements.

No Differences

I see no difference. They all are grabbing for a piece of the CTE funding pie. I have no idea why Crafton, Valley, Chaffey, online education, or InTech Center would teach anything different from each other.

Very similar

Appendix N

Online survey: Additional comments

Additional comments

1. Any other comments to add?

General Comments

Not that familiar with what is available
Expand community college offerings for trade school type employment avenues
Offer more training away from campus (Big Bear, Lake Arrowhead)
Get them ready to work once hired
More Friday and Saturday courses
I'm looking forward to hearing more
Need to make the programs easily accessible and teachers willing to come to company headquarters to instruct
Our office does send staff to multiple of the day or two training's offered by community colleges in partnerships. Most of those are soft skill development. Those have been great and I would really like to see those continue and expand. More specific vocational training seems to be hard to find.
Everyone has a story, not just writers. Students need to be able to tell their own story so they can form relationships in whatever field they are in and make connections that lead to employment.
The associates I sent loved the classes, they advertised them to their peers. The classes are hands-on and interactive. My associates love them!!
Not all students are destined to be college graduates. More opportunities need to be created for hands-on jobs, such as welders, mechanics, plumbers, electricians, etc.
We would love to partner with any career education programs that are available and I am very willing to share any knowledge on State requirements that should be included in programs that fit our industry
Continue to market the opportunities for High School graduates to attend the programs, get internship opportunities, and find meaningful jobs

Appendix O

Composition of metrics used for phone and online survey comparisons

Metrics and results used in phone and online survey comparisons

Metrics	Results	
	Phone survey	Online survey
Awareness metric: “...the employers indicated that they were aware of the local community colleges and their programs”	100% (10/10)	81% (71/88)
Familiar metric: “...the employers indicated that they were familiar with the CE programs offered in their area”	90% (9/10)	71% (61/86)
Experience metric: “...the employers indicated that they had direct experience with the CE programs in their area”	90% (9/10)	59% (51/87)
Hire metric: “...the employers indicated that they were expecting to hire CE trained employees”	100% (10/10)	76% (66/87)
Employable metric: “...the employers indicated that they thought that the IEDRCCC CE programs had the right mix of knowledge and skill-building to make graduates employable”	50% (5/10)	59% (41/70)
Recommend metric: “...the employers indicated that they would recommend that their employees attend an IEDRCCC CE program for additional training”	90% (9/10)	81% (56/69)
Endorse metric: “...the employers indicated that they would be willing to send employees to an IEDRCCC CE program for additional training”	90% (9/10)	84% (58/69)
Support metric: “...the employers indicated that they would support work-based learning opportunities to help train students for the workforce”	90% (9/10)	76% (53/70)
Promo metric: “... the employers indicated that they had seen or heard promos for IEDRCCC CE programs (or similar types of ads)”	60% (6/10)	38% (27/72)