



# United Way of Steele County Career Center Initiative

*2015-16 Evaluation Results*

**O C T O B E R 2 0 1 6**

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# Contents

|                          |    |
|--------------------------|----|
| Program overview .....   | 1  |
| Evaluation .....         | 1  |
| Methods.....             | 2  |
| Results.....             | 4  |
| Implementation .....     | 4  |
| Outcomes .....           | 6  |
| Issues to consider ..... | 12 |
| Figures.....             | 13 |
| Implementation .....     | 13 |
| Outcomes .....           | 23 |

# Figures

|  |    |
|--|----|
| 1. Grade level of participants .....   | 13 |
| 2. Gender of Made in Owatonna tour respondents .....   | 13 |
| 3. Race/ethnicity of Career Center Initiative participants.....                                | 14 |
| 4. Students’ goals for the future – Made in Owatonna tour participants .....                   | 14 |
| 5. Students’ high school graduation expectations – Made in Owatonna<br>tour participants ..... | 15 |
| 6. Students’ educational and workforce goals – Made in Owatonna<br>tour participants .....     | 15 |
| 7. Student plans for after high school – Career Center visitors .....                          | 16 |
| 8. Student visits to the Career Center.....  | 16 |
| 9. Convenience of visiting the Career Center .....   | 16 |
| 10. Collaboration factors by score .....   | 17 |
| 11. Collaboration Factors Inventory Ratings .....  | 18 |
| 12. Context surrounding the collaborative.....   | 19 |
| 13. Internal structure of the collaborative .....  | 20 |
| 14. Goal orientation of the collaborative .....  | 21 |
| 15. Communication within the collaborative.....  | 22 |
| 16. Interest in career fields <i>before</i> Made in Owatonna tour .....                        | 23 |
| 17. Interest in career fields <i>after</i> Made in Owatonna tour .....                         | 23 |
| 18. Interest in local apprenticeships <i>before</i> Made in Owatonna tour .....                | 24 |
| 19. Interest in local apprenticeships <i>after</i> Made in Owatonna tour .....                 | 24 |
| 20. Student experiences with the career center .....   | 25 |
| 21. Awareness of local jobs <i>before</i> Made in Owatonna tour .....                          | 25 |
| 22. Awareness of local jobs <i>after</i> Made in Owatonna tour.....                            | 26 |
| 23. Knowledge gained from Made in Owatonna tour.....   | 26 |
| 24. Attitudes about careers <i>before</i> Made in Owatonna tour .....                          | 27 |
| 25. Attitudes about careers <i>after</i> Made in Owatonna tour .....                           | 27 |
| 26. Students’ word association with manufacturing careers.....                                 | 28 |
| 27. Students’ word association with agricultural careers.....                                  | 28 |
| 28. Students’ word association with health care careers.....                                   | 29 |

# Figures (continued)

|  |    |
|--|----|
| 29. Connections with local business community .....                      | 30 |
| 30. Strength of previous connections with local business community ..... | 30 |
| 31. Types of local businesses students have connections with .....       | 31 |
| 32. Most helpful component of visiting the career center .....           | 31 |
| 33. Areas for improvement .....  | 32 |
| 34. Additional comments .....  | 32 |

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# Program overview

In the 2015-16 school year, the United Way of Steele County launched its Career Center Initiative (locally known as the Job Readiness Initiative). The Initiative aims to build interest and awareness about careers in the Owatonna area that pay a living wage.

The Career Center Initiative is done in conjunction with ISD 761 – Owatonna Public Schools and the Alternative Learning Center, Junior Achievement of the Upper Midwest, Choice Academy, Owatonna Area Chamber of Commerce and Tourism and its constituent businesses, and Workforce Development Inc. It was funded by grants from the Blue Cross Blue Shield of Minnesota Foundation and the Blandin Foundation.

The two main components of the Initiative are the Career Center at Owatonna High School and the Made in Owatonna tours. In conjunction with Workforce Development, Inc., the Career Center was established at Owatonna Senior High School to provide students with a convenient place to learn about career options and avenues by which to continue their education. A career counselor, Amy Lofquist, met with students throughout the school year to assist them in identifying interests and possible options for them post-high school, to provide informational materials about these options, and to provide general guidance and support. The Coalition facilitated three Made in Owatonna tours in the 2015-16 school year. On these tours, students engaged with local manufacturing, agriculture, and health care professionals at their place of work to learn about their given field. These tours intended to increase student awareness and interest, as well as to increase the number of connections students have with local businesses.

# Evaluation

Wilder Research worked with the United Way of Steele County to develop an evaluation design for the Career Center Initiative program. The evaluation includes implementation and outcome components and gathers qualitative and quantitative data to answer the following research questions.

## *Implementation evaluation key questions*

- Who are the students accessing the Career Center Initiative?
- How well does the collaboration that runs the Career Center Initiative operate? In what areas can it be improved?

## *Outcome evaluation key questions*

- To what extent does student participation in the Career Center Initiative affect their interest and motivation to pursue the highlighted career fields?

## Methods

The United Way of Steele County and Wilder Research worked collaboratively to complete this evaluation. Both the United Way of Steele County and Wilder staff completed data collection and entry responsibilities, and Wilder Research staff completed data analysis and reporting.

Made in Owatonna tour survey: The United Way of Steele County helped to implement the Made in Owatonna tours in December 2015, February 2016, and April 2016. Students on each tour were asked to complete a survey to provide feedback on their satisfaction with the tour, their attitudes about the career field they learned about before and after the tour, and their general attitudes about STEM (science, technology, engineering, and math). Additionally, they were asked about their goals for the future and their demographics. Of the 153 students who participated, 126 completed a Made in Owatonna tour survey, for a response rate of 82 percent.

Student survey: In spring 2016, students who visited the Career Center at Owatonna High School in the 2015-16 school year were asked to complete a survey about their satisfaction with the Career Center, how many times they visited the Career Center, what was helpful for them about the services they received, and their plans for after high school. Twenty-

three students completed the survey of 43 students who were asked to do so, for a response rate of 53 percent.

Partner survey: Members of the collaborative group that supports and facilitates the Career Center Initiative were asked to complete a tailored version of Wilder Research’s Collaboration Factors Inventory<sup>1</sup>, a validated tool that helps to measure and identify the areas of strength and concern within collaborative groups. Questions from the survey are analyzed as averages based on: “strongly agree”=5, “agree”=4, “neutral”=3, “disagree”=2, and “strongly disagree”=1. Scores of 4 or higher are considered strengths of the group while scores lower than 3 are areas that could be concerns, and should be addressed. Scores between 3 and 4 are considered “borderline” and may warrant discussion or attention. Wilder Research and the United Way of Steele County worked together to identify the questions that were most of interest. Members of the collaborative were asked to what degree they agree or disagree with a series of statements about the context surrounding their climate (such as political climate, community perceptions, etc.), the internal structure of the collaborative, the goals of the collaborative, and the communication within the collaborative. This group was made up of educational partners, business partners, and staff and leadership from Workforce Development Inc. and Junior Achievement. Sixteen out of 20 members completed the Collaboration Factors Inventory, for a response rate of 80 percent.

Career Center tracking log: The career counselor at Owatonna High School kept a tracking log with information on the 43 students who visited the Career Center in the 2015-16 school year. This log collected students’ demographic information and career interests, as well as information on how frequently they met with the career counselor.

Career Center follow-up survey: Students who were logged in the tracking file and had current contact information were invited to complete a brief survey in August 2016. This survey asked about what career-related activities they had done during the summer and what their career or educational plans were for fall 2016. This survey was conducted online; students with available email addresses were sent the link to the survey, and students who provided cell phone numbers were texted a link to the survey. Wilder Research received contact information for 26 students, and 4 completed the survey for a 15 percent response rate.

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<sup>1</sup> <https://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx>



# Results

This section describes the implementation and outcome results of the Career Center Initiative. Results should be interpreted with caution given the small sample size.

## Implementation

To assess the implementation of the program, the evaluation captured information about the students taking part in the Career Center Initiative. This was done through the Career Center's tracking log, the Made in Owatonna tour surveys, and the student survey. Information was captured on participants' demographics and their goals for the future. Additionally, the partner survey was conducted to evaluate the health of the collaborative effort driving the Career Center Initiative. The results are presented below.

### *Students served*

#### **Key findings:**

- Students participating in the Career Center Initiative tend to be in their junior or senior year.
- While the Made in Owatonna tour participants closely reflect the demographics of their school, those who visited the Career Center were more likely to identify as Hispanic/Latino or African American.
- Most students participating in the Initiative plan to graduate from high school and continue their education in some form.

Most students (81%; Figure 1) who visited the Career Center were in their senior year of high school. The Made in Owatonna tours had a wider range of grade levels represented, though students in their junior and senior year were still in the majority (68%, with 32% in their junior year and 36% in their senior year). Slightly more female students visited the Career Center during the year (56%, compared with 44%), and the Made in Owatonna tours had an equal number of female and male participants (Figure 2).

Overall, 79 percent of students who participated in the tours and 58 percent of students who visited the Career Center identified as white (Figure 3). About a quarter of students on the tours identified as being people of color, with students most frequently identifying as Hispanic or Latino. Forty-two percent of students who visited the Career Center identified as people of color. The demographics of students participating in the Made in Owatonna

tour resemble the demographics of Owatonna Senior High school overall<sup>2</sup>. Students who visited the Career Center were more likely to identify as Hispanic/Latino or African American than their school's general population (28% of Career Center visitors, compared to 11% of Owatonna Senior High students, identified as Hispanic/Latino; 14% of Career Center visitors identified as African American, compared to 7% of the high school general population). The demographics of the Made in Owatonna tour participants were similar to the school's population overall.

Students who participated in a Made in Owatonna tour were asked about their goals and expectations for themselves. About three-quarters (73%) agree or strongly agree with the statement "I have set goals for my future" (Figure 4). Ninety percent of students "strongly agree" or "agree" that they expect to graduate from high school, with 81 percent saying that they "strongly agree" (Figure 5). After graduating from high school, students most frequently answered that they plan to attend a four-year college (51%) or a two-year college (26%; Figure 6). Only two percent of students on the tours said they planned to go immediately into the workforce.

Seventeen percent of Career Center visitors planned to attend a four-year college after graduating from high school, and another nine percent planned to attend a two-year college (Figure 7). Seventeen percent planned to work full time after high school, and another nine percent planned to work part time.

According to the tracking log, students visited the Career Center between two and 10 times, with an average of 4.6 visits per student (Figure 8). All students agreed that it was convenient to visit the career counselor, with 48 percent strongly agreeing that this was the case (Figure 9).

### ***The collaborative***

This evaluation also assessed the strength of collaboration for the group of partners that have helped to implement the Career Center Initiative. The results of the Collaboration Factors Inventory by individual factor are shown in Figure 10. The Career Center Initiative's collaborative scored highest in:

- Mutual respect, understanding, and trust
- Favorable political and social climate
- Members see the collaboration as being in their self-interest

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<sup>2</sup> Minnesota Department of Education Report Card: [http://rc.education.state.mn.us/#mySchool/orgId--10761150000\\_\\_p--1](http://rc.education.state.mn.us/#mySchool/orgId--10761150000__p--1)

- Unique purpose
- Established informal relationships and communication links

The collaborative was rated as “borderline” in several factors. These factors can be addressed by the group to ensure that they do not become areas of concern. Borderline factors for the Career Center Initiative include:

- Sufficient funds, staff, materials, and time
- Development of clear roles and policy guidelines
- Multiple layers of participation

The factors were grouped into categories during analysis. The Career Center Initiative had higher average scores in their rating of internal communication and goal orientation, with an average of 4.2 points for both (Figure 11). Members of the collaborative rated the context of the collaborative at 3.8 and 3.9 for the internal structure. Full results broken down by category may be found in Figures 12 through 15.

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### Collaboration Factors Inventory Ratings

|  | Average |
|--|---------|
| <b>Context</b><br>(History of collaboration or cooperation in the community; collaborative group seen as a legitimate leader in the community; favorable political and social climate; sufficient funds, staff material, and time) | 3.8     |
| <b>Internal structure</b><br>(Appropriate cross section of members; multiple layers of participation; flexibility; development of clear roles and policy guidelines; adaptability; appropriate pace of development)                | 3.9     |
| <b>Goal orientation</b><br>(Members see collaboration as in their self-interest; members share a stake in both process and outcome; concrete, attainable goals and objectives; shared goals; unique purpose)                       | 4.2     |
| <b>Communication</b><br>(Mutual respect, understanding, and trust; ability to compromise; open and frequent communication; established informal relationships and communication links; skilled leadership)                         | 4.2     |

### Outcomes

The Made in Owatonna tour surveys and the student survey asked questions that assess students’ interest, awareness, and attitudes toward career paths that pay a living wage. Students who participated in the Made in Owatonna tours were also asked about their connections to the local business community. These results are presented below.

## *Students interest in local careers that pay a living wage*

### **Key findings:**

- Students reported increased interest in STEM, in highlighted career fields, and in pursuing a local apprenticeship in the highlighted career fields after participating in a Made in Owatonna tour.
- A majority of respondents who visited the Career Center reported increased interest in pursuing a job in the highlighted career fields.

On the Made in Owatonna tour survey, students were asked retrospectively to what degree they were interested in pursuing the highlighted career field (either manufacturing; agriculture; or medical, dental, and allied health careers) before and after their tour. They were also asked to what degree they were interested in STEM before and after the tour. Students reported being more interested in all career paths after learning about them on the Made in Owatonna tour. Of the given career fields, students reported being most interested in medical, dental, or allied health careers both before and after their Made in Owatonna tour. Before the tour, 44 percent of students said they were interested “a lot” in these careers, and 56 percent said they were interested “a lot” after the tour, for a 12 percentage point increase (Figures 16 and 17).

Students also reported that they were generally interested in STEM. Thirty-one percent of students indicated they were interested “a lot” in STEM before the tour (Figure 16). After their tour, 37 percent of students said they were interested in STEM “a lot,” for a six percentage point increase (Figure 17).

Students were also asked about their interest in pursuing a local paid apprenticeship in these career fields before and after their Made in Owatonna tour. While interest grew for apprenticeships in all career paths, students showed the most growth in their interest in pursuing a local paid apprenticeship in medical, dental, or allied health, with an 18 percentage point increase in students responding that they were interested in doing so “a lot” (Figures 18 and 19).

In the student survey, high schoolers were asked to what extent they agree with the statement “I am more interested in getting a job in manufacturing, agriculture, or health care because of what I learned at the career counselor.” Sixty-eight percent of students either agreed or strongly agreed with this statement (Figure 20).

## *Student awareness of local careers that pay a living wage*

### **Key findings:**

- Students reported increased awareness in all highlighted careers after the Made in Owatonna tour, with the greatest increase of awareness regarding health care careers.
- Almost all students indicated that visiting the Career Center helped them learn about careers of interest to them.

Students were asked about their level of awareness of local careers in the fields highlighted by the Made in Owatonna tour before and after taking the tour. Students reported an increase in awareness of all fields due to the Made in Owatonna tour (Figures 21 and 22). Students reported the most growth in their awareness of local careers in medical, dental, or allied health careers, with a 39 percentage point growth in students reporting that they are aware “a lot.” Students reporting that they were aware of manufacturing careers “a lot” increased by 18 percentage points, and students reporting that they were aware of agricultural careers “a lot” rose by 14 percentage points.

Students were asked how much they learned overall about the career field or fields highlighted during the tour they participated in. Students reported learning the most about health care jobs, with 65 percent saying they learned “a lot” on the tour (Figure 23). Fifty-three percent of students said they learned “a lot” about manufacturing and agriculture jobs on the tour that introduced both fields, and another 45 percent said they learned “a lot” about manufacturing careers on the tour that solely focused on the manufacturing field.

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### **Knowledge gained from Made in Owatonna tour**

| <b>How much did you learn about... jobs from the tour?</b> | <b>A lot</b> |          | <b>Some</b> |          | <b>Very little</b> |          | <b>Not at all</b> |          | <b>Total</b> | <b>Average</b> |
|--|--------------|----------|-------------|----------|--------------------|----------|-------------------|----------|--------------|----------------|
|  | <b>N</b>     | <b>%</b> | <b>N</b>    | <b>%</b> | <b>N</b>           | <b>%</b> | <b>N</b>          | <b>%</b> |              |                |
| Manufacturing jobs   | 14           | 45%      | 12          | 39%      | 5                  | 16%      | 0                 | 0%       | <b>31</b>    | <b>1.71</b>    |
| Manufacturing and agriculture jobs                         | 20           | 53%      | 15          | 40%      | 3                  | 8%       | 0                 | 0%       | <b>38</b>    | <b>1.55</b>    |
| Health care jobs   | 37           | 65%      | 19          | 33%      | 1                  | 2%       | 0                 | 0%       | <b>57</b>    | <b>1.37</b>    |

Students were asked to what extent their visits with the Career Center helped to inform them about their career options. Students were asked to what extent they agree or disagree with the statement “visiting the career counselor helped me learn about careers of interest to me and explore them in-depth.” Almost all students either “strongly agreed” (35%) or “agreed” (61%) that it had done so (Figure 20). All students indicated that the materials

given to them by the Career Center were informative (43% strongly agreed and 57% agreed with this).

### ***Student attitudes toward career paths highlighted by the Career Center Initiative***

#### **Key findings:**

- Students reported going in to the Made in Owatonna tours with most positive thoughts about agriculture and health care jobs and leaving with positive thoughts about health care jobs, in particular.
- In word associations, students more frequently associated agriculture and health care jobs with words that have positive connotations, while more frequently associating manufacturing careers with words that have negative connotations.

Students who attended the Made in Owatonna tour were asked how they felt before and after the tour about each career path. Before the tour, a larger proportion of students reported thinking that agriculture (45%) and health care (43%) jobs were good compared to manufacturing (28%) jobs (Figure 24). Students reported improved attitudes about all of the highlighted career fields after their tours, but perceptions about health care careers had the greatest improvement; 80% think health care jobs are good after participating in the tour (Figure 25). Fifty-eight percent of students reported thinking agriculture jobs are good and 54 percent of students stated they thought manufacturing jobs are good after participating in the Made in Owatonna tour.

Students were also asked what their word associations were with the different career paths they were exposed to during their Made in Owatonna tour. They were asked to select as many positive and negative words as they wished from a provided list. Students were most likely to associate manufacturing careers with the words “noisy” (68%) and “advanced” (53%; Figure 26). They most commonly associated agricultural careers with “fun” (69%) and “dirty” (60%; Figure 27), and they most frequently associated health care careers with the words “rewarding” (68%) “fun” (64%) and “exciting” (64%; Figure 28).

### ***Students’ connections to the local business community***

#### **Key finding:**

- For most students, their Made in Owatonna tour provided their first connection to the local business community.

The Made in Owatonna tour surveys asked students if the tour was their first interaction with the local business community, and about two-thirds of students said it was (66%;

Figure 29). Students on the manufacturing tour were more likely than other tours to report that it was their first connection (74%, compared to 66% on the health care tour and 58% on the manufacturing and agriculture tour). Students were also asked about the strength of their previous connections with the local business community. Three-quarters of students said that their connections were at least “somewhat strong” (75%; Figure 30).

Students most frequently had connections with local agriculture (37%) or retail or services (37%), followed by manufacturing (35%) or health care (33%; Figure 31).

### ***Students’ ability to apply for jobs in careers that pay a living wage***

#### **Key findings:**

- Most respondents who visited the Career Center said they learned about how to pursue jobs in highlighted career paths, and were positive about the guidance they received.
- Receiving help in identifying new jobs or career fields from the Career Center was the most helpful service provided to students.
- Almost all students reported that they were more confident in their future after visiting the Career Center.

In the student survey, 69 percent of students indicated that they learned about how to pursue jobs in manufacturing, agriculture, and health care through the career counselor (Figure 20). They were also asked to describe the most helpful assistance given to them by the career counselor. Thirty-eight percent of students said the help they got in identifying new jobs or career fields that were previously unknown to them was most helpful (Figure 32). Another 33 percent indicated that they appreciated the guidance their career counselor gave them, but did not provide further information about what specifically was helpful about this guidance. Fourteen percent of students indicated that they appreciated the help they received in creating a resume or applying for jobs, the help they received in identifying colleges or training programs to apply for, and the care and compassion showed to them by the career counselor. Almost all respondents either agreed (57%) or strongly agreed (39%) that they are more confident in their future after working with the Career Center (Figure 20).

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#### **Most helpful component of visiting the career center**

| <b>Of the assistance the career counselor gave you, what was most helpful? N=21</b> | <b>N</b> | <b>Percent</b> |
|---|----------|----------------|
| <b>Guidance (general/unspecified)</b>   | 2        | 33%            |
| Identifying new jobs/fields   | 8        | 38%            |

| <b>Of the assistance the career counselor gave you, what was most helpful? N=21</b> | <b>N</b> | <b>Percent</b> |
|---|----------|----------------|
| Help creating a resume or applying for jobs   | 3        | 14%            |
| Care/compassion   | 3        | 14%            |
| Help identifying college/training programs  | 3        | 14%            |
| <b>Other<sup>a</sup></b>  | 4        | 19%            |
| Non-response  | 1        | 5%             |

Students were also asked to describe how the Career Center could improve their services. The majority of students (61%) took the opportunity to praise the program or indicate that they couldn't think of anything to improve (Figure 33). A few students (22%) did note that they would like to meet more frequently with the career counselor. Similarly, when asked to provide any additional comments, students most frequently offered general praise for the Career Center and their career counselor (38%) or noted that their career counselor was kind and supportive (31%; Figure 34). A few noted that they learned new things (23%).

The follow-up survey of students who had visited the Career Center in the 2015-16 school year asked students what they had done over the course of the summer, and if their discussions with the Career Counselor led to those experiences. Of the four students who responded, one attended college classes or other educational training programs, one worked a full-time job with benefits, and two worked full-time jobs without benefits offered. One student indicated that they did not attend college classes, have an internship, or work.<sup>3</sup> Two of the four respondents indicated that their summer activity was related to a career path they had spoken with their career counselor about.

Students were also asked about their plans for the fall in the follow-up survey. Two students indicated that they planned to attend college classes or other educational training programs, three planned to work a full-time job with benefits offered, and one planned to work a full-time job without benefits offered. Three of the four respondents indicated that their discussions with the career counselor helped them determine what they wanted to do in the fall. When asked in an open-ended question how their discussion with the career counselor helped them, students responded that they received help in creating a resume, looking for colleges, applying for financial aid, and identifying college majors of interest. Two students took the opportunity to express their appreciation of the help they received and to express how important it was to them to receive this guidance.

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<sup>3</sup> On the follow-up survey, students were provided a list of possible activities they might have taken part of and were asked to mark as many as were applicable, resulting in a total number of responses greater than the number of respondents.



## Issues to consider

The data indicate that students are benefiting from the Career Center Initiative. Students report an increased awareness and interest in local jobs that pay a living wage, and they feel more confident in themselves and their ability to apply for these jobs. Students said that taking advantage of the Career Center Initiative services is convenient for them, and that they are generally satisfied with the Career Center and the Made in Owatonna tours.

Based on the results available to date, the following are a few points that can be taken into consideration in future planning for the program. The United Way of Steele County and its partners may have already made adjustments in some of these areas.

- The United Way of Steele County and its partners should continue to provide tailored guidance for students at Owatonna High School, as students said it is helpful in identifying interest and learning how to pursue career or educational options.
- The Career Center should continue to offer materials and information on both careers that pay a living wage and educational options for students to pursue after high school, as students expressed interest in both routes.
- The United Way of Steele County should consider ways to increase the frequency at which the career counselor meets with students, as a few students noted that they would be interested in meeting more.
- The partners involved in implementing the Career Center Initiative should consider examining the results of the partner survey to inform their work together going forward, particularly reviewing the areas on the Collaboration Factors Inventory where partners gave a “borderline” rating.
- To gather more information on students’ summer jobs, internships, or other experiences, Wilder Research and the United Way of Steele County should work together to determine different methods or timelines to implement to increase the number of students completing a follow-up survey.

# Figures

## Implementation

### 1. Grade level of participants

|                  | Manufacturing tour |             | Manufacturing and agriculture tour |             | Health care tour |             | All tours  |             | Career Center |             |
|------------------|--------------------|-------------|------------------------------------|-------------|------------------|-------------|------------|-------------|---------------|-------------|
|                  | N                  | Percent     | N                                  | Percent     | N                | Percent     | N          | Percent     | N             | Percent     |
| 9 <sup>th</sup>  | 1                  | 3%          | 6                                  | 17%         | 12               | 21%         | 19         | 15%         | 0             | 0%          |
| 10 <sup>th</sup> | 1                  | 3%          | 8                                  | 23%         | 12               | 21%         | 21         | 17%         | 1             | 2%          |
| 11 <sup>th</sup> | 5                  | 16%         | 11                                 | 31%         | 24               | 41%         | 40         | 32%         | 7             | 16%         |
| 12 <sup>th</sup> | 24                 | 77%         | 10                                 | 29%         | 10               | 17%         | 44         | 36%         | 35            | 81%         |
| <b>Total</b>     | <b>31</b>          | <b>100%</b> | <b>35</b>                          | <b>100%</b> | <b>58</b>        | <b>100%</b> | <b>124</b> | <b>100%</b> | <b>43</b>     | <b>100%</b> |

Note. Totals may not equal 100 due to rounding.

### 2. Gender of Made in Owatonna tour respondents

|              | Manufacturing tour |             | Manufacturing and agriculture tour |             | Health care tour |             | All tours  |             | Career Center |             |
|--------------|--------------------|-------------|------------------------------------|-------------|------------------|-------------|------------|-------------|---------------|-------------|
|              | N                  | Percent     | N                                  | Percent     | N                | Percent     | N          | Percent     | N             | Percent     |
| Female       | 10                 | 32%         | 13                                 | 37%         | 38               | 68%         | 61         | 50%         | 24            | 56%         |
| Male         | 21                 | 68%         | 22                                 | 63%         | 18               | 32%         | 61         | 50%         | 19            | 44%         |
| <b>Total</b> | <b>31</b>          | <b>100%</b> | <b>35</b>                          | <b>100%</b> | <b>56</b>        | <b>100%</b> | <b>122</b> | <b>100%</b> | <b>43</b>     | <b>100%</b> |

Note. Respondents were also given an open-ended "other" response option.

### 3. Race/ethnicity of Career Center Initiative participants

|                  | Manufacturing tour |          | Manufacturing and agriculture tour |          | Health care tour |          | All tours  |          | Career Center |          |
|------------------|--------------------|----------|------------------------------------|----------|------------------|----------|------------|----------|---------------|----------|
|                  | N                  | Percent  | N                                  | Percent  | N                | Percent  | N          | Percent  | N             | Percent  |
| White            | 25                 | 81%      | 28                                 | 78%      | 46               | 79%      | 99         | 79%      | 25            | 58%      |
| Hispanic/Latino  | 4                  | 13%      | 7                                  | 19%      | 6                | 10%      | 17         | 14%      | 12            | 28%      |
| African American | 2                  | 7%       | 0                                  | 0%       | 3                | 5%       | 5          | 4%       | 6             | 14%      |
| Asian            | 0                  | 0%       | 0                                  | 0%       | 1                | 2%       | 1          | <1%      | 0             | 0%       |
| American Indian  | 1                  | 3%       | 0                                  | 0%       | 0                | 0%       | 1          | <1%      | 0             | 0%       |
| African          | 1                  | 3%       | 0                                  | 0%       | 3                | 5%       | 4          | 3%       | 0             | 0%       |
| Multiracial      | 1                  | 3%       | 2                                  | 6%       | 2                | 3%       | 5          | 4%       | 0             | 0%       |
| Other            | 0                  | 0%       | 0                                  | 0%       | 0                | 0%       | 0          | 0%       | 0             | 0%       |
| <b>Total</b>     | <b>31</b>          | <b>-</b> | <b>36</b>                          | <b>-</b> | <b>58</b>        | <b>-</b> | <b>125</b> | <b>-</b> | <b>43</b>     | <b>-</b> |

Note. Respondents were allowed to select as many answers as they would like, resulting in totals >100%. Percentages given reflect the number of respondents indicating a given response divided by the total number of respondents.

### 4. Students' goals for the future – Made in Owatonna tour participants

| I have set goals for my future. | Manufacturing tour |             | Manufacturing and agriculture tour |             | Health care tour |             | Total      |             |
|---------------------------------|--------------------|-------------|------------------------------------|-------------|------------------|-------------|------------|-------------|
|                                 | N                  | Percent     | N                                  | Percent     | N                | Percent     | N          | Percent     |
| (1) Strongly agree              | 8                  | 26%         | 11                                 | 31%         | 21               | 36%         | 40         | 32%         |
| (2) Agree                       | 16                 | 52%         | 16                                 | 44%         | 20               | 34%         | 52         | 41%         |
| (3) Neither agree nor disagree  | 7                  | 23%         | 9                                  | 25%         | 15               | 25%         | 31         | 25%         |
| (4) Disagree                    | 0                  | 0%          | 0                                  | 0%          | 2                | 3%          | 2          | 2%          |
| (5) Strongly disagree           | 0                  | 0%          | 0                                  | 0%          | 1                | 2%          | 1          | <1%         |
| <b>Total</b>                    | <b>31</b>          | <b>100%</b> | <b>36</b>                          | <b>100%</b> | <b>59</b>        | <b>100%</b> | <b>126</b> | <b>100%</b> |
| <b>Average</b>                  | <b>31</b>          | <b>1.97</b> | <b>36</b>                          | <b>1.94</b> | <b>59</b>        | <b>2.02</b> | <b>126</b> | <b>1.98</b> |

**5. Students' high school graduation expectations – Made in Owatonna tour participants**

| I expect to graduate from high school. | Manufacturing tour |             | Manufacturing and agriculture tour |             | Health care tour |             | Total      |             |
|--|--------------------|-------------|------------------------------------|-------------|------------------|-------------|------------|-------------|
|  | N                  | Percent     | N                                  | Percent     | N                | Percent     | N          | Percent     |
| (1) Strongly agree                     | 23                 | 77%         | 31                                 | 86%         | 47               | 80%         | 101        | 81%         |
| (2) Agree                              | 2                  | 7%          | 5                                  | 14%         | 4                | 7%          | 11         | 9%          |
| (3) Neither agree nor disagree         | 3                  | 10%         | 0                                  | 0%          | 0                | 0%          | 3          | 2%          |
| (4) Disagree                           | 1                  | 3%          | 0                                  | 0%          | 1                | 2%          | 2          | 2%          |
| (5) Strongly disagree                  | 1                  | 3%          | 0                                  | 0%          | 7                | 12%         | 8          | 6%          |
| <b>Total</b>                           | <b>30</b>          | <b>100%</b> | <b>36</b>                          | <b>100%</b> | <b>59</b>        | <b>100%</b> | <b>125</b> | <b>100%</b> |
| <b>Average</b>                         | <b>30</b>          | <b>1.50</b> | <b>36</b>                          | <b>1.14</b> | <b>59</b>        | <b>1.59</b> | <b>125</b> | <b>1.44</b> |

**6. Students' educational and workforce goals – Made in Owatonna tour participants**

| Immediately after graduating from high school, I plan to: | Manufacturing tour |             | Manufacturing and agriculture tour |             | Health care tour |             | Total      |             |
|---|--------------------|-------------|------------------------------------|-------------|------------------|-------------|------------|-------------|
|   | N                  | Percent     | N                                  | Percent     | N                | Percent     | N          | Percent     |
| Attend a 2-year college                                   | 16                 | 52%         | 5                                  | 14%         | 12               | 21%         | 33         | 26%         |
| Attend a 4-year college                                   | 10                 | 32%         | 19                                 | 53%         | 35               | 60%         | 64         | 51%         |
| Go into the Military                                      | 2                  | 7%          | 5                                  | 14%         | 2                | 3%          | 9          | 7%          |
| Go directly into the workforce                            | 0                  | 0%          | 1                                  | 3%          | 1                | 2%          | 2          | 2%          |
| Unsure  | 3                  | 10%         | 6                                  | 17%         | 8                | 14%         | 17         | 14%         |
| <b>Total</b>  | <b>31</b>          | <b>100%</b> | <b>36</b>                          | <b>100%</b> | <b>58</b>        | <b>100%</b> | <b>125</b> | <b>100%</b> |

## 7. Student plans for after high school – Career Center visitors

| What are your plans for continuing education or work after high school? N=23 | N         | Percent    |
|--|-----------|------------|
| <b>College/higher education (general/unspecified)</b>                        | <b>11</b> | <b>44%</b> |
| Four year program  | 4         | 17%        |
| Two year program   | 2         | 9%         |
| Other vocational training program  | 2         | 9%         |
| College in future plans, not immediate                                       | 1         | 4%         |
| <b>Work (general/unspecified)</b>  | <b>3</b>  | <b>13%</b> |
| Full-time job  | 4         | 17%        |
| Part-time job  | 2         | 9%         |
| <b>Undecided</b>   | <b>1</b>  | <b>4%</b>  |

Note. Some students mentioned multiple plans for after high school (i.e. going to a four-year college and working part-time), leading to a total >100%. Percentages given reflect the number of times an area was identified divided by the number of responses for this question.

## 8. Student visits to the Career Center

| Range | Average |
|-------|---------|
| 2-10  | 4.6     |

## 9. Convenience of visiting the Career Center

| Please indicate how much you agree or disagree with the following statements based on your experience with the career center. | Strongly agree |     | Agree |     | Disagree |    | Strongly agree |    | Don't know |    | Total | Average |
|---|----------------|-----|-------|-----|----------|----|----------------|----|------------|----|-------|---------|
|   | N              | %   | N     | %   | N        | %  | N              | %  | N          | %  |       |         |
| It was convenient to visit the career counselor.  | 11             | 48% | 12    | 52% | 0        | 0% | 0              | 0% | 0          | 0% | 23    | 1.5     |

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## 10. Collaboration factors by score

|  | <b>N</b> | <b>Average</b> | <b>Rating</b> |
|--|----------|----------------|---------------|
| Mutual respect, understanding, and trust                         | 16       | 4.50           | Strength      |
| Favorable political and social climate                           | 16       | 4.44           | Strength      |
| Members see collaboration as in their self-interest              | 16       | 4.38           | Strength      |
| Unique purpose   | 15       | 4.33           | Strength      |
| Established informal relationships and communication links       | 15       | 4.20           | Strength      |
| Open and frequent communication                                  | 15       | 4.13           | Strength      |
| Ability to compromise  | 16       | 4.13           | Strength      |
| Members share a stake in both process and outcome                | 16       | 4.09           | Strength      |
| Flexibility  | 15       | 4.07           | Strength      |
| Concrete, attainable goals and objectives                        | 15       | 4.07           | Strength      |
| Shared vision  | 15       | 4.07           | Strength      |
| Skilled leadership   | 14       | 4.07           | Strength      |
| Appropriate cross section of members                             | 16       | 4.06           | Strength      |
| Appropriate pace of development                                  | 15       | 3.93           | Borderline    |
| Collaborative group seen as a legitimate leader in the community | 16       | 3.88           | Borderline    |
| History of collaboration or cooperation in the community         | 16       | 3.81           | Borderline    |
| Adaptability   | 15       | 3.80           | Borderline    |
| Multiple layers of participation                                 | 15       | 3.73           | Borderline    |
| Development of clear roles and policy guidelines                 | 15       | 3.67           | Borderline    |
| Sufficient funds, staff, materials, and time                     | 14       | 3.29           | Borderline    |

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## 11. Collaboration Factors Inventory Ratings

|  | <b>Average</b> |
|--|----------------|
| <b>Context</b><br>(History of collaboration or cooperation in the community; collaborative group seen as a legitimate leader in the community; favorable political and social climate; sufficient funds, staff material, and time) | <b>3.8</b>     |
| <b>Internal structure</b><br>(Appropriate cross section of members; multiple layers of participation; flexibility; development of clear roles and policy guidelines; adaptability; appropriate pace of development)                | <b>3.9</b>     |
| <b>Goal orientation</b><br>(Members see collaboration as in their self-interest; members share a stake in both process and outcome; concrete, attainable goals and objectives; shared goals; unique purpose)                       | <b>4.2</b>     |
| <b>Communication</b><br>(Mutual respect, understanding, and trust; ability to compromise; open and frequent communication; established informal relationships and communication links; skilled leadership)                         | <b>4.2</b>     |

## 12. Context surrounding the collaborative

|  | Strongly disagree |           | Disagree |           | Neutral, no opinion |            | Agree     |            | Strongly agree |            | Total     |             |
|--|-------------------|-----------|----------|-----------|---------------------|------------|-----------|------------|----------------|------------|-----------|-------------|
|  | N                 | %         | N        | %         | N                   | %          | N         | %          | N              | %          | N         | Average     |
| Trying to solve problems through collaboration has been common in this community. It's been done a lot before.   | 0                 | 0%        | 1        | 6%        | 2                   | 13%        | 12        | 75%        | 1              | 6%         | 16        | 3.81        |
| Others in this community who are not a part of this collaboration would generally agree that the organizations involved in this collaborative project are the "right" organizations to make this work. | 0                 | 0%        | 0        | 0%        | 4                   | 25%        | 10        | 63%        | 2              | 13%        | 16        | 3.88        |
| The time is right for this collaborative project.  | 0                 | 0%        | 0        | 0%        | 1                   | 6%         | 7         | 44%        | 8              | 50%        | 16        | 4.44        |
| Our collaborative group had adequate funds to do what it wants to accomplish.  | 0                 | 0%        | 2        | 14%       | 7                   | 50%        | 4         | 29%        | 1              | 7%         | 14        | 3.29        |
| Our collaborative group has adequate "people power" to do what it wants to accomplish.   | 0                 | 0%        | 4        | 29%       | 3                   | 21%        | 6         | 43%        | 1              | 7%         | 14        | 3.29        |
| <b>Total responses in this category</b>  | <b>0</b>          | <b>0%</b> | <b>7</b> | <b>9%</b> | <b>17</b>           | <b>22%</b> | <b>39</b> | <b>51%</b> | <b>13</b>      | <b>17%</b> | <b>76</b> | <b>3.76</b> |

Note. Totals may not equal 100 due to rounding.



### 13. Internal structure of the collaborative

|  | Strongly disagree |           | Disagree |           | Neutral, no opinion |            | Agree     |            | Strongly agree |            | Total      |             |
|--|-------------------|-----------|----------|-----------|---------------------|------------|-----------|------------|----------------|------------|------------|-------------|
|  | N                 | %         | N        | %         | N                   | %          | N         | %          | N              | %          | %          | N           |
| The people involved in our collaboration represent a cross section of those who have a stake in what we're trying to accomplish.   | 0                 | 0%        | 0        | 0%        | 1                   | 6%         | 13        | 81%        | 2              | 13%        | 16         | 4.06        |
| When the collaborative group makes major decisions, there is always enough time for members to take information back to their organizations to confer with colleagues about what the decision should be. | 0                 | 0%        | 2        | 13%       | 2                   | 13%        | 9         | 60%        | 2              | 13%        | 15         | 3.73        |
| People in this collaborative group are open to different approaches to how we can do our work. They are willing to consider different ways of working.   | 0                 | 0%        | 0        | 0%        | 2                   | 13%        | 10        | 67%        | 3              | 20%        | 15         | 4.07        |
| People in this collaborative group have a clear sense of their roles and responsibilities.   | 0                 | 0%        | 2        | 13%       | 3                   | 20%        | 7         | 47%        | 3              | 20%        | 15         | 3.73        |
| There is a clear process for making decisions among the partners in this collaboration.  | 0                 | 0%        | 1        | 7%        | 6                   | 40%        | 6         | 40%        | 2              | 13%        | 15         | 3.6         |
| The collaboration is able to adapt to changing conditions, such as fewer funds than expected, changing political climate, or change in leadership.   | 0                 | 0%        | 0        | 0%        | 5                   | 33%        | 8         | 53%        | 2              | 13%        | 15         | 3.80        |
| This collaborative group has tried to take on the right amount of work at the right pace.  | 0                 | 0%        | 1        | 7%        | 2                   | 13%        | 9         | 60%        | 3              | 20%        | 15         | 3.93        |
| <b>Total responses in this category</b>  | <b>0</b>          | <b>0%</b> | <b>6</b> | <b>6%</b> | <b>21</b>           | <b>20%</b> | <b>62</b> | <b>58%</b> | <b>17</b>      | <b>16%</b> | <b>106</b> | <b>3.85</b> |

Note. Totals may not equal 100 due to rounding.

#### 14. Goal orientation of the collaborative

|   | Strongly disagree |           | Disagree |           | Neutral, no opinion |            | Agree     |            | Strongly agree |            | Total     |             |
|---|-------------------|-----------|----------|-----------|---------------------|------------|-----------|------------|----------------|------------|-----------|-------------|
|   | N                 | %         | N        | %         | N                   | %          | N         | %          | N              | %          | N         | Average     |
| My organization will benefit from being involved in this collaboration.   | 0                 | 0%        | 0        | 0%        | 1                   | 6%         | 8         | 50%        | 7              | 44%        | 16        | 4.38        |
| The organizations that belong to our collaborative invest the right amount of time in our collaborative efforts.                        | 0                 | 0%        | 0        | 0%        | 6                   | 38%        | 7         | 44%        | 3              | 19%        | 16        | 3.81        |
| Everyone who is a member of our collaborative group wants this project to succeed.  | 0                 | 0%        | 0        | 0%        | 0                   | 0%         | 10        | 63%        | 6              | 38%        | 16        | 4.38        |
| I have a clear understanding of what our collaboration is trying to accomplish.   | 0                 | 0%        | 0        | 0%        | 2                   | 13%        | 10        | 67%        | 3              | 20%        | 15        | 4.07        |
| The people in this collaborative group are dedicated to the idea that we can make this project work.                                    | 0                 | 0%        | 0        | 0%        | 1                   | 7%         | 12        | 80%        | 2              | 13%        | 15        | 4.07        |
| What we are trying to accomplish with our collaborative project would be difficult for any single organization to accomplish by itself. | 0                 | 0%        | 1        | 7%        | 1                   | 7%         | 5         | 33%        | 8              | 53%        | 15        | 4.33        |
| <b>Total responses in this category</b>   | <b>0</b>          | <b>0%</b> | <b>1</b> | <b>1%</b> | <b>11</b>           | <b>12%</b> | <b>52</b> | <b>56%</b> | <b>29</b>      | <b>31%</b> | <b>93</b> | <b>4.17</b> |

Note. Totals may not equal 100 due to rounding.

## 15. Communication within the collaborative

|   | Strongly disagree |           | Disagree |           | Neutral, no opinion |            | Agree     |            | Strongly agree |            | Total     |             |
|---|-------------------|-----------|----------|-----------|---------------------|------------|-----------|------------|----------------|------------|-----------|-------------|
|   | N                 | %         | N        | %         | N                   | %          | N         | %          | N              | %          | N         | Average     |
| I have a lot of respect for the other people involved in this collaboration.  | 0                 | 0%        | 0        | 0%        | 1                   | 6%         | 6         | 38%        | 9              | 56%        | 16        | 4.50        |
| People involved in our collaboration are willing to compromise on important aspects of our project.                         | 0                 | 0%        | 0        | 0%        | 3                   | 19%        | 8         | 50%        | 5              | 31%        | 16        | 4.13        |
| People in this collaboration communicate openly with one another.   | 0                 | 0%        | 0        | 0%        | 1                   | 7%         | 11        | 73%        | 3              | 20%        | 15        | 4.13        |
| The people who lead this collaborative group communicate well with the members.   | 0                 | 0%        | 0        | 0%        | 2                   | 13%        | 9         | 60%        | 4              | 27%        | 15        | 4.13        |
| Communication among the people in this collaborative group happens both at formal meetings and in informal ways.            | 0                 | 0%        | 0        | 0%        | 1                   | 7%         | 10        | 67%        | 4              | 27%        | 15        | 4.20        |
| The people in leadership positions for this collaboration have good skills for working with other people and organizations. | 0                 | 0%        | 0        | 0%        | 3                   | 21%        | 7         | 50%        | 4              | 29%        | 14        | 4.07        |
| <b>Total responses in this category</b>   | <b>0</b>          | <b>0%</b> | <b>0</b> | <b>0%</b> | <b>11</b>           | <b>12%</b> | <b>51</b> | <b>56%</b> | <b>29</b>      | <b>32%</b> | <b>91</b> | <b>4.20</b> |

Note. Totals may not equal 100 due to rounding.

## Outcomes

### 16. Interest in career fields *before* Made in Owatonna tour

| Think about <b>BEFORE</b> you attended the Made in Owatonna tour. How much were you... | A lot |         | Some |         | Very little |         | Not at all |         | Total | Average |
|--|-------|---------|------|---------|-------------|---------|------------|---------|-------|---------|
|  | N     | Percent | N    | Percent | N           | Percent | N          | Percent |       |         |
| Interested in science, technology, engineering, or math (N=126)                        | 39    | 31%     | 47   | 37%     | 32          | 25%     | 8          | 6%      | 126   | 2.07    |
| Interested in manufacturing careers (N=67)   | 8     | 12%     | 31   | 46%     | 15          | 22%     | 13         | 19%     | 67    | 2.49    |
| Interested in a career in agriculture? (N=38)  | 9     | 24%     | 13   | 34%     | 12          | 32%     | 4          | 11%     | 38    | 2.29    |
| Interested in medical, dental, or allied health careers? (N=59)                        | 26    | 44%     | 22   | 37%     | 13          | 22%     | 5          | 9%      | 59    | 2.19    |

Note. Totals may not equal 100 due to rounding.

### 17. Interest in career fields *after* Made in Owatonna tour

| Think about <b>NOW</b> (after you attended the Made in Owatonna tour.) How much were you... | A lot |         | Some |         | Very little |         | Not at all |         | Total | Average |
|---|-------|---------|------|---------|-------------|---------|------------|---------|-------|---------|
|   | N     | Percent | N    | Percent | N           | Percent | N          | Percent |       |         |
| Interested in science, technology, engineering, or math (N=126)                             | 46    | 37%     | 59   | 47%     | 18          | 14%     | 3          | 2%      | 126   | 1.83    |
| Interested in manufacturing careers (N=66)  | 9     | 13%     | 36   | 54%     | 15          | 22%     | 6          | 9%      | 66    | 2.27    |
| Interested in a career in agriculture? (N=38)   | 10    | 26%     | 14   | 37%     | 11          | 29%     | 3          | 8%      | 38    | 2.18    |
| Interested in medical, dental, or allied health careers? (N=59)                             | 33    | 56%     | 15   | 25%     | 7           | 12%     | 4          | 7%      | 59    | 1.69    |

### 18. Interest in local apprenticeships *before* Made in Owatonna tour

| Think about BEFORE you attended the Made in Owatonna tour. How much were you...                 | A lot |         | Some |         | Very little |         | Not at all |         | Total | Average |
|---|-------|---------|------|---------|-------------|---------|------------|---------|-------|---------|
|   | N     | Percent | N    | Percent | N           | Percent | N          | Percent |       |         |
| Interested in pursuing a local paid apprenticeship in manufacturing? (N=31)                     | 2     | 7%      | 9    | 29%     | 8           | 26%     | 12         | 39%     | 31    | 2.94    |
| Interested in pursuing a local paid apprenticeship in manufacturing or agriculture? (N=35)      | 7     | 20%     | 15   | 43%     | 11          | 31%     | 2          | 6%      | 35    | 2.23    |
| Interested in pursuing a local paid apprenticeship in medical, dental, or allied health? (N=59) | 18    | 31%     | 14   | 24%     | 20          | 34%     | 7          | 3%      | 59    | 2.27    |

Note. Totals may not equal 100 due to rounding.

### 19. Interest in local apprenticeships *after* Made in Owatonna tour

| Think about NOW (after you attended the Made in Owatonna tour.) How much were you...            | A lot |         | Some |         | Very little |         | Not at all |         | Total | Average |
|---|-------|---------|------|---------|-------------|---------|------------|---------|-------|---------|
|   | N     | Percent | N    | Percent | N           | Percent | N          | Percent |       |         |
| Interested in pursuing a local paid apprenticeship in manufacturing? (N=31)                     | 1     | 3%      | 17   | 55%     | 7           | 23%     | 6          | 19%     | 31    | 2.58    |
| Interested in pursuing a local paid apprenticeship in manufacturing or agriculture? (N=35)      | 13    | 37%     | 15   | 43%     | 5           | 14%     | 2          | 6%      | 35    | 1.89    |
| Interested in pursuing a local paid apprenticeship in medical, dental, or allied health? (N=59) | 29    | 49%     | 19   | 32%     | 9           | 15%     | 2          | 3%      | 59    | 1.73    |

## 20. Student experiences with the career center

| Please indicate how much you agree or disagree with the following statements based on your experience with the career center.          | Strongly agree |     | Agree |     | Disagree |    | Strongly agree |    | Don't know |     | Total | Average |
|--|----------------|-----|-------|-----|----------|----|----------------|----|------------|-----|-------|---------|
|  | N              | %   | N     | %   | N        | %  | N              | %  | N          | %   |       |         |
| The materials given to me by the career center were informative.   | 10             | 43% | 13    | 57% | 0        | 0% | 0              | 0% | 0          | 0%  | 23    | 1.6     |
| Visiting the career counselor helped me learn about careers of interest to me and explore them in-depth.                               | 8              | 35% | 14    | 61% | 1        | 4% | 0              | 0% | 0          | 0%  | 23    | 1.7     |
| I am more interested in getting a job in manufacturing, agriculture, or health care because of what I learned at the career counselor. | 7              | 32% | 8     | 36% | 2        | 9% | 0              | 0% | 5          | 23% | 22    | 1.7     |
| I am more confident in my future after working with the career counselor.  | 9              | 39% | 13    | 57% | 1        | 4% | 0              | 0% | 0          | 0%  | 23    | 1.7     |
| I learned about how to pursue jobs in manufacturing, agriculture, and health care through the career counselor.                        | 4              | 17% | 12    | 52% | 2        | 9% | 1              | 4% | 4          | 17% | 23    | 2.0     |

Note. Totals may not equal 100 due to rounding.

## 21. Awareness of local jobs before Made in Owatonna tour

| Think about BEFORE you attended the Made in Owatonna tour. How much were you... | A lot |         | Some |         | Very little |         | Not at all |         | Total | Average |
|---|-------|---------|------|---------|-------------|---------|------------|---------|-------|---------|
|   | N     | Percent | N    | Percent | N           | Percent | N          | Percent |       |         |
| Aware of local careers in manufacturing (N=67)                                  | 14    | 21%     | 30   | 45%     | 21          | 31%     | 2          | 3%      | 67    | 2.16    |
| Aware of local careers in agriculture? (N=36)                                   | 6     | 17%     | 18   | 51%     | 7           | 19%     | 5          | 14%     | 36    | 2.31    |
| Aware of local careers in medical, dental, or allied health careers? (N=59)     | 14    | 24%     | 26   | 44%     | 16          | 27%     | 3          | 5%      | 59    | 2.14    |

Note. Totals may not equal 100 due to rounding.

## 22. Awareness of local jobs *after* Made in Owatonna tour

| Think about NOW (after you attended the Made in Owatonna tour.) How much were you... | A lot |         | Some |         | Very little |         | Not at all |         | Total     | Average     |
|--|-------|---------|------|---------|-------------|---------|------------|---------|-----------|-------------|
|  | N     | Percent | N    | Percent | N           | Percent | N          | Percent |           |             |
| Aware of local careers in manufacturing (N=67)                                       | 26    | 39%     | 32   | 48%     | 8           | 12%     | 1          | 2%      | <b>67</b> | <b>1.76</b> |
| Aware of local careers in agriculture? (N=35)  | 11    | 31%     | 17   | 49%     | 6           | 17%     | 1          | 3%      | <b>35</b> | <b>1.91</b> |
| Aware of local careers in medical, dental, or allied health careers? (N=59)          | 37    | 63%     | 17   | 29%     | 4           | 7%      | 1          | 2%      | <b>59</b> | <b>1.47</b> |

## 23. Knowledge gained from Made in Owatonna tour

| How much did you learn about... jobs from the tour? | A lot |         | Some |         | Very little |         | Not at all |         | Total     | Average     |
|---|-------|---------|------|---------|-------------|---------|------------|---------|-----------|-------------|
|   | N     | Percent | N    | Percent | N           | Percent | N          | Percent |           |             |
| Manufacturing jobs                                  | 14    | 45%     | 12   | 39%     | 5           | 16%     | 0          | 0%      | <b>31</b> | <b>1.71</b> |
| Manufacturing and agriculture jobs                  | 20    | 53%     | 15   | 40%     | 3           | 8%      | 0          | 0%      | <b>38</b> | <b>1.55</b> |
| Health care jobs                                    | 37    | 65%     | 19   | 33%     | 1           | 2%      | 0          | 0%      | <b>57</b> | <b>1.37</b> |

Note. Totals may not equal 100 due to rounding.

**24. Attitudes about careers *before* Made in Owatonna tour**

| How did you feel about [topic area] careers BEFORE the Made in Owatonna tour? | Manufacturing |             | Agriculture |             | Health care |             |
|---|---------------|-------------|-------------|-------------|-------------|-------------|
|   | N             | Percent     | N           | Percent     | N           | Percent     |
| I thought they were good  | 19            | 28%         | 17          | 45%         | 25          | 43%         |
| I thought they were just OK   | 37            | 54%         | 12          | 32%         | 26          | 45%         |
| I didn't think they were good   | 4             | 6%          | 1           | 3%          | 2           | 3%          |
| I didn't think about them   | 7             | 10%         | 8           | 21%         | 3           | 5%          |
| I am not sure   | 2             | 3%          | 0           | 0%          | 2           | 3%          |
| <b>Total</b>  | <b>69</b>     | <b>100%</b> | <b>38</b>   | <b>100%</b> | <b>58</b>   | <b>100%</b> |

**25. Attitudes about careers *after* Made in Owatonna tour**

| How do you feel about [topic area] careers NOW? | Manufacturing |             | Agriculture |             | Health care |             |
|---|---------------|-------------|-------------|-------------|-------------|-------------|
|   | N             | Percent     | N           | Percent     | N           | Percent     |
| I think they are good                           | 37            | 54%         | 22          | 58%         | 47          | 80%         |
| I think they are just OK                        | 28            | 41%         | 13          | 34%         | 10          | 17%         |
| I don't think they are good                     | 1             | 1%          | 0           | 0%          | 0           | 0.0%        |
| I don't think about them                        | 3             | 4%          | 1           | 3%          | 1           | 2%          |
| I am not sure                                   | 0             | 0%          | 2           | 5%          | 1           | 2%          |
| <b>Total</b>                                    | <b>69</b>     | <b>100%</b> | <b>38</b>   | <b>100%</b> | <b>59</b>   | <b>100%</b> |



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## 26. Students' word association with manufacturing careers

Which of the following words best describe your thoughts about manufacturing careers? (N=68)

|                            | N  | Percent |
|----------------------------|----|---------|
| <b>Positive indicators</b> |    |         |
| Advanced                   | 36 | 53%     |
| Fun                        | 26 | 38%     |
| Modern                     | 25 | 37%     |
| Creative                   | 22 | 32%     |
| Exciting                   | 21 | 31%     |
| <b>Negative indicators</b> |    |         |
| Noisy                      | 46 | 68%     |
| Dirty                      | 29 | 43%     |
| Hard                       | 28 | 41%     |
| Dangerous                  | 22 | 32%     |
| Dark                       | 3  | 4%      |

Note. Respondents were allowed to provide as many answers as they would like. Percentages given are the number of times each was indicated compared to the total number of responses.

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## 27. Students' word association with agricultural careers

Which of the following words best describe your thoughts about agriculture careers? (N=35)

|                            | N  | Percent |
|----------------------------|----|---------|
| <b>Positive indicators</b> |    |         |
| Fun                        | 24 | 69%     |
| Advanced                   | 17 | 49%     |
| Exciting                   | 16 | 46%     |
| Modern                     | 12 | 34%     |
| Creative                   | 10 | 29%     |

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## 27. Students' word association with agricultural careers (continued)

| Which of the following words best describe your thoughts about agriculture careers? (N=35) | N  | Percent |
|--|----|---------|
| <b>Negative indicators</b>   |    |         |
| Dirty  | 21 | 60%     |
| Noisy  | 14 | 40%     |
| Hard   | 13 | 37%     |
| Dangerous  | 11 | 31%     |
| Dark   | 1  | 3%      |

Note. Respondents were allowed to provide as many answers as they would like. Percentages given are the number of times each was indicated compared to the total number of responses.

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## 28. Students' word association with health care careers

| Which of the following words best describe your thoughts about agriculture careers? | N  | Percent |
|---|----|---------|
| <b>Positive indicators</b>  |    |         |
| Rewarding   | 40 | 68%     |
| Fun   | 38 | 64%     |
| Exciting  | 38 | 64%     |
| Well-paying   | 27 | 46%     |
| Advanced  | 22 | 37%     |
| Modern  | 14 | 24%     |
| <b>Negative indicators</b>  |    |         |
| Hard  | 27 | 46%     |
| Exhausting  | 17 | 29%     |
| Dangerous   | 7  | 12%     |
| Nauseating  | 6  | 10%     |

Note. Respondents were allowed to provide as many answers as they would like. Percentages given are the number of times each was indicated compared to the total number of responses.

## 29. Connections with local business community

| Is this your first connection with the local business community?<br>(N=128) | Yes       |            | No        |            |
|---|-----------|------------|-----------|------------|
|   | N         | Percent    | N         | Percent    |
| Manufacturing tour (N=31)   | 23        | 74%        | 8         | 26%        |
| Manufacturing and agriculture tour (N=38)                                   | 22        | 58%        | 16        | 42%        |
| Health care tour (N=59)   | 39        | 66%        | 20        | 34%        |
| <b>Total</b>  | <b>84</b> | <b>66%</b> | <b>44</b> | <b>34%</b> |

## 30. Strength of previous connections with local business community

|                 | Manufacturing tour |            | Manufacturing and agriculture tour |             | Health care tour |             | Total     |             |
|-----------------|--------------------|------------|------------------------------------|-------------|------------------|-------------|-----------|-------------|
|                 | N                  | Percent    | N                                  | Percent     | N                | Percent     | N         | Percent     |
| Very strong     | 1                  | 1/8        | 7                                  | 44%         | 4                | 21%         | 12        | 28%         |
| Somewhat strong | 5                  | 5/8        | 5                                  | 31%         | 10               | 53%         | 20        | 47%         |
| Not strong      | 2                  | 2/8        | 4                                  | 25%         | 5                | 26%         | 11        | 26%         |
| <b>Total</b>    | <b>8</b>           | <b>8/8</b> | <b>16</b>                          | <b>100%</b> | <b>19</b>        | <b>100%</b> | <b>43</b> | <b>100%</b> |

Note. Percentages are not given when respondents are <10.

### 31. Types of local businesses students have connections with

| Before this Tour, what kind of businesses did you have connections with? | Manufacturing tour |          | Manufacturing and agriculture tour |          | Health care tour |          | Total     |          |
|--|--------------------|----------|------------------------------------|----------|------------------|----------|-----------|----------|
|  | N                  | Percent  | N                                  | Percent  | N                | Percent  | N         | Percent  |
| Agriculture  | 2                  | 25%      | 10                                 | 63%      | 4                | 14%      | 16        | 37%      |
| Retail or Services   | 4                  | 50%      | 5                                  | 31%      | 7                | 24%      | 16        | 37%      |
| Manufacturing  | 3                  | 38%      | 8                                  | 50%      | 4                | 14%      | 15        | 35%      |
| Health Care  | 2                  | 25%      | 3                                  | 19%      | 10               | 35%      | 14        | 33%      |
| Hospitality  | 2                  | 25%      | 0                                  | 0%       | 2                | 7%       | 4         | 9%       |
| Other  | 0                  | 0%       | 2                                  | 13%      | 2                | 7%       | 4         | 9%       |
| <b>Total</b>   | <b>8</b>           | <b>-</b> | <b>16</b>                          | <b>-</b> | <b>19</b>        | <b>-</b> | <b>43</b> | <b>-</b> |

Note. Students were allowed to choose multiple responses for this question, so each N represents the number of respondents who stated they had a connection with that kind of business. The total given is the total number of respondents.

### 32. Most helpful component of visiting the career center

Of the assistance the career counselor gave you, what was most helpful? N=21

|   | N | Percent |
|---|---|---------|
| <b>Guidance (general/unspecified)</b>       | 2 | 33%     |
| Identifying new jobs/fields                 | 8 | 38%     |
| Help creating a resume or applying for jobs | 3 | 14%     |
| Care/compassion                             | 3 | 14%     |
| Help identifying college/training programs  | 3 | 14%     |
| <b>Other<sup>a</sup></b>                    | 4 | 19%     |
| Non-response                                | 1 | 5%      |

Note. Some students mentioned more than one way in which the career center was helpful, leading to a total >100%. Percentages given reflect the number of times an area was identified divided by the number of responses for this question.

<sup>a</sup>Other responses include help in determining students' interest in different career fields, getting information on income, and taking personality tests.

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### 33. Areas for improvement

| What can the career counselor do to improve their services? N=18 | N  | Percent |
|--|----|---------|
| Nothing/general praise   | 11 | 61%     |
| Meet more frequently   | 4  | 22%     |
| Other <sup>a</sup>   | 2  | 11%     |
| Non-response   | 1  | 6%      |

<sup>a</sup>Other responses include giving more information to students about careers and educational opportunities.

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### 34. Additional comments

| Please provide any additional comments about your experience with the career counselor here. N=13 | N | Percent |
|---|---|---------|
| General praise  | 5 | 38%     |
| Career counselor was kind/supportive  | 4 | 31%     |
| Student learned new things  | 3 | 23%     |
| Other   | 1 | 8%      |
| Non-response  | 2 | 15%     |

Note. Open-ended responses were coded and grouped into categories.