

# *Pueblo Community College*

## *Case Study Report – Data as of May 2013*

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## INTRODUCTION

In 2011, Colorado received a \$17.3 million Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant from the U.S. Department of Labor. The project funded by this grant—the Colorado Online Energy Training Consortium (COETC)—has two principal purposes: 1) enhance the state’s energy-related programming by transforming curricula into more accessible formats via technology and mobile learning labs, and 2) develop and implement a redesign of the state’s developmental education (DE) program. More specifically, the COETC project focuses on 1) increasing access to employment opportunities in the state’s energy sector by expanding and providing online and hybrid delivery of energy certificates and degrees, and 2) redesigning DE curricula to accelerate students’ passage of gatekeeper courses.

The COETC project involves the thirteen colleges in the Colorado Community College System (CCCS) and two local district colleges, Aims Community College (Aims) and Colorado Mountain College (CMC).

CCCS contracted with Rutgers School of Management and Labor Relations (Rutgers) to be the COETC third-party evaluator. In this role, the Rutgers team created and implemented a multi-faceted research assessment design that includes quantitative and qualitative data collection and analysis.

A major component of Rutgers’ COETC evaluation is a cohort study that compares the educational outcomes for students enrolled in traditional courses to those for students enrolled in COETC-developed and funded courses. In particular, this research focuses on COETC’s second goal as described above. The study’s ultimate objective is to assess the success of DE courses restructured under the guidelines of the Colorado State Task Force on Developmental Education Redesigns (State Task Force). Specifically, it will evaluate the impact of factors such as demographics, Accuplacer scores, course registrations, student grades, employment, status, and wages on rates of retention, program completion, and employment after graduation. The methodology consists of quantitative analyses of data from Fall 2011 through Spring 2014 along with qualitative analyses of student experiences.

Toward the end of the Spring 2013 semester, Rutgers distributed four reports covering the study data collected to date from individual colleges and the consortium as a whole: “Integrated Year End Report,” “Career Coach Caseloads Analysis,” “Redesigned Course Outcomes,” and “Master Course List.” This case study provides an interim report, based on data provided in these reports, on the progress to date of Pueblo Community College (PCC) under the COETC grant.

The sections that follow 1) outline the overall study methodology and data sources, 2) provide background information on PCC and its student population, 3) summarize the goals and primary elements of PCC’s COETC program, 4) describe the redesigned DE courses (math and English/reading) and present data on enrollment and outcomes, 5) discuss PCC’s energy

program enhancement and restructuring, 6) assess the success of the career coaching program instituted by PCC as part of its COETC program, and 7) conclude with recommendations for PCC specifically and for the consortium colleges in general with regard to their COETC-funded programs.

## **METHODOLOGY/DATA SOURCES**

### *Quantitative Analysis*

During the first project year, Rutgers worked closely with CCCS to refine the quarterly reports required from each of the system's participating colleges. Rutgers has used data from these reports to track progress and to provide the foundation for other data collection. In collaboration with CCCS, the district colleges, and college career coaches, Rutgers developed and revised an Electronic Student Case File (ESCF) to capture data relating to the COETC career coaches' work with grant-eligible students. (ESCFs record demographic and academic information and track the issues and goals coaches and students work on and any referrals made.) In addition, Rutgers designed a pre-course survey to collect information on student expectations about course work and career goals. Beginning Fall 2012, the colleges have administered the survey to students in traditional and redesigned DE courses.

The Rutgers team has also been working closely with CCCS and the district colleges to access the Banner student system (and CMC's data system) to track student progress and achievement and to collect and analyze data for the cohort study.

### *Qualitative Analysis*

Rutgers' qualitative evaluation focuses on COETC process issues and the experiences of project team members and participating students, faculty, and staff at the 15 colleges in the COETC consortium.

As part of this analysis, team members reviewed relevant documents, text answers from quarterly reports, ESCFs, pre-course survey results, and materials and websites developed by the State Task Force, CCCS, and/or individual colleges. Rutgers team members have conducted phone and in-person interviews with project leads, faculty involved in the restructuring and/or teaching of DE and energy courses, instructional designers, data coordinators, senior college administrators, and, whenever possible, students. We conducted on-site interviews on PCC's Pueblo campus on October 24, 2013, and at PCC's southwest division campuses on April 4, 2013. The team members have analyzed transcriptions of phone and in-person interviews to identify program achievements to date, best practices, and critical issues for follow-up. Some of the responses from these interviews are quoted in this report.

Rutgers team members have also participated in and “observed” conference calls with project leads and career coaches and joined in webinars. In addition, they have observed and participated in forums sponsored by CCCS, such as sessions on DE redesigns.

## **PCC COLLEGE DESCRIPTION AND STUDENT POPULATION OVERVIEW**

PCC is a multi-campus, nonresidential college that has its main campus in Pueblo, Colorado. PCC also maintains the Freemont campus in Cañon City and a division called Southwest Colorado Community College (SCCC) with sites in Durango and Mancos. The latter were established in 2009 when PCC merged with San Juan Basin Technical College. The Pueblo and Freemont campuses serve Pueblo County (population 160,852) and Freemont County (population 46,788), respectively. SCCC’s Durango campus serves La Plata County (population 52,401) and the Mancos campus serves Montezuma County (population 25,431).

Established in 1933, PCC is a two-year community college within the CCCS. The school grants associate of arts and science degrees that prepare students for transfer to four-year colleges. PCC also offers an array of career and technical certificate programs. It is especially known for Allied Health programs such as Dental Assisting and Dental Hygiene. Additionally, to serve local energy employers, PCC’s Economic and Workforce Development Division offers a wide variety of noncredit certificate-based training programs to increase the local workforce capacity and help meet employer needs.

In Fall 2011, approximately 6,636 students (56 percent part-time) were enrolled in one or more of PCC’s certificate and degree programs. PCC employs approximately 433 faculty members (roughly 75 percent adjunct). The average student age is 29 years old and approximately 39 percent are minority students. In Fall 2011, 60.3 percent of PCC students were female.

## **PCC’S COETC GOALS AND PRIMARY PROGRAM ELEMENTS**

PCC’s goals for the COETC grant include DE redesign and energy program enhancement and restructuring. Regarding its energy curriculum, PCC focuses on equipping unemployed and incumbent energy industry workers with the technical skills they require to achieve stable employment and earn promotions. Based on current industry needs, PCC plans to train workers as mine safety and health administration (MSHA) professionals and first responders. It also plans to provide training to enhance transferrable oil-and-gas industry skills.<sup>1</sup> To deliver such training, PCC requested funds to build three new mobile learning labs for training in areas such as mechanical systems, welding systems, and electrical systems. As with most industry-recognized training offered by PCC, the grant-supported curriculum would be noncredit and participants would not be required to enroll as students.

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<sup>1</sup> PCC, for example, has proposed a hybrid CDL (commercial driver’s license) training program to provide skilled truck drivers for oil and gas fields and mines.

Indeed, PCC placed a strong focus on energy for the COETC grant. It ultimately intends to augment its energy offerings further by contextualizing DE courses so energy program students can build important remedial skills applicable to their study programs.

For its DE redesign, PCC, like other colleges, has transitioned its coursework in three phases. The first phase took place under the Complete College America (CCA) grant and involved course changes in English, reading, and math. PCC's goal under the grant was to make it possible for students to complete their DE requirements in one semester. To accomplish this, the college initiated extensive curriculum, pedagogy, and learning pathway changes.

The second phase of PCC's DE redesign occurred under the COETC grant prior to and concurrent with its work on meeting the State Task Force guidelines. In this phase, PCC focused on advancing the work begun under the CCA grant by, among other things, hiring additional faculty and further developing classroom pedagogies.

In the third phase of its DE redesign, PCC is implementing the curriculum revisions stipulated by the State Task Force.

We note here that this report focuses solely on PCC's redesign in the second phase.

## **PCC'S REDESIGNED DE PROGRAM**

### *English/Reading Redesign*

PCC's efforts to redesign English DE courses began before the COETC grant and have continued under the grant and in response to the State Task Force recommendations. For the second phase work described above, PCC's accelerated redesign involved ENG 075 and ENG 077. ENG 075 combines two levels of English and reading into one course. ENG 077 allows students to receive extra developmental support in a college-level English class. For this redesign, PCC's English department focused on creating courses where students could complete their developmental requirements in one semester without losing the classroom support they needed to succeed. PCC faculty also focused on encouraging and increasing student engagement to help them build relationships and better learn skills relevant to their future employment goals.

### English/Reading Redesign Innovative Models and Practices

*ENG 090-iG.* PCC developed ENG 090-iG (also referred to as ENG 075) to create a single course that builds all the basic English and reading skills students need for college-level coursework. To accomplish this, the college combined the curriculum from ENG 060, ENG 090, REA 060, and REA 090 into ENG 090-iG. This accelerated course was also intended to shorten the students' completion of the DE cycle while adequately preparing them for college-level coursework and for PCC's ENG 121. ENG 090-iG comprises three lecture hours and two lab

hours. Students receive three non-transferable credits for taking it. PCC designed ENG 090-iG to eliminate much of the repetition students experience in the full developmental sequence. This reduction also makes it possible to incorporate more support services such as advising or Advancing Academic Achievement (AAA) education into the classroom.

*ENG 121-iG.* PCC developed ENG 121-iG (also referred to as ENG 077) to serve students with varying skill levels simultaneously. The class population includes students who place into ENG 090 and students who pass out of the DE cycle into ENG 121. The ideal class would be divided equally between these levels. All ENG 121-iG students must submit the same assignments, the intention being that ENG 121 placement students would serve as role models for the ENG 090 placements. In addition, PCC embedded student support services into the course by requiring ENG 090 placement students to remain for an additional period for tutoring or further instruction on basic skills. Registration for this course was not haphazard nor was it not done solely using Accuplacer scores. PCC faculty and advisers played a key role in determining the class composition based on the personal characteristics and academic history of the students.

*Use of Active Learning Methodologies.* PCC faculty learned, tested, and used various teaching methods to enhance the developmental curriculum and increase student retention. These included collaborative, immersive, contextualized, problem-based, team-based, and modularized approaches. The faculty has found that using such active learning methods fosters higher-level thinking among students, which in turn helps them succeed later in transfer-level courses and in the workplace. PCC incorporated many of these methods into the redesigned English courses to get students more engaged in their courses. As part of this technique, instructors kept their lectures to a minimum to free up more time for interactive classroom learning.

### English/Reading Redesign Challenges

*Placement Testing.* In their interviews with us, faculty spoke often about the limits of placement tests. In particular, they noted that relying solely on Accuplacer scores to determine a student's remediation placement is not the best way to decide where students belong or the best indicator of how well they will do in a course. They favored instead the approach used with ENG 121-iG. As described above, for this course PCC advisers and faculty placed students based on their personal characteristics and academic history in addition to their Accuplacer scores. While this method takes more time and involves greater difficulty, faculty members see great value in looking beyond test scores. They also believe a wider use of this practice would help PCC achieve more accurate placement of students with regard to their individual remediation needs.

### ***Math Redesign***

During the 2011-12 academic year, 60.1 percent (46,913) of students in DE courses across Colorado were enrolled in math courses compared to 25.9 percent (20,243) in English and 13.1

percent (10,877) in reading.<sup>2</sup> It has been a challenge for colleges to serve the high volume of students requiring one or more developmental math courses and to identify methods to encourage successful progress through the developmental pathway. In response to this issue, the State Task Force determined that liberal arts and algebra pathways require different levels of math proficiency. As such, they separated developmental math into two pathways: one for students interested in pursuing degrees and careers dependent on higher level math proficiency, and one for students interested in degrees or fields that are not math dependent.

Like other schools, PCC has struggled with identifying effective methods to improve student progress through remedial math into required college-level math courses. In an attempt to address this need, PCC developed MAT 077 and MAT 095, as described below, in the second phase of its DE redesign.

### Math Redesign Innovative Models and Practices

*MAT 077.* PCC's math faculty developed MAT 077, "Special Topics in Math," to allow students to register for one four-credit course and from there go on to the developmental math sequence no matter where they had placed initially. MAT 077 does not use a textbook and the curriculum is presented in module format rather than by chapter. Students cannot skip modules and must score 80 percent or higher on exams before moving ahead to the next module. The instructor begins each class with a short lecture and then provides tutoring as needed while the students proceed at their own pace.

*MAT 095, "Compressed Introductory Intermediate Algebra,"* combines the 090 and 099 math levels. PCC designed MAT 095 primarily for students interested in pursuing STEM (science, technology, engineering, and mathematics) degrees or certificates that require college algebra. Students can, if they wish, accelerate through the sequence with MAT 095 as it satisfies the developmental education requirements for 090 and 099 in the same semester.

### Math Redesign Challenges

*Qualified Instructor Availability.* PCC's administrators have struggled to find qualified math instructors with sufficient in-class experience. For example, an applicant may have a computer science background with a strong understanding of algebra but no experience teaching algebra to students. In addition, various PCC employment policies restrict how many courses a part-time instructor can teach, which limits the availability of those already hired.

*Student Success in Online Math Courses.* All PCC math courses are available to students online. Faculty members observed, however, that the success rate for DE students in online courses is low. They suspect that many students may only be in online classes because they registered late

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<sup>2</sup> See CCCS (May 2013), Academic Year 2011-12 Remedial Enrollment and Course Completion Rates [<http://www.cccs.edu/Docs/Research/AY2012RemedialReport.pdf>]

and those were the only classes available. Going forward, it will be important to examine whether and why or why not online courses are effective tools for DE education students.

### *Redesigned DE Course Outcomes*

To help determine the ongoing effects and outcomes of courses redesigned under the COETC grant, PCC's project leads reported to the Rutgers team on their redesigned courses and the modality used by developmental education. This information appears below.

PCC offered three unique redesigned DE courses in 93 sections through Spring 2013.<sup>3</sup> Approximately one-third of these courses were in the most recent term. Table 1 displays the course rollout by term along with the number and percentage of total students served by the course each term.

<b>Term and Year</b>	<b>Percentage of Total Redesigned DE Population (All Subjects)</b>	<b>Number of Students (Redesigned DE Population)</b>
Spring 2012	23.3	426
Summer 2012	8.7	160
Fall 2012	33.1	606
Spring 2013	34.9	639
Total	100	1,831

In terms of overall student retention, 1,329 students (72.6 percent) who registered for redesigned DE courses persisted in the course while 207 (11.3 percent) dropped the course and 295 (16.1 percent) withdrew after the term began.

Table 2 presents the number of students enrolled in redesigned DE courses by subject. At PCC, 96 percent of these students were enrolled in math subjects and four percent in English.

<b>Subject</b>	<b>Percentage of Total Redesigned DE Population (All Subjects)</b>	<b>Number of Students (Redesigned DE Population)</b>
English	4.0	73
Math	96.0	1,758
Total	100.0	1,831

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<sup>3</sup> PCC's redesigned energy courses are noncredit and therefore have no course registration number. As yet, we have not devised a method for tracking students who enroll in noncredit classes.

Tables 3 shows the number of PCC students enrolled in redesigned DE classes by course title.

<b>Table 3. PCC Students Enrolled in Redesigned DE Courses by Course Title</b>		
<b>Course Title</b>	<b>Percentage of Total Redesigned DE Population (All Subjects)</b>	<b>Number of Students (Redesigned DE Population)</b>
Compress Pre Alg w/Basic Math	83.3	1525
Compressed Intro/Inter Algebra	6.5	119
Special Topics in Math	6.2	114
Special Topics in English 075	2.7	50
Special Topics in English 077	1.3	23
Total	100.0	1,831

Table 4 presents the grouped mean grade for each course. In the months ahead, Rutgers will compare section means to departmental means and include the results in later reports.

<b>Table 4. Mean Grades Achieved by PCC Students in Each Redesigned DE Course</b>	
<b>Course Title</b>	<b>Course Mean Grade (All Terms and Redesigned Sections Combined)</b>
Compress Pre Alg w/Basic Math	2.2723
Compressed Intro/Inter Algebra	2.7722
Special Topics in Math	3.0000
Special Topics in English 075	2.5882
Special Topics in English 077	2.5625

### **PCC'S ENERGY PROGRAM ENHANCEMENT/RESTRUCTURING**

As mentioned above, a main focal point of PCC's COETC grant involved expanding its energy programs by offering training to unemployed, underemployed, and incumbent oil-and-gas-industry workers. Through the newly developed curriculum, PCC seeks to provide students with the technical skills needed to obtain initial employment or move up the career ladder.

Historically, PCC has offered noncredit workforce training through its Economic and Workforce Development Division. It followed this practice for the COETC grant as well. The training offered through this division is typically done via partnerships between the college and employers. The overall goal is to strengthen the skills and capacity of that employer's workforce. The local workforce center in Pueblo, which maintains a very close relationship with the college, often helps arrange training with job seekers and incumbent workers and partnerships with firms in the industry.

Within the COETC project, PCC has worked to fill the needs of oil-and-gas-industry employers in southwest Colorado by offering relevant noncredit training courses.<sup>4</sup> To better serve this growing sector, PCC has also identified training competencies that will benefit workers and companies in the southwest region.

Initially, PCC divided the energy portion of COETC grant management between the PCC main campus and the SCCC campuses. This geographic divide proved difficult for the project. Since Rutgers' site visit last year, PCC has shifted the grant management to the main Pueblo campus. As the project moves forward, we will examine how this change has affected the project and what PCC's plans are for managing its SCCC energy program and lab activities.

### *Energy Enhancement/Restructuring Innovative Models and Practices*

#### Mining Health and Safety Administration (MSHA) Training

PCC's former COETC project lead, located in Durango, had established a partnership with a mining placement company. PCC has hired instructors to teach mine safety skills to workers, and a mining employment agency recruits workers for the training. The training occurs at the employment agency and then the agency places students in temporary, part-time, or full-time jobs. After they complete training, students can work for the mine or the employment agency itself. From our interviews in Durango, we learned that this training was being funded through the COETC grant but had not been redesigned or enhanced as part of the COETC project. There had been discussion about adding a post-training course on soft skills or job application strategies but at the time it was still in the planning stages. One challenge to any redesign considerations is that MSHA training is governed by strict federal guidelines, which could negate any attempt to change these courses.

#### Commercial Driver's License CDL Course

As described in footnote 3, PCC proposed a CDL course for workers to help fill the need oil and gas companies like Halliburton and ConocoPhillips have for truck drivers in the southwest Colorado region. The workforce center in Durango has helped PCC identify unemployed workers that qualify for this training under Workforce Investment Act (WIA) funding. Obtaining the CDL enhances their chances for employment. The CDL course had just been approved when Rutgers was on-site at Pueblo. We will provide information on it, as well as any redesigns or online coursework created for it, in future briefs.

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<sup>4</sup> As noted above, Rutgers does not have a system in place to track noncredit courses and their outcomes. We are working to resolve this issue.

### Mobile Learning Labs

One of the biggest undertakings by PCC under the COETC grant involved the creation of three new mobile learning labs for training oil-and-gas-industry workers. PCC has vast experience using mobile learning labs. Prior to the grant, the college had multiple labs deployed in other sectors, most notably manufacturing. The new labs are being designed differently from PCC's existing mobile learning labs. They will be based at SCCC. One will be equipped to train workers in welding, one to train workers in electrical systems, and one to train workers in mechanical systems. As of this writing, the new labs had been completed and were on their way to the SCCC campuses. We will discuss their use in subsequent reports.

### *Energy Enhancement/Restructuring Challenges*

#### Networking in the Southwest Region

Because of geographic, distance, and weather issues, it has been challenge for PCC to establish partnerships with energy employers in the southwest and western parts of Colorado. Oil-and-gas-industry employers in southwest Colorado have not organized as a group in any meaningful way and so PCC has had to expend great effort to establish a network of relationships with employer partners across these large areas. This fragmentation has made it difficult for PCC to determine what types of energy training and credentialing will most benefit all workers and employers and how best to deploy training. This may become easier once the labs begin to work in the region and the employer community becomes familiar with the training and benefits they offer.

#### Distance from Project Lead

In the grant's earlier stage, the energy program project lead was based in Durango. As a result, the lead had very little face time with the individuals on PCC's Pueblo campus who have the best overall understanding of the COETC grant. Miscommunications occurred frequently over training, course development, and expenditures expected from the grant. Now, however, the SCCC lead has left the project and the energy program work has been centralized on the main Pueblo campus.

#### Noncredit Course Data Tracking

As mentioned earlier, PCC energy training is noncredit and so Rutgers cannot track students through the Banner system. Rutgers, PCC, and CCCS are working to develop a system to retrieve and maintain this data. Until it is in place and perhaps even afterwards, the analysis of this program will not be as comprehensive as we would like it to be.

## PCC'S CAREER COACHING PROGRAM

Under the COETC grant, the career coach position is meant to facilitate student access to careers in the energy sector and to assist students with any academic and non-academic issues that inhibit their progress or ability to complete a course of study. The coaching functions were envisioned to include career counseling and referrals, academic advising related to career choices, and counseling and referrals for a wide range of social and financial support services. To conform to the COETC's intent, eligibility for career coach services requires students to be participating in a redesigned DE course or a TAACCCT-supported energy course/program, to have Trade Adjustment Assistance (TAA) eligibility (or be TAA-like), to be unemployed, and/or to be eligible for other U.S. Department of Labor programs.

As part of the career coaching and intensive advising piece of the grant, PCC employed a staff member from the Economic and Workforce Development Division on a part-time basis. This person began teaching the AAA course to engage with DE students and build her advising caseload.<sup>5</sup> (This coach continues to work with the students she first encountered in the Fall 2012 AAA class.)

To expand its career coaching outreach and accessibility, PCC hired a second part-time coach in Summer 2013. Initially, the new coach worked with energy training participants. During the summer, he contacted employers in the target area to set up a job fair. Many employers attended, which gave energy training participants the opportunity to interview with different companies. After Summer 2013, the new part-time career coach shifted focus to working with students in redesigned DE courses. Specifically, he targeted students in five sections to publicize and recruit for his intensive advising services.

While the new coach works with DE students, the Economic and Workforce Development Division coach continues to provide services to energy training participants. Most of these students take courses in the Pueblo area. PCC conducted an employment search to hire a part-time SCCC career coach but was unable to fill the position. At this time, energy participants enrolled in training in the SCCC area do not have direct access to career coaching services.

The two Pueblo campus career coaches are finding ways to work together. They meet weekly, for example, to coordinate their services to students.

PCC faced some initial challenges with the grant's career coaching and intensive advising requirements. Since it is a large community college, it already had advising and counseling departments that offer many academic and non-academic services to students. These departments also work with TAA-like and TAA-eligible students. Nevertheless, PCC has found

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<sup>5</sup> The AAA course teaches students about personal responsibility, self-motivation, self-management, interdependence, self-awareness, and other factors that can contribute to success in work and life situations. At PCC, students who test into at least two DE courses must take the AAA class.

a way to reach these populations for the required COETC career coaching through the two career coaches coordinating their efforts to serve PCC's energy and DE students.

### *PCC's Electronic Student Case Files*

As mentioned above, ESCFs help career coaches track student progress with goals. Rutgers hopes that PCC's ESCF data will help it better understand student challenges and best intervention practices, as well as the impact of coaching services on student retention and completion rates.

The career coach creates an ESCF for each student when they first meet and then inputs additional information from subsequent visits and interactions. Of the students registered by PCC's career coaches, 40 (30.5 percent) had active ESCFs and 91 (69.5 percent) did not of May 23, 2013.<sup>6</sup>

### *PCC's Career Coaching Target Performance*

At PCC, the target under the grant for career coaching is 289 students. Thus far, the career coaches have registered 131, approximately 45 percent of the target.<sup>7</sup>

### *Career Coaching Eligibility Distribution*

After reviewing active ESCF files and cross-referencing these with students enrolled in all redesigned courses, as certified by the project lead, Rutgers has identified the student eligibility for career coaching for 64.9 percent of all registered students. Table 5 displays the eligibilities of the students using the career coach along with the breakdown of how many students fall into each eligibility category. As the table shows, of this total 1.5 percent of students have been designated as TAA-like and 63.4 percent were enrolled in a redesigned DE course.

Among the 83 students enrolled in redesigned DE courses, 4.8 percent first enrolled in Spring 2012, 2.4 percent in Summer 2012, and 50.6 percent in Fall 2012. The remaining 42.2 percent enrolled in Spring 2013.

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<sup>6</sup> Rutgers defines an active ESCF file as a "response in progress" in which student information has been entered into the ESCF but not submitted to the record. Career coaches can return to and update information in active ESCFs. An ESCF that has been closed or submitted to the system by the career coach is considered inactive.

<sup>7</sup> We note here that students registered by the career coach may not have an active ESCF file. In order for the student to be considered registered, the career coach has to fill in basic information such as ID number and name but does not have to initiate an ESCF file. Alternatively, a student in this count may have been served by the career coach and the student's ESCF submitted. Such ESCFs are considered inactive.

We could not identify the eligibility of 10 students (35.1 percent) through the usual documentation process. We have uploaded a list of these students on Sakai under Resources > EOY1 folder.

<b>Eligibility Criteria</b>	<b>Percentage of Total Registered Students in Caseload</b>	<b>Number of Students (Caseload Population)</b>
TAA-Like	1.5	2
DE Redesigned	63.4	83
Unknown	35.1	46
Total	100.0	131

## **SUMMARY OF LESSONS LEARNED AND INNOVATIVE STRATEGIES**

### *Employer/Workforce Partnerships*

By developing strong ties with regional employers and employment agencies, PCC is able to serve employers and employees by expanding worker skill sets and workforce capacity. Through a partnership with a mining placement agency, for example, PCC helps workers enroll in training that will increase their employment prospects. Additionally, PCC's strong relationship with its local workforce centers will help bring additional students into its newly designed COETC-funded energy programs.

### *Mobile Learning Labs*

PCC has extensive experience in building mobile learning labs and employing industry-experienced instructors to best effect. The addition of three new labs in the southwest region will benefit many employers, workers, and students as they provide greater access to training for the oil and gas industries.

## **SUMMARY OF CHALLENGES**

### *Tracking Energy Students/Participants*

As noted, PCC's energy courses are noncredit and so the tracking system is not the standard one used for typical students. This creates a need to develop another tracking method, which will not be as robust as the Banner system and, as such, will constrain our analysis of this program.

### *Hybrid Energy Courses*

In our interviews with PCC, we learned that hybrid or online energy courses are not included in the college's objectives in using the COETC grant. Rather, the primary goal is to make energy programs easily accessible to students across a wide region. To this end, PCC has built the three new mobile learning labs. For these to be effective, though, students must be able to get to the lab's location to receive training. If PCC implemented some energy coursework online, it would likely give more students a chance to learn new skills and qualify for high-demand energy jobs. We note here that PCC's use of online learning has likely been increased by the instructional designer recently brought on board by CCCS. We will explore this further in future briefs.

### *Communication between Credit and Noncredit Departments*

One of the career coaches noted the lack of knowledge and understanding between PCC's credit and noncredit units. Those working on the energy curriculum in the noncredit training division know little of the DE redesign process. While the COETC grant affects both, the staff responsible for developing energy training and the faculty associated with the math and English redesign do not communicate often. This creates an obstacle for the project, especially in terms of how well the career coaches serve students.

### **RECOMMENDATIONS FOR PCC**

- Going forward, PCC should work with CCCS to develop a tracking system for noncredit training. Without this in place, workers receiving energy training under COETC are not tracked beyond their initial involvement with the program, which makes valuable data on employment, wages, and educational outcomes unavailable.
- Within PCC, staff should have mutual understanding of credit and noncredit options available to students. Faculty and staff members involved with noncredit programs at PCC are not familiar with the credit-bearing programs, particularly the DE redesign. This makes it a challenge for the career coaches to help students navigate the developmental sequence.
- PCC should consider developing online or hybrid courses for its energy program.

### **RECOMMENDATIONS FOR CONSORTIUM COLLEGES**

- PCC should continue to share its expertise in building mobile learning labs. PCC's knowledge and experience with mobile learning labs and the logistics associated with them are invaluable in a state like Colorado with challenging geography and rural

populations. We encourage other consortium colleges to draw on PCC's knowledge of innovative practices and challenges regarding mobile learning labs. Topics that might be of interest include working with employers to provide on-site training on site, calculating the cost of training, and designing curriculum to fit the needs of employers.

- In addition, other consortium colleges should note how PCC excels in forming strong workforce development and employer partnerships. Employers and workforce centers rely on PCC's training programs to expand the skillsets of workers in a region, which helps unemployed individuals find jobs and incumbent workers advance in their careers.