

Implementation Evaluation of the Strengthening Community Colleges Training Grant Program  
(SCC) Cohort 2 and Cohort 3

Coding Scheme for Document Analysis

**APPENDIX B**

**Coding Scheme for Document Analysis**

**OMB Control Number:** 1290 - 0043

**OMB Expiration Date: 10/31/2025**

Researchers will use the following coding scheme as part of the SCC Implementation Evaluation document analysis process, following the use of a rubric to initially rate documents on categories aligned with the goals of the SCC program. A research team will engage in an initial coding activity as part of an interrater reliability exercise to support consistency across the group. Once that exercise is complete and evaluators are comfortable with the codes, each document will be read independently by two research team members, who will code in each category. Following the protocol for this evaluation, researchers will enter results from the coding into NVivo qualitative software for analysis, and the final SCC implementation evaluation will include these results.

<b>SCC Alignment</b>	<b>Diversity</b>	<b>Workforce Capacity</b>	<b>Competency-Based Learning</b>
<ul style="list-style-type: none"> <li><input type="radio"/> Increase in workforce capacity</li> <li><input type="radio"/> Increase in diversity</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Underrepresented groups</li> <li><input type="radio"/> Diversity initiatives</li> <li><input type="radio"/> Diversity outcomes</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Skill gaps</li> <li><input type="radio"/> Workforce expansion initiatives</li> <li><input type="radio"/> Workforce capacity outcomes</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Competency-based curriculum</li> <li><input type="radio"/> Assessment of competencies</li> <li><input type="radio"/> Outcomes of competency-based learning</li> </ul>
<b>Credit for Prior Learning</b>	<b>Student Categories</b>	<b>Workforce Partner Categories</b>	<b>Industry Sectors</b>
<ul style="list-style-type: none"> <li><input type="radio"/> Prior learning assessment methods</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Traditional students</li> <li><input type="radio"/> Adult learners</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Industry partners</li> <li><input type="radio"/> Non-profit partners</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Healthcare</li> <li><input type="radio"/> Manufacturing</li> <li><input type="radio"/> Information</li> </ul>

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<ul style="list-style-type: none"> <li>o Policies for granting credit</li> <li>o Impact of Credit for prior learning</li> </ul>	<ul style="list-style-type: none"> <li>o Career changers</li> <li>o Underrepresented groups</li> <li>o Other special categories</li> </ul>	<ul style="list-style-type: none"> <li>o Government partners</li> </ul>	<ul style="list-style-type: none"> <li>technology</li> <li>o Other key sectors</li> </ul>
<p><b>Program Design and Implementation</b></p>	<p><b>Program Outcomes</b></p>	<p><b>Challenges and Solutions</b></p>	<p><b>Implications and Recommendations</b></p>
<ul style="list-style-type: none"> <li>o Program planning</li> <li>o Stakeholder involvement</li> <li>o Curriculum development</li> <li>o Faculty development</li> <li>o Industry partnership</li> <li>o Student support services</li> </ul>	<ul style="list-style-type: none"> <li>o Graduation rates</li> <li>o Employment rates</li> <li>o Diversity outcomes</li> <li>o Industry feedback</li> </ul>	<ul style="list-style-type: none"> <li>o Funding challenges</li> <li>o Recruitment challenges</li> <li>o Retention challenges</li> <li>o Industry alignment challenges</li> <li>o Proposed solutions</li> </ul>	<ul style="list-style-type: none"> <li>o Policy implications</li> <li>o Implications for future programming</li> <li>o Recommendations for stakeholders</li> <li>o Recommendations for policy change</li> </ul>