Annotated Bibliography

Evaluation of Employer Engagement

Amey, M. J., Eddy, P. L., & Ozaki, C.C. (2007). Demands for partnership and collaboration in higher education: A model. *New Directions for Community Colleges Special Issue: Collaborations Across Educational Sectors, 139, 5–14.* Retrieved from
http://onlinelibrary.wiley.com/doi/10.1002/cc.288/pdf

> This chapter provides a model for examining community college partnerships and describes the elements and interactions that are a part of the partnership model. Within the model there are several components to consider including antecedents, motivation, context, and the partnership itself. The authors suggest that cross-organizational collaborations are often hard to develop and sustain and that having a model to analyze the partnerships helps all involved think more deeply about the process and what determines success.

CLASP. (2014). Shared vision, strong systems: Alliance for Quality Career Pathways framework version 1.0. Washington, D.C.: Author. Retrieved from
http://www.clasp.org/issues/postsecondary/pages/aqcp-framework-version-1-0.

> This framework provides criteria and indicators for what constitutes a quality state and local/regional career pathway system, including metrics to assess participant progress. One set of metrics focuses on the performance of local/regional partnerships, which includes employers who are engaged in career pathway implementation. A set of criteria and indicators is provided for a quality local/regional career pathway system. Participant metrics include education and labor market outcomes such as initial employment, employment in targeted industry sector, employment retention, initial earnings, earnings change, and subsequent earnings.

DeCastro, B.S., & Karp, M. (2009). A typology of community college-based partnership activities. Community College Research Center for the Office of Vocational and Adult Education. Retrieved from http://www2.ed.gov/about/offices/list/ovae/pi/cclo/cc-partnerships.pdf

> This paper presents a typology of the various types of partnerships or collaborations in which colleges can engage. In developing the typology the authors focused on the goal and possible outcomes of the partnership. The four categories within the typology are curricular alignment and articulation, academic and social support, professional development, and resource sharing. Institutions and policy makers can use the typology to guide and focus their work, identifying collaborative activities in which they are currently engaging or hope to engage in, and the potential challenges involved.

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Hood, L. K., & Rubin, M. B. (2004). Priorities for allocating corporate resources to improve education. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign. Retrieved from http://occrl.illinois.edu/files/Projects/partnerships_be/Report/BoeingReport2003.pdf

> Funded by the Boeing Corporation, OCCRL researchers conducted telephone interviews concerning the priorities that corporations set for working with educators. A categorization of employer partnerships authored by Grobe, Curnan, and Melchior (1993) and an employer partnership model was used to generate activities that were assessed by the researchers (see p.4). The structure of the report makes the survey questions clear and replicable by others.

Kisker, C., & Carducci, R. (2003, Winter). UCLA community college review: Community college partnership with the private sector-organizational contexts and models for successful collaboration. *Community College Review, 31*(3), 55-74. Retrieved from http://crw.sagepub.com/content/31/3/55.refs?patientinform-links=yes&legid=spcrw;31/3/55

> This article discusses strategies for creating and sustaining successful relationships between community college and private sector-organizations. The authors outline the essential elements of a successful partnership, including recognition of an opportunity that calls for collective action, a shared mission and goals, creation of value and benefit for all involved, strong organizational leadership, and the establishment of shared governance and accountability. The article offers five successful models of partnerships (customized contract training for private businesses, technology centers, workforce development partnerships, welfare-to-work, and business-based scholarship programs), and discusses the benefits and challenges of these partnerships.

Kozumplik, R., Nyborg, A., Garcia, D., Cantu, L., & Larsen, C. (2001). Career pathways toolkit: Six key elements for success. Washington, D.C.: Employment and Training Administration, U.S. Department of Labor. Retrieved from http://www.workforceinfodb.org/PDF/CareerPathwaysToolkit2011.pdf

> This guide defines the concept of career pathways, including a readiness assessment tool, an action planning tool, a service mapping tool, a career pathways program design chart, an occupational credentials worksheet, a credential asset mapping tool, and a career pathways road map tool. Element two of the model is to identify sector or industry and engage employers. This section suggests conducting labor-market analysis, but the section does not detail methods.

MacAllum, R., Yoder, K., & Poliakoff, A. R. (2004). *The 21st-Century community college: A strategic guide to maximizing labor market responsiveness: Promising practices and lessons from the field, Vol. 2.* Washington, D.C.: Academy for Educational Development for the Office of Vocational and Adult Education, U.S. Department of Education. Retrieved from http://babel.hathitrust.org/cgi/pt?id=pur1.32754077921611;view=1up;seq=5

> This document is one of seven modules that provide insights into dimensions of labor market responsiveness related to community colleges. This second volume includes a chapter on information and data, including methods for gathering information from

personal contacts, wage data, surveys, and focus groups. The chapter also mentions evaluating labor market responsiveness as part of program review, including tapping advisory committee members, and measuring employer satisfaction. The chapter mentions the strongest evidence of labor-market responsiveness is employment of students and graduates, recommending the tracking of students/graduates using wage-record data and conducting surveys with former students and employers. The chapter concludes by recommending that data be used to encourage strategic thinking for planning, problem solving, vision development and continuous improvement.

MacAllum, R., Yoder, K., & Poliakoff, A. R. (2004r). *The 21[st]century community college: A strategic guide to maximizing labor market responsiveness: Self-assessment tools and resources, Vol. 3.* Washington, D.C.: Academy for Educational Development for the Office of Vocational and Adult Education, U.S. Department of Education. Retrieved from http://babel.hathitrust.org/cgi/pt?id=mdp.39015069198870;view=1up;seq=9

> This document provides self-assessment instruments that address two areas of labor-market responsiveness mentioned in Volume 2 on promising practices and lessons from the field. They are: 1) seven internal structures and dimensions and 2) needs of the local labor market and service area.

Rasmussen, L., Hughes, K., Bailey, T., & Poppe, N. (2012). *Integrating industry-driven competencies in education and training through employer engagement.* Washington, DC: Office of Vocational and Adult Education, U.S. Department of Education Retrieved from http://www2.ed.gov/about/offices/list/ovae/pi/cclo/brief-4-employer-engagement.pdf

> This brief focuses on employer participation in curriculum development using a continuum approach, from serving on advisory boards to participating in the development of course curriculum. The brief provides four examples (McDonald's English Under the Arches, the Essential Skills Program at the Community College of Denver, the Automotive Manufacturing Technical Education Collaborative, and the Shifting Gears initiative) that show different approaches to curriculum development, all on the highest end of the intensity continuum. While these examples show that there are many ways that colleges and industry can work together, three specific findings emerged that can guide others as they work to develop partnerships: a) solutions can be local, b) ongoing relationships are key, and c) more information sharing is needed.

Scesa, A. & William, R. (2007). Engagement in course development by employers not traditionally involved in higher education: student and employer perceptions of its impact. Report, In: *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London. Retrieved from http://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/CHERI%20ReportWEB.pdf

> This report outlines the findings of a systematic review of research on employer engagement in course development and student and employer perceptions of its impact. Eight studies were used to address the question: What impact does employer engagement have on employers and students from the student/employer perspective?

The aim of the review was to increase understanding of employers' engagement in higher education curriculum development and determine the impact of the engagement. The authors found that there are benefits to employer engagement for both students and employers but that there are also barriers that exist. Benefits for students included gaining new and improving existing soft skills and applying theory in practice. Benefits for employers included improved student/employee skills. Realism of work-based learning activities was highlighted as helping to achieve learning outcomes. Barriers and difficulties were found around the organization of student placements, lack of employer interest or understanding, and size of the employer organization: smaller organizations were less likely to participate and engage with higher education.

Taylor, C. (2011, January). *Employer engagement in the National Fund for Workforce Solutions.* Boston, MA: National Fund for Workforce Solutions and Jobs for the Future. Retrieved from http://www.jff.org/sites/default/files/publications/NFWS_EmployerEngagement_011111.pdf
This document presents results of interviews of workforce partnership leaders conducted by the National Fund's evaluation team. Lessons learned by the leaders are presented in the report, including the importance of initial connections through a variety of methods, meeting employer needs, and addressing strategies that respond to the economy. Challenges that impeded employer engagement were resource limitations, difficulties establishing incumbent worker training programs, and challenges translating employer needs into training. The interview protocol used to gather these data is included in the report. Major sections of the interview guide are: background on the workforce partnership, the role of employers, and the workers.

Yarnall, L., (2014). Meeting 2020 workforce goals: The role of industry-college collaboration and goals for instructional design. *Community College Journal of Research and Practice, 38*(2-3), 250-260. Doi: 10.1080/10668926.2014.851976
This case study examines the inputs, outputs, and cycles associated with college-industry partnerships. The study provides a literature based partnership conceptual model that outlines the a) formation processes, b) partnership capital, and c) outcomes associated with four stages of partnership development 1) emergence, 2) transition, 3) maturity, and critical cross roads (see p. 252). The researchers used structured interviews with representatives in economic development programs, industry, and community colleges personnel across five ATE centers. Using a thematic cross-case analysis, the researchers found both distributed collaboration and centralized collaboration. In the cases examined, Yarnall found that the prominence of the technical field was a key factor in the engagement of industry. Specifically that industry is more actively engaged where active recruitment is necessary to engage sufficient students in the industry. Lastly, the researcher found that industry-college collaboration influences "how it [the college] filters the quality of the students entering the program" (p. 258). Yarnall asserts that industry expectations pressured colleges to screen entering students in ways that "run contrary to their mission" (p. 258).

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