

# Evaluating Implementation Efforts to Support Adult Learners

## Initial Lessons Learned from CUNY CareerPATH

National Association of Welfare Research and Statistics (NAWRS)  
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# Background & Context

- The City University of New York (CUNY)
  - Nation's largest urban public university
  - 269,000 students in matriculated degree programs
  - 270,000 in certificate and continuing education programs
  
- CUNY CareerPATH
  - Trade Adjustment Assistance Community College and Career Training (TAACCCT) Year 1 Grant
  - Partnership between DOE and DOL
  - 3 Year Grant

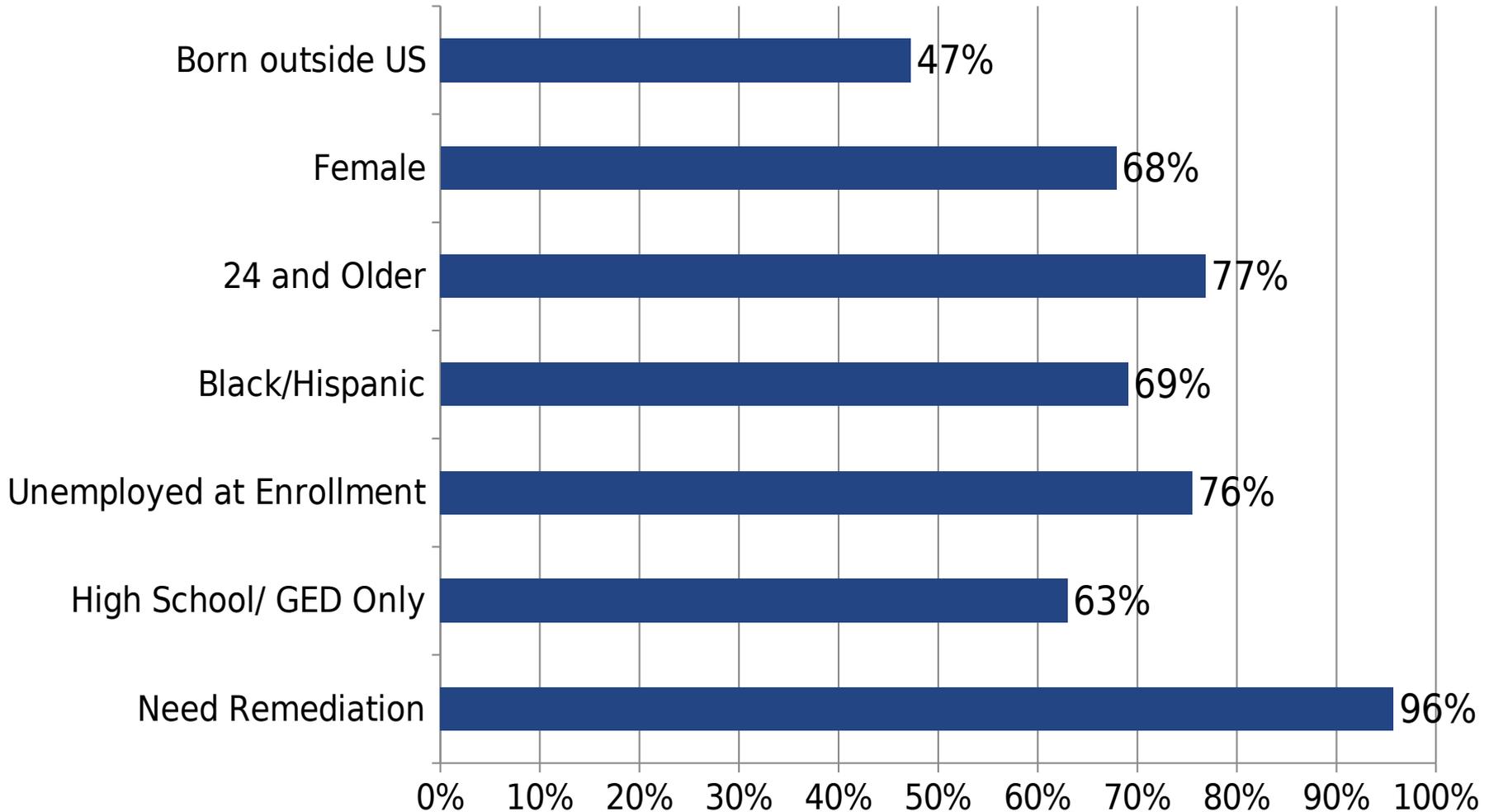
# CUNY CareerPATH: Overview and Goals

- ♣ Accelerate progress for unemployed/underemployed workers
- ♣ Support adult students in their:
  - Career advancement
  - Transition to college
- ♣ Build CUNY's capacity to serve adult workers
- ♣ Focus on industry needs

# CareerPATH Program Components



# CareerPATH is Serving Target Population



# Evaluation Strategy and Efforts

## Semi-Structured Interviews

Interviews with Program Directors with a focus on program implementation - challenges and successes: program development, staffing, credit articulation, recruiting based placement

## Observations

In-class observations focusing on implementation of seminar, integration of academic skills and training content;

Common themes emerging during professional development workshops

## Student Surveys

Program satisfaction and perceived benefits

## Focus Groups

Conduct with students at the end of training, focus on key topics including instruction techniques, availability of support services.

## Administrative Data

Participant program performance and service received  
NYS Department of Labor wage records  
CUNY academic performance

# Participant Voices

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- ♣ Assess participant satisfaction with training program
- ♣ Identify program components and material that were most beneficial
- ♣ Identify program areas that could be better enhanced

# Seminar framework was relevant and provided critical information prior to training

- ✿ Provided participants with overview of training program, academic expectations, and introduced them to on-campus resources and support services
- ✿ Able to develop relationships with other participants, which for some was important to their ability to successfully complete the program
- ✿ Forced participants to think of their career pathway and how this training fit within career goals

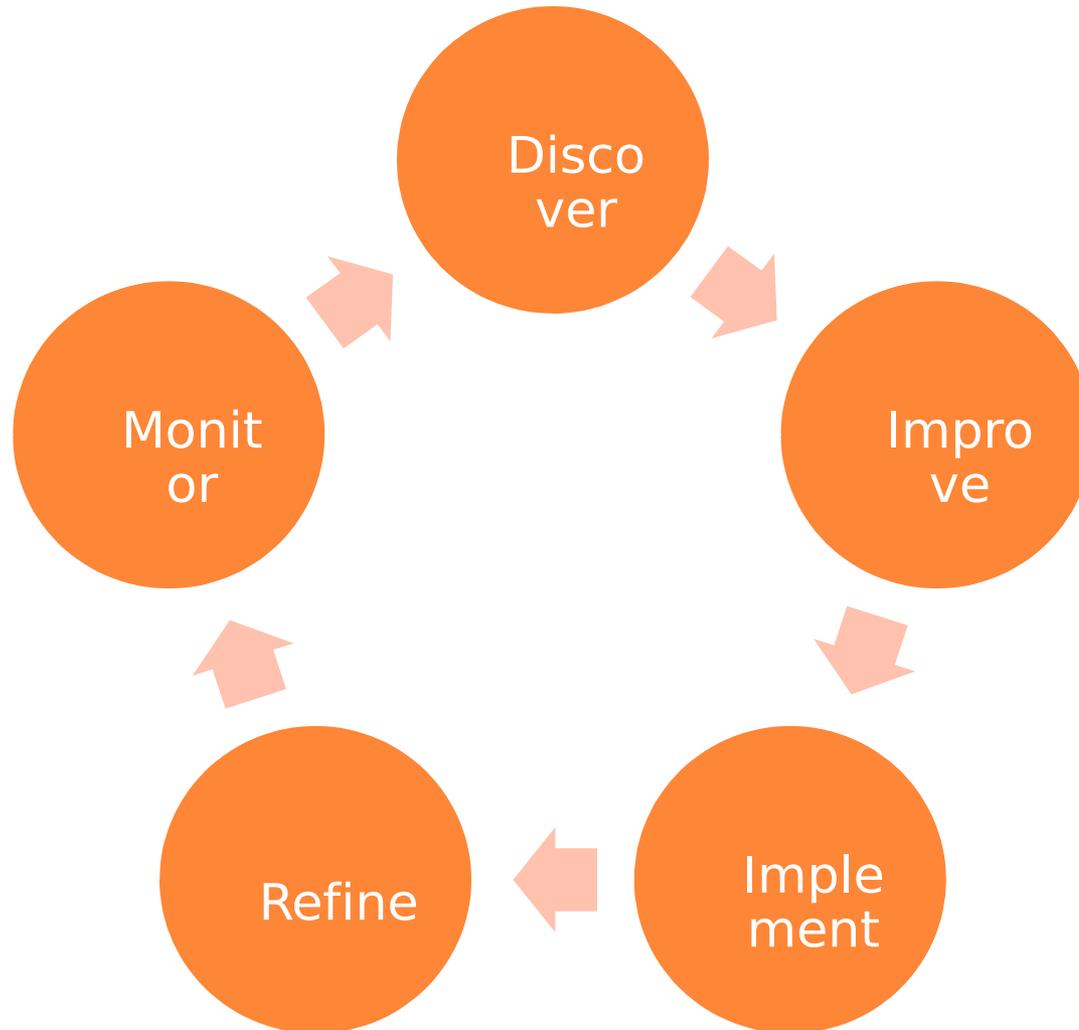
# Participants' received quality instruction and increased technical skills

- Instructors were well prepared, knowledgeable of the field and able to incorporate real-life experiences into class discussion
- ✿ The availability of academic skills instruction was important and useful in understanding training content
- ✿ Students overwhelmingly noted their sense of preparedness to enter their fields with the technical skills needed for success and advancement

# Stronger connection between training and employment is needed

- ❖ Timing and frequency of job readiness activities should be revisited to better coincide with the end of training
- ❖ Staff should develop stronger relationships with employers
- ❖ Additional support on preparing participants to search for employment and be successful is needed

# Using Data for Program Improvement



# Evaluation Next Steps

- ❖ Continuous use of data for program improvement
- ❖ Analysis of participant employment and academic outcomes
- ❖ Anticipated Challenges:
  - Identifying an appropriate comparison group(s)
  - Timely confirmation of medium/long term outcomes

# Contact

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