

**Department of Labor
Strengthening Community Colleges Grant
Round 1 Award**

Michigan Coalition for Accelerated Healthcare Pathways

Final Evaluation Report



PREPARED AND PRESENTED BY

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Executive Summary

Funded by a US Department of Labor Strengthening Community Colleges grant, the Michigan Coalition for Accelerated Healthcare Pathways (MCAHP) aims to address healthcare industry workforce needs by enhancing the capacity and responsiveness of Michigan community colleges in developing a skilled labor pipeline. Led by Grand Rapids Community College, this consortium includes Alpena Community College, Lansing Community College, Oakland Community College, and Muskegon Community College. Through this grant, the coalition has sought to: 1) develop and expand online and hybrid programs, along with targeted strategies, to support accelerated upskilling for participants; 2) scale accelerated online pathways and broaden curriculum access, making programming available to additional colleges through Michigan Colleges Online; and 3) transition essential student services to a virtual format.

Pacific Research and Evaluation (PRE) has partnered with Grand Rapids Community College to conduct a comprehensive evaluation of the coalition's efforts in accelerated healthcare pathways program development and implementation. This evaluation report provides insights into the program's impact on students and industry partners, including how effectively students are prepared for employment or career advancement within healthcare as a result of their program participation. By examining MCAHP's progress toward its grant objectives and outcomes, this report includes insight related to both the implementation (formative evaluation) and the overall effectiveness (summative evaluation) of the grant.

This report's findings are drawn from annual data collection efforts that include focus groups with consortium staff, interviews with industry partners, online surveys of faculty, staff, and students, quarterly outcomes surveys completed by representatives from each consortium college, and additional focus groups and interviews with students. Qualitative data were analyzed using thematic and content analysis, while quantitative data were examined through frequency analysis of responses to Likert-scale questions.

Summary of Key Findings

- MCAHP has engaged with numerous new employer partners since the start of the grant, allowing for more collaboration and broader input when it comes to identifying and meeting the state's workforce needs.
- Employer partners identified key skills and competencies that are important for healthcare occupations, including effective time management skills, technological literacy (i.e., the ability to understand and use the technology that is required for the job), teamwork skills, and problem-solving skills.
- Employer partners serve as valuable subject matter experts by providing input and feedback on the development of curriculum, according to staff at each consortium college.
- Colleges and partners have collaborated to create apprenticeship programs that they see as promising pathways for developing a pipeline of skilled workers to meet the state's healthcare workforce need.
- Program participants had positive perceptions regarding the influence of the program when it comes to helping them reach their career goals. Over 75% of students surveyed share that they felt their clinicals, labs and apprentices helped prepare them for a job in their field.
- A noted strength of the online/hybrid delivery model is the flexibility it offers with regard to where and when participants can complete the program. This may be especially important for underserved students in rural areas, those who are employed, and those who have families.
- The most noted area for improvement in online programs was in regard to student engagement. Suggestions included strategies to enhance engagement between program facilitators and students through more innovative learning experiences, as well as strategies to ensure that students were adequately engaged with the course materials.
- Wraparound services offered to program participants included tutoring, mental health and career counseling, transportation, IT support, basic needs support (i.e. food pantry), financial support, and more. However, many students did not access any wraparound services, indicating a potential need to improve awareness of such supports.
- Employer partners provided support to apprentices, including financial assistance for education, mentorship, and access to employee benefits.
- Faculty and staff indicated that their colleges engaged in external partnerships to support MCAHP program participants, most commonly with industry partners, the local Workforce board, and Michigan Works!

- Apprenticeships motivated employers to enter partnerships because of the need to address staffing shortages, the cost-effectiveness of the apprenticeship model, and the program's potential to meet the industry's healthcare needs.
- Consortium colleges have made significant progress in aligning systems and policies, such as credit transfer, student success tracking, and program governance, but alignment remains an ongoing process.
- The consortium successfully created partnerships with high schools and technical centers, achieving its goal of developing bridge programs to connect high school students to healthcare career pathways. Activities like campus visits, hands-on learning, and program tours have been used to introduce students to healthcare career opportunities.
- Employer feedback and shared learning across institutions have supported the development of students who are well-prepared for employment or advancement in their careers.
- Colleges faced challenges such as engaging students in online learning, and internal alignment of new programs. Through their collaborative model, coalition colleges can learn from one another to more effectively find solutions to shared challenges.
- Communication between colleges and employers has been essential but occasionally strained by turnover among both groups. The consortium's resilience and adaptability have mitigated these challenges, but future coalitions should prepare to face similar challenging circumstances.
- The consortium directed program efforts toward recruiting healthcare employers, students through Michigan Works!, and diverse or underserved populations, including immigrants and veterans. Recruitment strategies were informed by employer requests, labor market data, and partnerships with associations like the Grand Rapids African American Health Institute and the Refugee Development Center of Lansing.
- The ESOL bridge program is a popular program for entry level exposure to healthcare terminology for English language learners, and has opened the door to more healthcare workers who can bring dual language skills into the workplace.
- Employer engagement was a major success, with 47 new employer partners secured, 24 of which offered workplace learning opportunities. Employer input and support played a critical role in efficiently developing and launching programs that directly addressed workforce needs.
- Challenges related to healthcare employers' limited capacity to support trainees and turnover among college administrators and employer partners, as well as difficulty recruiting instructors with the necessary credentials for specialized courses.

Evaluation Insights

1. The MCAHP's ability to develop and update programs to meet industry needs and the needs of participants, adapt to challenges, and meet many of its objectives demonstrates the potential for consortium models to help address healthcare workforce demands.
2. The hybrid model of programs and the increased flexibility they offer allow colleges to provide training programs for high-demand and low-number healthcare occupations (i.e., necessary healthcare occupations that have a limited number of openings to fill). Hybrid models also have the potential to support greater success for working students, students with families, and traditionally underserved student populations. However, this learning model may be further strengthened by offering students more opportunities to engage and interact in the online learning environment, making course materials and assignments available earlier to allow working students more flexibility in their study schedules, and increasing off-campus students' awareness of and ability to access student support services.
3. Healthcare employers were motivated to partner with colleges for a variety of reasons, including the opportunity it gave them to train their incumbent workforce to advance into high need roles. While workforce retention seems to have improved in some cases as a result of this model, it is still important for industry employers to ensure they are offering competitive pay and other benefits to help them retain industry talent. Further, community colleges may consider adding more of a focus on "soft skills" that could help students prepare to better integrate into their new roles and their workplace culture.
4. Turnover within both the consortium colleges and their employer and agency partners resulted in challenges related to communication and finding the staff with the necessary expertise to run programs. The coalition could work to mitigate some of these challenges in the future by developing clear onboarding protocols to bring new personnel and partners up to date quickly, and by developing plans to minimize disruptions such as assigning a backup person or point of contact for each key role.

Final Takeaways

Through the Strengthening Community Colleges grant, the MCAHP worked to build the capacity of community colleges to address workforce needs in the healthcare industry and drive systemic change through a collaborative approach. The five MCAHP colleges partnered to develop and expand online and hybrid healthcare pathway programs, support accelerated learning for participants, scale adoption through partnerships with Michigan Colleges Online and workforce development agencies, and recruit and support diverse students, including those from rural and historically underserved populations.

The MCAHP's model of healthcare educational partnerships demonstrates significant promise as a systemic solution to the growing demand for skilled healthcare workers. Despite challenges related to turnover and institutional alignment, the coalition achieved or nearly achieved most of its grant objectives. By leveraging insights from this evaluation and their collaborative experiences, MCAHP is well-positioned to sustain and expand its efforts in the future.

While this evaluation helps to shed light on the outcomes of this grant, the data was limited particularly in terms of the low proportion of students who are represented in the survey data. Therefore, findings based on student survey data may not be generalizable to all MCAHP students, and caution should be used when interpreting these results. Future evaluation efforts may be needed to shed more light on program outcomes from students' perspectives. Further, future studies may help to assess the longer-term impacts of these programs on industry workforce deficits at large.

Introduction

Supported by a Department of Labor Strengthening Community Colleges grant, the Michigan Coalition for Accelerated Healthcare Pathways (MCAHP) was formed to address the workforce needs of Michigan's healthcare industry by strengthening the capacity and responsiveness of community colleges and striving to achieve sustainable systemic change. The MCAHP coalition, led by Grand Rapids Community College, brings together five Michigan colleges that share a commitment to building a robust pipeline of skilled healthcare professionals in response to the identified industry need. The coalition's objectives include: 1) implementing new and expanded online and hybrid programs, alongside targeted strategies that empower participants to upskill efficiently, transition from unemployment to re-employment, or enter the workforce; 2) scaling up the use of accelerated pathways and broadening access to curricula, making these programs more widely accessible to other Michigan colleges through articulation agreements and the use of shared online platforms; and 3) migrating essential student services to a virtual environment to improve accessibility and flexibility for students.

To ensure that grant activities and initiatives align with local workforce demands, the MCAHP fostered partnerships with a wide range of employer and community organizations, including nonprofits, employer associations, sector groups, and human resources associations. These partners provide critical insights into industry needs, help to ensure that curriculum and instruction aligns with industry standards, and offer apprenticeships and other hands-on and work-based learning opportunities to program participants. By enhancing their industry partnerships, the coalition colleges are well positioned to create programming that is responsive to current healthcare job demands and to foster connections between skilled job-seekers and healthcare employers.

Pacific Research and Evaluation (PRE), a private evaluation consulting firm based in Portland, Oregon, has extensive experience working with community colleges and on state and federal grant evaluations across the country. In collaboration with Grand Rapids Community College, PRE provides evaluation services to assess the MCAHP's efforts to develop and implement the accelerated healthcare pathways program. Employing both formative and summative evaluation approaches, PRE's assessment integrates a blend of qualitative and quantitative methods to assess the coalition's progress toward its intended grant activities and outcomes. The primary research questions guiding this evaluation appear on the following page, while a comprehensive list of research questions and sub-questions is provided in the Methods and Analysis section.

Primary Research Questions

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

To address the research questions outlined above, PRE conducted focus groups and interviews with MCAHP faculty, staff, industry partners, and students, and administered surveys to program participants as well as faculty and staff involved in program implementation. Throughout its partnership with Grand Rapids Community College and the MCAHP, PRE has sought to build meaningful relationships with project interest holders and has used a participatory approach when engaging in evaluation activities, as reflected throughout this report.

Background

The healthcare industry is the fastest-growing major sector in both the nation and in Michigan state, with significant expansion projected in the coming years. As Michigan's population and workforce continue to age, the demand for healthcare services is expected to rise, with healthcare occupations projected to grow by over 30% through 2026, potentially adding 62,000 jobs statewide. In response to this anticipated demand, the MCAHP was established to build and strengthen Michigan's community colleges capacity to develop a robust healthcare workforce pipeline. The consortium's membership was carefully planned in order to promote project success and foster systemic change.

Grand Rapids Community College was chosen to lead the coalition, leveraging its strong sector experience supported by previous funding from an America's Promise grant. The four other consortium institutions—Alpena, Lansing, Muskegon, and Oakland Community Colleges—were

selected for their proven leadership in workforce development and their successful collaborations with employers to implement evidence-based hiring practices and address skill shortages. The administrative leadership teams of each of these institutions are made up of dedicated advocates of workforce development who actively support policies advancing state workforce initiatives. Together, these five colleges represent a strategic, cross-state alliance, offering a diverse range of educational settings from small, rural campuses to large, urban institutions.

During the grant planning phase, the coalition identified critical gaps in Michigan's healthcare education and training capacity that necessitated a response in order to meet the industry's needs. Throughout the implementation phase of the grant, MCAHP has worked to actively address the gaps it identified by enhancing the capacity of their community colleges to meet the projected workforce deficit and skills shortages in healthcare. With grant funds, the MCAHP set out to create new and expanded online and hybrid programs with targeted strategies that enable participants to upskill as an accelerated pace, and transition from unemployment to re-employment or enter the healthcare workforce. Additionally, the coalition has endeavored to scale these programs by making healthcare curricula accessible to other Michigan colleges through shared online platforms. This model allows multiple community colleges to offer training and certifications to participants seeking high need, but low staff number positions. For example, the program's design has enabled specialized offerings, such as training for surgical technicians—a high-demand occupation with roughly ten openings per year across Michigan—to be feasibly run by bringing together geographically dispersed students using online classroom technology.

The healthcare pathways developed by consortium colleges have been closely informed by the input of healthcare employers. Healthcare employers have contributed significantly to the accomplishments of this grant program by collaborating on participant recruitment, curriculum development, skills mapping, and other strategic areas. The project's success is rooted in these strategic partnerships, which ensure that program content aligns directly with industry requirements. The coalition has been highly effective in expanding the number of employer partners that have engaged with consortium colleges through this grant, involving them in curriculum validation, program feedback, and initiatives that support work-based learning models and career pathways. These partnerships are instrumental in supporting apprenticeships, work-based learning opportunities, and career advancement pathways, and in fostering systemic improvements across the healthcare industry.

Throughout this grant, MCAHP colleges have shown their commitment to engaging diverse and traditionally underserved student populations. For example, Lansing Community College developed an English as a Second of Other Languages (ESOL) bridge program to healthcare, and

has made efforts to recruit historically underserved students, including but not limited to those in the following groups: first generation students; students with barriers to employment; veterans; immigrants, refugees, and New Americans; and individuals who have experienced incarceration. Additionally, Muskegon Community College has an active DEI department on campus that has been involved in the grant program offerings. This is especially noteworthy, since the majority of students recruited into Muskegon's accelerated healthcare pathways programs through this grant have been students of color. As a whole MCAHP colleges have purposefully focused their outreach in underserved communities, partnering with organizations like the Grand Rapids African American Health Institute and the Refugee Development Center of Lansing to broaden program access. These efforts are intentionally focused on reaching and involving underrepresented populations, ensuring that the benefits of the MCAHP initiative extend to all Michigan communities. Each MCAHP college has, from the beginning of this grant, been thoughtful in their attention to diversity, equity, and inclusion, and have worked to ensure equitable program access and to create learning environments that foster inclusiveness.

The following sections of this report highlight the progress and impact of the MCAHP's Strengthening Community Colleges grant initiatives. The Methods and Analysis section describes the evaluation strategies and tools used to assess the project. The Program Overview provides a detailed description of the grant's purpose, key personnel, and the overall project plan. The Summary of Activities and Outputs presents an overview of project activities, intended outcomes, targets, and progress, as well as a summary of program output data. The Findings section shares results from all data collection efforts, organized by the evaluation's guiding research questions. The Lessons Learned and Recommendations section highlights challenges and successes that were encountered by the MCAHP, as well as lessons learned and suggested next steps for the program. Finally, the Conclusion summarizes the report at a high level, noting limitations relevant to interpreting this report's findings when necessary.

Methods and Analysis

This final report is structured around six main evaluation research questions, each with a set of sub-questions:

Evaluation Research Questions
<p>RQ1. How will the consortium engage with successful industry sector strategies to identify and collaboratively meet workforce needs of the healthcare industry across the state?</p> <ol style="list-style-type: none">What do employers view as the most important skills and credentials for targeted healthcare occupations?How are employers involved in the design and implementation of new curriculum?How are apprenticeships and work-based learning experiences meeting workforce needs of the healthcare industry across the state?
<p>RQ2. In what ways are the new and expanded online and hybrid training programs preparing participants to attain employment or advancement in healthcare occupations?</p> <ol style="list-style-type: none">What are the strengths and weaknesses of the programs (according to participants, college faculty/staff, etc.)?How have the online and hybrid formats facilitated access to healthcare pathways and supported working students?How are students selected for program participation?Is the selection process equitable?How are programs being promoted?How are additional, wrap-around services supporting students through their programs?
<p>RQ3. To what extent does the consortium develop partnerships to provide wraparound services to program participants?</p> <ol style="list-style-type: none">What factors contributed to partners' involvement?Did employer and additional community partners have previous relationships with the college(s), and if so, how has their involvement changed through the grant?Do industry partners believe students are well qualified to serve in advanced manufacturing roles?
<p>RQ4. To what extent are consortium colleges aligning policies and practices across institutions to maximize program sustainability?</p> <ol style="list-style-type: none">How is the consortium engaging with the organizations (e.g., the Michigan Community College Association [MCCA], the Michigan Workforce Training and Education Center [MWTEC]) to promote best practices and scale adoption of new and expanded online programs?How were linkages between high school healthcare programs created?

Evaluation Research Questions

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

- a. How are the five colleges building relationships and facilitating shared learning throughout the grant?
- b. What are examples of barriers, if any, that colleges are commonly experiencing to effect systemic change? How are these challenges being overcome collectively?
- c. What do successes and areas for growth look like in terms of communication between colleges and employers?
- d. What obstacles are employers facing to effect systemic change? How can colleges best support employers in this process?

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

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

To answer these questions, PRE created a student survey for colleges to use, conducted focus groups and interviews with coalition leadership, employer partners, and students, and administered a survey to coalition faculty and staff. A quarterly survey was also administered to consortium leaders to track grant activities and outcomes. Quantitative and qualitative data collection protocols were developed by PRE to address the research questions and were updated based on input from the coalition staff. More information about each of the data sources used in this report is provided below. All focus group and interview protocols can be found in **Appendix B**, while all survey instruments are included in **Appendix C**.

Student Survey Sample

Students who exited MCAHP accelerated healthcare pathways programs beginning in 2022 and throughout the grant's implementation were invited by coalition colleges to share their feedback on the program via a confidential online survey. Surveys were delivered via online links. In 2022, the colleges administered surveys, collected data, and provided data to PRE for our analysis. To streamline the evaluation process and to further protect the confidentiality of students, in 2023 and 2024 PRE developed the online survey in which student responses were sent directly to PRE. PRE worked with MCAHP colleges, having college contacts email the student survey link out to participants at the end of each program inviting students to share their feedback. PRE asked that all students who participate in an MCAHP grant funded program be invited by contacts at their college to participate in these surveys, with the exception of students in continuing education unit (CEU) courses. The decision to not include students who

completed CEU in this sample was made due to the fact that CEU students typically complete their courses in one day in a matter of hours. If surveyed, CEU students would have had limited interactions with the college to base their responses on and it would be methodologically unsound to combine or compare their responses to students in other programs.

A total of 39 students responded to the survey across all three years of administration. While approximately 450 students were eligible to take the survey (which would suggest a 9% completion rate), it is unclear how many students were invited to take the survey. This lack of clarity is in part due to turnover among college contacts who had been tasked with emailing the survey to participants.

Table 1 shows the year that surveyed students completed their MCAHP program.

Table 1. Year of program completion (N=39)

	%
2022	30.8%
2023	56.4%
2024	12.8%

Students represented four MCAHP colleges and one “Other” community college, as depicted in Table 2. Alpena Community College was not asked to conduct student surveys because of the uniqueness of their CEU program offerings, in which participants receive short-term concentrated training (i.e., typically limited to just a few hours).

Table 2. College attended (N=39)

	%
Grand Rapids Community College	51.3%
Lansing Community College	12.8%
Muskegon Community College	10.3%
Oakland Community College	23.1%
Other	<1%

The students surveyed were participants in one of seven accelerated healthcare pathways programs, as shown in Table 3.

Table 3. Program completed (N=39)

	%
Diagnostic Tech Apprenticeship (EEG)	38.5%
Surgical Technologist	25.6%
Certified Nursing Assistant	17.9%
Direct Support Professional	5.1%
Sterile Processing	5.1%
Paramedic Apprenticeship	5.1%
ESOL Bridge Program	2.6%

Students were given the option to indicate their race or ethnicity using a ‘select all that apply’ approach, as well as an opportunity to self-describe their own racial or ethnic identities by writing in a response. As Table 4 displays, approximately half of surveyed students identify as white, Caucasian, or European (51.3%), while one-third identified as African, African American, or Black (33.3%) and just over ten percent of identified as Latino/a, Hispanic, or Chicano/a (10.3%). When viewing Table 4, keep in mind that students could select more than one race/ethnicity (therefore, percentages in the table will add up to over 100%).

Table 4. Race/Ethnicity (N=39)

	%
African / African American / Black	33.3%
Asian / Indian/SE Asian/ Asian-American	<1%
Latino/a/x / Hispanic / Chicano/a	10.3%
White / Caucasian / European	51.3%
Prefer not to answer	<1%

Students’ age ranges are displayed in years in Table 5. Students varied in age, with most falling between the ages of 25 and 44 years old (64.1%).

Table 5. Age range in years (N=39)

	%
19-24	15.4%
25-34	33.3%
35-44	30.8%
45-54	17.9%
55-64	2.6%

Coalition Staff Focus Groups

PRE conducted a total of three focus groups with MCAHP college staff members. In 2022 PRE conducted two focus groups (one virtual and one in-person at Grand Rapids Community College) with a total of seven MCAHP college staff (N=7), and in 2024 one (virtual) focus group was conducted with five MCAHP college staff (N=5). Participants in coalition staff focus groups included the five coalition leaders for each college, and two additional faculty members employed by two MCAHP colleges who worked closely on grant implementation.

Employer Partner Interviews

PRE conducted annual virtual interviews with employer partners of the coalition colleges. These include two interviews in 2022, five interviews in 2023, and two interviews in 2024 (totaling seven [N=7] interviews over the course of the grant). The purpose of these interviews was to shed light on how partnerships between healthcare employers and community colleges operate and help to meet workforce needs, and how they might be further refined. While PRE originally planned to interview more employer partners on an annual basis (i.e., between five and ten partners each year), we decided along with the MCAHP leadership in 2024 to shift some of our evaluation effort toward collecting focus group and interview data from students instead (an activity not in the original evaluation plan).

Faculty and Staff Survey Sample

Beginning in 2022, PRE conducted annual online surveys of the faculty and staff involved in MCAHP accelerated healthcare pathways programs at all five of the coalition colleges. PRE worked with MCAHP colleges, having college contacts email the survey out to all faculty and staff involved in the implementation of their accelerated healthcare pathways program. The survey was developed by PRE with the purpose of gathering faculty and staff input on the processes of implementing grant activities and related successes and challenges, as well as to

hear their perspectives on the impact of grant activities on student outcomes. To protect the confidentiality of those who responded, data from the online surveys of faculty and staff went directly to PRE.

A total of 48 faculty and staff responded to the survey across all 3 years of administration. Table 6 shows the year that faculty and staff completed the survey, which was administered between September and December of each year.

Table 6. Year surveyed (N=48)

	%
2022	37.5%
2023	29.2%
2024	33.3%

Faculty and staff represented all five of the MCAHP coalition colleges, as depicted in Table 7.

Table 7. Coalition College Representation (N=48)

	%
Grand Rapids Community College	31.3%
Oakland Community College	27.1%
Lansing Community College	27.1%
Muskegon Community College	8.3%
Alpena Community College	6.3%

Surveyed faculty and staff were involved in various healthcare pathways programs at their colleges, as shown in Table 8, with the largest proportion representing the Certified Nurse Assistant program (31.3%). The “other program area” category includes the following: CEUs; Emergency Medical Services, Financial, First Responder, Nursing, Pharmacy Tech, Phlebotomy Tech, and EKG Tech. Faculty and staff were able to select more than one program area (therefore, percentages in the table will add up to more than 100%).

Table 8. Healthcare Pathways Program Involvement (N=48)

	%
Certified Nurse Assistant	31.3%
Surgical Technology	27.1%
Direct Support Professional	22.9%
Medical Assistant	20.8%
Anesthesia Technology	20.8%
Sterile Processing	20.8%
Cardiovascular Technology	18.8%
ESOL Bridge Program	12.5%
Diagnostic Tech Apprenticeship (EEG)	12.5%
Paramedic Apprenticeship	8.3%
Neurodiagnostic Technology	8.3%
Mammography	2.1%
Other Program Area	16.7%

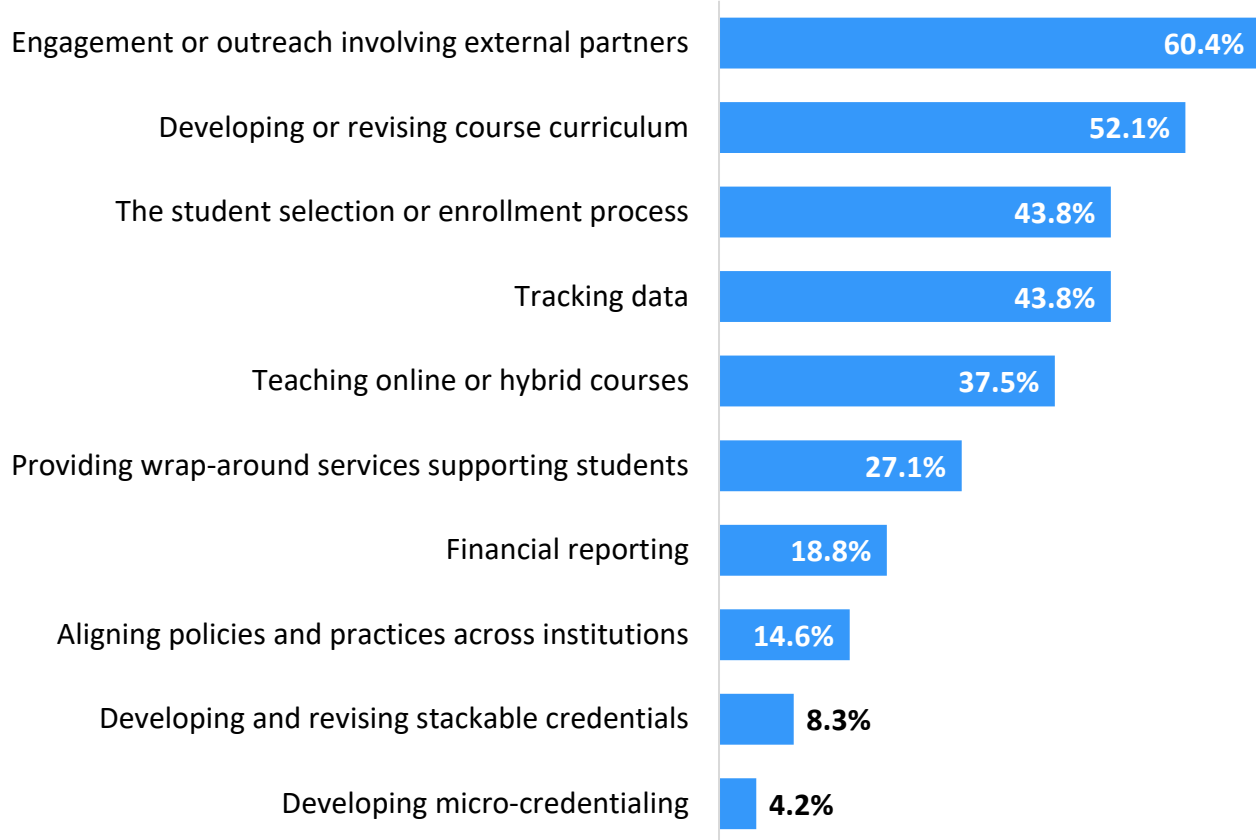
Almost half (47.9%) of all surveyed faculty and staff were involved in the accelerated healthcare pathways programs as instructors/faculty members (see Table 9). Surveyed faculty and staff also included program directors, grant leads, deans or other administrators, grant implementation faculty/staff, and those in other roles (including financial officers, academic advisor, bookstore accounts manager, and educational training specialists). Faculty and staff were able to select more than one role (therefore, percentages in the table will add up to more than 100%).

Table 9. Role within Healthcare Pathways Program (N=14)

	%
Instructor/Faculty Member	47.9%
Dean of other administrator	18.8%
Grant Lead	12.5%
Program Director	10.4%
Grant Implementation Faculty/Staff	10.4%
Career counselor	2.1%
Academic advisor	2.1%
Industry outreach coordinator	2.1%
Other Role	12.5%

Faculty and staff who responded to the survey were involved in a variety of activities related to the MCAHP program, as shown in Figure 1. Most commonly, faculty and staff who responded to this survey (aggregated across all three years) had taken part in engagement or outreach with external partners (60.4%), developing or revising curriculum (52.1%), and the student selection or enrollment process (43.8%). Note that respondents could select multiple activities in which they had been involved.

Figure 1. Activities Undertaken by Faculty and Staff (N = 48)



Quarterly Outcome Survey

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

Quantitative and Qualitative Analysis Procedures

The qualitative data gathered from interviews, focus groups, and open-ended survey questions were analyzed using both inductive (predetermined) and deductive (emergent) thematic analysis. The quantitative data gathered was cleaned and analyzed using SPSS. Statistical analyses were conducted to derive descriptive outcome findings.

Program Overview

Program Purpose

With funding from a Department of Labor Strengthening Community Colleges grant, the MCAHP program has sought to expand the capacity and responsiveness of Michigan community colleges to build a skilled workforce pipeline that meets the healthcare industry's growing needs. With the healthcare sector projected to experience rapid growth, the coalition implemented new and enhanced online and hybrid healthcare training programs, alongside targeted strategies that allow participants to upskill at an accelerated pace, advance in their careers, transition from unemployment to re-employment, or prepare to enter the workforce. The coalition also aimed to broaden access to these accelerated online programs by making the curricula widely available to additional Michigan colleges via shared virtual online college platforms such as the Michigan Workforce Training and Educational Collaborative (MWTEC; previously Michigan Colleges Online). Additionally, the coalition worked to migrate essential student services to virtual environments, making support resources more accessible for students who live farther away from campus.

In the absence of a state higher education board, the five-college MCAHP consortium enabled more efficient sharing of information, resources, and industry connections, creating a robust collaborative network to support the development of a skilled workforce pipeline for Michigan's healthcare sector. Grant funds supported the development of four new online programs tailored to labor market needs and the adaptation of two existing programs to accelerated formats, allowing participants to advance through career pathways more quickly. To make these programs more accessible to working participants, the consortium set a goal to increase the number of fully developed healthcare programs with hybrid learning options by 50% (from five to 10). These programs were continuously shaped and strengthened through engagement with employer partners to ensure alignment with workforce demands. Further, MCAHP actively collaborated with healthcare industry partners to attract, place, and retain student participants in their accelerated healthcare programs, fostering pathways to long-term careers in healthcare.

Ultimately, as highlighted throughout this report, the coalition's efforts have been aimed at addressing Michigan's healthcare workforce demands and building the capacity of community colleges to deliver relevant, vocational education and training to individuals pursuing healthcare careers.

Consortium Roles & Structure

The MCAHP established a Project Leadership Team that met regularly, convening most months throughout the grant period to ensure strong and consistent communication between consortium colleges and key interest holders. Each college appointed representatives to the Project Leadership Team, and Michigan Works! representatives were included as needed and kept informed about project developments. Monthly meetings typically covered topics such as project progress, grant management, personnel recruitment and hiring, procurement, reporting, and evaluation activities. Additionally, each consortium college president participated as a member of a Board of Advisors, which convened multiple times over the grant period to secure executive-level support from the colleges and to address broader systems-change objectives and consortium-wide issues. This board focused on key areas like articulation agreements and strategies for ensuring the project's effectiveness in meeting evolving labor market demands.

The project coordinator, hired by Grand Rapids Community College, tracked grant activities and served as a liaison, maintaining regular contact with program leads from each coalition college to discuss progress and address project needs. During most of the grant, Grand Rapids Community College's Dean of Workforce Training led the Project Leadership Team and supervised the project coordinator's work. The grant team experienced turnover during its final year of implementation; both the Dean of Workforce Training and the MCAHP project coordinator left the college during 2024. The MCAHP team demonstrated its adaptability in sustaining their progress despite challenges with turnover by appointing the Interim Dean of Workforce Training at Grand Rapids to coordinate and oversee the program during the final year of the grant.

In partnership with the MCAHP, Grand Rapids Community College also established an Allied Health Department early on in the grant's implementation, hiring a Director of Allied Health to spearhead its initiatives. This department has housed the new credit-bearing online and hybrid healthcare programs developed through the grant.

Each consortium college designated an executive-level leader to oversee and coordinate the grant project components that their institution was responsible for implementing and to serve on the Project Leadership Team. Faculty subject-matter experts and curriculum designers were tasked with the development and revision of the colleges' accelerated healthcare pathways course and credit offerings. The Director of Michigan Colleges Online helped in the early stages of the grant by providing guidance to the consortium on using the online curriculum platform, playing a crucial role in scaling program access to additional colleges. Michigan Works! agency staff also contributed significantly throughout the grant, actively engaging employers and other

industry partners within the coalition, providing labor market data, and delivering direct services to participants in the accelerated healthcare pathways programs.

Program Plan

MCAHP set the goals of developing four new programs in response to labor needs, adapting two programs to accelerated formats, and increasing from five to 15 programs that offer CEU credits. These new and expanded programs were designed to include the use of online and hybrid formats that can be scaled through the use of online platforms, and in some cases simulation software to reduce the amount of hands-on lab time needed.

The coalition sought to make program entry increasingly accessible and streamlined by creating clear career pathways with multiple entry and exit points that help participants meet their individual career goals. Increased engagement and investment from sector employers over the course of this grant resulted in program curricula that align with sector needs and work-based learning opportunities that prepare participants for job placement or advancement. As such, MCAHP has worked to increase the number of strategic employer partners who are engaged in curriculum development and validation and who provide substantial feedback that allow the colleges to continuously improve. MCAHP set the goal of growing from a baseline of 20 employer partners to 45 over the course of this grant. Additionally, the MCAHP determined that it would increase the work-based learning opportunities offered by employer partners by the end of the grant, with a goal of 10 employer partners offering apprenticeships by the end of Year 4.

While most activities were carried out as planned, there were some changes to the intended versus actual implementation. Specifically, CEU offerings were slower to establish than originally expected and have not reached the number originally planned for. Currently, eight CEUs have been fully designed and implemented, while the original grant outcome goal suggested that ten new CEUs be fully designed and implemented by the end of Year 4. The eight CEUs developed by the MCAHP were established in response to market demands and to meet employer partner needs. Fewer requests for CEUs were made by employer partners than originally anticipated. However, the consortium has been highly effective in delivering CEUs to a large number of program participants, with over 1,000 students having successfully earned CEUs offered through the grant.

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

Summary of Activities & Outputs

Progress Toward Outcomes

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

Sector Strategies & Employer Engagement

- **Outcome 2a: Increase in breadth/depth of employer engagement and investment in educational/training programs.**
 - *Description:* Increase from 20 to 45 sector employers who act as full strategic partners. Full strategic partners are defined as being engaged with colleges in curricula development and validation, and in providing substantial feedback intended to improve programming and participant outcomes.
 - *Target:* 25 additional employers engaged as full strategic partners by the end of the grant (with four added in Year 1; six in Year 2; eight in Year 3; and seven in Year 4).
 - *Status:* MCAHP has surpassed its target for the number of employers it has engaged as full strategic partners. Since the start of the grant, 47 new employer partners have engaged with the coalitions in ways that meet the criteria of being strategic partners. Keep in mind that some partners have engaged more deeply and for longer lengths of time than others.
- **Outcome 2b: Increase in sector employers making commitments to better support work-based learning opportunities and/or employment, retention, and advancement of participants.**
 - *Description:* Increased number of employers that:
 - i. Improve practices to fully support the career pathways vision and desired outcomes, while increasing understanding of work-based learning models to grow the number of opportunities;
 - ii. Offer apprenticeship;
 - iii. Offer work-based learning opportunities; and

- iv. Create pathways for advancement and sharing with workforce boards and colleges.
- **Target:** Ten employer partners engaged in each activity (i-iv, described above) by end of grant (Year 4)
- **Status:** MCAHP has partially met its target for the number of employer partners who contributed toward this outcome, as outlined below:
 - a) Seven employers have been documented as improving practices to fully support the career pathways vision and desired outcomes, while increasing understanding of work-based learning models to grow the number of opportunities;
 - b) Consortium colleges have established apprenticeships with seven new employer partners since the start of the grant;
 - c) Work-based learning offerings have been established with 24 new employer partners, surpassing the target for this sub-outcome; and
 - d) Eight employer partners have been involved in the creation of pathways for advancement and sharing with workforce boards and colleges.

Career Pathways & Accelerated Learning Strategies

- **Outcome 3a: Design or implementation of new, accelerated instructional techniques/technologies, including use of advanced online and technology-enabled learning.**
 - **Description:** In the healthcare career pathway, increase by 50% the number of programs with fully developed and implemented hybrid learning methods on the Michigan Colleges Online platform to enable participants to attain a credential while working.
 - **Target:** Five additional Michigan Colleges Online programs (with one added in Year 1; one in Year 2; two in Year 3; and one in Year 4).
 - **Status:** MCAHP has surpassed their target for this goal. Together so far, the consortium has designed and implemented six new or updated programs (with one more planned for 2025) that included online components that were made available through Michigan Colleges Online.
- **Outcome 3b: Measure of restructuring or alignment of educational/training programs based on local or regional labor market data.**
 - **Description:** Deploy an employer validation system and create employer feedback system.

- i. Colleges and workforce investment boards will collaborate on employer validation system/structure. System will include validation for in-demand jobs; jobs with high demand but low hiring numbers; and wage rates.
 - ii. Create feedback system for employers to provide feedback to inform program changes.
- **Target:** By end of grant, all consortium colleges and workforce investment boards will fully use validation and feedback systems.
- **Status:** MCAHP has partially achieved this desired outcome and continues to fine tune the system for continued use. Four out of five colleges have collaborated with workforce investment boards to fully use validation and feedback systems. However, all five consortium colleges have used workforce boards and councils and labor market data to confirm a demand for the development of their new programs through this grant. The consortium continues to work to standardize this process and the process for gathering employer feedback on program graduates across all colleges and regions.

Alignment to Workforce Development System

- **Outcome 4a: Increase in program and policy alignment across systems and/or decrease in duplicative services or service gaps.**
 - **Description:** Expanded partnership between colleges and their respective Michigan Works! agencies will result in the creation of a mutual intake system with shared assessments and common program entry requirements that support streamlined services for participants to assess, enter, and complete healthcare programs enhanced or created by this project.
 - **Target:** By end of the grant, three Michigan Works! agencies representing four community colleges will implement a common intake system.
 - **Status:** MCAHP has partially achieved this outcome, with three out of the five community colleges having engaged with three Michigan Works! agencies in ways that have streamlined and aligned policies and systems including student intake. Additionally, the colleges continue to work to streamline the ways that they work together and communicate among the coalition. The coalition experienced some setbacks in terms of their group communication and cohesion due to recent leadership turnover; the new members of the coalition leadership are working together to improve their approach to communicating and collaboration in order to sustain long-term working partnership.
- **Outcome 4b: Development of new and/or expanded partnerships among key system actors that results in streamlined or expanded services for participants.**

- **Description:** Increase access to resources (e.g., wraparound supports, leveraged training funds) to reduce barriers for participants who are entering education/training programs by creating a network among key partners (Michigan Works! case managers, non-profit partners, college coaches) to clarify available resources and process for accessing them.
- **Target:** By the end of the grant, three colleges will have partners and what they can offer documented and MOUs, if necessary. Create and distribute visual handouts (six pieces total) for three regions. Engage Employer Resource Network in at least one region.
- **Status:** MCAHP has achieved this desired outcome. Three consortium colleges have established MOUs with eight employers documenting their partnership agreements. Colleges have created and distributed seven visual handouts covering three regions. Colleges have also made program participants aware of resources offered on campus. In addition to their engagement with Michigan Works!, coalition colleges have engaged with Michigan's Workforce Intelligence Network to further broaden their reach and strengthen partnerships across the region.

Systems Change - Accelerated Learning Pathways

- **Outcome 5a: Measure of removing significant systemic barriers for career pathways participants.**
 - **Description:** For healthcare pathways, grow from zero to six programs that can be articulated among coalition colleges.
 - **Target:** Six healthcare programs articulated among colleges by the end of the grant (including two in Year 2; two in Year 3; and two in Year 4).
 - **Status:** MCAHP partially met its goal for this outcome, with four programs having been put in place that are articulated among multiple Michigan community colleges (both within and outside of the consortium), and one more ready to put in place in 2025.
- **Outcome 5b: Increase in linkages developed throughout a career pathway to encompass bridge programs, career and technical training programs, and work-based training.**
 - **Description:** Increase (from zero to four) the number of bridge programs from the high school career and technical education centers that offer healthcare CTE programs that articulate credit toward a community college program.

- **Target:** Four bridge programs established by the end of the grant (including one in Year 2; two in Year 3; and one in Year 4).
- **Status:** MCAHP has met their intended outcomes for this goal. Muskegon Community College has a fully implemented high school career and technical education center offering healthcare programs that translate to college credit. Grand Rapids Community College has established bridge program offerings through Kent Career Technical Center. Lansing Community College has offered their ESOL Bridge program for healthcare professionals and continues to discuss options for additional bridge programs.

Grant Activities Status Update

The table below (and continuing on the following page) includes a status update on the activities included in the logic model (see **Appendix A**) which have been undertaken to further advancement toward the coalition’s desired outcomes.

Activity	Status
Build a collaborative.	<p style="text-align: center;">Ongoing</p> MOUs setting roles and responsibilities between consortium colleges are in place. Eight employer partners have MOUs in place. The coalition has excelled at establishing working relationships with employer partners.
Form steering committee w/employers and MI Works to develop ongoing engagement strategies.	<p style="text-align: center;">Completed</p> Steering committee is established and meets regularly to develop ongoing engagement strategies.
Develop four new accelerated and online or hybrid healthcare programs in response to employer need to be housed on MCO.	<p style="text-align: center;">Completed</p> Six programs have been implemented in a hybrid or online manner using the MCO platform, including: EEG (Diagnostic Tech), Surgical Tech, Anesthesia Tech, 24 Week Medical Assistant, Pharmacy Tech, and Cardiovascular Tech programs. Additionally, a seventh program (Community Paramedic) has been developed and is anticipated to launch on MCO in 2025.

Activity	Status
Adapt two healthcare programs to accelerated and online/hybrid formats to move individuals through the career pathway faster.	<p style="text-align: center;">Completed</p> Programs include Medical Assistant and Certified Nursing Assistant.
Develop and implement a long-term sustainability plan w/ benchmarks.	<p style="text-align: center;">Ongoing</p> Plans for long-term sustainability continue to develop and are being informed by benchmark data related to tracking student demographics, retention, and program cost.
Increase to 15 CEU offerings (from a baseline of five).	<p style="text-align: center;">Partially Completed</p> Eight new CEUs have been designed and implemented. These offerings were based on employer input and labor market needs (with fewer requests emerging than anticipated). While fewer CEUs were developed than planned, the number of individuals who earned CEUs through the grant was substantial (i.e., 1,077 CEU participants).
Confirm labor data, supplies, subject matter experts.	<p style="text-align: center;">Ongoing</p> Labor data has consistently been used to validate the need for programs by each consortium college. Supplies have been purchased as needed, and subject matter experts in the healthcare industry are consulted on the development of curricula.
Develop and implement a strategy for systems change that addresses service changes and how they're coordinated and/or changes in employers' policies.	<p style="text-align: center;">Ongoing</p> The coalition continues to strive to direct systemic change through their partnership model. These efforts have included establishing partnerships that allow students to earn and learn in work-based settings, and online and hybrid offerings that provide enhanced access to training for healthcare professionals across the state.

Findings

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

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

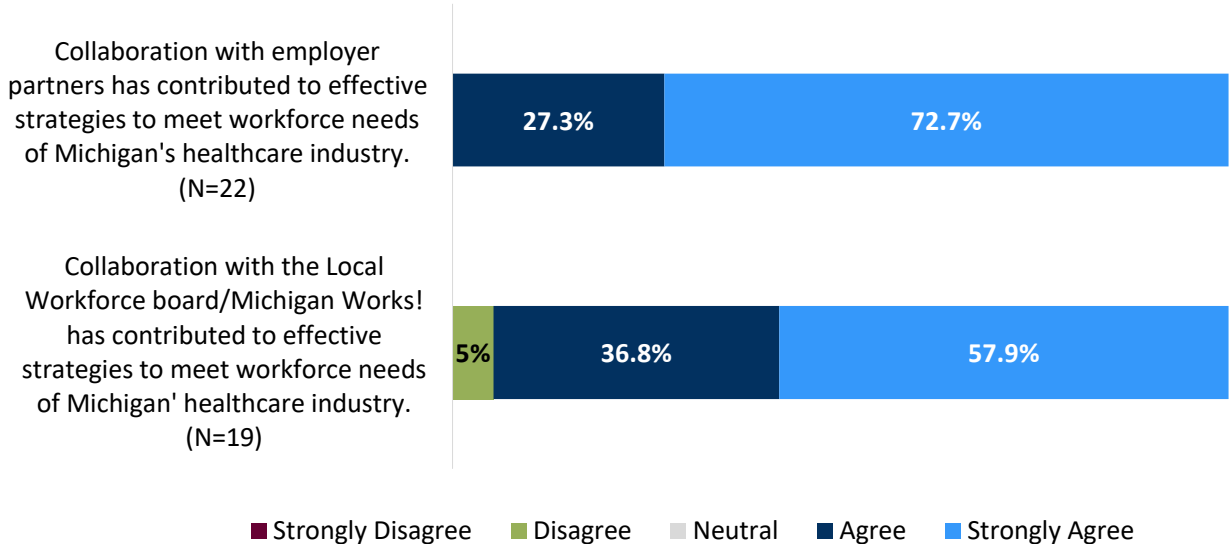
Key Findings

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

Consortium colleges have been successful at engaging with industry partners, having engaged with 35 new employer partners and **surpassing their goal of engaging 25 new employer partners** by the end of the grant. The extent to which those partners have engaged and the specific activities they have engaged in has varied. According to responses to the quarterly outcome survey, the most common contributions by employer partners were identifying employee pipeline needs and strengthening career pathways. Other ways that employer partners often contributed include offering work-based learning opportunities, recruiting and assessing program participants, and supporting schedule changes to promote completion of training programs by employed students. Additionally, two employer partners have taken on leadership roles for multi-employer/multi-college partnerships (i.e., served on workforce development boards or other workforce councils).

According to surveyed coalition faculty and staff, collaboration between the colleges and employer partners has contributed to the development of effective strategies to meet the workforce needs of Michigan’s healthcare industry. As shown in Figure 2, faculty and staff who were involved in working with employer partners ubiquitously endorsed this statement (100% agreed or strongly agreed) in regard to both their collaboration with the local workforce board/Michigan Works! as well as their collaboration with employer partners. Note that the number of responses in Figure 2 (and additional figures throughout this report) vary and are listed next to specific items; this is because only faculty and staff who were involved in a certain activity (e.g., “Collaboration with employer partners;” “collaboration with Local Workforce board/Michigan Works!”) were asked to respond to questions pertaining to those activities.

Figure 2. Faculty/staff perceptions of their collaboration with employer partners (Ns vary)



RQ1 a. What do employers view as the most important skills and credentials for targeted healthcare occupations?

Interviewed employer partners shared what they view as the most important attributes, skills, and credentials needed for success in their field. One employer partner emphasized communication as a key skill, stating that healthcare workers must communicate effectively with patients, family members, and other providers. The same partner commented on the importance of attention to detail and dedication to doing high-quality work, regardless of the characteristics or circumstances of the patient or situation.

A second employer partner expressed that apprentices must have a strong desire to learn, the ability to multitask, and must be adept at balancing work and other aspects of life. This partner also shared approaches to learning and advancing that they believed were important for students to cultivate, including “being comfortable with being uncomfortable,” not being afraid to ask questions, asking to repeat learning experiences, and a willingness to be challenged when they are ready by being taken to the next level or shown something new.

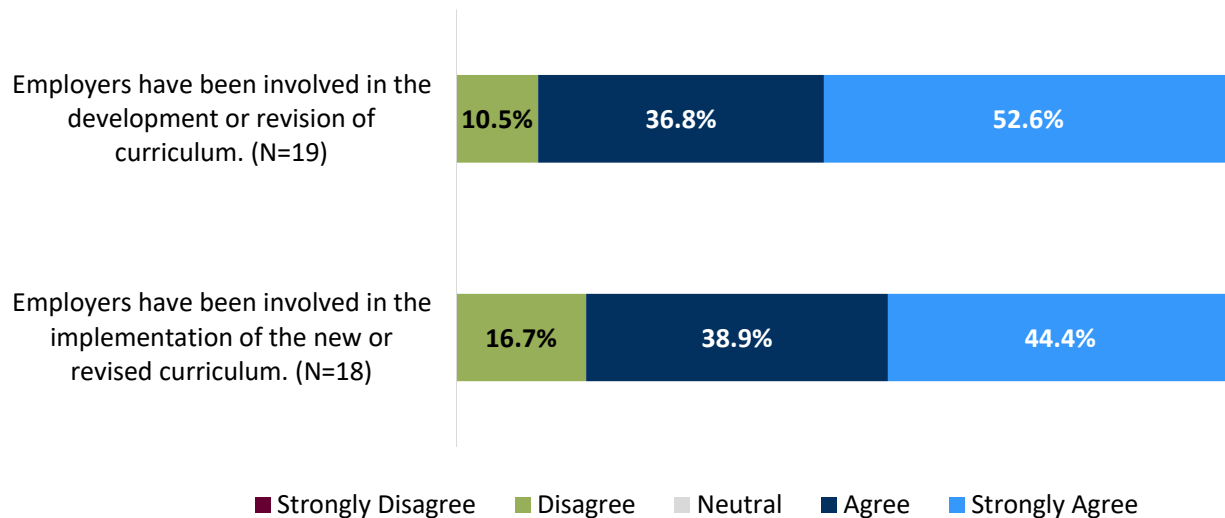
A third interviewed employer partner commented on important credentials, sharing that in many healthcare career paths, apprentices are expected to earn a certificate or certain credential allowing them to work in their field. They mentioned that collaborating with the college to promote accessibility to those types of certifications is important.

One employer partner highlighted that students would be required to develop both skills in healthcare and other important field work (e.g., for people who may serve as first responders to emergency situations), underscoring the importance of multi-disciplinary areas of skill mastery and expertise for some program participants. Another partner shared that they felt that the most important skills for students to develop included the ability to assess situations quickly and accurately, to make decisions based on those assessments, as well as a variety of “soft skills” that are important in the healthcare setting.

RQ1 b. How are employers involved in the design and implementation of new curriculum?

As shown in Figure 3, most of the surveyed faculty and staff who worked on curriculum development agreed or strongly agreed that employer partners from the healthcare sector have been engaged in the development and implementation of the colleges’ accelerated healthcare pathways program curriculum. Note that staff who selected “I don’t know” in response to the items in Figure 3 are excluded from the analysis.

Figure 3. Faculty/staff perceptions of employer partners' curriculum involvement (Ns vary)



Surveyed college faculty and staff elaborated on how employer partners had contributed to curriculum revisions. Several faculty members expressed how employer partners contributed to the development of curricula that is up to date with current practices and matches their industries' needs. For example, one Grand Rapids Community College faculty member shared the following:

“Inclusion of employer feedback ensures a contemporary curriculum that meets industry needs.”
- Faculty Member

Another faculty member from Muskegon Community College noted that the new curriculum is strengthened because “the students get more experience with the skills being taught in the lab settings throughout their experience with the employer.” A Grand Rapids Community College faculty member similarly stated that the workforce advisory committee had helped them to see trends and needs in the workplace, and specific ways that they could adjust their program to help students be more successful in their future work.

Interviews with employer partners shed further light on their involvement in curriculum development. One employer partner explained that their program’s curriculum had been mostly set by the community college; however, the partner had collaborated on some matters such as by making adjustments for apprenticeships based on learnings from the previous years of the program. Another employer partner shared that educators and workforce manager

leaders had collaborated, and together had the greatest input on their program’s curriculum. The same partner shared that when it came to their particular program, their role was identifying subject matter experts who could provide input on the curriculum. They went on to explain that healthcare managers at their organization had provided this expertise and were actively involved in curriculum development. Conversely, another partner shared that while they felt informed about the curriculum through stakeholder meetings they attended, they felt their organization did not have much input on the curriculum themselves.

Some employer partners that had longer established relations with colleges (preceding the grant) have designated personnel who have continued to work closely with their college partner to offer input on curriculum design. They actively develop and refine curricula in response to industry needs, although some of these employers noted in interviews that initial curricula were well-prepared and required minimal updates, as the following statement exemplifies:

“Their curriculum is extremely well designed. There's no need to develop it further for our application. They're extremely well-established and highly respected.”
- Employer Partner

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

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

RQ1 c. How are apprenticeships and work-based learning experiences meeting workforce needs of the healthcare industry across the state?

Interviewed employer partners shared insights on how their programs were addressing healthcare industry workforce needs. One partner highlighted that apprenticeships like theirs are instrumental in building “a pipeline of workers” to fill key healthcare roles. Another partner explained that their training program was developed in response to a nationwide shortage of skilled workers in their field. The workplace-based learning model enables students to fill entry-level assistant roles while they gain experience, allowing tenured medical staff to focus on more complex tasks as they oversee students. By the time they complete their program, students have hands-on experience in the essential areas for the position they trained for and are able to transition more easily into those roles. This partner summarized the success of their apprenticeship in meeting workforce demands and emphasized its potential to serve as a model for other healthcare employers, stating:

“It has offered us a way to grow our employee base. Due to staffing, we were struggling to provide everything that our physicians wanted to be able to provide to patients. In the two years since introducing this program our staffing has completely changed. Not only is our staffing much better, but so is our turnover rate. That was really the driving factor for us entering into this partnership. This model of developing skilled healthcare workers will be a really positive thing across the state as it continues to gain traction.”

- Employer Partner

Multiple employer partners shared that apprenticeships and work-based learning partnerships with local colleges were helpful to them in terms of their staffing and hiring practices. Some stated that recruiting individuals from their own staff who were interested in upskilling into a higher level position at their organization was more cost effective in the long run compared to relying on external hiring incentives and signing bonuses to attract talent. This model also is a more sustainable practice because it contributes to developing the workforce at large, as opposed to recruiting someone who is already credentialed away from a competitor.

One partner stated they were inspired to establish their programs with MCAHP in response to position-specific shortages at local, state, and national levels. The program will train dual-role first responders to meet community needs and also provide training opportunities for current employees working in the field with an interest in becoming medically trained. This employer had proposed the program to their community college partner because they were impressed by the college’s healthcare programs and had already been referring people to the college for

other types of training. The partner expressed an expectation that the benefits of the new partnership will be “phenomenal” for meeting county workforce needs.

One interviewed employer partner noted several ways in which their apprenticeship program was meeting workforce needs across the state. According to this partner, the program’s online format increased accessibility for students in other locations and helped the college avoid some of the expenses of operating an in-person program:

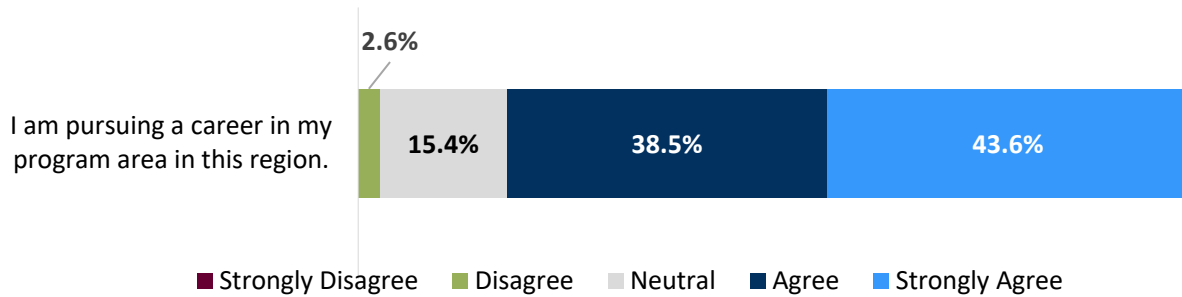
“A program like this can be very expensive for a college to operate, and it is hard to get instructors and program directors because they have to be experienced, and they have to have certain credentials and years of experience in an operating room. It's not easy for colleges, especially in areas that don't have as high of a demand for the program to be able to operate a standalone program. This has been such a benefit because we can have students from all areas of Michigan participating in this consortium.”

- Employer Partner

Additionally, several college staff noted in focus groups that their colleges could not afford to offer these programs on their own and appreciate the consortium model as a key pathway for community colleges in rural areas to offer better apprenticeship opportunities. They went on to describe how the apprenticeship and work-based learning model makes the program more affordable to both colleges and students because it can present an opportunity for “braided funding.” For example, students can tap into funds such as financial aid and scholarships at the college, as well as state and federal apprenticeship funding, and the employers cover the remainder of the tuition costs for students. The braided funding approach of the coalition has opened a pathway for individuals to pursue training that will allow them to fill high need roles in Michigan’s healthcare workforce, thereby helping to meet the industry’s growing demand.

In order to meet workforce needs in the state of Michigan, skilled healthcare workers must not only be trained but hired and retained in the state of Michigan. One employer partner commented that they had anecdotally seen increased retention for apprenticeship graduates as compared to the general population in the same position. Likewise, data gathered from surveyed students suggests that most students (82.1%) agreed or strongly agreed that they plan to pursue a career in their program area in this region (see Figure 4).

Figure 4. Students' intention to pursue a local regional career (N=39)



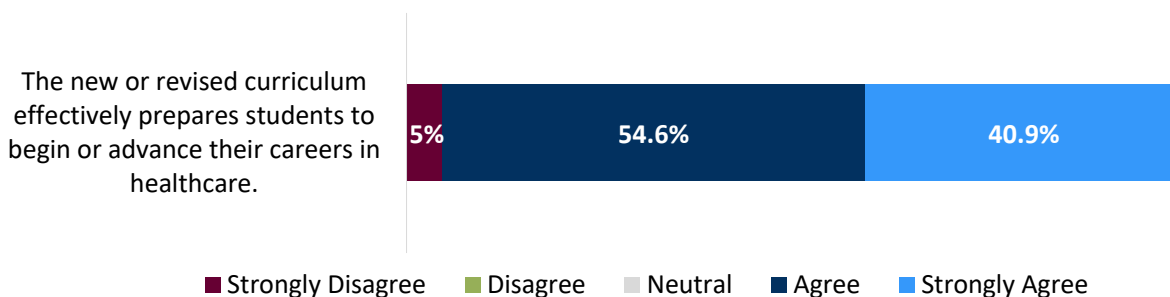
RQ2. In what ways are the new and expanded online and hybrid training programs preparing participants to attain employment or advancement in healthcare occupations?

Key Findings

- Program participants had positive perceptions regarding the influence of the program when it comes to helping them reach their career goals. Over 75% of students surveyed share that they felt their clinicals, labs and apprenticeships helped prepare them for a job in their field.
- A noted strength of the online/hybrid delivery model is the flexibility it offers with regard to where and when participants can complete the program. This may be especially important for underserved students in rural areas, those who are employed, and those who have families.
- The most noted area for improvement in online programs was in regard to student engagement. Suggestions included strategies to enhance engagement between program facilitators and students through more innovative learning experiences, as well as strategies to ensure that students were adequately engaged with the course materials.
- Wraparound services offered to program participants included tutoring, mental health and career counseling, transportation, IT support, basic needs support (i.e. food pantry), financial support, and more. However, many students did not access any wraparound services, indicating a potential need to improve awareness of such supports.

Surveyed faculty and staff were asked whether they felt that the new or revised curriculum for their programs is effective at preparing students to begin or advance their healthcare careers. As shown in Figure 5, faculty and staff nearly unanimously agreed or strongly agreed (with only one person expressing disagreement across all three survey years) that the curriculum was effective in this regard.

Figure 5. Faculty/staff perceptions of curriculum effectiveness (N=22)



Interviewed employer partners discussed how the new and expanded training programs were preparing participants to attain employment or to advance in their careers. One partner with an apprenticeship program believed that students coming out of that program were well prepared and had heard corroborating feedback from others at their workplace. Another partner representing a different program explained that their students worked full-time in the clinic as apprentices, a small part of which included study time, and received training in all necessary areas to help them to transition to their new role after graduation. This partner observed differences in the preparedness of apprentices and traditional students (who were training in the same field but not participating in the apprenticeship program). Both groups participated in the clinical portion of their education together, but, according to this interviewee, the apprentices had the benefit of months of experience working 40 hours per week in the clinic leading up to this experience, while the traditional student worked in the clinic just 16 hours per week.

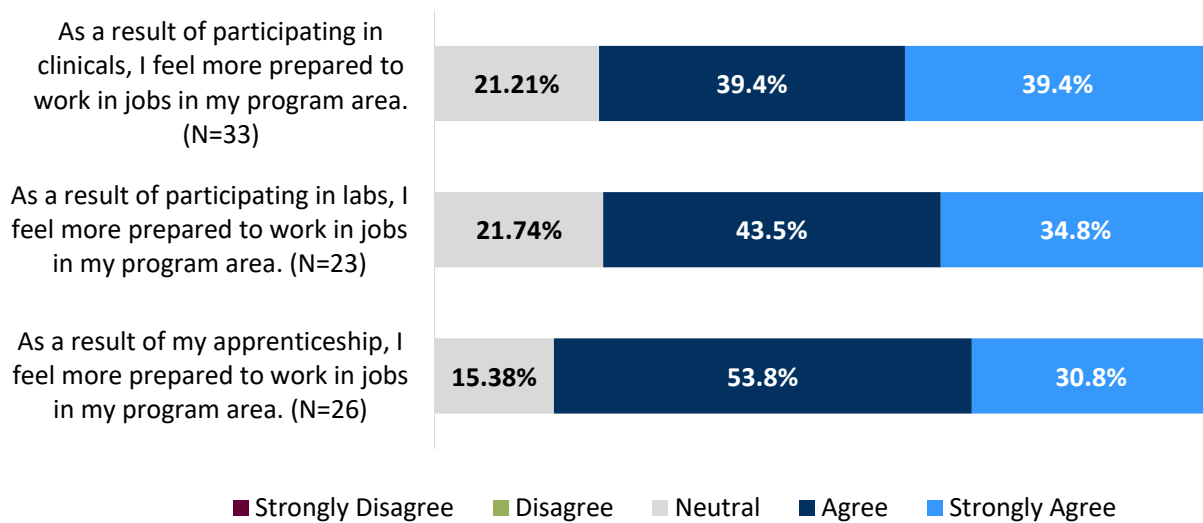
A different employer partner praised their program for providing students with access to the latest equipment and study time as needed. They noted that the college instructors are excellent and prepared students using the most up-to-date instructional practices.

One partner explained that their apprenticeship students work three days per week in the operating room while taking asynchronous classes with some synchronous labs. They shared that the college was considering increasing participants' hours in the clinic to accommodate students in need of full-time employment while strategizing on how not to overload students and ensure they have adequate time for their classwork. The partner highlighted the impact of the program on its participants, observing that in semesters three and four, students started to

show increased confidence from all the experience they had gained, including ample hands-on time and “experience working with different teams and different techniques and instrumentation.”

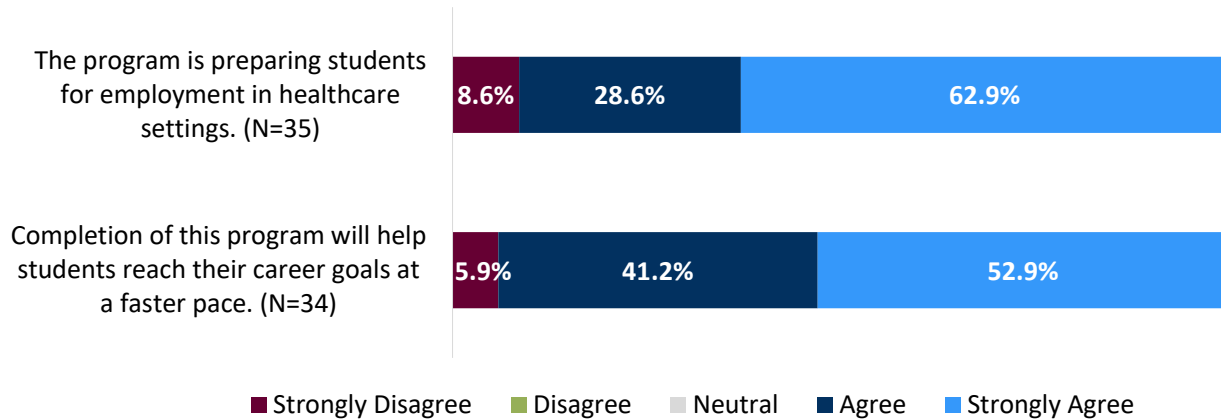
Findings from the student survey also indicate that the MCAHP programs have helped to prepare students for their careers in the healthcare field. As Figure 6 shows, students predominantly agreed or strongly agreed that their experiences with clinicals, labs, and apprenticeships had helped them feel more prepared to work in their program area.

Figure 6. Students’ feelings of career preparedness (Ns vary)



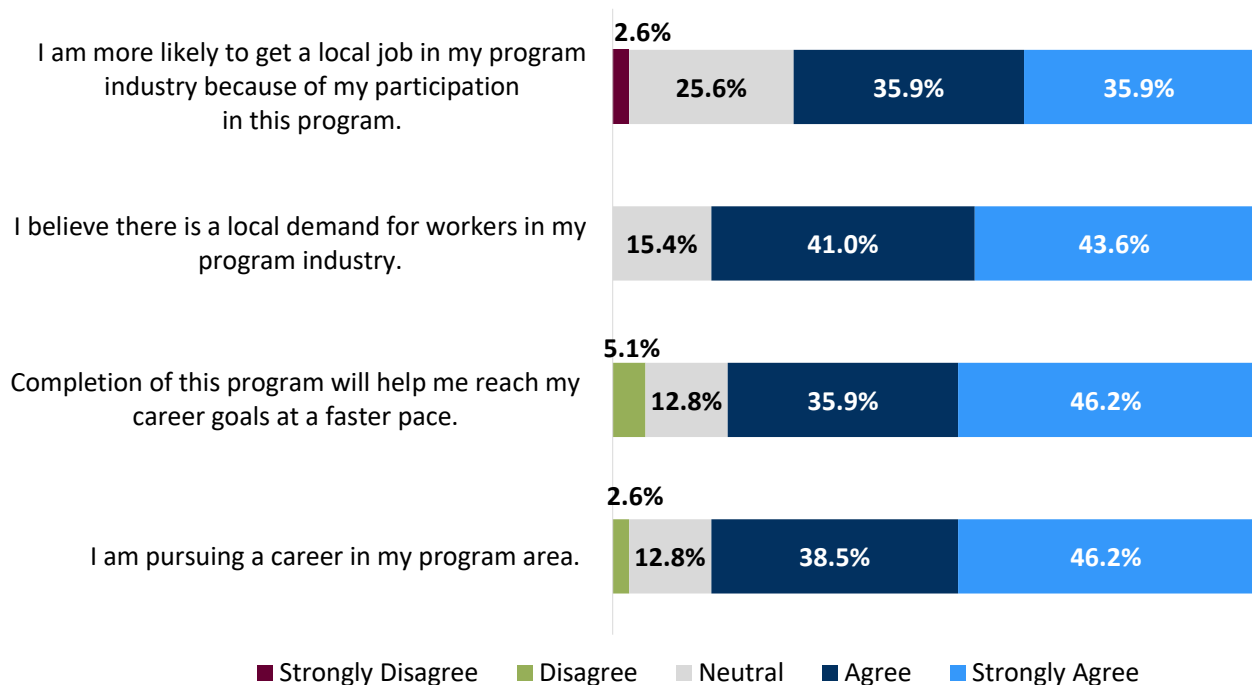
Similarly, a strong majority of surveyed faculty and staff expressed agreement or strong agreement that the accelerated healthcare pathways program is preparing students for employment in healthcare, and that completion of the program will help students reach their career goals at a faster pace (see Figure 7). While only a small number of faculty and staff disagreed strongly with these statements, it is worth noting that those in disagreement were surveyed in 2022, while faculty and staff expressed unanimous agreement for the statements in Figure 7 on the 2023 and 2024 survey.

Figure 7. Faculty/staff perceptions of impact of programs (Ns vary)



Students provided survey feedback related to how their training program will help them advance their careers. As shown in Figure 8, feedback from students was generally positive when it came to their perceptions of how their program will help them attain desired positions and reach their career goals.

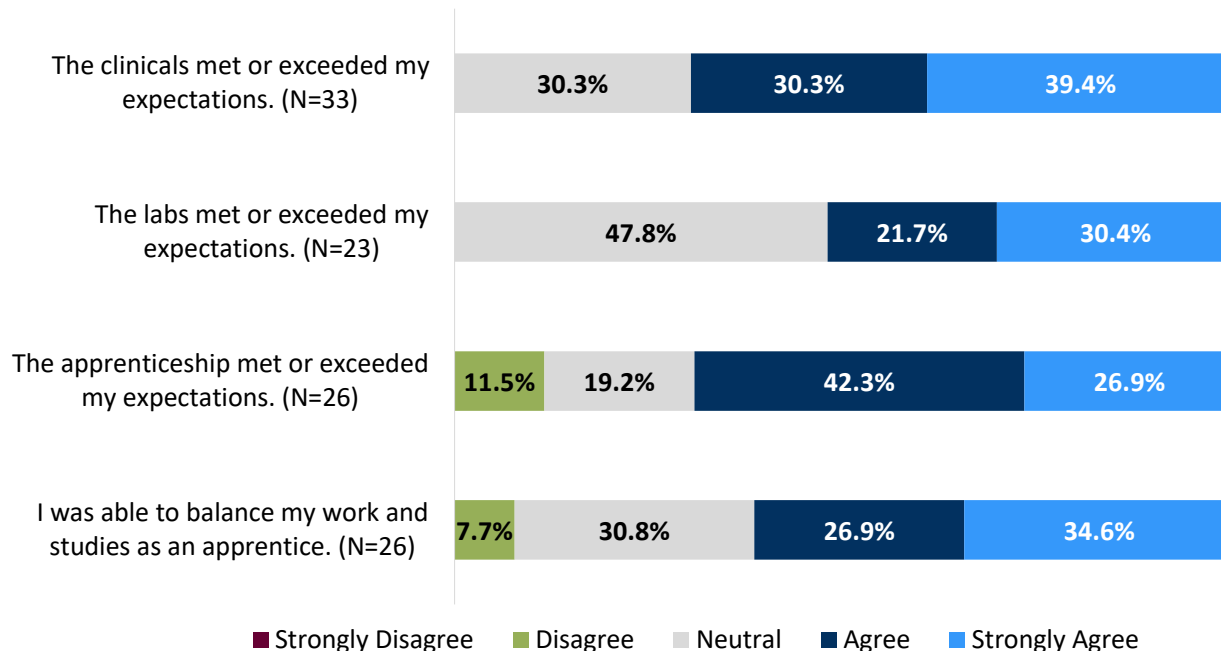
Figure 8. Participant perceptions of program influence on career advancement (N=39)



Students were asked questions about specific hands-on aspects of the program that they had participated in, including labs, clinicals, and apprenticeships. Only students who indicated they

had participated in these hands-on learning experiences were asked these questions. Again, feedback from students was mostly positive across these areas.

Figure 8. Participant perceptions of hands-on learning (Ns vary)



Findings related to the positive impact of MCAHP’s programs on students’ preparedness for a career in healthcare, and the benefits of the accelerated program pace, are further supported by a student testimonial for the CNA program at Oakland Community College. The testimonial was shared with PRE through a recent quarterly outcome survey and can be viewed at the following website: www.oaklandcc.edu/training-programs/certified-nursing.

RQ2 a. What are the strengths and weaknesses of the programs (according to participants, college faculty/staff, etc.)?

Surveyed faculty and staff provided feedback on the strengths and areas for improvement of the accelerated healthcare pathways programs. Faculty highlighted several strengths, including the dedication of program instructors to student success, the program’s flexibility and funding opportunities, and its ability to address a critical need for specialized training that would otherwise be unsustainable.

In terms of areas for improvement, one surveyed faculty member noted the need for better organization and more streamlined campus processes for developing new programs. Another faculty member shared in their survey response that they had seen progress over the course of the grant, particularly in data tracking and data flow, which enhanced their operational

processes and overall program management. Faculty and staff also expressed through survey responses that the programs could benefit from increased engagement between online instructors and students through more innovative learning experiences. Some felt that students aren't engaging enough and suggested there be requirements related to how often students log-in and the amount of time they spend engaged within the learning management system.

One respondent (on the 2024 faculty/staff survey) emphasized they would have appreciated a faster response time from the US Department of Labor regarding their requested budget amendments. Additionally, some faculty and staff noted that connectivity and technology issues can be barriers for some students and suggested that students be made aware who to contact for support in these areas. Finally, one faculty member suggested that including discussion questions at the end of each module could help to get students thinking more about important content.

Surveyed students provided feedback on what they appreciated about their programs and what they felt could be improved. A common theme was the value of the online format, which offered the scheduling flexibility many students needed to balance work or personal responsibilities. One student noted they especially appreciated having an instructor who was consistently available to provide support.

When asked about areas for improvement, some students expressed a desire for more interaction with classmates, noting that the online environment limited opportunities for peer engagement. While many students valued the flexibility of online learning, one shared that they found the content challenging to absorb in a virtual setting. Several other students critiqued the virtual learning platform, Blackboard, sharing that they experienced difficulties navigating it. Several students mentioned that they were disappointed not to have been able to take their certification exam; a reflection of the accreditation delays that have been a challenge for the Surgical Tech program in particular. Finally, the one student whose college was not a part of the coalition shared that it would have helped them if their home college had been more involved in and aware of the program in order to offer the student better support and help when needed.

Quantitative student survey responses point to additional strengths of the program, such as a majority of students who were currently employed at the time of the survey (N=35) sharing that they anticipate a salary increase as a result of their program completion (74.3%). Moreover, of those currently employed students, nearly 90% were currently working in their program area (88.6%); in contrast, prior to the start of their program only half of those same students were working in their program area (51.4%), suggesting an association between program participation and career attainments. In an open-ended survey response, one Surgical

Tech student shared insight into their experience of gaining knowledge and growth within their workplace as a result of their program participation:

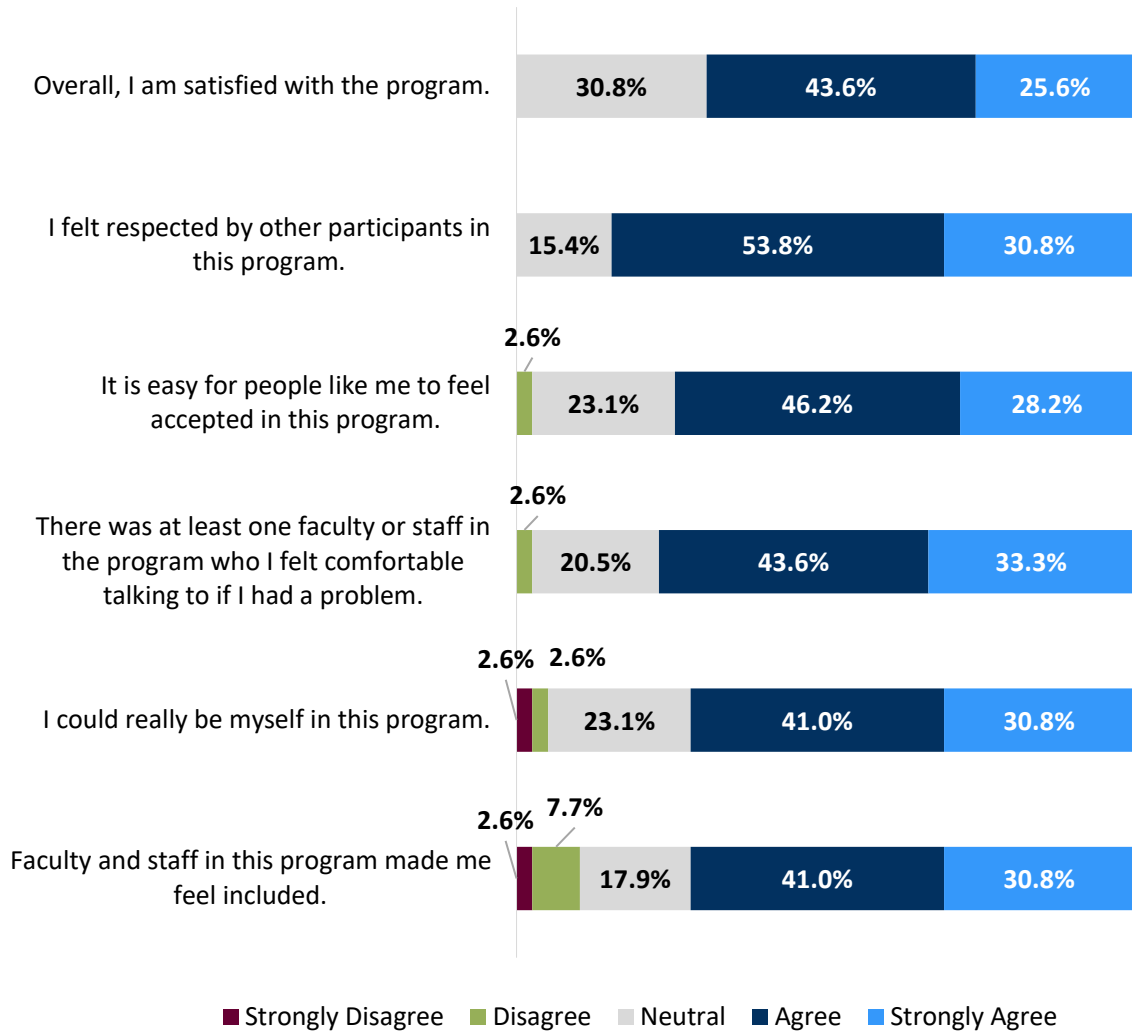
“Something that I appreciate about the program is that it gave me the opportunity to grow in a company that I enjoy working for. I went through this program with the goal of leveling myself up within my company. My goal overall has been not just to advance my career, but to expand my knowledge. This program has guided me to a career that will continuously help me to expand my knowledge and understanding of medicine.”

- Surveyed Student

In focus groups and interviews, students shared that they felt their programs were enjoyable, offered excellent networking opportunities, and exceeded their expectations in a condensed timeframe. One student shared in their interview that, while they felt they got a lot out of their work-based learning, they would have liked to have been exposed to additional work environments (e.g., another healthcare organization in addition to the one they were working at) to see the similarities and differences across organizations. Another student shared that they would have appreciated if their instructor had been more prompt with posting course materials, lectures, and assignments online earlier each week; this student shared that due to their work schedule, having materials and assignments earlier would have improved their ability to manage their time and their work-life balance. This sentiment of wanting online materials posted earlier was echoed in open-ended student survey responses. Another interviewed student shared that they were surprised to learn that their tuition to the program was not going to be covered in full, indicating a potentially important area where communication with students could be strengthened.

Surveyed students generally expressed agreement that they were satisfied with a variety of program aspects, as shown in Figure 9. While these findings are generally positive and point to program success, they also highlight opportunities for improvement, particularly in relation to increasing feelings of inclusivity and opportunities for personal expression.

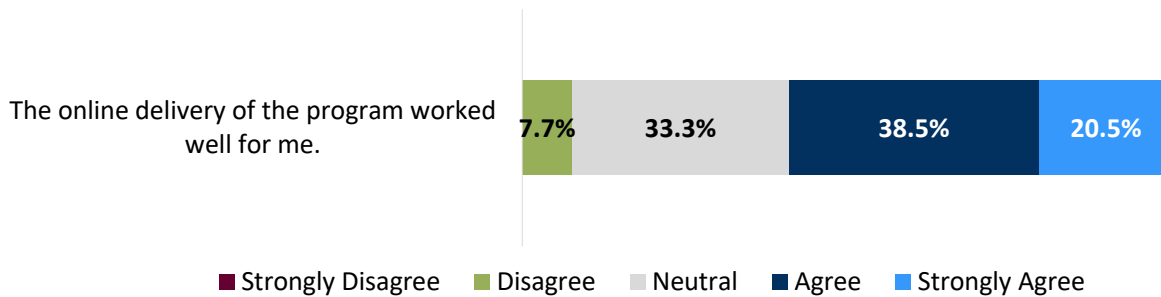
Figure 9. General program participant feedback (N=39)



RQ2 b. How have the online and hybrid formats facilitated access to healthcare pathways and supported working students?

As mentioned above, data gathered via student surveys indicates that most students were employed in their field of study during their program participation. Additionally, students shared that, for the most part, “the online delivery of the program worked well” for them. As Figure 10 displays, well over half (59.0%) of students agreed or strongly agreed with this statement, while less than 10% (7.7%) expressed disagreement (potentially due to some of the factors mentioned above, such as students’ desire for more interactive program elements and the perceived challenges with the Blackboard platform).

Figure 10. Students' perception of the online program delivery (N=39)



The vast majority of faculty and staff who responded to the survey agreed or strongly agreed that the online (95.0%; N=20) and hybrid (100%; N=24) formats of healthcare programs were facilitating greater access to the colleges' healthcare pathways programs for students living in rural areas. Those same surveyed faculty and staff unanimously agreed (100%) that the online (N=20) or hybrid (N=24) program models were supporting the success of working students. It is important to consider these factors together, since the online and hybrid nature of the program may allow individuals who are living and working in rural areas to participate in the program without leaving their current job. Additionally, one faculty member noted in an open-ended survey response that the online and hybrid format provided important access to students with children who may be working to support their families as well, writing:

"The access that this program opens up for people is probably the most important point. Thanks to programs like this, students with children who are working to support families and simultaneously seeking education opportunities have more options today than ever before."
- Surveyed Faculty Member

Students talked about the benefits of the online and hybrid models of their programs in focus groups and interviews, agreeing across the board that the format helped them to balance school and work and reduced barriers to their participation, such as long commutes. One student shared:

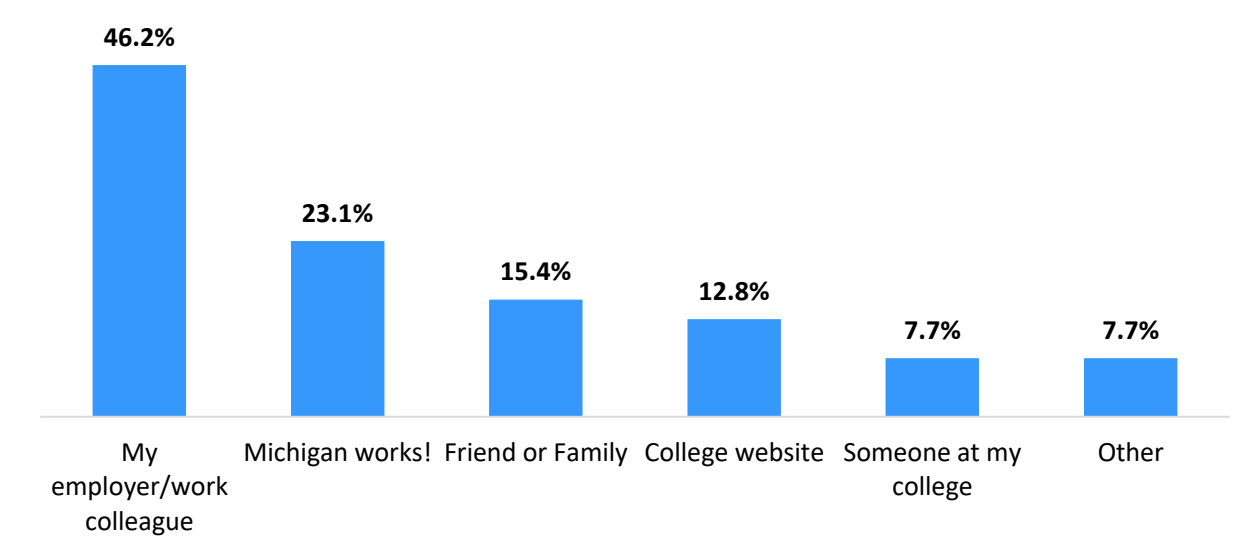
"I like the online format because you don't have to drive all the way to campus and can create your own schedule to meet your needs."
- Interviewed Student

RQ2 c. How are students selected for program participation?

In interviews and focus groups, members of the MCAHP leadership team shared that participants are mainly identified by employer partners and Michigan Works! agencies. The process of employers selecting participants was perceived to be beneficial in that it increases buy-in and investment by the employer partner to have their incumbent workers in the program.

The most common way that surveyed students indicated they had heard about the accelerated healthcare pathways program was through their employer or a work colleague (46.2%), followed by those who heard about the program through Michigan Works! (23.1%; see Figure 11). Note that students were able to “select all that apply” when indicating how they first heard about their program (therefore, percentages add up to more than 100%). Students who select the “Other” option clarified they had heard about their program from their academic advisor, or via an email advertising the program.

Figure 11. How students first heard about program (N=39)



Interviewed employer partners commented on student recruitment, including one partner who explained that both they and the college work closely together on student recruitment efforts and that the college directed prospective students to the employer partner to explain the program and coordinate job shadow opportunities. Another partner shared that they have a recruitment team that sources and screens candidates and then refers them to the college to go through the application process. An employer partner with another college noted that apprentices are usually “incumbents,” or those already working internally in entry-level or assistant roles, and that this population of incumbent workers was targeted first in student recruitment efforts. The partner was associated with student recruitment indirectly, by helping

to create and coordinate the process that their talent acquisition team followed. They also shared that their organization posted job openings internally and conducted information sessions and that candidates meet with the hiring manager and do a workplace observation.

RQ2 d. Is the selection process equitable?

One staff member shared in a focus group that working with a Michigan Works! agency was helpful when it came to making sure the recruiting efforts were reaching underserved areas, such as rural areas, in a more equitable way. Another mentioned that part of their collaboration with employers involves recruiting diverse and traditionally underserved students in an intentional manner, as the following quote further demonstrates.

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

-Faculty/Staff Focus Group Member

However, some surveyed faculty and staff who were involved in the student selection and screening process (N=21) expressed varying opinions about whether that process of student selection was fair and equitable. According to one faculty member, the process is equitable because students are accepted on an objective basis of merit related to their performance in previous coursework and/or on the job. According to another faculty member, the process is not equitable because it can be difficult for students to know how they can qualify for the program, especially if they are not already working in the field (e.g., what steps they should take to improve their chances of getting in). Another surveyed faculty member added that they felt employers bringing incumbent workers to the program did not seem as equitable as selecting from a pool of interested people from the community would be.

RQ2 e. How are programs being promoted?

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

The consortium also created flyers and visual media to promote their programs and expand their reach to potential participants. Flyers were developed and distributed to promote the

following programs: EEG; Surgical Tech; Cardiovascular Tech; Community Health Workers; Anesthesia Tech; Medical Assistant; ESOL for Healthcare; and Human Trafficking in the Healthcare setting.

Additionally, through the grant the consortium engaged with the Grand Rapids African American Health Institute (GRAAHI) in Grand Rapids and the Refugee Development Center of Lansing. This is an important relationship to strengthen the reach of MCAHP programs into Michigan's African American community, as well as refugees, and New Americans.

RQ2 f. How are additional, wrap-around services supporting students through their programs?

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

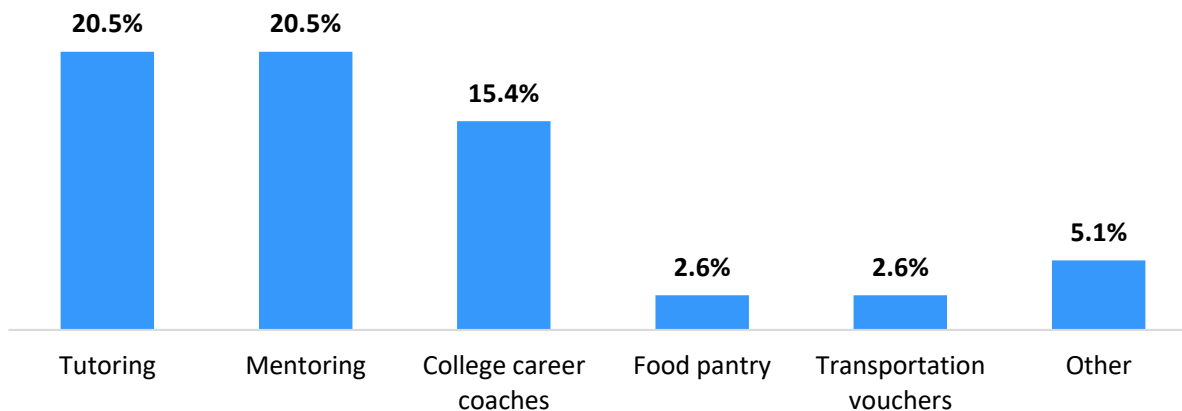
Faculty and staff indicated in open-ended survey responses that some of the strengths of wraparound services being offered include that they remove barriers to student completion and success, and help students feel supported. Regarding areas for improvement with wraparound services, one surveyed faculty member shared that, from their perspective, wraparound services are not as well formalized in the cohort model as they are for traditional college pathways. Another faculty member shared that not every service is available in the evening when working students might be the most likely to seek access to services. Finally, one surveyed staff member commented generally that the childcare services offered could be improved.

Faculty and staff shared in focus groups that they were aware of students taking advantage of the education training specialists on campus, as well as the career coaching offered through Michigan Works!. Also according to faculty in focus groups, they had heard from students that tutoring and transportation were two areas where they would appreciate more support—areas that the consortium hopes to strengthen for students in the future.

Surveyed students (N=39) indicated whether they had accessed various types of wraparound services during their program participation. As shown in Figure 12, the most commonly accessed services by surveyed students were tutoring and mentoring services. Students who selected the "Other services" option shared that they had received support with purchasing

scrubs to use during hands-on learning. However, many students (48.7%) indicated that they did not use any of the listed wraparound services; data which suggests a potential area to explore for increased accessibility and availability.

Figure 12. Wraparound services used by students (N=39)



Several students who did access wraparound services shared in open-ended survey responses how these supports helped them. One mentioned that wraparound services allowed them better access to education, and another stated that they helped them to be able to balance education along with challenges they were facing in other areas of their life. A third student shared that academic support was instrumental in their success with coursework. However, one student felt that the support they had accessed, which was college career coaches, “didn’t change their situation much.”

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

Key Findings

- Employer partners provided support to apprentices, including financial assistance for education, mentorship, and access to employee benefits.
- Faculty and staff indicated their colleges engaged in external partnerships to support MCAHP program participants, most commonly with industry partners, the local Workforce board, and Michigan Works!
- Employers were motivated to enter partnerships because of the need to address staffing shortages, the cost-effectiveness of the apprenticeship model, and the program's potential to meet the industry’s healthcare needs.

Interviewed employer partners provided information about the support students are offered along their educational path through the program. According to one partner, unlike the conventional model in which students must work full-time while attending and paying for school, apprentices in their program receive support to pay for the program and do not have to work a full-time job while participating in it. This partner also shared that their organization's staff members who become apprentices are paid the same rate as they were in their previous roles; they do not lose out on income during the time that they take on their apprenticeship. Further, apprentices from outside the employer partner's organization have access to the same resources as the organization's employees, such as support services and employee assistance programs. Another college partner agreed that financial support for education was a large benefit that they saw for students, as well as the connections students can make with professional mentors who are actively involved in their education.

Another college partner explained that students who worked for their organization were given time off for school-related activities, as well as mentorship by internal staff. Also, their employee benefits and retirement packages continue while they are in the program. A different employer partner commented that their program is full-time in terms of credits but not in terms of the class schedule. They elaborated that in traditional programs students are often unable to work in the healthcare setting during their education because of their traditional daytime class schedule. In contrast, this program's students are available to work in the medical setting during the daytime or morning time while taking a full course load. Additionally, this same partner explained that apprentices receive the support of an internal career coach at their organization who helps them determine at the outset whether participation in the program is right for them and helps students in the program with things like resume and interview preparation.

RQ3 a. What factors contributed to partners' involvement?

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

Interviewed employer partners shared different factors that contributed to their involvement in the MCAHP work. One explained that the driving force behind their entering into their partnership was to grow their own employee base. As an employer, they had struggled due to inadequate staffing. Similarly, another partner shared that their organization became involved in the program because they had witnessed across the healthcare field how having apprenticeships, or using the “earn and learn” model, helps with building a career pathway and fulfilling staffing needs. That partner stated:

“Recently, organizations have really seen the need for and the benefits of the ‘earn and learn’ model. This is really important. Having the ability to develop your own workforce, and building and offering career pathways, is a real advantage.”

- Employer Partner

A different college’s employer partner relayed that significant cost savings of the apprenticeship as compared to the traditional program for students was a big incentive for their organization becoming involved in the partnership. Another partner shared that they sought the partnership after having seen the “tremendous benefit” of having the types of trained professionals that they would develop through the program working in their community. This partner felt the program would be an important way to meet the emergency healthcare needs of their community.

Interviewed partners shared information about what they feel has been most important for promoting success in their partnerships with consortium colleges, with several citing collaboration between multiple content experts as a key factor. For example, one employer partner stated:

“Collaboration. The collaborative nature of this partnership is really important. It brings different perspectives together. The employers understand the workforce needs and the educators work to address those needs. Subject matter experts are involved, as are hiring managers and staff managers. It amounts to each area bringing in their expertise and putting it all together.”

- Employer Partner

RQ3 b. Did employers and additional community partners have previous relationships with the college(s), and if so, how has their involvement changed through the grant?

One interviewed industry partner represented an employer that has a longstanding relationship with one of the consortium colleges that they are located very close to but has developed richer relationships with several of the other colleges through the work of the coalition. When asked about how their relationship with the colleges changed through the partnership, that interviewee commented about the opportunities that the added funding brought with it, serving as a catalyst to get the programs they had been wanting to develop for some time underway.

Similarly, another employer partner shared that while their organization had connected previously with the community college, for example, around providing a clinical site for students, the organization had not previously partnered to the degree that they now do because of the grant. Yet another college's employer partner shared that they had also collaborated with their college partner before the program, having served on an advisory board for another program offered through that college, but the grant program allowed them to have more engagement with the college. This theme of increased depth of existing partnerships was echoed in faculty and staff survey responses, with one faculty member sharing in an open-ended response that partnerships have evolved by "strengthening existing efforts to meeting student and employer needs."

One employer partner emphasized that part of the change they experienced through the grant related to their internal organizational staff's buy-in to the program, and that increasing buy-in over the course of their partnership with the college had promoted greater program success, as the following quote suggests:

"A huge contributor to the success of this program and our students has been getting our staff on board as mentors. Staff members realize that they are going to be working alongside students at the end of their program, which makes them invested in the students' learning. It took some time; in the first year there were some growing pains. Now, staff are more invested. The students help get them excited, too."

- Employer Partner

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

Key Findings

- Consortium colleges have made significant progress in aligning systems and policies, such as credit transfer, student success tracking, and program governance, but alignment remains an ongoing process.
- The consortium successfully created partnerships with high schools and technical centers, achieving its goal of developing bridge programs to connect high school students to healthcare career pathways. Activities like campus visits, hands-on learning, and program tours have been used to introduce students to healthcare career opportunities.

Faculty and staff who responded to the online survey included those who worked on alignment strategies related to credit transfer, shared curricula, and program governance across the consortium. One survey respondent shared that a facilitator to the alignment of policies and procedures for consortium colleges has been updated license agreements that contain more information and specifics to define shared guidelines. The same respondent stated a challenge has been the lack of college participation commitment timelines and expectations from the consortium; from their perspective this misalignment “resulted in some colleges bearing the burden of program delivery across the state” without adequate support from the coalition. Another surveyed faculty member expressed that, as new programs get up and running, a valuable tool the consortium could develop and share would be a set of documented best practices and guidelines for more effective internal processing of consortium students.

According to Quarterly Outcomes survey responses, consortium colleges continue to work on alignment efforts, including aligning intake systems, systems for student alerts and student success tracking, advising, and scheduling. Colleges have also been involved with Michigan Works! to align and streamline the services offered through that agency to participants.

In focus groups, the college grant leads shared that they appreciated the alignment work they had accomplished with the help of Michigan Works! agencies, who were involved in alignment efforts related to enrollment for apprenticeships, and also the alignment and standardization of MOUs between colleges and employer partners. Several college leads also commented on how the grant had resulted in alignment between colleges when it came to financial aid, data

sharing, and credit transfer. In the final focus group conducted with college leads in 2024, the group reflected on many of the above successes, but also felt that their alignment (around many of the same topics mentioned above) was still continuing to evolve and improve; therefore, while much progress has been made, alignment efforts are a work in progress.

RQ4 a. How is the consortium engaging with MCCA to promote best practices and scale adoption of new and expanded online programs?

Partway through the grant, a pivot was made in this area and Michigan Workforce Training and Educational Collaborative (MWTEC) became the entity that provides oversight and infrastructure of the collaborative programs that the MCAHP has with Michigan Colleges Online. Since that time, consortium leaders have met regularly in an ongoing manner with the MWTEC to discuss best practices and how best to scale the adoption of the new and expanded online programs. The online courses have continued to be offered and made accessible to students, including some students from colleges outside of the consortium, demonstrating the success of efforts to scale these initiatives. In the online survey, one faculty member shared how they felt the college's partnerships in general had impacted their ability to scale outcomes:

"More collaboration has allowed for individual work to be more productive, resulting in positive, scalable outcomes."

- Surveyed faculty member

In Year 3, representatives from two consortium colleges (Grand Rapids and Muskegon Community Colleges) facilitated a breakout session along with a representative from MCO at a Trends in Occupational Studies conference. The session received a great deal of interest from attendees regarding the surgical tech program and apprenticeship.

RQ4 b. How were linkages between high school healthcare programs created?

Several surveyed coalition faculty and staff (N=15) indicated that they had engaged in partnerships with high schools or school districts through their work in the accelerated healthcare pathways program. Unanimously, these survey respondents expressed agreement (100%) that collaboration with high schools or school districts regarding healthcare education programs has contributed to effective strategies to meet the workforce needs of Michigan's healthcare industry.

High school linkages are related to the coalition's goal to create bridge programs; throughout the grant, the coalition achieved its goal of creating four new bridge programs, including with high schools and technical and career centers. LCC's grant manager participated in Lansing

School District meetings around the development of a Career and Technical High School. In Year 3, Grand Rapids Community College hosted a visit for high school students from GRAAHI to come to campus and learn about credit and non-credit healthcare programs, including Dental, EEG, Surgical Tech, MRI, Rad Tech, MA, CNA, Nursing and Occupational Therapy Assistant programs. The high school students listened to presentations and toured the college's simulation labs and participated in hands-on learning by listening to heart and lung sounds and taking blood pressures and pulses. Also in Year 3, another coalition college, Oakland Community College, hosted 80 high school students from Oakland Schools Technical Campus to tour their labs and learn about health career pathways.

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

Key Findings

- Employer feedback and shared learning across institutions have supported the development of students who are well-prepared for employment or advancement in their careers.
- Colleges faced challenges such as engaging students in online learning, and internal alignment of new programs. Through their collaborative model, coalition colleges can learn from one another to more effectively find solutions to shared challenges.
- Communication between colleges and employers has been essential but occasionally strained by turnover among both groups. The consortium's resilience and adaptability have mitigated these challenges, but future coalitions should prepare to face similar challenging circumstances.

RQ5 a. How are the five colleges building relationships and facilitating shared learning throughout the grant?

In open-ended survey responses, faculty and staff shared their thoughts on how the relationships between the colleges and employers are affecting systemic change, including in ways that benefit colleges, employers, and students. Some respondents conveyed that these partnerships allow for strategic recruitment of students into programs, which improves retention of students while also offering employers opportunities to invest in their current

employees. The value of collaborative information sharing and strong communication when it comes to decision making and planning for current and future cohorts to meet employer demands was also mentioned. The feedback from employers on programs allowed colleges to make changes to curriculum, which helps them develop better prepared students who will be more likely to excel in their work. Alignment and shared access to curriculum has also improved. Student recruitment has improved through these partnerships, as well as students' ability to get jobs while in school. Two quotes from survey respondents capture several of the themes that emerged in the comments from faculty and staff.

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

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

Interviewed employer partners shared thoughts on how relationships between the five colleges and between colleges and employers are affecting systemic change. One partner appreciated how their program brought employers' and educators' perspectives together. Multiple partners shared the belief that the apprenticeship model stemmed from their relationship with the coalition would have a positive impact on the healthcare industry and training model across the state as it continues to grow. For example, one noted that the program had already begun garnering attention from other organizations in their healthcare niche and that they had been approached by different employers who were asking questions about how they too could participate.

Employer partners again echoed the theme of the value of collaboration. Working with other employers in their region was not like working with their “competition;” rather, they could collaborate via a shared learning model with them to achieve more than they would on their own. One partner described how collaborating helped to maintain program participation:

“We can work together as a community of employers to be able to fill enough seats to keep the program running. That's where I see that consortium being such a benefit.”

- Employer Partner

This partner also explained how collaboration enabled them to work with others on applying for the grants that helped to cover tuition for program participants.

RQ5 b. What are examples of barriers, if any, that colleges are commonly experiencing to effect systemic change? How are these challenges being overcome collectively?

One example of a challenge shared during consortium focus groups is a common challenge presented by online instruction. Staff members shared that some instructors have less experience teaching in an online environment. Colleges have begun addressing this challenge by offering additional training for instructors along with resources to help them get the knowledge needed to effectively use the technology to their advantage.

Additionally, college leads noted in their quarterly outcomes surveys that they have continued to tackle various challenges related to effecting systemic change, including internal alignment issues such as positioning the new healthcare programs into the college framework, ensuring that the programs are in compliance with regulations set by the Higher Learning Commission, and ensuring that their programs are consistent with healthcare accreditation bodies. According to college leads, they are pleased with the progress that has been made toward overcoming these barriers, and they credit their collaboration and engagement with partners such as the Health Care Council as significant contributors to overcoming those barriers.

RQ5 c. What do successes and areas for growth look like in terms of communication between colleges and employers?

According to focus groups and quarterly outcomes surveys, communication between colleges and employers is a key component supporting the work of this grant; however, both strengths and challenges have emerged in terms of that communication. One staff member mentioned that Michigan colleges are highly decentralized, and historically it has been unusual for the colleges to work together. But through the consortium, and in coordination with the MCCA, more opportunities have been created for the colleges to come together organically to share information about building programs.

Several consortium colleges, as well as a number of their employer partners, experienced significant turnover during the grant, which at times resulted in communication challenges. Several times during the grant, consortium leads noted in their quarterly outcome survey that employer partners had not responded to communication efforts by the college, often noting turnover by the employer as a potential barrier to communication. Additionally, turnover at the colleges among those working closely on the grant resulted in some communication challenges

due to the effort needed to onboard and bring new grant personnel up to speed. The coalition adapted to these challenges and demonstrated their resiliency by working through those communication barriers. Future coalition efforts may consider creating an onboarding protocol to help them more quickly to bring new personnel and new contacts and employer partners up to speed when the need arises.

RQ5 d. What obstacles are employers facing to effect systemic change? How can colleges best support employers in this process?

During focus groups, coalition staff shared that their employer partners continue to have some challenges related to retaining skilled workers. Anecdotally, they had seen several apprentices finish their program and stay with the employer only until their contract ended before leaving to join another organization offering better pay. The coalition did not have solutions to address the retention issues related to pay rates that they were seeing but noted that it's a challenge across the industry that needs to be addressed.

Another challenge, noted during interviews with employer partners, was in relation to generational differences in the workforce. According to multiple employer partners, students coming out of healthcare programs are often younger than many of their professional colleagues, and they have different norms and experiences that impact how they interact. Employer partners suggested that, in addition to technical skills, program participants have opportunities to have "soft skills" instilled in them such as critical thinking, collaboration, and communication skills; skills that "go beyond passing their exams," as one employer put it. The collaboration with employer partners through the coalition helped colleges develop a greater understanding of the skills that are important to employers, and with this understanding comes opportunities for mentorship and other instructional methods to build those desired soft skills in students.

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

Key Findings

- The consortium directed program efforts toward recruiting healthcare employers, students through Michigan Works!, and diverse or underserved populations, including immigrants and veterans. Recruitment strategies were informed by employer requests, labor market data, and partnerships with associations like the Grand Rapids African American Health Institute and the Refugee Development Center of Lansing.
- The ESOL bridge program has been a popular program for entry level exposure to healthcare terminology for English language learners, and has opened the door to more healthcare workers who can bring dual language skills into the workplace.
- Employer engagement was a major success, with 47 new employer partners secured, 24 of which offered workplace learning opportunities. Employer input and support played a critical role in efficiently developing and launching programs that directly addressed workforce needs.
- Challenges related to healthcare employers' limited capacity to support trainees and turnover among college administrators and employer partners, as well as difficulty recruiting instructors with the necessary credentials for specialized courses.

RQ6 a. To whom did the consortium direct program efforts? How was this determined?

According to focus group participants, the consortium has largely directed their recruitment efforts toward healthcare employers in their region and to student participants through Michigan Works! and directly through employers. Colleges have also engaged in efforts to recruit diverse and traditionally underserved students, both through employers as well as associations such as the Grand Rapids African American Health Institute. One consortium college (Lansing Community College) developed and offered an English as a Second of Other Language (ESOL) bridge program, opening the door to more healthcare workers who can bring dual Language skills into the workplace. The ESOL bridge program has been a popular program for entry level exposure to healthcare terminology for English language learners since it began being offered in 2023. Lansing Community College partnered with the Refugee Development Center of Lansing to help recruit New Americans into the ESOL bridge program, and to understand more about the career development needs of that population. Consortium colleges

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

The programs themselves that were developed and offered by consortium colleges were created because they were requested by employers and because labor data confirmed a demand for workers in those areas. In these ways, the consortium directed their efforts to directly addressing the workforce needs in their state, staying true to the objective of this grant.

RQ6 b. What implementation efforts were effective?

The consortium has had better than expected outcomes related to securing additional sector employer partners, having engaged with 47 new employer partners, 24 of whom have offered workplace learning opportunities. The effectiveness of employer engagement efforts is a tangible testament to the desire of Michigan healthcare employers to collaborate with colleges to further develop the state's workforce. The willingness of employers to enter into partnerships and engage with the colleges lead in turn to other successes in implementation, such as getting their target programs up and running. According to the coalition leadership, programs were developed and offered very efficiently because of the willingness of employers to help provide input on programming, offer hands-on learning, and recruit participants.

RQ6 c. What implementation efforts did the consortium struggle with?

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

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

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

RQ6 e. How did program activities change over time?

The consortium underwent several shifts in focus throughout the grant period. Initially, efforts centered on defining goals and focus areas. This foundational work laid the groundwork for developing the relationships and networks needed to implement activities and engage key stakeholders. Over time, these efforts culminated in fully operational programs that equipped students with the training necessary to enter or advance in their career pathways.

Certain phases of the grant emphasized recruitment strategies, such as engaging high school students to raise awareness about diverse career pathways or collaborating with agencies to identify incumbent workers who were both interested in and well-suited for the programs. In later stages, the focus shifted toward addressing challenges, particularly workforce turnover.

Throughout all phases of the grant, the coalition demonstrated agility and flexibility, enabling them to adapt to challenges, sustain their programs, and continue making progress toward their goals.

Lessons Learned & Recommendations

1. The MCAHP's ability to develop and update programs to meet industry needs and the needs of participants, adapt to challenges, and meet many of its objectives demonstrates the potential for consortium models to help address healthcare workforce demands.
2. The hybrid model of programs and the increased flexibility they offer allow colleges to provide training programs for high-demand and low-number healthcare occupations (i.e., necessary healthcare occupations that have a limited number of openings to fill). Hybrid models also have the potential to support greater success for working students, students with families, and traditionally underserved student populations. However, this learning model may be further strengthened by offering students more opportunities to engage and interact in the online learning environment, making course materials and assignments available earlier to allow working students more flexibility in their study schedules, and increasing off-campus students' awareness of and ability to access student support services.
3. Healthcare employers were motivated to partner with colleges for a variety of reasons, including the opportunity it gave them to train their incumbent workforce to advance into high need roles. While workforce retention seems to have improved in some cases as a result of this model, it is still important for industry employers to ensure they are offering competitive pay and other benefits to help them retain industry talent. Further, community colleges may consider adding more of a focus on "soft skills" that could help students prepare to better integrate into their new roles and their workplace culture.
4. Turnover within both the consortium colleges and their employer and agency partners resulted in challenges related to communication and finding the staff with the necessary expertise to run programs. The coalition could work to mitigate some of these challenges in the future by developing clear onboarding protocols to bring new personnel and partners up to date quickly, and by developing plans to minimize disruptions such as assigning a backup person or point of contact for each key role.

Conclusion

Through the Strengthening Community Colleges grant, the MCAHP worked to build the capacity of community colleges to address workforce needs in the healthcare industry and drive systemic change through collaboration. The five MCAHP colleges partnered to develop and expand online and hybrid healthcare pathway programs, support accelerated learning for participants, scale adoption through partnerships with Michigan Colleges Online and workforce development agencies, and recruit and support diverse students, including those from rural and historically underserved populations.

During the grant period, MCAHP exceeded its goal of engaging 25 additional employer partners, successfully collaborating with 47 new employers. The depth and duration of these partnerships varied; for instance, seven employer partners offered apprenticeships under the grant, short of the original target of 10. Nevertheless, this highlights a willingness among employers to partner with community colleges in strengthening Michigan's healthcare workforce.

MCAHP advanced its goal of creating career pathways and accelerated learning strategies by establishing new apprenticeships, expanding work-based learning opportunities, offering continuing education units (CEUs), and making healthcare programs accessible through the Michigan Colleges Online platform. Programs were strategically selected based on labor market data, with curricula and materials informed by industry professionals. This collaborative approach ensured that the programs met the needs of both students and the healthcare sector.

PRE conducted annual surveys, focus groups, and interviews with MCAHP faculty, staff, students, and employer partners to inform ongoing improvements. Evaluation findings indicate that most students felt their programs effectively prepared them for careers in healthcare. A key strength of the programs, cited across multiple data sources, was the flexibility they offered through hybrid and accelerated learning options, particularly for working participants and those residing in rural areas. However, students also suggested improvements, such as incorporating more engagement opportunities in online learning and providing earlier access to materials and assignments to support flexible study scheduling.

Although wraparound student supports were a focus of the grant, many students did not utilize the available services. This suggests a need for colleges to raise awareness about these resources and ensure they are accessible to students who primarily learn off-campus.

Feedback from employers indicated that most program participants entered their new roles with the skills and knowledge needed for success. However, some employers identified “soft skills,” such as critical thinking, collaboration, and communication, as areas needing further development, particularly among younger participants or those with limited industry experience. Colleges may consider integrating more training in these skills to help students better transition into their new roles or workplace environments.

The MCAHP’s model of healthcare educational partnerships demonstrates significant promise as a systemic solution to the growing demand for skilled healthcare workers. Despite challenges related to turnover and institutional alignment, the coalition achieved or nearly achieved most of its grant objectives. By leveraging insights from this evaluation and their collaborative experiences, MCAHP is well-positioned to sustain and expand its efforts in the future.

Limitations

The data from program participants shared in this report is limited to just 39 students, while as many as 450 students were eligible to take the survey. Therefore, findings based on program participants’ feedback should be interpreted with caution, given the small proportion (about 9%) of students who responded. While initial findings show promise in terms of outcomes from participants’ perspectives, future evaluation efforts may be helpful to better understand the impact of these programs on student outcomes. Another limitation is the evaluation timeframe, which constrains our abilities to assess longer-term outcomes such as the impact programs have on meeting the industry’s need over time. Future evaluation efforts may be useful to shed light on outcomes related to addressing the industry’s workforce deficits at large.

Appendices

Appendix A: Logic Model

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

**THE MICHIGAN COALITION
FOR ACCELERATED HEALTHCARE PATHWAYS**

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

Appendix B: Focus Group and Interview Guides

Coalition Staff Focus Group Questions

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

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

Employer Partner Interview Questions

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

Appendix C: Surveys

Program Participant Survey Tool

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

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

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

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

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

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

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

*

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

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

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

LOGIC Show/hide trigger exists.

7. Are you currently employed? *

- Yes
- No

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

8. Please specify your job title and employer name.

Job Title

Employer

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

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

- Yes
- No
- I don't know

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

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

- Yes
- No

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

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

- Yes
- No

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

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

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

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

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

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

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

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

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

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

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

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

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

LOGIC Show/hide trigger exists.

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

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

- None of the above

*

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

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

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

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

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

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

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

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

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

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

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

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

*

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

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

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

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

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

LOGIC Show/hide trigger exists.

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

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

- None of the above

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

37. What is your age? *

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

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

*

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

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

- Rural
- Urban
- Suburban

Faculty and Staff Survey Tool

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

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

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

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

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

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

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




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

LOGIC Show/hide trigger exists.

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

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

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

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

Please select your level of agreement with the following statements.

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

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

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

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

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

Online/Hybrid Format

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

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

- Yes
- No

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

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

- Online
- Hybrid

Online Format

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

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

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

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

Please select your level of agreement with the following statements.

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

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

- Strongly disagree
- Disagree
- Agree
- Strongly agree

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

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

- Strongly disagree
- Disagree
- Agree
- Strongly agree

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

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

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

18. How could the ONLINE delivery model be improved?

Hybrid Format

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

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

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

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

Please select your level of agreement with the following statements.

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

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

23. How could the HYBRID delivery model be improved?

Online/Hybrid Format

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

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

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

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

Providing Wrap-Around Student Services

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

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

- Yes
- No

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

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

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

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

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

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

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

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

Engagement or Outreach Involving External Partners

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

Please select your agreement with the following statements.

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

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

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

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

- Yes
- No

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

39. How have current partnerships changed through the grant?

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

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

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

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

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

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

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

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

The Student Selection or Enrollment Process

Page entry logic:

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

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

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

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

Aligning Policy and Procedures

Page entry logic:

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

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

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

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

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

Stackable Credentials

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

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

- Yes
- No

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

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

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

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

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

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

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

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

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

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

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

Micro-Credentialing

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

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

- Yes
- No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Financial Reporting

Page entry logic:

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

73. What would improve the financial reporting process?

Tracking Data

Page entry logic:

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

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

75. What would improve the data tracking progress?

Career Readiness

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

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

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

Equity

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

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

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

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

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

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

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

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

General Feedback

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

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