Office Overview

The City University of New York (CUNY) is one of the nation's largest urban university systems, comprised of 24 communities, senior and comprehensive colleges across NYC. In October 2011, CUNY was awarded $19.86 million through the United States Department of Labors' Trade Adjustment Assistance Community College and Career Training (TAA CCCT) grant program to offer CUNY CareerPATH (CCP) a three-year program aimed at supporting adult students in career advancement and successful college transition. Hostos Community College is a part of a consortium of CUNY's six community colleges[1] and two comprehensive colleges[2] tasked with meeting the needs of workers affected by the competition from foreign trade by providing them with occupational and academic skills training, stackable credentials, connections to industry, job placement, and the support and assistance needed to progress to a college degree. CCP is managed by Kingsborough Community College CEWD Office and the CUNY Central office. KCC and CUNY Central serve as co-administrators of this grant, providing overall administration and management of the award's programmatic outcomes, serving as liaison to the Fiscal Agent, CUNY Research Foundation, and provide assistance to the consortium sites and its employees in support of grant implementation and evaluation. The three-year initiative, which began in 2011, received a 4th year grant extension through September 2015 to provide an extra year of retention tracking, data collection, and reporting.

CUNY CareerPATH is a low to no-cost program supporting adult workers looking to advance their careers by providing opportunities (1) to earn both industry-recognized credentials and college credits and (2) to find jobs in one of these five sectors: Business, Education, Food Service & Hospitality, Health Care and Manufacturing. The (Community Health Worker) CHW program, one of the healthcare sector programs, was offered at three CUNY colleges: Hostos Community College, Kingsborough Community College and LaGuardia Community College. Successful participants can earn industry-recognized credentials, jobs and translate their training into college credits and enter degree programs. Training is held at 8 CUNY campuses, depending on the industry sector. Across the consortium, the various training programs launching period began in January 2012.

The CUNY CareerPATH database was established for the purpose/s of providing support and training for the end users of the student information and demographic data; maintaining student data systems and data integrity; developing new reports, and queries for reporting purposes to the grant funders. The program database is maintained at each campus respectively. The six categories that track PATH participants are as follows:

- Activity information
- Credential information
- CAT Score information
- Enrollment information
- Certification Exam information
- Employment information

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[1] Borough of Manhattan Community College, Bronx Community College, Kingsborough Community College, Queensborough Community College, LaGuardia Community College

[2] New York City College of Technology and College of Staten Island

The CareerPATH program serves adults, preferably 24 or older, who want to go to college. Program participants must have a High School Diploma or HSE and be legally authorized to work in the United States. This program targets adult learners who fall into one of two groups: 1) Individuals who are unemployed, dislocated or Trade Adjustment Assistance Program (TAA)[3]-eligible workers; and 2) Incumbent workers who are at risk of losing their jobs or seeking career advancement. Although the CUNY consortium has five business sectors to focus on, Hostos only provided courses in the Healthcare industry; Community Health Worker (CHW) and Health Information Training (HIT).

At Hostos Community College we offer:

- Credit-bearing certificate programs in Community Health Worker and Health Information Technology Professional
- Academic basic skills in reading, writing, mathematics, and ESL support
- Hands-on training and internship opportunities
- Career counseling services and job placement assistance
- College advisement and Associate Degree pathways

CUNY CareerPATH at Hostos Community College provides career and college-focused occupational training, with integrated writing and math skills instruction. Through integrated writing and math skills instruction, students will build on their reading, writing and math skills to enhance their CHWs and Health Information Technology HITs core competencies as well as their success as a college student. By using a contextualized approach, students will learn how to read and grasp main ideas, effectively write an essay, summarize key concepts, and gain a better understanding of statistics and how that data translates in healthcare.

Recruitment and Intake

The CCP program at Hostos operates under The Division of Continuing Education and Workforce Development (CEWD). The first outreach effort made for the first cohort in Fall 2012 included ongoing mailing advertisement during the spring/summer months. Generally students were recruited from various pathways, i.e. advertisement, and former Continuing Education (CE) healthcare mail distribution. Targeting Continuing Education allied healthcare alumni has been the most effective in getting the right kind of students for the CHW program.

The first major outreach was made to former Clinical Nursing Assistants (C.N.A.) Healthcare Interpreter and Pharmacy Tech alumni who completed the programs. The mailing list comprised of approximately 400+ students in the database that already had an interest in healthcare, met the minimum requirements of having their GED, and met the criteria of being predominately bilingual/bicultural. In addition, the PATH program at Hostos was advertised in the Continuing Education' Fall 2012 catalog that is distributed to 220,000+ households and CUNY's website. The program targets Continuing Education's previous allied healthcare students for the CHW program and posts advertisements on Craigslist for HIT program candidates. Craigslist advertisement served as a good resource to recruit HIT program candidates. The program has also reached out to continuing education (CE) alumni, who are predominantly bilingual/bicultural, and have a vested interest in the community and healthcare. For the HIT program, we have recruited entry-level IT skilled individuals interested in working with electronic health records (EHRs) and/or other software programs in healthcare settings. In addition, the PATH team has worked closely with employer partners whose employees may be eligible for the program.

The intake process starts with an information session, where all interested applicants are encouraged to attend to receive information on the two program offerings at Hostos. The information sessions were held weekly for two hours, providing general program information, minimum

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[3] The Trade Adjustment Assistance (TAA) Program is a federal program that provides a path for employment growth and opportunity through aid to US workers who have lost their jobs as a result of foreign trade. The TAA program seeks to provide these trade-affected workers with opportunities to obtain the skills, resources, and support they need to become reemployed.

requirements and program start dates. At the end of the presentation, students were given a Reading and Math TABE assessment to determine minimum grade eligibility. All those who met the minimum grade requirements were notified within three business days for an interview with the CareerPATH team. During the interview, students were required to complete a student intake form and bring in all required documentations (Student Intake form – see appendix A).

The Hostos CareerPATH team conducted outreach efforts in appropriate venues (i.e., CUNY Career/Job Fairs, CEWD Open House) to recruit students beginning in September 2012. During the three-year grant period, there were 26 information sessions conducted with over 125+ interested applicants in actual attendance for the CHW and HIT programs. The recruitment efforts included various phases: initial follow up calls to confirm individual(s) participation, preparation of the student intake forms and program materials, pre-screening assessment, and the mail distribution of acceptance/non-acceptance letters to qualified applicants.

Certificate Programs

The Community Health Worker Certificate Program was designed as a two-part curriculum (equaling 135 contact hours): (1) Foundations of Community Health Workers (CHW) and (2) Contemporary Health Issues. These were, designed specifically for the PATH program. A faculty member, Karen Winkler from the Health Education at Hostos, and an experienced community health educator, Elena Schwolsky-Fitch, were appointed to serve as liaisons with the CCP program director to ensure integrity throughout the delivery of the occupational training. Their primary role is to verify that the CHW curricula are utilized effectively and consistently and that the student assessment is sufficient and appropriate.

The CHW curriculum has been designed to line up with 3 credit-bearing courses (9 credits total) from the Community Health degree program at Hostos. The CHW program is composed of 120 hours with three main components: Introduction to Community Health Education, Interpersonal Relations and Contemporary Health Issues. An articulated pathway was created between a certificate in Community Health Worker and our Associate of Science (AS) Degree in Community Health. After several negotiation meetings with the Office of Academic Affairs, CEWD finalized the articulation agreement in June 2013. The former Hostos President, Dr. Felix Matos, announced at the annual state of the union on October 11 that the CHW program is the first of its kind, creating a pathway from non-credit to credit program. This is the first time that the CEWD division has established prior learning credits from Continuing Education and Academic Affairs. (This achievement also aligns with part of the College's strategic plan to build pathways for our students). As a result of offering prior learning credits, CEWD has attracted hundreds of dedicated participants, who are now committed to pursuing higher education after completing their occupational training programs.

In March 2013, Hostos launched the HIT Program with the help of Engage Partners who helped with the curriculum development and provided the instructors to teach the certificate program. Engage Partners is a full service staffing agency dedicated to deliver effective workforce solutions. They provide focus recruitment services in Healthcare IT amongst others. Their primarily role was to develop a curriculum for the HIT program and provide program participants with internships, employment and volunteer opportunities at the employer partner's respective company or organization.

As Hostos does not have a corresponding degree program in Health Information Management, we looked at the possibilities of banking our certificate program equivalent credits with BMCC's AAS in Health Information Technology. For the Health Information Technology program, Engage Partners role in the curriculum development was critical as the goal of the program was to design a program that would be recognized at another CUNY institution (BMCC) as relevant coursework for credit banking to a degree program. Borough of Manhattan Community College (BMCC) was founded in 1963 and opened in 1964 as a small, primarily business-oriented community college offering programs aimed at the business community. The Health Information Technology (HIT) program is a two-year, 5 semesters, 67-credit course of study offered through the Allied Health Sciences department at BMCC. The program is accredited by the Commission on Accreditation for Health Informatics and Information Management Educational Programs.

Upon successful completion of the HIT program, students sit in for the Electronic Health Records Specialist Certification (CEHRS™) by the National Health Career Association (NHA), the nation's largest health career certification provider. In addition, successful participants can get 6 credits upon passing the challenge exam in Medical Terminology administered by the faculty of BMCC towards their Associate in Applied Science (AAS) degree. The instruction is conducted by qualified professionals who are well-versed in adult learning principles, with significant practical experience and expertise in the field of health information technology.

Curriculum and Pedagogy

The Hostos Health Information Technology Specialist (HIT) program provides students with the knowledge and skills required to work in the Health Information Technology field specifically with electronic health records (EHRs) in today's rapidly changing health care environment. This course is not intended as a source of in-depth training on a specific EHR hardware and/or software program, although students do have an opportunity for hands-on experience with a physician practice EHR as well as other forms of computer software. This course focuses on teaching students how the adoption of electronic health record affects them as future IT health care professionals. Whether planning a career as a medical assistant, a health information technician, a billing specialist, a medical manager, or as any other allied health professional, students need to know why EHRs are important, how they are used, and the advantages they offer to providers, facilities, and patients. (HIT Course Outline – See Appendix B)

The Hostos Community Health Worker Program is designed to provide an overview of the roles and responsibilities of a Community Health Worker (CHW) and the core competencies recommended by the National Community Health Worker Advisor Study. This program will train community residents of south Bronx and northern Manhattan who meet the eligibility requirements to join the healthcare workforce as "community health workers". The training will consist of 120 hours centered on community health worker core competencies, and contemporary health issues such as asthma, diabetes, heart disease and chronic disease self-management. An additional 30 hours will be devoted help participants with their academic skills in reading, writing and math. Following the classroom training, participants will spend 30 hours shadowing experienced community health workers as part of their practicum. (CHW Course Outline – See Appendix C)

CLIP Program

The CUNY Language Immersion Program (CLIP)[4] is an integral part of CUNY Career Preparation for Adults through Training & Higher Education (CareerPATH). In an effort to better serve adult learners, the U.S. Department of Labor Trade Adjustment Assistance Act funding supported the creation of CLIP curricula that build students' knowledge of the five industry sectors and offer supplemental resources. CLIP is an integral part of CareerPATH because through its contextualizing strong developmental education and college transition models for adult learners, students will gain academic skills for success in training, college and careers accelerate developmental education; and accelerate progress towards degrees and credentials.

CLIP CareerPATH Curricula Overview

In addition to the 5 business sector curriculums, six CLIP CareerPATH curricula have been developed to support the ESL and college transition goals of CLIP and the career path goals of the CUNY CareerPATH initiative. There will be one high-level CLIP contextualized ESL curriculum for each of the CUNY CareerPATH topics (business/entrepreneurship; education; health; manufacturing and tourism/hospitality).

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[4] The CUNY Language Immersion Program (CLIP) is an option for immigrant CUNY students who have substantial academic English language learning needs.

The CLIP CareerPATH curricula contain these shared elements:

1) A reading and writing-intensive ESL curriculum that features whole texts relevant to the course topic and extensive essay, research and other writing in response to the reading.
2) Career exploration, using Career Cruising and other web-based career tools, about a wide range of careers, in addition to careers related to the theme of the CLIP CareerPATH course.
3) Project-based learning activities, such as Virtual Enterprise, website development and/or career mapping.
4) Cross-campus exchange of learning and skills.
5) Observation of college courses related to the course theme.

Wraparound Services Provided

The program has utilized a licensed social worker who works with students to conduct needs assessment, provide supportive counseling, and assist students to navigate and access related services on campus and in the community. The CEWD's employment specialist has also been leveraged in the program to coach the students through interview skills and other job-readiness skills. In addition, Hostos-CEWD existing employer partners, such as Bronx Lebanon Hospital, St. Barnabas Hospital, have committed themselves to recruiting qualified participants for internships, employment, and volunteer opportunities at the employer partner's respective company or organization. The social worker met regularly with students to assess and address challenges that have interfered with balancing school and home. Monique Pinero, the social worker/student advisor is an integral part of the CCP team as she conducted an agent to receiving student support services, academic advisement, and Single Stop services. Throughout the training, she assessed student needs on an ongoing basis and referred students to Single Stop services where appropriate. The one-on-one meeting with students generally took place in her private office or conference room. She assisted students to plan for their personal academic goals: applying for CUNY degree and continuing education programs, and applying to financial aid. In addition she conducted exit interviews and needs assessment upon completion of the coursework for both the HIT and CHW programs. The employment specialist, Javier Saldana, helped students find seasonal employment while students were in training so that they may become self-sustainable. CareerPATH students were encouraged to meet our employment specialist, for coaching in interview skills and other job-readiness skills. Single Stop at Hostos[5] has assisted CUNY CareerPATH participants to address personal challenges and barriers to employment with free services including legal consultations; eviction prevention, food pantry, financial advisement, income tax preparation, and healthcare coverage enrollment.

Office Mission, Goals, and Objectives

The CUNY CareerPATH program goals embrace the college's mission of offering access to higher education leading to intellectual growth and socio-economic mobility through the development of linguistic, mathematical, technological, and critical thinking proficiencies needed for lifelong learning and for success in a variety of programs including careers, liberal arts, transfer, and those professional programs leading to licensure. CCP does this by strengthening connections between college transition programs, occupational training, and degree programs. To further that mission, the CUNY CareerPATH program objectives are to provide strong advisement and enhanced student services that will help students progress towards their education and career pathway.

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[5] Single Stop at Hostos provides supportive services to ensure that students have a successful college experience and are able to complete their degree and succeed academically.

CUNY CareerPATH FLOW OF SERVICES

1. OUTREACH/RECRUITMENT
   - The Program Director advertises through craigslist ad about upcoming information sessions for CHW/HIT program; send recruitment letters to former allied healthcare students and employer partners.
   - Mailing of continuing education catalog with CCP information to 200,000+ households per semester is handled by a third-party vendor, (Leveraged Resources).
   - Follow-up on email inquiries, phone calls, responses from letters to schedule information session are handled by the Program Director and Program Associate.

2. INFORMATION SESSION AND TABE TEST
   - Prospective students come to information session with all necessary paperwork for eligibility requirements. Necessary Paperwork is collected by the Program Associate and reviewed for eligibility by Program Director.
   - There is an Orientation about CCP program and the Test of Adult Basic Education (TABE) is administered. These activities are handled by the Program Director and Program Associate.
   - Students who meet 10th grade reading level are invited back for an interview with the Program Director.

3. INTERVIEW
   - Students are interviewed to see if they are suitable candidates for the program.
   - Students are asked about their goals and motivation and how CCP will achieve that. They are also asked questions to assess their problem-solving/analytical skills, and if they have the necessary attributes for the role of CHW/HIT.
   - Towards the end of the recruitment process, CCP is sometimes faced with more suitable candidates than number of seats available for the class. Some qualified candidates have been rejected and referred to other schools that offer the CHW program.
   - Students who are accepted are then scheduled to take the CUNY Assessment Tests (CAT) prior to the start of training.
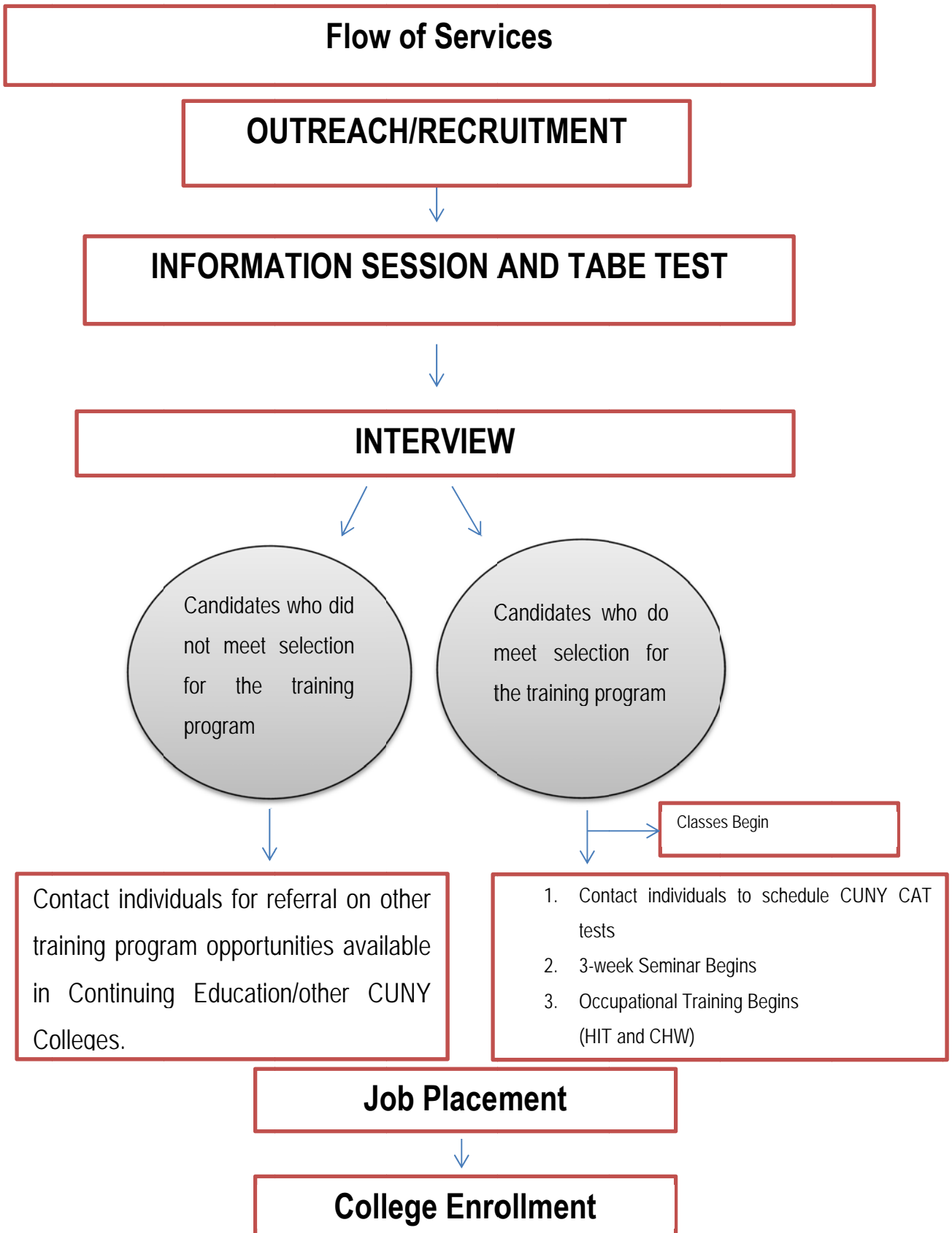
4. CLASSES BEGIN
   - Seminar – Students are reintegrated back into the school environment with a 3-week seminar where we ascertain their short and long term goals, give them the necessary tools to be successful students such as test-taking strategies and time-management skills, and introduce them to the support services available to them such as resume building, interviewing skills and other social support services.
   - The Seminars are team led by the Program Director, Job Developer and Program Counselor.
   - Occupational Training – CHW or HIT training with integrated academic skills begins. The training is led by the instructors.
   - Data is entered into USDOL database by the Program Associate.
   - All students have 30-minute 1:1 sessions on a bi-monthly basis to make sure they stay on track with their goals and are engaged fully in program. The 1:1 sessions are conducted by the Program Director and Program Counselor.
   - Approximately 2/3 of the way through training, students begin internship with employer partners to gain work experience. The students are monitored regularly to document attendance and assess performance. The monitoring efforts are led by the Program Director.

5. JOB PLACEMENT
    - Once students have completed the necessary internship hours at employer partner sites, job placement assistance begins. Job Placements is handled by the Program Director and the Job Developer. Resumes are updated and students are referred to Workforce1 at Hostos' Division of Continuing Education & Workforce Development to apply for positions for relevant job openings. The management of students' resumes and job referrals are handled by Leverage Resources.
6. COLLEGE ENROLLMENT
    - For students who want to pursue their college degree, transition assistance begins. Students are encouraged to meet with the Program Director for college/transition assistance.

Flow of Services

OUTREACH/RECRUITMENT

INFORMATION SESSION AND TABE TEST

INTERVIEW

Candidates who did not meet selection for the training program

Candidates who do meet selection for the training program

Classes Begin

Contact individuals for referral on other training program opportunities available in Continuing Education/other CUNY Colleges.

1. Contact individuals to schedule CUNY CAT tests
2. 3-week Seminar Begins
3. Occupational Training Begins (HIT and CHW)

Job Placement

College Enrollment

External Partnerships and Collaborations

Fostering multilateral involvement with employer partners was important for the CUNY CareerPATH initiative. These partners generally assisted with the CUNY CareerPATH initiative in the follow ways:

- Share expertise with the CUNY Career PATH consortium.
- Assist with the design curricula for grant-funded training courses, including occupational training, degree programs, and/or contextualized CLIP.
- Provide PATH participants with exposure to respective industries through site visits, informational interviews, and class presentations.
- Consider recruiting qualified participants for internships, employment, and volunteer opportunities at the employer partner's respective company or organizations.

The following chart provides an overview of the type of commitment offered by the key external partnerships.

External Partnerships	Collaborative (Inter-College)
ACACIA Network – Employer partner Type of Commitment: Recruited qualified participants for internships, employment at the employer partner's respective company or organization.	**CUNY Language Immersion Program (CLIP)** – Served as an integral part of CUNY Career PATH. The CLIP Office provided contextualized Education and College Transition Models for Adult Learners.
Bronx Lebanon Special Care Center – Employer partner Type of Commitment: Provided PATH participates with exposure to respective industries through site visits, informational interviews and class presentations.	**Health Education Department** – The department identified an academic faculty member with expertise in CHW training to recruit and collaborate with curriculum development for CUNY Career PATH. The Hostos faculty member also recruited instructors to teach the curriculum; observed in the classroom; spoke with students about the A.S. degree program; and met with instructors regularly to discuss teaching and assessment, and ensure that the course met the standards of the Community Health/Education Unit.
ENGAGE – Employer Partner Type of Commitment: Shared Expertise with the CUNY CareerPATH consortium. The organization designed the HIT curriculum, provided instructional staff and course materials.	**Office of Admissions and Recruitment** - Provided support and assistance to verify college enrollment for students who completed the occupational training program through CUNY Career PATH and advanced their education in a degree program at Hostos.
Northern Manhattan Perinatal Partnership - Employer Partner Type of Commitment: Recruited qualified participants for internships at their organization.	**Testing Center** – Provided support and assistance in the placement testing for Career PATH students. The Testing Office provided test scheduling arrangements and CUNY CAT score results for students enrolled in the CareePATH program.
St. Barnabas Hospital – Employer Partner	**Office of Academic Affairs** – Provided leadership and administrative support between Hostos-CEWD and the

External Partnerships	Collaborative (Inter-College)
Type of Commitment: Provided PATH participates with exposure to respective industries through site visits, informational interviews and class presentations. Recruited qualified participants for internships, employment at the employer partners' respective company or organization.	Academic Department (Health Education) for the Transfer of Prior Learning for Credit Agreement to ensure that the prior learning knowledge, skills, and competencies obtained in the CHW Certificate Program met the matriculation requirements of the Associate's Degree in Community Health.
Urban Health Plan – Employer Partner Type of Commitment: Provided PATH participates with exposure to respective industries through site visits, informational interviews and class presentations. Recruited qualified participants for internships, employment at the employer partners' respective company or organization.	

Personnel, Facilities and Resources

Project Management

Kingsborough Community College (KCC) is the lead on the CUNY CareerPATH consortium and will be responsible for the overseeing the initiative, in collaboration with staff from the consortium member campuses and the support of CUNY Central Office. The CUNY Central Office will work closely with KCC to manage the program. The Central Office is responsible for data management and reporting, budgeting related matters, as well as the formulate evaluation of this initiative.

Facilities

All Hostos CareerPATH occupational training programs were housed at the Division of Continuing Education and Workforce Development, located at 560 Exterior Street. Classroom space were identified in the beginning of the semester term and reserved with the designee assigned to space reservation booking.

Description of Support and Resources

1- Financial Management, Reporting Systems and Procurement
CUNY uses the services of the Research Foundation (RF) of CUNY, a 501©3 and the fiscal conduit for all CUNY grants, to manage programs finances and human resources functions for grant-supported staff. KCC was a recipient of a USDOL Community-Based Job Training grant in 2006 and is experienced with quarterly reporting as required under the grant. CUNY also has extensive experience complying with federal regulations through numerous contracts and grants. CUNY has applied standard federal procurement rules to this grant, including, but not limited to: requiring competitive bids for purchases and selecting contractors based on the most reasonable cost quote. All purchasing will confirm to the approved budget and USDOL requirements.

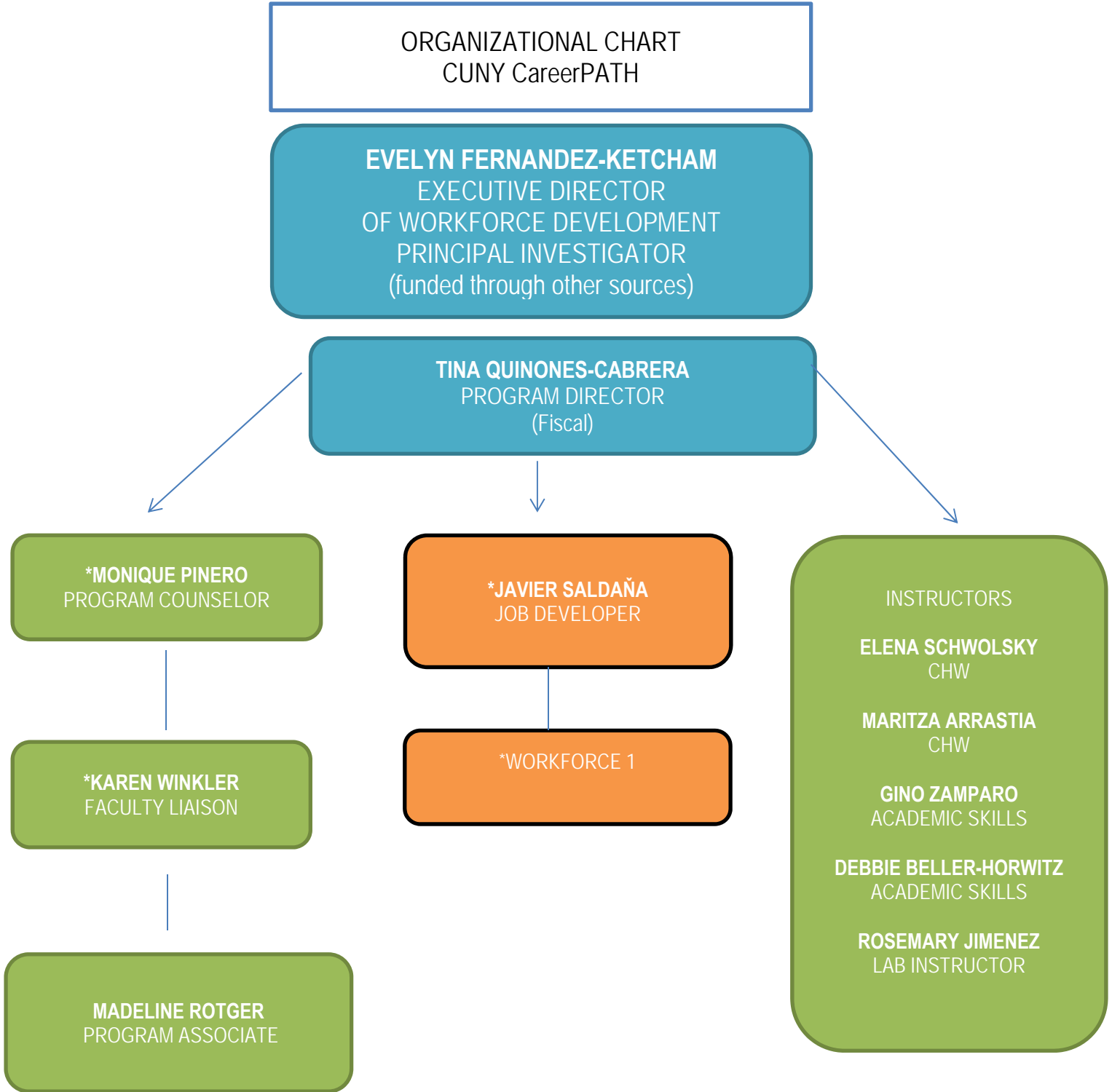2- Measurement of Progress and Outcomes

The CUNY CareerPATH Council met every three months to evaluate and discuss   program performance, curriculum development, student assessment, job and employer development, and program evaluation. Several sub-groups meet monthly to review program progress and any implementation challenges and develop solutions to identified challenges. The CUNY CareerPATH Council and sub-groups evaluated program data, with support from the CUNY Central Office evaluation team.

3- Student Database Management
Based on extensive experience with developing specialized data systems to support grant-funded workforce programs, CUNY developed a database for the program, using Microsoft ACCESS. The data system has the ability to track participant-level demographics information, employment and training history, results from CUNY Assessment Tests and any other assessment test required, course attendance, course taken and completed, credit and certificates awarded, results of required certification examination, post-training employment outcomes, and any referrals to outside service providers.

4- Additional Resources
Hostos' CareerPATH works closely with the Testing Office in coordinating the testing services to schedule cohorts of CUNY Career PATH students for the assessment test. Hostos was held responsible in providing justification for funding of the administration of the CAT tests according to the specifications provided by Kingsborough Community College and CUNY Central Office. These resources will be kept in the Kingsborough lead budget.

ORGANIZATIONAL CHART
CUNY CareerPATH

EVELYN FERNANDEZ-KETCHAM
EXECUTIVE DIRECTOR
OF WORKFORCE DEVELOPMENT
PRINCIPAL INVESTIGATOR
(funded through other sources)

TINA QUINONES-CABRERA
PROGRAM DIRECTOR
(Fiscal)

*MONIQUE PINERO
PROGRAM COUNSELOR

*JAVIER SALDAŇA
JOB DEVELOPER

INSTRUCTORS

ELENA SCHWOLSKY
CHW

MARITZA ARRASTIA
CHW

GINO ZAMPARO
ACADEMIC SKILLS

DEBBIE BELLER-HORWITZ
ACADEMIC SKILLS

ROSEMARY JIMENEZ
LAB INSTRUCTOR

*KAREN WINKLER
FACULTY LIAISON

*WORKFORCE 1

MADELINE ROTGER
PROGRAM ASSOCIATE

*Leveraged Resource/Release Time

PROGRAM COUNSELOR*

Name	Classification
Monique Pinero, MSW	Counselor for CCP Program

DUTIES AND RESPONSIBILITES

- Meets with individual students to identify potential barriers to students' success and provides appropriate social services and referrals to other support services.
- Designs and leads workshops, seminars etc… in areas of specialization related to job readiness and college transition.
- Prepares reports on students' progress, collects and analyzes data, and keeps confidential records.
- Coordinates with community programs to increase social service resources to students.
- Liaises with support staff as needed from various college offices in resolving issues involving student needs or technical issues.

CORE COMPETENCIES:

- Working knowledge of information, learning, counseling or coaching specialty as evidenced by study, training, or certifications; and by prior instructional, counseling, or technical experience
- Ability to respond calmly to emergencies and to fashion solutions to student, administrative, or technical problems; ability to seek assistance when needed
- Ability to establish community networks and deal effectively with community groups
- Ability to write clearly and produce/edit accurate, well-organized, and understandable reports

QUALIFICATIONS:

A Bachelors' Degree in a directly related field of study from an accredited institution, an appropriate certification of specialization, and no fewer than three (3) years of progressively responsible experience of related work; **OR,** an advanced degree in a related field of study from an accredited institution, an appropriate certification of specialization, and one (1) year experience performing responsible related work; **AND** possession of the core competencies determined to be required at the time of hire.

JOB DEVELOPER*

Name	Classification
Javier Saldana	Employment Counselor

DUTIES AND RESPONSIBILITES

- Meets with individual students to assist with job preparation skills such as resume writing, cover letters, and interviewing skills appropriate social services and referrals to other support services.
- Designs and leads workshops, seminars etc… in areas of specialization related to job readiness
- Prepares reports on students' progress, collects and analyzes data, and keeps confidential records.
- Assists in developing employer relations for health-related job opportunities.

CORE COMPETENCIES:

- Working knowledge labor market information, coaching specialty with regards to workforce readiness, as evidenced by study, training, or certifications; and by prior instructional, counseling, or technical experience
- Ability to respond calmly to emergencies and to fashion solutions to student, administrative, or technical problems; ability to seek assistance when needed
- Ability to establish employer relations and deal effectively with placement outcomes
- Ability to write clearly and produce/edit accurate, well-organized, and understandable reports

QUALIFICATIONS:

- A Bachelors' Degree in a directly related field of study from an accredited institution, an appropriate certification of specialization, and no fewer than three (3) years of progressively responsible experience of related work; **OR,** an advanced degree in a related field of study from an accredited institution, an appropriate certification of specialization, and one (1) year experience performing responsible related work; **AND** possession of the core competencies determined to be required at the time of hire.

PROGRAM ASSOCIATE

Name	**Classification**
Madeline Rotger	Liaison/Database Assistant

DUTIES AND RESPONSIBILITES

- Provides a certain level of clerical, technical and/or administrative support to a program, office, or project.
- Coordinates information sessions, including outreach, follow-up and providing information about CCP programs at Hostos Community College.
- Collates and reviews all necessary student documentation per grant requirements.
- Organizes and maintains paper and/or electronic files using established procedures and software.
- Maintains and updates database for accurate reporting purposes.
- Prepares mailings, acceptance/non-acceptance letters and other necessary correspondence

CORE COMPETENCIES:

- Ability to respond to in-person requests and provide information to satisfy simple inquiries;
- Ability to participate in and contribute to a team project; ability to cooperate with others;
- Ability to work with minimal supervision in areas where trained;
- Ability to sort, file, and retrieve paper and electronic documents in a timely and accurate manner;
- Basic/Moderate operating knowledge of key office software packages (e.g. word processing), computer technology (e.g. web, email) and other business equipment (e.g. phones, fax, copiers, pagers, etc.);
- Ability to produce simple/complex business documents, memoranda, spreadsheets, presentation drafts, mailings, etc. with minimal errors and on time.
- Moderately skilled in using office software packages, computer technology and other business equipment; ability to learn software packages required by sponsor;

- Ability to produce somewhat sophisticated business documents, memoranda, spreadsheets, presentation drafts, mailings, etc. with minimal errors and on time;
- Ability to spot errors made by self and others and make corrections in a timely manner;

QUALIFICATIONS:

Successful completion of one (1) year of post-secondary education (or 30 college credits in a matriculated course of study) and one (1) year of related work experience, **OR**

An Associate Degree from an accredited college **AND** Demonstration of the specific competencies required at the time of hire.

<u>**INSTRUCTIONAL**</u>

Name	Title	Position Function Title
Elena Schwolsky-Fitch	Instructional	CHW Instructor
Maritza Arrastia	Instructional	CHW Instructor
Gino Zamparo	Instructional	Academic Skills Instructor
Debbie Beller-Horwitz	Instructional	Academic Skills Instructor
Rosemary Jimenez	Instructional	Lab Instructor

GENERAL DESCRIPTION OF DUTIES AND RESPONSIBILITIES:

- Provides instruction in the occupational training programs offered for CCP to students, typically adult learners, in groups of varying sizes, and typically in specialized, basic, or general interest subjects.
- Develops instructional plans and materials; uses and incorporates prescribed materials as requested.

OTHER DUTIES:

- Assumes responsibility for managing the instructional session and responds in a professional manner to any student needs/requests;
- With the concurrence of a higher level supervisor, modifies instructional plans and approaches in response to feedback;
- Collects session evaluations using established formats;
- Participates in sessions to generate ideas for program improvements and attends staff meetings;
- Submits course outlines and samples in advance to the RFPD/RFPA/RFPC when asked;
- Debriefs the supervisor and/or sponsor following completion of a program;

CORE COMPETENCIES:

- Ability to plan and organize instruction, demonstrations, or performances of relevant material; ability to integrate work and professional expertise into courses;
- Ability to utilize work and life experiences to enrich program content;
- Ability to deliver instruction effectively, both orally and in writing;
- Ability to listen and respond effectively to sponsor concerns and interests;
- Intellectual and/or experiential strength in a subject or practice as evidenced in educational attainment, publishing, work experience, life experience, training experience, or artistic performance.

- Ability to integrate new theories, concepts, practices, inventions, or techniques relevant to the subject into standard instructional materials.
- Ability to design and lead effective student interactions, role-plays, simulations, and group processes, handling complex and challenging situations with professional skill and ease.

QUALIFICATIONS:

An Master's Degree from an accredited institution in a field relevant to the subject and one (1) year designing and delivering courses, preferably to diverse groups of adults, **OR** An equivalent record of professional and intellectual accomplishment, AND Possession of the core competencies determined to be required at the time of hire.

Faculty Liaison*

Ensures the CHW training meets the academic standards needed for matriculation. Assist in the curriculum development of the CHW program.

Name	Title
Karen Winkler	Associate Professor

*Leveraged Resource/Release Time

Outcomes Assessment

Outcome Projection

As a member of the CUNY CareerPATH Consortium, Hostos has agreed to satisfactorily perform the specified services and develop a program model to provide the outcomes stated in the proposal. The projected enrollment and outcomes are as follows:

Hostos CCP Outcome Projection
10/1/2011 – 9/30/2014

Enrolment Targets	Completion Targets
1. Total Enrollment = 91 Participants	1. Basic Skills Attainment = 49 Participants
	2. Enrolled in College = 36 Participants
	3. Entered Employment = 38 Participants
	4. Employment Retention = 29 Participants
	5. Average Six-Months Earnings = $16,500
	6. Earning/Banking College Credit = 55
	7. Attainment of Industry Recognized Credential (more than one year) = 48
	8. Attainment of Industry Recognized Credential (less than one year) = N/A
	9. Attainment of Degree = 3 Participants

The Hostos enrollment goal for the grant was 91 individuals. Over 125 individuals were served during the recruitment period, 105 of which met the minimum grade requirements from the test screening provided during the information session. These 105 individuals were invited for an interview session with the program director and coordinator for an individual assessment.

The Hostos CCP performance goals include the following:

- **Participant Served/Enrolled** – This includes the total number individual CareerPATH participants enrolled in the certificate program, including the Contextualized CUNY Language Immersion Program (CLIP). The target number for participants served/enrolled is 91 participants.
- **Basic Skills Attainment** – This includes the total number of CareerPATH participants (including CLIP students) identified as basic skills deficient who demonstrate skills gained towards a degree or certificate. "Basic skills deficient" is defined as any individual who "has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test, Test for Adult Basic Education or a comparable score on a criterion-referenced test." In other words, basic skills deficiency is defined as not academically prepared to succeed in college-level courses towards a degree or certificate. The basic skills attainment is calculated based on students who failed one or more pre-training CUNY Assessment Tests who then successfully earn/bank college credits. The target number for basic skills attainment is 49 participants.
- **Enrolled in College Degree Program** – This includes the total number of CareerPATH participants who have applied and been accepted into college, registered for classes, and have attended classes after the add/drop period. The target number college enrollment/participation is 36 participants.

- **Entered Employment (after program of study completion and exit)** - This includes the total number of CareerPATH participants who completed at least one grant-funded program and were employed during the first quarter after the quarter in which the student exited the program. The target number for participants entering enrollment is 38 participants.

- **Employment Retention** – This includes the total number of individuals who fall under the previous goal and were employed in the second and third quarters after exit. The target number employment retention is 29 participants,

- **Average Program Graduate Six-Month Earnings** – The six-month earnings of those participants who fall under the "Employment Retention Goal." The average six-month earning target is $16,500.

- **Credit Attainment** – This includes the total number of students who have earned or banked credits in a grant-funded program. The target of participants with credit attainment is 55.

- **Attainment of Industry Recognized Credential (less than on year)** – This includes the total number of CareerPATH participants who earned certificates designed to be completed in one year or less. This includes industry or state recognized certificates, college certificates, or CUNY Certificates of Completion for occupational training. This outcome is not applicable to CCP at Hostos.

- **Attainment of Industry Recognized Credential (more than one year)** - This includes the total number of CareerPATH participants who earned certificates designed to be completed in more than one year. This includes: industry or state recognized certificates, college certificates, or CUNY Certificates of Completion for occupational training, including degrees. The target number of participants attaining industry recognized credential (more than one year) is 48.

- **Attainment of Degree** – This includes the total number of CareerPATH participants, including those who attended CLIP, who earn Associate degrees. The target number of participants earning Associates degree is 3.

Data Management

As a consortium member, Hostos was also responsible for maintaining recruitment, enrollment, curriculum materials (including syllabi and course materials), support service utilization, financial procurement, personnel and timekeeping, attendance, credential, degree and other relevant records for 2 years after the grant ends; and produce records upon request for oversight and/or audit purposes. Hostos Community College also agreed to the terms set forth by DOL regarding the inputting of data in the data management system and utilization of the forms and documents provided for training, programming and evaluation purposes. The data management system has been very instrumental in the student tracking of enrollment, activities and outcomes.

Program Outcomes Results

Hostos has exceeded its (91) enrollment outcomes by over 45 participants, its (49) basic skills attainment by over 3 participants, its (48) credentials by over 10 participants, and its (55) earned/banked credit goals by over 8 participants.

The College Career Path program exceeded its target in 4 goals, met its target in 1 goal and did not meet its target in 1 goal. All 3 employment-related goals resulted in inaccurate or incalculable outcomes. The table below shows the target and outcome breakdown for all goals. The chart below that includes only goals which were calculated and applicable.

CCP 2011-2014 Targets and Outcomes			
Goal	Target	Outcome	Outcome Results
Participant Served/Enrolled	91 Participants	136 Participants	Exceeded Target
Basic Skills Attainment	49 Participants	52 Participants	Exceeded Target

Enrolled in College Degree Program	36 Participants	36 participants	Met Target
Entered Employment (after program of study completion and exit)	38 Participants	16 Participants[6]	N/A
Employment Retention	29 Participants	Not Available[*]	N/A
Average Program Graduate Six-Month Earnings	$16,500	Not Available[*]	N/A
Credit Attainment	55 Participants	63 Participants	Exceeded Target
Attainment of Industry Recognized Credential (less than on year)	Not Applicable	Not Applicable	N/A
Attainment of Industry Recognized Credential (more than one year)	48 Participants	58 Participants	Exceeded Target
Attainment of Degree	3 Participants	0 Participants	Not Met

CCP 2011-2014 Targets and Outcomes
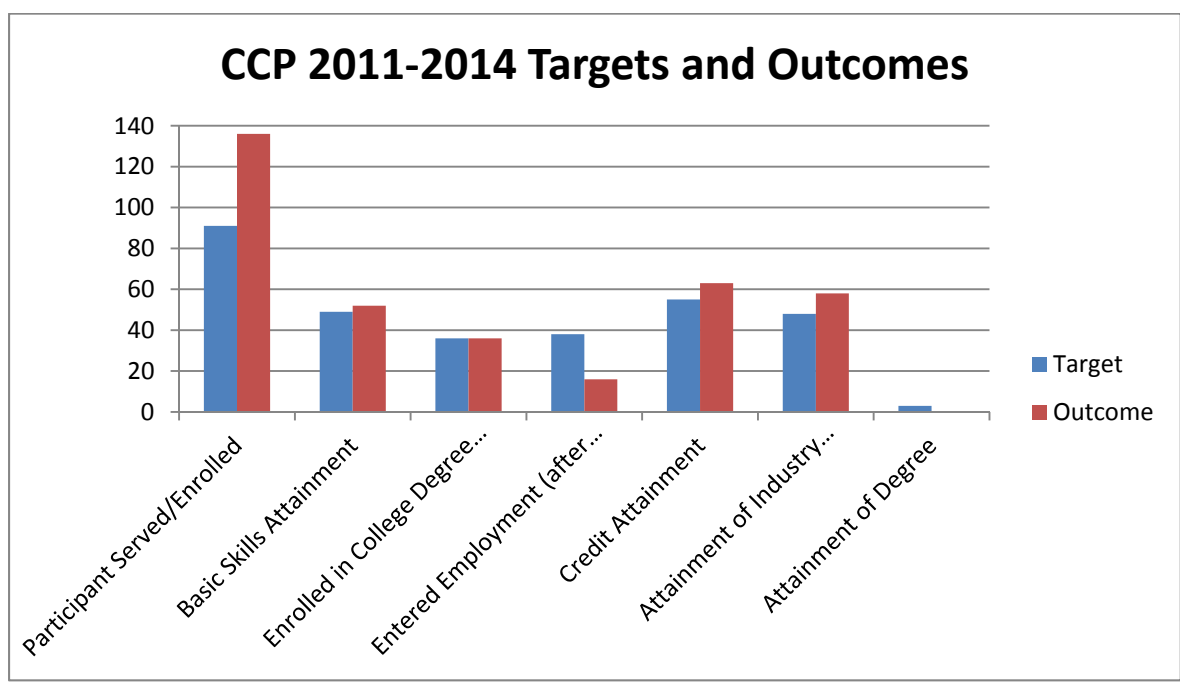
Based on CUNY administrative data from CUNYfirst[7], 36 students who completed PATH enrolled in a CUNY educational program after completing the program. The majority of students were enrolled in CLIP. Additionally, 27 of students who completed occupational training found employment during training or after they completed the program.

Out of 28 HIT students who completed the program, 23 students earned an industry recognized credential. The Students Earning Completion Certificate or Industry Credentials category goal was 58: 23 students earned an Industry Recognized Credential; and 35 students earned a Certificate of Completion from Hostos. Employment outcomes are recorded within the quarter after the participant exited the occupational training program. Although substantial progress has been made on employment in the quarter after exit for both incumbent and unemployed students, the employment # are still in low figures in Year 4. In year 4, 16 participants entered employment; however, students were not responsive to attempts to verify retention after employment. Therefore, the employment retention and average earnings are not available for reporting purposes. Other Projected outcome reflect the following: Attainment of Industry Recognized Credential (less than one year) = N/A.

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[6] This was based on employment verification response rate of students, which was low.
[7] CUNYfirst is the CUNY-wide student information system used by students, faculty and staff to view and process academic information.

Customer Analysis

The CUNY CareerPATH initiative aimed at targeting residents in the five boroughs of New York City, who are unemployed, dislocated or (TAA) eligible with a minimum HS Diploma/HSE. Hostos targeted these populations: Individuals ages 24 and older, with ethnicity/race of Hispanic and Black. The illustration below provides the annual outcome measures: the participants' demographics and education background, which highlights the percentage rate for race/ethnicity, age, level of education and unemployment status.

Participant Demographics

Category	Percentage
Unemployed	68%
Hispanic or Black	86%
24 & Older	69%
HS Diploma/HSE (No College)	71%
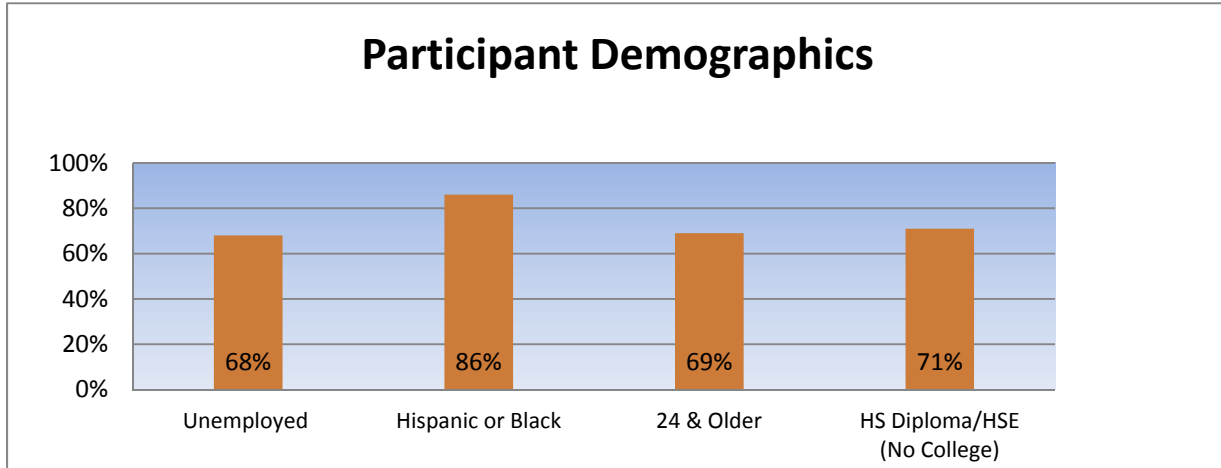
Customer Satisfaction

This is the first time that the CEWD division has established prior learning credits from Continuing Education and Academic Affairs. It is also part of the College's strategic plan to build pathways for our students. In an effort to better serve our CCP students, CUNY Central Office has designed a student evaluation form (see appendix B) to assess the students' experience in the enrollment process, programs, and services. The comments and suggestions provided have helped us improve our courses, instruction and services. CUNY Central Office compiles all the data from the student evaluation forms provided by each consortium campus and reports back to the U.S. Department of Labor. CUNY Central Office handled the evaluation of the initiative, to include the reporting and analysis of the student evaluation forms directly with the U.S. Department Labor.

The analysis provided to us by the CUNY Central Office helped us to perform the following:

- Prepare for future program planning/expansion or grant renewal
- Demonstrate Success - Grant-writing purposes for new funding
- Reporting purposes: VP of Division of Continuing Education & Workforce Development, College's Interim President and potential new partners/stakeholders/funders
- This is the first time that the CEWD division has established prior learning credits from Continuing Education and Academic Affairs, and it also part of the College's strategic plan in building pathways for our students. As a result of offering prior learning credits, CEWD has attracted hundreds of dedicated participants, who are now committed to pursuing higher education after completing their occupational training programs.

Analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT Analysis)

Strengths:

1) Hostos CCP program worked closely with Career Services to be included in job fairs and events. In addition, the Hostos' Employer Alliance was developed within CEWD with the goal of streamlining each programs' efforts and working together to connect our students and program participants to employment opportunities.

2) A series of Bridge to Employment workshops were created on the CHW – Healthcare Navigator positions were designed to help our CHW students get jobs in the field.

3) A short-term improvement (breakthrough) project to increase placement numbers was designed. As a team, we set a target to meet 10 placements in 8 weeks, as we were able to reach our goals on the last day of the project.

4) CCP students and alumni were regularly reminded that they have access to Single Stop program services, job fairs, career development workshops, supportive counseling, and access related services on campus and in the community.

5) Improved Student Services: The CEWD social worker/student advisor conducted needs assessment and introduces alumni to resources and advisement that can be utilized to address employment barriers and personal crisis. In addition, Single Stop has assisted CUNY CareerPATH students to address personal challenges and barriers to employment with free services including legal consultation, eviction prevention, income tax preparation and healthcare coverage enrollment. Ongoing outreach referrals, supportive counseling and follow up were conducted to address any personal challenges or employment barriers.

Weaknesses/Areas for Improvement:

1) A key challenge in working with incumbent students has been collecting employment verification, i.e. paystubs. Due to their work schedules, we often scheduled meetings after 6:30 pm on weekdays and Saturdays in order to accommodate them.

2) An area for improvement was the development of Employer Partner/Engagement from the initial start of the program. Hostos did not emphasize this effort at the start of the grant and realized that it was critical in order to secure internships and job placements for our students at the end of the training programs.

Opportunities/Threats:

The CUNY CareerPATH grant ended in September 2015. We are no longer receiving funded, so for this purpose, we are no longer considering opportunities.

Reflections/Conclusion/Final Comments:

Hostos CCP program satisfactorily performed the specified services and developed a program model to provide the outcomes stated in the proposal. Hostos has exceeded its training enrollment, basic skills attainment, certification, degree enrollment, and earned/banked credit goals. Additionally, Hostos met the grant's overarching goal which was to support innovation and capacity building. Hostos maintained recruitment, enrollment, curriculum materials including syllabi and course materials, support services utilization, financial and procurement, personnel and timekeeping, attendance, credential, degree and other relevant records for 2 years after the grant ends; and produced records upon request for oversight and/or audit purposes.

Appendices

Appendix A: Student Intake Form

CUNY CareerPATH   **CUNY**

Student Intake Form

Prefix: Miss/Ms./Mrs./Mr./Other_____

Name: _____

Date of Birth: _____ Country of Origin_____ Language Spoken? _____

Social Security Number: _____-_____-_____ Are you a NYCHA Resident?   Yes   No

Address: _____   Apt. #_____

City: _____   Zip Code: _____

Home Phone Number: _____   Cell Phone Number: _____

Email Address: _____

Do you have a LinkedIn Profile?   Yes   No

Alternate Contact Person: _____ Relationship to you: _____

Emergency Contact Person: _____ Relationship to you: _____

Phone Number: _____

How did you hear about CUNY CareerPATH? _____

Are you a Veteran or Eligible Spouse[8]? Yes   No

_____

Reviewed by CCP   Yes __   No __

Highest Level of Education Completed: (Check all that apply):
HS/HSE___ Some College ___ Associates Degree ___ Bachelor's Degree ____ Master's Degree____ PhD ____

AA/EEO/ADA

Appendix B: COURSE OUTLINE: HEALTH INFORMATION TECHNOLOGY CERTIFICATE PROGRAM

The CUNY CareerPATH Health Information Technology certificate program provides students with the knowledge and skills required to work in the Health Information Technology field specifically with electronic health records (EHRs) in today's rapidly changing health care environment. This course is not intended as a source of in-depth training on a specific EHR hardware and/or software program, although students do have an opportunity for hands-on experience with a physician practice EHR as well as other forms of computer software. This course focuses on teaching students how the adoption of electronic health record affects them as future IT health care professionals. Whether planning a career as a medical assistant, a health information technician, a billing specialist, a medical manager, or as any other allied health professional, students need to know why EHRs are important, how they are used, and the advantages they offer to providers, facilities, and patients.

Prerequisite: Required Text: *Electronic Health Records for Allied Health Careers,* Susan Sanderson

Equipment/Resources: Internet access

Description: This course is designed to introduce the allied health student to health information technology with a specific concentration on electronic health records in both inpatient and outpatient settings

Objectives: Upon completion of this course, the student will be able to:

1. Describe the factors that led to the emergence of electronic health records.
2. Describe the functions of electronic health records and explain the advantages they offer over paper-based records.
3. Demonstrate an understanding of how paper records are converted to an electronic health record system.
4. Explain the importance of clinical standards in the development of interoperable electronic health records.
5. Demonstrate an understanding of how electronic health records are used in physician practices and other   outpatient settings
6. Demonstrate an understanding of how electronic health records are used in hospitals.
7. Describe the different types of personal health records and explain how personal health records differ from electronic health records.
8. Demonstrate an understanding of the challenges that electronic health information poses to the privacy and security of patient's health information.
9. Demonstrate an understanding of how the HIPAA privacy and security rules may not provide adequate protection in today's health care environment.
10. Based on hands-on experience, describe the benefits of using Practice Partner, a physician practice electronic health record.
11. Effectively utilize information technology and medical terms as they apply to electronic health records.
12. Identify common components of an HIT system and types of HIT applications (e-Mar, POE, PACS, ADT, Lab, Registries, Billing/Coding, etc., and acute care, community health, public health, small provider practices, etc.)
13. Describe data flows across HIT systems and implication of standards.
14. Identify root causes of HIT-induced error (i.e. usability, workflow interference, system error, etc.) and suggest solutions.
15. Assess the strengths and weaknesses of identified solutions to identified HIT problems (to emphasize the reality of "solutions" and illustrate the frequent domino effect/unintended consequences of change of an HIT system)
16. Defines usability, describes general usability principles, and relates usability to adoption in relation to HIT.
17. Define and differentiate security, confidentiality, and privacy and identify common threats.
18. Demonstrate beginning level competency in general HIT system use

Grading Factors: A student's final grade will be based on and calculated using test scores, case studies, and additional work assignments, as given. The final exam will count as 20% of the total grade, chapter tests 60%, and case studies, homework, class assessments, activities and all other scores 20%.

COURSE TIMELINE

WK 1 - 4	Chapter 1 & EMR Adjunct	Introduction to Electronic Health Records, Introduction to Healthcare and Public Health in the US, Communicating Confidential Health and Medical Information, Health Care Information Systems
WK 5 - 9	Chapter 2 & EMR Adjunct	Transitioning to an Electronic Health Record and the Need for Clinical Information Standards, Anatomy and Physiology, Medical Terminology
WK 10-13	Chapter 3 & EMR Adjunct	Electronic Health Records in the Physician Practice, Uses of Health Information, Quantitative and Qualitative Requirements & Information Analysis
WK 14-16	Chapter 4 & EMR Adjunct	Electronic Health Records in the Hospital, Reading Interpreting, and Extracting

Information, Professionalism/Customer Service in the Health Environment

WK 17-19	Chapter 5 & EMR Adjunct	Personal Health Records, Configuring EHR's – Introduction to Practice Partner (HANDS ON with Practice Partner and Practice Fusion) Usability and Human Factors, JOB SEARCH, INTERNSHIPS
WK 20-21	Chapter 6 & Chapter 7	The Privacy and Security of Electronic Health Information, Usability and Human Factors, Careers in Health Informatics

WK 22   Review of Chapters 1-7, CLASS FINAL

WK 23   Review sessions for EHR Specialist EXAM

Appendix C: Contemporary Issues in Community Health Course goals

The overall goals for the Contemporary Health Issues class are to:

- Familiarize community health workers (CHW) with several major health issues – diabetes, cardiovascular disease, mental health, sexual and reproductive health -- facing their communities
- Introduce strategies and tools for promoting wellness, preventing illness, and managing chronic disease
- Deepen CHWs' understanding of and compassion for experiences of health challenges and chronic illness
- Encourage students' development in the role of CHWs through practicing a client-centered approaches to disease prevention and self-management
- Reinforce how factors contributing to health disparities on the community (and national) level impact individual chronic disease self-management and prevention.

Class Session	Date	Module	Topics
1	Wednesday, May 22nd	Diabetes	Class agreements What is diabetes? What are CHW roles in preventing and managing diabetes? Choose one of class topics for paper
2	Wednesday, May 29th	Diabetes	Risk factors, causes, symptoms, complications, health impacts, CHW roles
3	Monday, June 3rd	Cardiovascular Disease	How the heart functions Risks for, causes, symptoms, and complications (physical and emotional) of heart disease Socio-economic factors connected to heart disease Roles and tasks of CHWs to create awareness about and provide support around heart disease.
4	Wednesday, June 5th	Cardiovascular Disease	CHWs working with community members to prevent cardiovascular disease: hypertension, heart attack, stroke Supporting/assisting those who already have heart disease. Practicing and planning how CHWs can support their communities around cardiovascular disease awareness, prevention, and management.
5	Monday June 10th	Mental Health	Ecological model of factors supporting mental health, and factors that contributes to mental illness. Cultural beliefs about mental illness and emotional health Individual, family, and community exposure to chronic stress and trauma concept of resiliency
6	Wednesday June 12th	Mental Health	CHW roles to support individuals and families struggling with mental illness.
7	Monday June 17th	Sexual and Reproductive Health	Sexuality as an essential element of experience throughout the lifecycle Range of sexual and gendered experiences, feelings, relationships, identities, expectations CHWs may encounter Exploring values, assumptions, and language, to begin to develop and strengthen their capacity to interact with diverse individuals and communities around sexual health.
8	Wednesday June 19th	Sexual and Reproductive Health	Overview of conception, pregnancy, and childbearing Social determinants of healthy pregnancy and birth
9	Monday June 24th	Sexual and Reproductive Health	Various methods of birth control, and effective use to avoid unplanned pregnancy, as well as sexually transmitted infections.
10	Wednesday June 26th	CHW roles in health behavior change	SMART goals revisited Final papers due

Appendix D: CareerPATH Student Evaluation

Dear CareerPATH Student,

Please complete this evaluation of the CareerPATH enrollment process and seminar, plus indicate the importance of certain program objectives. This evaluation is an important way to make your ideas and concerns heard by instructors and administrators.

Thank you very much for taking the time to fill out this evaluation thoughtfully.

Student Name: _____   **Today's Date:** _____

The following statements are based on your experience enrolling into CareerPATH and during the CareerPATH seminar (also referred to as workshops, bridge or vestibule). Please rate the extent to which you __agree or disagree__ with each statement.

		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1.	The intake and enrollment process was fast and easy.	O	O	O	O	O
2.	I was clearly informed about the goals and objectives of the CareerPATH Program.	O	O	O	O	O
3.	The seminar facilitator(s) made it clear how each topic was relevant to college and employment success.	O	O	O	O	O
4.	The seminar facilitator(s) encouraged group discussion and interaction.	O	O	O	O	O
5.	The seminar facilitator(s) was organized and prepared for each session.	O	O	O	O	O
6.	During the CareerPATH seminar there were several opportunities for me to share my personal and academic experiences with my CareerPATH classmates.	O	O	O	O	O
7.	The CareerPATH seminar helped prepare me to be successful in completing my Occupational Training/College courses.	O	O	O	O	O
8.	During the seminar I learned more about this field and the career options that are available to me.	O	O	O	O	O
9.	During the seminar I learned about the academic and vocational requirements needed to succeed in this field.	O	O	O	O	O
10.	During the seminar I learned more about the enrollment and application process for degree programs.	O	O	O	O	O
11.	During the seminar I learned relevant learning and test taking strategies that will contribute to my success in CareerPATH and beyond.	O	O	O	O	O
12.	During the seminar I gained skills needed to thrive in both academic and professional settings.	O	O	O	O	O

During the CareerPATH seminar, you discussed certain key topics and completed certain activities. Please indicate how __useful__ those topics and activities were.

		Not at all	Not Very	No Opinion	Somewhat	Extremely
13.	Discussion with an employer or faculty member to discuss the field and career options.	O	O	O	O	O
14.	Discussion on educational and professional history and CareerPATH goals.	O	O	O	O	O
15.	Discussion with an advisor focusing on the college catalog and career paths.	O	O	O	O	O
16.	Discussion on career maps and researching related occupations.	O	O	O	O	O
17.	Presentation to classmates on my work history, lessons learned, and my academic and professional goals.	O	O	O	O	O
		Not at all	Not Very	No Opinion	Somewhat	Extremely
18.	Gaining factual knowledge relevant to this field (terminology, classifications, methods, trends).	O	O	O	O	O
19.	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.	O	O	O	O	O
20.	Acquiring skills in working with others as a member of a team.	O	O	O	O	O
21.	Developing skills in expressing myself orally.	O	O	O	O	O
22.	Developing skills in expressing myself in writing.	O	O	O	O	O
23.	Developing skills in reading comprehension.	O	O	O	O	O
24.	Developing skills in math.	O	O	O	O	O
25.	Learning how to find and use resources for answering questions or solving problems.	O	O	O	O	O
26.	Learning to analyze and critically evaluate ideas, arguments, and points of view.	O	O	O	O	O

Your comments and suggestions are very helpful to us for improving our courses, instruction, and services. Please, feel free to use this space to give us additional feedback.

_____

_____

_____