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New Mexico Skill Up Network Pathway Acceleration in Technology and Healthcare (SUN PATH)

LEAD INSTITUTION: SANTA FE COMMUNITY COLLEGE

ANNUAL EVALUATION REPORT: IMPLEMENTATION PROGRESS AND PERCEPTIONS

NOVEMBER 2017

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ANNUAL EVALUATION REPORT: IMPLEMENTATION PROGRESS AND PERCEPTIONS

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Prepared for

SUN PATH Consortium

Lead Institution: Santa Fe Community College

Jenny Landen, Principal Investigator, Dean, SFCC

School of Science Health, Engineering and

Mathematics

Kristen Krell, Director

Report prepared by:
Marilyn R. Davis, Lead Educational Research Scientist III
Shannon L. Carr, Research & Policy Analyst
Dr. Tom L. Dauphinee, Associate Director, Data Analyst
Dr. Meriah Heredia-Griego. Director

Muntasir Al Kabir, Research Assistant
Rajan Bishwakama, Research Assistant
Manuel Jimenez, Research Assistant
Cindy Nava, Research Assistant

Jill Okun, Graphic Designer

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Introduction and Background

The University of New Mexico Center for Education Policy Research (CEPR) is the third-party evaluator of the New Mexico Skill Up Network Pathway Acceleration in Technology and Healthcare (SUN PATH) Consortium funded by Round 4 of the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. SUN PATH is completing the third year of implementing a health career pathways system through a consortium of eleven New Mexico Colleges shown and listed in Figure 1.

 SUN PATH is designed to introduce cross-system collaboration and to establish new capacity that improves access to health careers through enhanced education and training designed to assist adults with gaining industry-recognized credentials. Santa Fe Community College (SFCC) is the lead agency of the grant with staff and faculty dedicated to administering and coordinating grant activities and facilitating the growth of new partnerships among community colleges/branch campuses, workforce agencies, employer partners and other stakeholders over the 4-year grant period.

SUN PATH is a consortium of 11 independent community colleges and branch campuses in New Mexico:

- Central New Mexico Community College
- Eastern New Mexico University (ENMU) - Roswell
- Eastern New Mexico University (ENMU) - Ruidoso
- Mesalands Community College
- New Mexico State University (NMSU) - Alamogordo
- San Juan Community College
- Santa Fe Community College
- University of New Mexico (UNM) - Gallup
- University of New Mexico (UNM) - Los Alamos
- University of New Mexico (UNM) - Taos
- University of New Mexico (UNM) - Valencia

Figure 1: Consortium of Eleven New Mexico Colleges

The implementation evaluation is based on the SUN PATH logic model which articulates intended outcome measures. The evaluation logic model (Figure 2) outlines key measurable activities, outputs, short-term results and long-term outcomes.

SUN PATH is a systems-change approach that builds capacity through the development of new and expanded statewide career pathways in Allied Health, Health Information Technology, and Emergency Medical Services. **The SUN PATH goals are to:** 1) Expand and improve healthcare career pathways that align with the needs of employers; 2) Increase attainment of degrees, certifications, and industry recognizedcredentialsand; 3) Createstrategicalignmentbetweeneducation, workforce,andemployers resulting in improved employment outcomes, retention, and average earnings.

This is the third annual CEPR implementation evaluation report designed to help SUN PATH leadership and staff to reflect on lessons learned through implementation and progress. The November 2016, report is embedded in the SUN PATH Improving Lives Strengthening Healthcare Progress Report located at: https://www.sfcc.edu/offices/sun-path-consortium/ at the request of SUN PATH.   One of the aims   of the ongoing implementation evaluation is to provide data and perspective that cannot always be perceived by staff who are busy accomplishing daily demands. This feedback on progress toward goals is designed to promote dialogue among stakeholders and to learn from the third year of implementation going forward.

The 2017 Evaluation Report describes implementation activities, successes and challenges, and assesses the feasibility of sustaining the initiative beyond the term of the grant funding. A formal Sustainability Study prepared by Dr. Carmen Gonzales, SUN PATH Principal Investigator can be retrieved from https://www. sfcc.edu/wp-content/uploads/2016/09/Sustainability-Plan-Final-Draft-for-Webiste-Updated-9-28-17.pdf In addition, statewide advisory meetings are held at least twice each year to inform leadership of key successes and challenges occurring in the Consortium

This evaluation report includes data from face-to-face interviews with students and instructors, survey interviews with I-BEST students and instructors, employers as partners, JDCCs and Site Coordinators, and observations and notes related to specialized activities. Programmatic feedback and Recommendations are provided in each section from stakeholders and from CEPR. A SUN PATH Comparison Group pilot study prepared by CEPR is included in this report. The goal is to continue the SUN PATH on a trajectory towards sustainability connected to implementation and outcomes linked to project goals aligned with employer industry needs.

Evaluation of SUN PATH: Overview of Progress and Perceptions

Partner Perceptions

SUN PATH is supported by site-based leadership administered by a principal investigator (PI) at each college. Informal conversations and survey responses from PIs show agreement that the community college partners in SUN PATH have greatly benefited from extended partnering relationships with private healthcare organizations, public institutions and the New Mexico Department of Workforce Solutions. The enhanced support facilitated by Integrated Basic Education and Skills Training (I-BEST) coupled with Simulation Labs for Allied Health (AH) and Emergency Medical Services (EMS) programs have benefited student learning that leads to employment in New Mexico. In addition, Health Information Technology students have benefited from access to certification with courses made accessible by way of SUN Online/WICHE.

Successes

- The Consortium offered multiple professional development opportunities for faculty, administrators and staff during 2016/2017: Simulation Labs/Emergency Medical Services; Quality Matters certification; I-BEST (summer institutes for faculty and staff); Job Development Career Coach and Site Coordinator in-service workshops; JDCC/College Career Counselor Department of Workforce Connections, and Council for Adult and Experiential Learning (CAEL) training sessions.

- December 2016, SUN PATH held a statewide event at the New Mexico State Capital highlighting the impact of SUN PATH in New Mexico. Present were: State Legislators, Department of Workforce Solutions, Higher Education Department, Health and Human Services Departments, College Presidents, Regional Workforce Boards and State and Local Healthcare Employers.

- SFCC SUN PATH now host a digital dashboard prepared by CEPR to showcase quarterly program progress outcomes for public access across the consortium. The dashboard holds data for SUN PATH as a consortium and disaggregated data by college for site-based analysis and marketing purposes. The dashboard is located on the SFCC website; SUN PATH Reports and Resources, Performance Outcomes Dashboard. Retrieved from https://www.sfcc.edu/offices/sun-path-consortium/

> **What has stood out for you as most striking across the SUN PATH?**
>
> *"I think that one of the most striking changes has been how collaborative all of the colleges have been. Generally, every school works independently but these schools are working together on many different aspects of this grant, especially in the curriculum area."*
>
> *"The biggest positive change would be the introduction of the JDCCs to the Community College campuses. It makes a lot of sense, since Community Colleges are where most job training programs occur. If the JDCCs were to be sustained on college campuses it would be good to use their expertise in all areas, not just healthcare."*
>
> *--Principal Investigator*

- SUN PATH and New Mexico Department of Workforce Solutions presented at the 2017 Round 4 TAACCCT Convening (September 26, 2017): Maximizing the Impact of TAACCCT in Washington, D.C. The title of the presentation: An Effective Higher Education and Workforce Partnership—It Only Makes Sense!
- SUN PATH, New Mexico Department of Workforce Solutions and the New Mexico Department of Higher Education are the invited guest speakers for the Jobs for the Future, National Association of Workforce Boards conference in Washington, D.C., March 2018.
- SUN PATH contracted the UNM Bureau of Business & Economic Research to produce a Return on Investment Analysis of New Mexico SUN PATH. The return on investment of SUN PATH is estimated at 2.22 which means that for every $1dollar investment in the program will produce an additional $2.22 in New Mexico economy. The SUN PATH Return on Investment Analysis Report 2017: https://www.sfcc.edu/offices/sun-path-consortium/
- SUN PATH SFCC plans to hold a special community college principal investigators' session for November 2017. The goal being to come to consensus on a series of recommendations for continuation and expansion of the SUN PATH strategies that have proven to be successful, capacity building initiatives as a result of SUN PATH TAACCCT DOL-4 grant.
- SUN PATH Consortium has prepared a 2017 Progress and Impact Report for presentation to Legislatures and Higher Education Administrators. The purpose is to demonstrate the consistent growth in program development and delivery at consortium community colleges.
- SUN PATH continues to use TAACCCT Skills Commons to share program artifacts and curriculum materials produced and utilized over the course of the grant.
- The community college partners in SUN PATH have greatly benefited from extended partnering relationships with private healthcare organizations, other educational institutions and the Department of Workforce Solutions.
- The enhanced supports for Allied Health and Emergency Medical Services in the form of I-BEST instruction coupled with Simulation Labs, have benefited student learning that leads to jobs in New Mexico.
- Colleges have been able to add to their programs with stacked credentials and stand-alone courses that help students be successful academically.
- The ability to hire additional staff and in some cases the ability to hire employer community partners' staff members to fill critical need positions, have seen Allied Health programs, Emergency Medical Services programs and Health Information Technology programs solidly incorporated into most SUN PATH college curriculums.
- Colleges offer stacked and latticed pathways from entry-level skills that may lead to 4-year degrees and beyond, with the potential for students to seek employment along a continuum of higher wages.

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SUN PATH Consortium Principal Investigators Recommendations

SUN PATH Principal Investigators came to together in December 2017, in Santa Fe, to discuss at length the SUN PATH experience from and to put forth the following recommendations to enlighten and inform New Mexico leadership as articulated below:

Community colleges are the foundation for workforce development in the state of New Mexico. In an effort to strengthen, sustain, and expand workforce development and career pathways after TAACCCT funds expire, college and workforce leaders from across the SUN PATH consortium recommend the following:

1. **Strengthen** the focus on the critical role community colleges play in meeting the state's workforce needs by including the following goals in state and individual college strategic plans:
   a. Expand capacity to deliver additional workforce training programs at community colleges.
   b. Sustain and expand the strategic partnerships among higher education, the Department of Workforce Solutions (DWS) and community and regional employers.
2. **Partner** with Adult Education programs to expand the Integrated Education Training (IET) model to entry-level certificates. IET programs support academically under prepared adults to obtain industry credentials in high demand occupations.
3. **Embed** entry level certificate programs into associate degree programs to create career pathways with stacked credentials.
4. **Ensure** that core industry competencies and assessments are included in academic curricula that prepare students to obtain industry recognized credentials.
5. **Continue** strong collaboration between Department of Workforce Solutions (DWS), regional workforce boards, and college campuses in the following ways:
   a. Continue and expand the role of Job Development Career Coaches (JDCC) on campuses to serve as a link between colleges, workforce connection offices, and regional employers.
   b. JDCCs train career services staff to use workforce readiness support services including the Workforce Connections online system (WCOS).
   c. Increase college student enrollment in and usage of WCOS resources.
6. **Expand** sector specific employer advisory councils that meet regularly to ensure the relevance of workforce training programs.
7. **Train** financial aid staff and advisors on accessing alternative financial resources for adults who lack a high school diploma or equivalency. Examples include Workforce Innovation and Opportunity Act (WIOA), Temporary Assistance for Needy Families (TANF), or demonstrating the Ability to Benefit to receive financial aid.
8. **Advance** Credit for Prior Learning (CPL) at colleges by creating a formal CPL policy, providing training opportunities for faculty and staff, and increasing opportunity for CPL.
9. **Continue** support for statewide collaboration and training in state-of-the-art allied health simulation curricula.
10. **Commit** resources and identify a centralized or statewide organization to manage the online course sharing system. Encourage and incentivize active collaboration among academic leaders for course and program sharing.
11. **Allocate** resources to continue a New Mexico Quality Matters consortium.

12. **Adopt** a unified statewide career pathways system that aligns with industry sectors in the state and leverages existing resources, systems, and structures.

13. **Commit** resources to the alignment of courses, course numbers, and CIP codes for programs that led to the same industry credential across institutions.

The implementation evaluation is based on the SUN PATH logic model which articulates intended outcome measures. This logic model (Figure 2) outlines the key measurable activities, outputs, short- term results and long-term outcomes.

EVALUATION PLAN LOGIC MODEL

Evaluation of SUNPATH's Impact to Develop a Coordinated Education and Training System to Build a Highly Skilled Health Industry Workforce in New Mexico

Current Context

Capacity

High rate of unmet demand for skilled health industry workforce. Capacity gaps in health services and training to meet industry needs

Coordination

Lack core curricula and alignment in health pathways education and training programs.

Lack of coordinated effort among the state's community colleges and workforce boards.

Attainment

Non-traditional students face barriers to complete credentials.

Lack appropriate course design for students who enter at varied skill levels

Response

SUN PATH will build coordinated health career pathways that don't currently exist

The SUN PATH Consortium encompasses most of the state and includes key urban, rural and tribal communities.

Santa Fe Community College is the backbone organization coordinating the 11 community colleges and 3 workforce boards.

Focus on Participant Groups

- TAA workers
- Veterans
- Low-skilled adults

Focus on Healthcare Pathways

- Allied Health
- Emergency Medical Services (EMS)
- Health Information-Technology Services (HIT)

Activities

Implementation Assessed through Collective Impact Constructs of: Common Agenda, Shared Measurement Systems, Mutually Reinforcing Activities, Continuous Communication and Backbone Support Organization.

Expand Career Pathways by:

- Stacking credentials
- Latticing credentials
- Enhancing online course sharing
- Enhancing technology-enabled learning
- Developing and delivering modularized curricula
- Improving instructional practice
- Implementing core curriculum

Support and Accelerate Credential Completion and Job Placement

Increase the number and type of courses that offer:

- Improved/increased online course delivery
- Technology-enabled learning., simulation
- Modularized curriculum
- Common core curriculum
- Accelerate and contextualize developmental education(IBEST)
- Align competency-based assessments with industry requirements
- Expand the use of prior learning assessments
- Align student academic and career supports with workforce system

Create Model for Cross-System Alignment and Accountability by:

- Implement a statewide partnership
- Enhance data and accountability systems

Primary Outputs for Each Program of Study

Capacity Building

- New certificate programs created
- Stacked and latticed credentials established
- Faculty/Staff receiving professional development
- JDCC services delivered

Innovative Course Delivery:

- Online courses QM certified, offered & adopted
- Simulation & tech-enabled learning
- Modularized curricula
- I-BEST courses offered, credits earned

Alignment

- Articulated programs & curricula
- Common core curricula adopted
- IBEST policies, procedures & assessments
- Industry-recognized assessments & credentials

Results (Short-term)

Increased number of compatible certificate programs that are completed by target participants who gain higher skilled and higher paid employment

Increased Opportunities for Advancement in Health Care Professions

- Number and types of new certificate programs
- Number and type of courses that offer: online access, technology-enabled learning e.g., simulation, modularized curricula, and common core

Increased Coordination and Consistency

- Each professional track provides stacked and latticed credential pathways
- Each pathway presents articulated standards, common core requirements and curricula
- Each site provides compatible and/or complementary pathways and standards

Increased Opportunity for Credential Attainment

- Enrollment in, retention in, and completion of Allied Health, EMS and HIT pathway certificates, degrees and licensure preparatory programs
- Targeted supports to address common barriers to completing credential programs
- IBEST: Type of courses, number of courses, and number of seats in each pathway
- Number and type of CPL policies, procedures and assessments adopted
- Number of credit hours awarded through CPL
- Number of online courses and seats shared across consortium
- Number of Job Development Career Coach services delivered to participants by type (e.g., career counseling, advisement, internships, support services)

Increased Capacity and Responsiveness

- Increased number of faculty and staff receiving professional development
- Increased alignment to industry standards
- Number and type of industry-validated assessments used in each pathway

Outcomes (Long-term)

The evaluation of project outcomes and system implementation informs future career pathway programs by identifying successful constructs that can be expanded and replicated in other locations for similar career pathways.

Measured outcomes will include:

- Training retention rates
- Credential attainment rates
- Employment rates
- Increased earnings
- Attainment of industry-recognized licenses and credentials
- Attainment of academic credentials
- Continued education and career advancement that builds upon credential pathways

Ongoing Quantitative and Qualitative Measurement and Analysis of Implementation and Participant Outcomes through Data Systems and Individual Feedback Mechanisms

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Figure 2: Evaluation Logic Model

Implementation Evaluation Format

This annual implementation evaluation covers lessons learned during the fall, spring, and summer semesters of 2016/2017, of SUN PATH implementation. A lot of ground has been covered at the eleven SUN PATH colleges and a written report cannot do justice to all the time, energy, heart, and soul that has been devoted to building programs and serving participants. This report will focus on key implementation strategies by reflecting on lessons learned and noting opportunities to consider for the final year of the program.

Two frameworks are relevant to assessing implementation progress. Firstly, implementation evaluation goals were submitted to and approved by the U.S. Department of Labor (DOL) in the Detailed Implementation Plan. The evaluation goals guided the qualitative data collection and are listed below (detailed questions are in Appendix A).

The Detailed Evaluation Plan Research Goals

Goal 1:   Assess key steps taken to create and implement chosen SUN PATH strategies and activities

Goal 2:   Assess key components of implementation (program design, curriculum development, career pathway planning, participant assessments, student supports, program management, and leveraging of partner contributions) and identify factors that facilitate or impede successful implementation

Goal 3:   Identify the strengths and weaknesses of innovative strategies used to deliver course content

Goal 4:   Examine the extent to which new program capacity was developed in response to workforce needs and is being accessed by students

Goal 5:   Summarize the overall effectiveness of project implementation in order to identify deficiencies or opportunities, as well as potential strategies for improving outcomes

Goal 6:   Assess stakeholders' perceptions of the successes, challenges and lessons learned from the TAACCCT-funded initiative

The second framework guides the consortium's statement of work and site work plans with priorities, strategies, activities and deliverables.

Priority 1:   Increase access and capacity to consistent and high quality Allied Health, Emergency Medical Services, and Health Information Technology career pathways

Strategy 1.1:   Industry recognized credentials that are stacked and latticed
Strategy 1.2:   Enhance online course sharing and technology enabled learning
Strategy 1.3:   Development and delivery of modularized curricula
Strategy 1.4:   Improve and Enhance Instructional Practice
Strategy 1.5:   Implementation of common core curriculum

Priority 2:   Accelerate credential completion and entry into the workforce

         Strategy 2.1:   Accelerated and contextualized developmental education

         Strategy 2.2:   Competency based assessments aligned with industry requirements

         Strategy 2.3:   Expand use of prior learning assessments and awarding of credit

         Strategy 2.4:   Career guidance, retention support, and job placement aligned with the public workforce system

Priority 3:   Create a model that strengthens alignment and accountability across systems, institutions, and industry

         Strategy 3.1:   Implement a statewide partnership that includes education, employers and the public workforce system: Career guidance, retention support, and job placement aligned with the public workforce system.

         Strategy 3.2:   Enhance data and accountability systems

This report is divided into sections to review lessons learned for major implementation areas that fall within the evaluation goals and SUN PATH priority strategies. This report will explore key research questions, summarize progress, outstanding practices and recommendations to inform dialogue among key SUN PATH implementers.

Methodology

UNM-CEPR produces a number of quantitative, qualitative, and monitoring reports for SFCC to track progress toward goals (Appendix B provides a list and timeline of evaluation reports). This implementation report explores lessons learned from the third year of implementation by looking broadly and deeply into key strategies and activities embedded in the above implementation evaluation goals. The intent of this report is to inform practice, collaboration and dialogue toward action steps for SUN PATH leadership and partners as the project moves forward in its fourth year of performance.

This report is informed by multiple data collection activities and tools undertaken between October 2016 and September 2017, including SUN PATH management team site visits,[1] literature, public domain databases and document review[2], observations and participation in meetings and trainings[3],

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[1]CEPR Evaluation staff attended site visits with the Consortium Director and DWS Manager at CNM, ENMU-Roswell, ENMU-Ruidoso, Mesalands, NMSU- Alamogordo, UNM-Gallup, UNM-Los Alamos, UNM-Taos, UNM-Valencia, Santa Fe Community College and San Juan College.

[2]Data collection and review included sources such as: U.S. Census, U.S. Bureau of Labor Statistics, OES, NM Labor Analysis Statistics and Economic Research, NM Labor Market Review, Workforce Annual Summaries, TAACCCT network websites, among others.

[3]In order to gain background knowledge and context on program operations, CEPR staff participated in training sessions for JDCCs, Site Coordinators, I-BEST instructors, SUN Online administrators, Simulation Lab administrators. CEPR staff attended Task Force meetings convened on the internet and at statewide training sessions. CEPR staff frequent the Basecamp projects to view and post documents. The evaluation team leader and project staff attended the 2016 National Council of Workforce Evaluation and 2017 national TAACCCT conferences.

administrative data[4], as well as a set of semi-structured interviews, and surveys[5]. Focus groups with students and program completers took place during the site visits scheduled between March and June 2017. SUN PATH survey data is also provided for program completers beginning January 2015 through September 2017 and is also included in this report for its preliminary findings.

Quantitative Data Collection Process

An aggregate sum of participant data was transmitted by SFCC to CEPR in the form of Department of Workforce Solutions - Workforce Connection Online System (WCOS) cumulative totals from January 2015 through September 2017. The DWS WCOS data provided aggregate numbers including spring and summer 2017 participants. The SUN PATH partnership with DWS is now able to provide disaggregated data monthly, so CEPR is now able to track progress of academic certificate or degree program implementation mined down to the site level.

The collection, compilation, de-identification and transfer of participant data from SFCC to CEPR for the purposes of evaluation are now on schedule and quality assurance meetings occur regularly as of mid-Year 3 to pro-actively address missing data, participant headcounts, student course data, student demographic data, career services case data, and wage data. This report will build upon the data on hand at CEPR from May 1, 2015 through June 30, 2017. See Appendix C for the proposed, updated and agreed upon Data Transfer Schedule. Please note that all numbers provided in this report are subject to change upon continuous improvement and repeated verification with HED and DWS data.

Qualitative Data Collection Process

Qualitative data was collected through a series of interviews and surveys. Formal and informal Interviews were conducted with more than 40 key implementation stakeholders either by survey or in person. Interview instruments for PIs, Site Coordinators, JDCCs, and employers are provided in Appendix E. Interview participants tell the story in their own words through a compilation of survey data quotes and responses found in Appendix F.

CEPR staff contacted interview participants in advance to request a half hour block of time convenient to their schedule. Institutional Review Board (IRB) approved consent language was read over the phone and each interview participant confirmed that they understood the privacy protections and agreed to proceed with the interview and they were offered a copy of the consent form to be sent by email. Interview participants were told that the interview was audiotaped and that two CEPR staff were involved in the interview and writing their comments down.

CEPR staff followed the interview instruments and took verbatim notes on responses. Audiotapes were used only for the purpose of verifying the accuracy of written notes and were destroyed according to the IRB protocol. Interview notes were uploaded and organized in Atlas-ti® qualitative structuring software

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[4]Program of Study data information and aggregate administrative data obtained from the DWS Workforce Online Connection System as supplied by the SFCC data management team.

[5]Interviews and surveys (formal and informal) were conducted with ten PIs, ten Site Coordinators, ten JDCCs, and individual employers and focus groups of employers.

which assisted in coding and sorting by key topics and themes. CEPR staff analyzed results by SUN PATH strategy and major themes. Focus group with employers were held at most of the eleven SUN PATH colleges. CEPR staff analyzed results by SUN PATH strategy and major themes.

A separate survey was distributed to I-BEST content and basic skills instructors to discover training topics and to assess implementation practices and lessons learned. I-BEST survey and I-BEST survey responses are found in Appendix G. Other data includes observations, surveys include feedback from advisory committee meetings and staff trainings. CEPR and Andrew Schneider, Certified Healthcare Simulation Educator and Simulation Lab CoordinatorconductedasurveyofSimulationLabadministrators andconferenceattendeesinSeptember 2017,todiscovertrainingandoperationalneeds. Otherdata includesobservationsofadvisorycommittee meetings and themed conferences (I-BEST, Advisory Council, Workforce Solutions trainings, Simulation Lab Trainings and Workshops, SUN Online meetings and trainings, Credit for Prior Learning meetings, Emergency Medicine Services, andData Management meetings).

UNM CEPR administered an employer survey and conducted site-based focus group sessions between December 2016 and June 2017. The SUN PATH program director from SFCC and the DWS program manager were present at all college level focus group sessions. Leadership teams (SUN PATH SFCC, DWS and site-based teams) were able to hear employer feedback first hand and in some cases, respond immediately to employer inquiries. Healthcare employers in SUN PATH college regions were asked to provide input on credentials that are required for employment in common SUN PATH programs of study and provide feedback on SUN PATH participant preparedness to enter the healthcare workforce.

1. The survey instrument was distributed by Survey Monkey, to a list of employers provided by the SUN PATH SFCC data manager (Survey Instrument and responses are found in Appendix F) and was sent out twice in (December 2016 and April 2017) to increase the response rate. Thirteen (13) employers responded to the survey from healthcare facilities in Albuquerque, Roswell, Santa Fe, Ruidoso, Alamogordo, Farmington, Tucumcari, Alto, Durango, and Socorro. Ratings focused on previously identified employer roles as follows: 1) Provide input on key skills and competencies needed for relevant job training programs; 2) Identify healthcare jobs that are in demand; 3) Present to students in classrooms on the responsibilities and expectations of specific healthcare jobs; 4) Hiring students and; 5) Provide internships/externships to SUN PATH participants.

2. In addition to survey data, CEPR conductedfocus groups during the site visits between February and June 2017, to increase the response rate. The residuals from holding focus group sessions is that employer partners, faculty and instructors and site coordinators and jobdevelopment career coaches engaged in constructive conversations about their experiences in SUN PATH. Averageparticipationinsitefocusgroupswerebetweenfive(5)andtwenty-five(25)participants.

3. Healthcare facilities represented in the survey include regional hospitals/medical centers, fire departments, physician practices and clinics, home care agencies, assisted living centers, hospice, and clinical IT services. These organizations and facilities are active SUN PATH employer partners offering curriculum guidance and employer/employee health career guidance to SUN PATH overall.

Enrollment Progress

This section will explore data behind the enrollment story.

A key implementation factor is the roll-out of academic certificate and degree programs that enhance and accelerate access to health career pathways for the three priority populations of low-skilled adults, veterans and TAA-eligible workers.

SUN PATH's Priority Populations

SUN PATH implementation guides and directives provide an overall target for participant enrollment, but is not broken down to targets within the individual priority groups (TAA-eligible workers, Veterans and low-skilled adults). New Mexico has very high population of low-skilled adults who have been the primary target for outreach and recruitment in SUN PATH. JDCCs and Site Coordinators are making efforts to build bridges with TAA and Veteran Services, but they lack a benchmark goal to know if they are doing enough recruitment.

It is important to understand the potential pool of recruits in order to evaluate effort for outreach and recruitment of TAA-eligible workers and Veterans. What follows is an analysis to inform next steps.

TAA-Eligible Workers

Between 2013 and March 2016, there were 780 TAA-eligible workers in New Mexico with 522 individuals laid off from firms in the geographical proximity of SUN PATH colleges. Nearly all of the larger petitions expiring in April 2016.[8] Of note, there were no TAA petitions for companies providing healthcare specific goods or services, but cases were approved for workers in manufacturing, oil/gas drilling, solar energy, mining, construction and electric devices.

As of September 2017, SUN PATH has served a total of seven (7) unique TAA participants. SUN PATH in collaboration with NM Department of Workforce Solutions continues to work to properly identify TAA eligible participants. TAA eligible students' foundational academic skills are assessed in reading and math to determine their potential to complete a SUN PATH program of study, and additionally, prior knowledge and skills from their employment experience. One-hundred (100%) percent of the TAA students enrolled in SUN PATH received financial assistance that helped make training affordable, if not, free.

Veterans

The U.S. Department of Labor TAACCCT-4 grant identifies Military Service Veterans as a priority population to recruit into SUN PATH to accelerate credential attainment and career advancement. The SUN PATH Statement of Work did not specify a target number of veterans to serve. In order to evaluate the progress of SUN PATH's recruitment of priority populations, it can be helpful to use data to estimate benchmark targets that incorporate data on local population and national workforce trends.

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[8]The list of TAA-eligible cases was accessed by CEPR March 8, 2016 at https://www.doleta.gov/tradeact/taa/taa_search.cfm that reported data updated on February 24, 2016.

As of September 2017, eighty-four (84) veterans are unique participants served in SUN PATH Consortium leaving a difference to reach target of thirty-seven (37). The primary fields of study are: Emergency Medical Services and Cybersecurity.

The NM Department of Workforce Solutions published their 2015 Veterans Profile that provides basic demographic and economic data on NM veterans using US Census Bureau's 2015 American Community Survey (ACS) 1-year and 5-year estimates. New Mexico has 150,538 veterans living in NM as of 2015, representing 9.6% of the civilian population 18 years and older. Of this population, 12,458 are female veterans and 138,080 are male veterans. Figure 3 provides a visual break down of New Mexico's veteran population by county in 2015.

Veterans as a Percentage of the Total Population
New Mexico, 2015
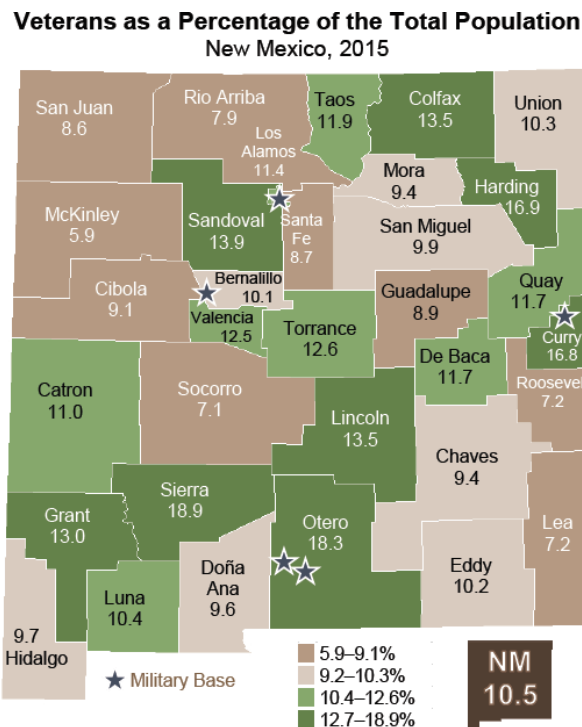
Figure 3: NM Veteran Population by County

In 2015, nearly 50% (47.5%) of NM veterans were between the ages of 55 and 74, 8.1% were age 18-34, and 22% were age 35-54. As a comparison, students in the SUN PATH program have an average age of 29.5. Additionally, 81.9% of NM veterans in 2015 were of White race, 6% were Native American, 3.2% were Black/African American, 1.9% were two or more races, 0.8% were Asian, 6.1% were some other race, and 30.4% identified as Hispanic/Latino ethnicity. NM veteran education attainment in 2015 is based on 148,575 veterans age 25 and older (Figure 5). SUN PATH has helped emphasize the need for community colleges to offer veterans credit for prior military experience. Several SUN PATH colleges have developed, improved or adopted robust credit for prior learning practices for military students to receive credit for their military experience.

| 6.1% | 23.5% | 39.1% | 31.3% |

VETERANS

Less Than a High School Diploma 🟢
High School Diploma or Equivalent Certificate 🟢
Some College or Associate's Degree 🔵
Bachelor's Degree or Higher 🟤
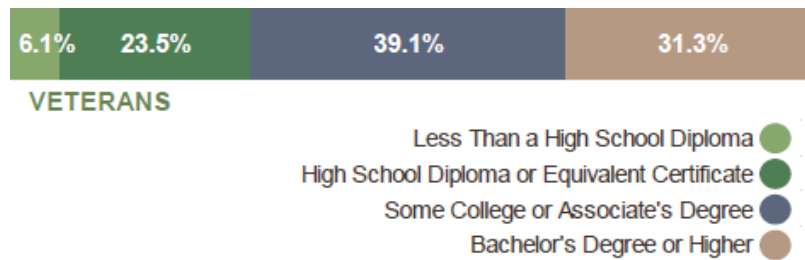
Figure 4: NM Veteran Education Attainment

It is important that SUN PATH personnel continue to help veterans get connected with financial aid and other resources to help make training affordable and meaningful. According to the NMDWS 2017 Veteran Profile, median annual income for veterans in NM in 2015 was $37,050 and $38,334 for veterans across the United States, and 8.3% of NM veterans live below poverty level. Data shows (Figure 6) that veteran unemployment decreased between 2015 and 2016 from 5.5% to 3.6%; the aforementioned figure is below the national rate of 4.3% however, nonveteran unemployment in NM increased during that same time period from 6.7% to 6.8%.[9]

Low-Skilled Workers

The bulk of SUN PATH participants fall in this category of under-prepared workers. For the last seven years, about half the students entering college needed remedial courses to become college-ready (30,000 students took developmental education courses in 2012-2013).[10] According to the 2016 State
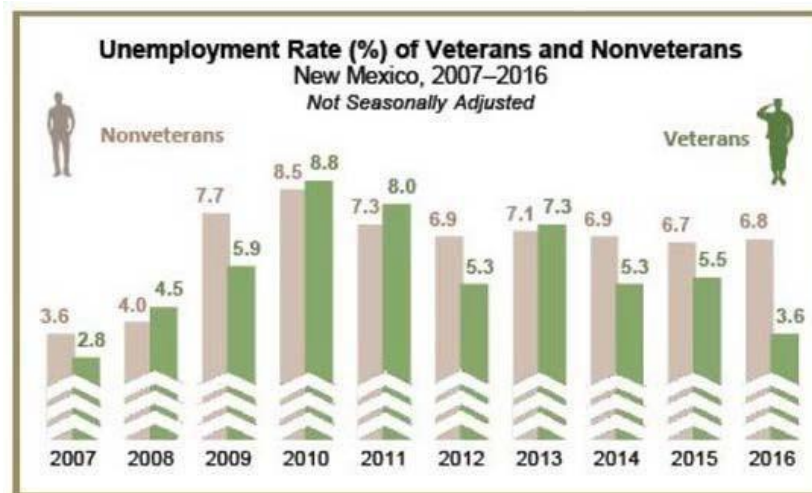
Figure 5: Veteran Unemployment Chart 2016

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[9]Email correspondence March 11, 2016 from Christian Zafra, State Veterans Coordinator, Jobs for Veterans State Grant (JVSG) Program, Tribal Liaison and Agency Point of Contact for Federal Contractors, New Mexico Department of Workforce Solutions.

[10]College Readiness in New Mexico", an Evaluation by the Legislative Finance Committee presented to the Higher Education Department, January 20, 2014, http://www.nmlegis.gov/lcs/lfc/lfcdocs/perfaudit/Higher%20Education%20Department%20-%20College%20Readiness.pdf

of the Workforce Report[11] one in 12 (12.2%) of New Mexico's 2014 workforce lacked a high school education (higher than the national average of 9.2%) and another one in four (25%) had high school equivalency as their highest level of education. New Mexico's education attainment was lower, on average, than surrounding states and struggle with below-average graduation rates, (68.6% in 2014-2015)[12] consistently ranking near the bottom, nationally.[13]

SUN PATH continues to be an important adult education pathway with the health care and social assistance, and educational services projected to see the largest increases in employment over the ten-year projection period, providing nearly 63 percent of all new jobs (2016 State of the Workforce Report, p. 6-7). SUN PATH helps accelerate student learning by providing basic skills instructors to help students adequately prepare for exams and gain the skills needed to enter the workforce. Workshops and classroom visits by Site Coordinators and JDCCs help students prepare a resume and cover letter, and practice for potential interviews upon program of study completion. SUN PATH provides the necessary supports needed by low-skilled student workers and unique populations to enroll, complete and find employment. See Table 1 below.

Table 1. SUN PATH Unique Populations Served as of September 2017:

Incumbent Workers:	**1,877**
Participants Identifying w/Disabilities:	**63**
TAA-eligible Workers:	**7**
Veterans:	**84**

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[11]2016 State of the Workforce Report, New Mexico Department of Workforce Solutions, March 2016

[12]New Mexico Public Education Department 4-year graduation data ped.state.nm.us/ped/graduation_data.html

[13]https://www.dws.state.nm.us/Portals/0/DM/LMI/NM_2016_State_of_the_Workforce_Report_033016.pdf

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SUN PATH's Programs of Study

The SUN PATH program, implemented an integrated education and training model to inform program and course design. In some cases this resulted in multiple sections of a course being offered to integrate the I-BEST and/or offering courses in combination with each other to meet the needs of the stakeholder community and employer partners served. Program design follows students' needs for support for academic and professional success. The certificate and degree programs reported by colleges to SFCC data team for 2017 are shown in Tables 2 and 3 below.

Table 2: SUN PATH Programs of Study Enrollment by College

SUN PATH Programs of Study Enrollment by College*

Programs of Study	CNM	MCCT	NMSA	ROS	RUI	SFCC	SJCC	UNMG	UNML	UNMT	UNMV	Grand Total
Allied Health												
AH-Occupational Therapy Assistant				20			16					36
AH-Physical Therapy Assistant							41					41
AH-Certified Nursing Assistant	454	47	34	81	34	81	198	80	26	33	135	1203
AH-Allied Health							33	21				54
AH-Community Health Worker	14					42						56
AH-EKG Technician			2									2
AH-Home Health Aide	26					19					9	54
AH-Medical Assisting				90		31	16					137
AH-Medical Laboratory Technician							7	16				23
AH-Nursing	55			56	152		19	97		12	53	444
AH-Personal Care Tech/Attendent	70								6			76
AH-Pharmacy Technician	33			19			36					88
AH-Phlebotomy	55	56	60	37		26	36				49	319
AH-Pre-Nursing		3		2	31		8					44
AH-Radiologic Technology				30		8						38
AH-Respiratory Therapy				22	17		22					61
AH-Surgical Technician							21					21
Emergency Medical Technician												
EMT-Community EMT								2				2
EMT-EMT-Basic	172		54	108	32	49	111	80	54	38	42	740
EMT-EMT-Intermediate	75		4	7	14	15	21	2	4	4		146
EMT-First Responder Prehospital Professional											7	7
EMT-Paramedic	11			20		35	11		1			78
Health Information Technology												
HIT-Electronic Health Information					7							7
HIT-Health Information Technology	34						10	56			6	106
HIT-Medical Coding				8			6	26				40
Information Technology												
IT-Cyber Security Certificate					6							6
Grand Total	999	106	154	500	117	482	612	380	91	87	301	3829

*SUN PATH participants are permitted to enroll in more than one certificate program. The number of participants reported by Program of Study differs from Total Unique Participants Served in the Annual Performance Reporting due to student enrollment in multiple programs.

I-BEST Programs of Study Enrollment by College

Programs of Study	CNM	MCCT	NMSA	ROS	RUI	SFCC	SJCC	UNMG	UNMT	UNMV	Grand Total
Allied Health											
AH-Occupational Therapy Assistant				12							12
AH-Certified Nursing Assistant	47	43	23	68	24	18	10	51	25	112	421
AH-Allied Health								18			18
AH-Community Health Worker						16					16
AH-EKG Technician			1								1
AH-Home Health Aide	4					18				9	31
AH-Medical Assisting				58		4	5				67
AH-Medical Laboratory Technician							1	6			7
AH-Nursing				1		1	7	34		6	49
AH-Pharmacy Technician				13			5				18
AH-Phlebotomy		52	49	30		13	4			35	183
AH-Pre-Nursing					10		1				11
AH-Radiologic Technology				11							11
AH-Respiratory Therapy				8		1					9
Emergency Medical Technician											
EMT-Community EMT								1			1
EMT-EMT-Basic			1	63	26	12	59	50	16	40	267
EMT-EMT-Intermediate					4	1	13	1			19
EMT-Paramedic						2	11				13
Health Information Technology											
HIT-Health Information Technology							1	41		2	44
HIT-Medical Coding				3			1	19			23
Grand Total	51	95	74	267	64	86	118	221	41	204	1221

Progress Towards Identified Goals: Overall Consortium

For the most part, target numbers are being met across the consortium with some colleges exceeding their targets. Five SUN PATH sites experienced adjusted program offerings, budget adjustments and reduced targets. All college program and budget adjustments are made in consultation with the Consortium Director. Following are data visualizations represented the overall consortium followed by data visualizations for each partnering community college:

Figure 6: Consortium Enrollment Outcomes to Date (as of 11/2017)

After three years SUN PATH, Consortium has served 3,397 unique participants enrolled in various programs of study, ranging from one semester certificates to Associates Degrees. Altogether, 2,127 have completed their studies, a completion rate of 63% (many are still retained in their program of study), while earning 2,322 certificates, degrees, and industry recognized credentials in total. Five hundred twenty-one (521) participants were employed after completing their programs. Employment data is not complete as there is a 9 month lag time to access the most current employment data. Incomes for 1,267 participants increased during or after their studies. Participants were mostly Hispanic (45.7%) and White (31.1%), while 16.7% were American Indian, and a small remainder (6.5%) represented other races/ ethnicities. Most participants were females (74%). Participants' average age was 29.5. One thousand Five hundred forty-six participants were Pell eligible. The Consortium budget award is $14,999,863 for TAACCCT 4, and at the end of the third year, $12,889,559 (85.9%) is expended. The grant has been extended into a fourth year and remaining funds $2,110,304 (14.1%) can be spent through September of 2018.

SUN PATH Enrollment and Progress Towards Identified Goals by College: October 2104 – September 2017

NMSU-Alamogordo

NMSU-Alamogordo SUN PATH Program Outcomes: Actuals Compared to Targets

Unique Participants Served
- 139 (67.5%)
- 206
- 206 (Target Y1+Y2+Y3+Y4)

Participants Completed Program
- 102 (75.0%)
- 136
- 136 (Target Y1+Y2+Y3+Y4)

Participants Employed after Program
- 17 (20.7%)
- 59
- 23
- 82 (Target Y1+Y2+Y3+Y4)

Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment
- 43 (91.5%)
- 26
- 21
- 47 (Target Y1+Y2+Y3+Y4)

Legend:
- Actual Y1 + Y2 + Y3 (% of Total Target)
- Target Y1 + Y2 + Y3
- Target Y4

NMSU-Alamogordo SUN PATH Budget
- Amount Spent Y1+Y2+Y3: $594,680 (78.0%)
- Amount Remaining Y4: $167,334 (22.0%)
- Total Budget Amount: $762,014

NMSU-Alamogordo Demographics (Y1 + Y2 + Y3)

- American Indian 3.3%
- Hispanic 30.3%
- White 54.9%
- Female 69.6%
- Male 30.4%
- Average Age 30.5

Figure 7: NMSU-Alamogordo Enrollment Outcomes to Date (as of 11/2017)

After three years in SUN PATH, NMSU-A has served 139 unique participants enrolled in various programs of study, ranging from one semester certificates to Associates Degrees. Altogether, 102 have completed their studies, a completion rate of 73% (many are still retained in their program of study), while earning 116 certificates, degrees, and industry recognized credentials in total. Seventeen (17) participants were employed after completing their programs. Incomes for forty-three (43) increased during or after their studies. Participants were mostly White (54.9%) and Hispanic (30.3%), while 3.3% were American Indian, and a small remainder (11.5%) represented other races/ethnicities. Most participants were females (69.6%). Participants' average age was 30.5. Forty-eight (48) participants were Pell eligible. The NMSU-Alamogordo budget award is $762,014 for TAACCCT 4, and at the end of the year three, $594,680 (78%) is expended. The grant has been extended into a fourth year and remaining funds $167,334 (22%) can be spent through September of 2018.

NMSU-A

Community Impact of SUN PATH from 2014 to 2017

- New certificate and degree programs in Allied Health were developed and are now offered including: Certificates in Phlebotomy, EKG Technician, and Associates degrees in pre-nursing and Emergency Medical Technician Intermediate.

- Adult Education (AE) students now have access to and enroll in credit bearing training programs that lead to industry certification and employment through the Nursing Aide and Phlebotomy
I-BEST certificates. Prior to SUN PATH there were no I-BEST programs offered.

- The Adult Education level gain percentages (Math, Reading, and Writing) have increased from 30% in 2014 to 37% in 2017.

- A NM Department of Workforce Solutions, Job Development Career Coach (JDCC) is now located on campus providing a wide range of workforce readiness services to students including job placement support.

- Healthcare employer partners have greatly expanded and include nine local agencies that are now active on an ongoing basis. These employers provide clinical sites, workshops for training and supplies for courses, and input on curriculum and ultimately locations for job placement.

- The number of online courses certified by Quality Matters has grown from 17 to 146.

- The number of faculty trained in Quality Matters has increased from 141 to 194.

Central New Mexico Community College

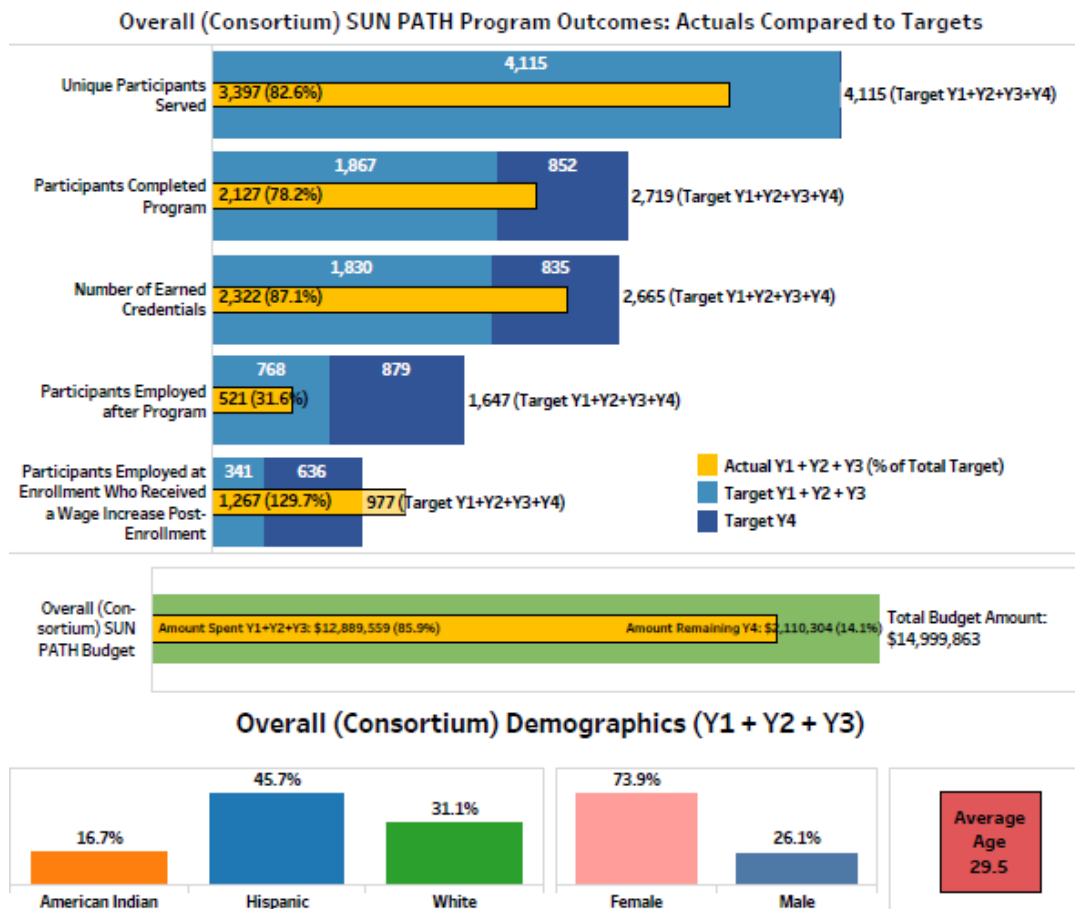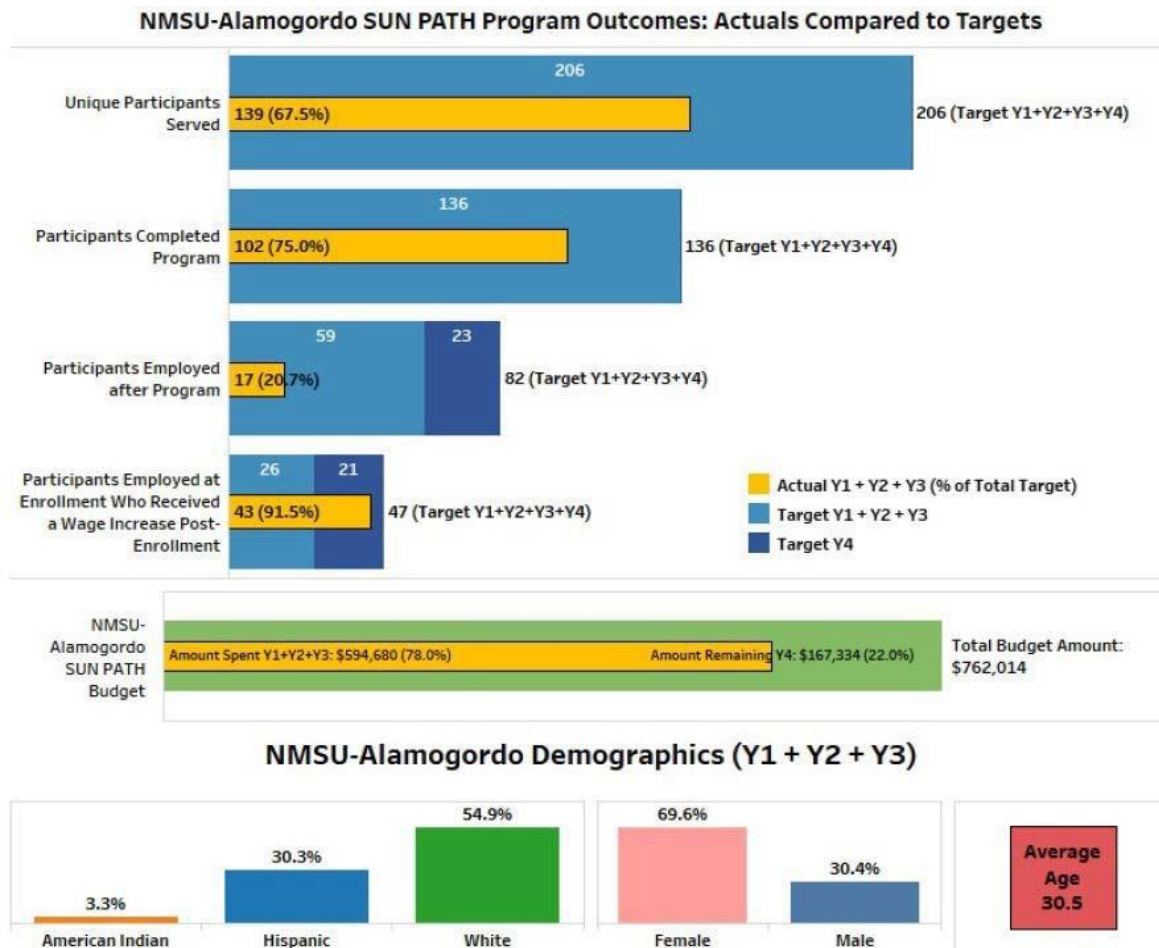*Figure 8: Central New Mexico Community College Enrollment Outcomes to Date (as of 11/2017)*

After three years in SUN PATH, CNM has served 837 unique participants enrolled in various programs of study, ranging from one semester certificates to Associates Degrees. Altogether, 624 have completed their studies, a completion rate of 75% (many are still retained in their program of study), while earning 693 certificates, degrees, and industry recognized credentials in total. One hundred thirty-two participants were employed after completing their programs. Incomes for 343 increased during or after their studies. Participants were mostly Hispanic (52.1%) and White (30.4%), while 8.1% were American Indian, and a small remainder (9.3%) represented other races/ethnicities. Most participants were females (73%). Participants' average age was 29.3. Two hundred ninety-eight (298) participants were Pell eligible. CNM was allocated $1,733,776 for TAACCCT 4, and at the end of the third year, $1,408,578 (81%) is expended. The grant has been extended into a fourth year and remaining funds $325,198 (18.8%) can be spent through September of 2018.

Central New Mexico Community College

Community Impact of SUN PATH from 2014 to 2017

- New Home Health Aide and Community Health Worker (CHW) certificate programs were developed and are now offered to meet workforce needs in Albuquerque. The CHW program was endorsed by New Mexico Department of Health.

- CNM expanded Phlebotomy and Certified Nursing Assistant programs, serving more students to meet the local workforce demand.

- Healthcare employer partnerships have expanded from 14 to 22 and have become more focused on meeting specific workforce needs of these partners.

- Three NM Department of Workforce Solutions, Job Development Career Coaches (JDCC) are now located on campus engaging employers and providing a wide range of workforce readiness services to students including job placement support.

- Incorporating mock interviews into EMT-Basic and Patient Care Technician classes addresses employer concerns about lack of professionalism and preparedness. Students receive written and verbal feedback on interviews, and resumes.

- CNM has created formal Credit for Prior Learning (CPL) policies that are posted online, expanded CPL options and increased number of students receiving CPL.

- 20,226 credits have been awarded to CNM students through the CPL process since 2014.

- Three years ago the Health Information Technology (HIT) program was face to face and it is now offered fully online. All courses follow Quality Matters standards.

- The SUN Online course sharing has allowed CNM to partner with San Juan College's HIT program to allow students to take classes required to stay on track for graduation.

- Temporary Assistance for Needy Families (TANF) is now providing tuition assistance for qualifying students through the Department of Workforce Solutions. 54 individuals have benefitted from TANF tuition assistance in the past year.

- A comprehensive SIM center is now established and staffed with trained professionals and high quality simulation equipment.

- Eighteen (18) faculty/staff at CNM have received simulation training.

- CNM is a regional simulation center and provides enhanced student learning as well as the ability to capture simulation scenarios to use as teaching tools.

ENMU-Roswell

ENMU-Roswell SUN PATH Program Outcomes: Actuals Compared to Targets

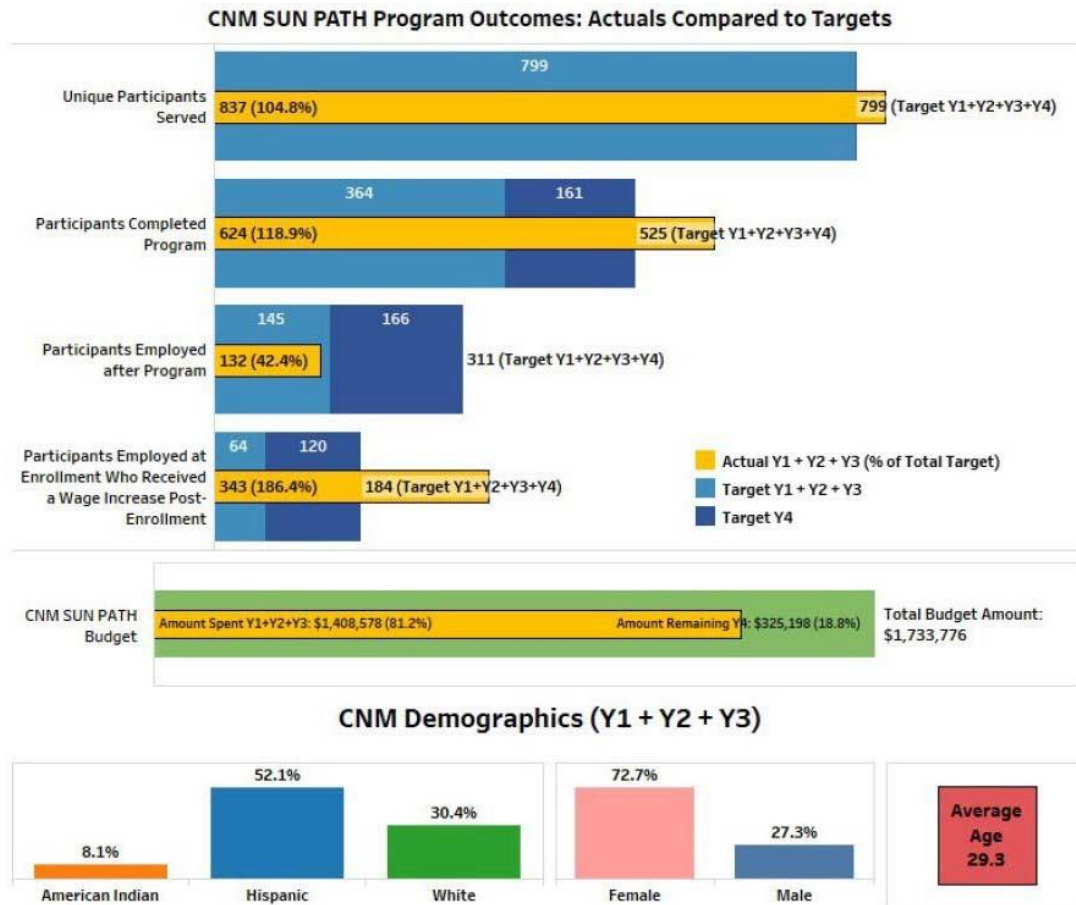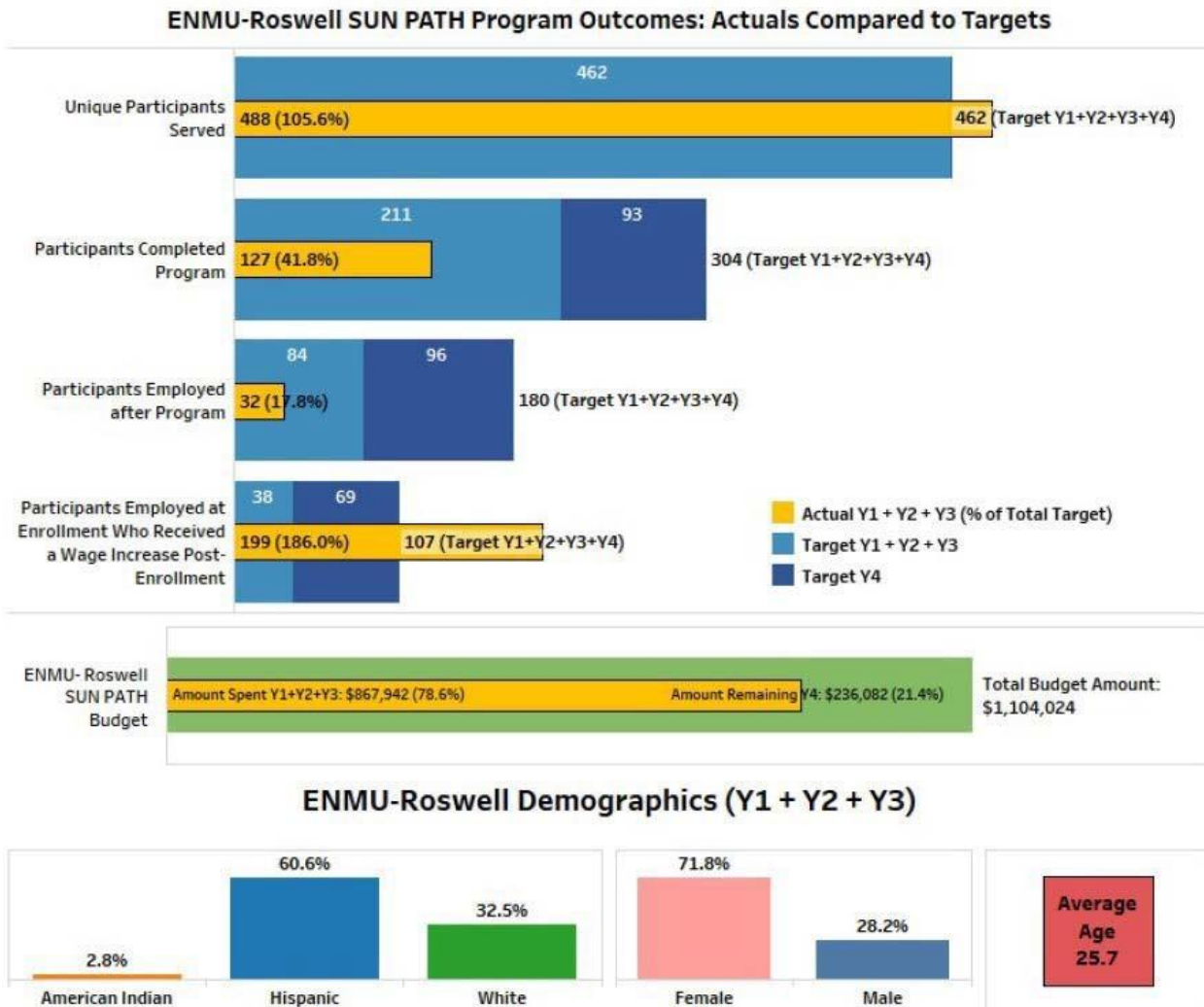*Figure 9: ENMU-Roswell Enrollment Outcomes to Date (as of 11/2017)*

After three years in SUN PATH, ENMU-Roswell served 488 unique participants enrolled in various programs of study, ranging from one semester certificates to Associates Degrees. Altogether, 127 have completed their studies, a completion rate of 26% (many are still retained in their program of study), while earning 131 certificates, degrees, and industry recognized credentials in total. Thirty-two (32) participants were employed after completing their programs. Incomes for 199 increased during or after their studies. Participants were mostly Hispanic (60.6%) and White (32.5%), while 2.8% were American Indian, and a small remainder (4.1%) represented other races/ethnicities. Most participants were females (71.8%). Participants' average age was 25.7. Two hundred seven (207) participants were Pell eligible. ENMU- Roswell was allocated $1,104,024 for TAACCCT 4, and at the end of the third year, $867,942 (78.6%) is expended. The grant has been extended into a fourth year and remaining funds $236,082 (21.4%) can b e spent through September of 2018.

ENMU-Roswell

Community Impact of SUN PATH from 2014 to 2017

- Medical Scribe certificate program was developed and is now offered to meet workforce needs in Roswell and rural eastern New Mexico.

- Expansion of the Certified Nursing Assistant program and Emergency Medical Technician-Basic Program to meet local workforce needs.

- Adult Education students are actively recruited and have access credit bearing training programs that will lead to industry credentials and employment. This enhancement is provided through the I-BEST enriched courses.

- Prior to the SUN PATH Program in 2014 there were two I-BEST courses offered, to date there are currently 13 courses enriched by the I-BEST program. Programs enhanced by the I-BEST program include Certified Nursing Assistant, EMT-Basic, Allied Health, Occupational Therapy Assistant and Respiratory Therapy.

- A New Mexico Department of Workforce Solutions, Job Development Career Coach is now located in the Health Science Center on the ENMU- Roswell Campus.   The JDCC provides a wide range of workforce readiness services including assisting students with resume development, mock interview workshops, and job placement opportunities.

- Temporary Assistance for Needy Families (TANF) is now providing tuition assistance for qualifying students through the Department of Workforce Solutions. Programs with TANF enrolled include Phlebotomy, Medical Scribe and EMT-Basic.

- A state of the art Simulation Center was developed spring 2016. Equipment purchased through the SUN PATH Program includes three high fidelity patient simulators, a SIM man 3G, SIM Mom and SIM Junior. The Regional Medical Simulation Center is also equipped with audio recording capabilities, Z-Space (virtual reality hardware and software), high tech Pan Tilt zoom cameras, a control center and a student debriefing room.

ENMU-Ruidoso

Figure 10: ENMU-Ruidoso Enrollment Outcomes to Date (as of 11/2017)

After three years in SUN PATH, ENMU-Ruidoso has served 104 unique participants enrolled in various programs of study, ranging from one semester certificates to Associates Degrees. Altogether, 51 have completed their studies, a completion rate of 49% (many are still retained in their program of study), while earning 53 certificates, degrees, and industry recognized credentials in total. Ten (10) participants were employed after completing their programs. Incomes for fifty-two (52) increased during or after their studies. Participants were mostly White (56.7%) and Hispanic (25.6%), while 12.2% were American Indian, and a small remainder (5.5%) represented other races/ethnicities. Most participants were females (68%). Participants' average age was 31. Forty-one participants (41) were Pell eligible. The ENMU-Ruidoso budget award is $576,767 for TAACCCT 4, and at the end of the third year, $443,030 (76.8%) is expended. The grant has been extended into a fourth year and remaining funds $133,737 (23.2%) can be spent through September of 2018.
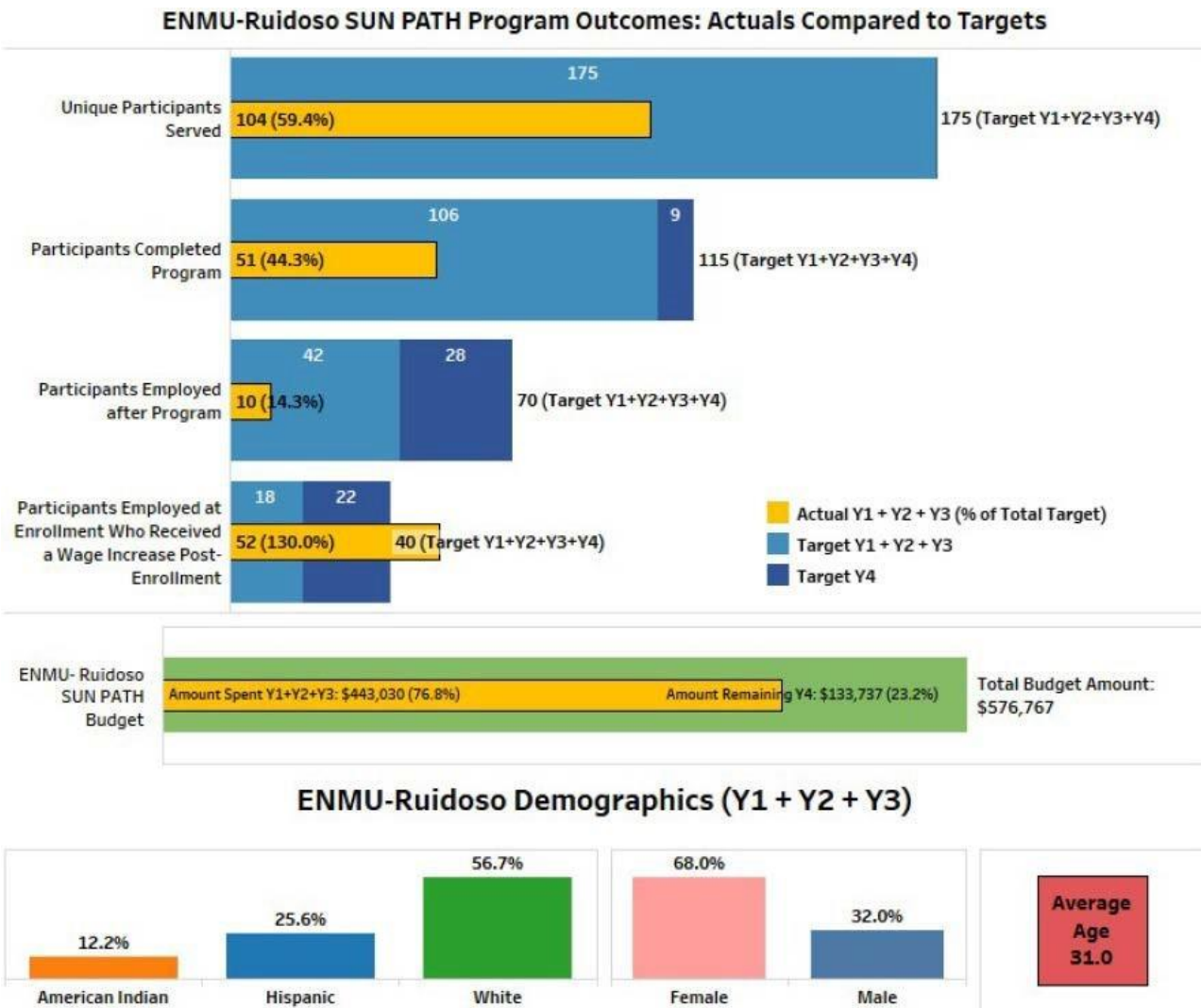
ENMU-Ruidoso

Community Impact of SUN PATH from 2014 to 2017

- New certificate and Associate Degree programs in Allied Health were developed and offered including: I-BEST Certificate of Occupational Training - Nursing Assistant, Certificate of Health Information Technology, I-BEST Certificate of Occupational Training - Emergency Medical Technician (EMT) Basic, Pre-Nursing Associates in Science and an Associates of Science in Emergency Medical Science (EMS).

- Healthcare employer partnerships expanded and industry specific councils meet quarterly to evaluate performance of direct hires, review curriculum, and discuss program effectiveness.

- Career pathways for all SUN PATH programs have been developed and published online.

- NM Department of Workforce Solutions is now housed on the ENMU-Ruidoso campus. A Job Development Career Coach, and other employees of the Department of Workforce Solutions, provide a wide range of workforce readiness services to students including WIOA funding and job placement support.

- Technology enabled learning was expanded in the EMT and Cyber Security programs through the purchase and utilization of Platinum Planner Adaptive testing and Network Development Group (NDG) Netlab software.

- Integrated into the I-BEST Certified Nursing Assistant curriculum is a panel of former graduates, current industry professionals and local leaders to provide feedback and answer student-generated questions.

- ENMU-Ruidoso drafted and adopted a formal Credit for Prior Learning (CPL) policy in line with Council for Adult Experiential Learning (CAEL) recommendations. The policy is available online and within the ENMU-Ruidoso catalog. The adoption of the new policy directly impacted the number of students receiving credit for prior learning and increased enrollment in programs offering CPL.

- Adult Education (AE) students now have academic support and access to credit bearing training programs that lead to an entry level, industry recognized credential and employment through the Certified Nursing Assistant and EMT - Basic certificate programs.

- Implementation of a student advisement model that includes monitoring and follow-up with students from recruitment through to employment.

Mesalands Community College

Mesalands SUN PATH Program Outcomes: Actuals Compared to Targets
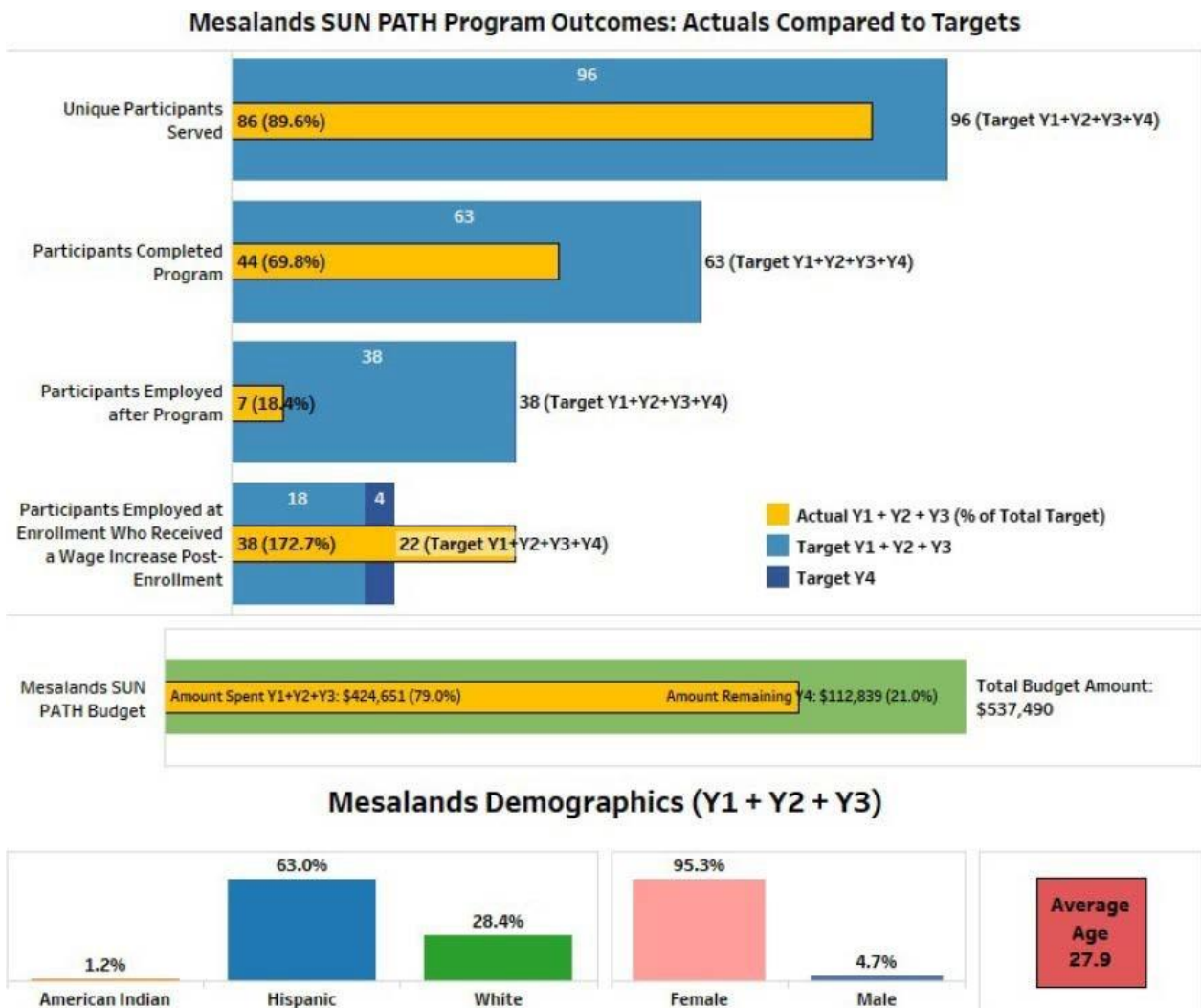
Figure 11: MCCT Enrollment Outcomes to Date (as of 11/2017)

After three years in SUN PATH, Mesalands Community College has served 86 unique participants enrolled in various programs of study, ranging from one semester certificates to Associates Degrees. Altogether, 44 have completed their studies, a completion rate of 51.2% (many are still retained in their program of study), while earning 56 certificates, degrees, and industry recognized credentials in total. Seven (7) participants were employed after completing their programs. Incomes for thirty-eight (38) increased during or after their studies. Participants were mostly Hispanic (63%) and White (28.4%), while 1.2% were American Indian, and a small remainder (7.4%) represented other races/ethnicities. Most participants were females (95.3%). Participants' average age was 27.9. Fifty-nine (59) participants were Pell eligible. The Mesalands budget award is $537,490 for TAACCCT 4, and at the end of the third year, $424,651 (79%) is expended. The grant has been extended into a fourth year and remaining funds $112,839 (21%) can be spent through September of 2018.

Mesalands

Community Impact of SUN PATH from 2014 to 2017

- SUN PATH allowed for the revitalization of Allied Health Programs at Mesalands. New certificates were developed and now offered in Nursing Assistant, Phlebotomy, and Emergency Medical Technician (EMT). There were no Allied Health programs offered prior to SUN PATH.

- Adult Education (AE) and pre-college students now have access to and enroll in credit bearing training programs leading to industry certification and employment through the Nursing Assistant and EMT-Basic Integrated Basic Education and Skills Training (I-BEST) program.

- A NM Department of Workforce Solutions, Job Development Career Coach (JDCC) has been located on campus, engaging employers and providing a wide range of workforce readiness services to students including job placement support.

- Healthcare employer partners have increased from none to 12 actively engaged in attending Regional Council meetings and providing clinical and job placement to students. Regional Council meetings also include two community stakeholders.

- To date, 99 students have had access to simulations and computer programs in the Allied Health Classroom with state-of-the-art simulation equipment the SUN PATH Grant enabled us to purchase.

Santa Fe Community College

SFCC SUN PATH Program Outcomes: Actuals Compared to Targets

Unique Participants Served
466
446 (95.7%)
466 (Target Y1+Y2+Y3+Y4)

Participants Completed Program
213   92
248 (81.3%)
305 (Target Y1+Y2+Y3+Y4)

Participants Employed after Program
83   95
57 (32.0%)
178 (Target Y1+Y2+Y3+Y4)

Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment
37   69
169 (159.4%)
106 (Target Y1+Y2+Y3+Y4)

Legend:
- Actual Y1 + Y2 + Y3 (% of Total Target)
- Target Y1 + Y2 + Y3
- Target Y4

SFCC SUN PATH Budget
Amount Spent Y1+Y2+Y3: $1,069,414 (89.5%)   Amount Remaining Y4: $125,335 (10.5%)
Total Budget Amount: $1,194,749

SFCC Demographics (Y1 + Y2 + Y3)

American Indian 2.3% | Hispanic 61.2% | White 29.5%
Female 76.1% | Male 23.9%
Average Age 32.4

Figure 12: SFCC Enrollment Outcomes to Date (as of 11/2017)

After three years in SUN PATH, Santa Fe Community College has served 446 unique participants enrolled in various programs of study, ranging from one semester certificates to Associates Degrees. Altogether, 248 have completed their studies, a completion rate of 55.6% (many are still retained in their program of study), while earning 264 certificates, degrees, and industry recognized credentials in total. Fifty-seven (57) participants were employed after completing their programs. Incomes for one hundred sixty-nine (169) increased during or after their studies. Participants were mostly Hispanic (61.2%) and White (29.5%), while 2.3% were American Indian, and a small remainder (7%) represented other races/ethnicities. Most participants were females (76.1%). Participants' average age was 32.4. One hundred ninety-six participants (196) were Pell eligible. The Santa Fe Community College budget award is $1,194,749 for TAACCCT 4, and at the end of the third year, $1,069,414 (89.5%) is expended. The grant has been extended into a fourth year and remaining funds $125,335 (10.5%) can be spent through September of 2018.

Santa Fe Community College

Community Impact of SUN PATH from 2014 to 2017

- New certificate programs in Allied Health developed and now offered include Licensed Practical Nurse (Online and endorsed by the state Board of Nursing) and Medical Billing and Coding.

- SFCC expanded the Community Health Worker training program by the development of an online curriculum that meets Quality Matters standards and is endorsed by New Mexico Department of Health.

- A NM Department of Workforce Solutions Job Development Career Coach (JDCC) is now located on campus, engaging employers and providing a wide range of workforce readiness services to students including job placement support.

- SFCC has created and approved a formal Credit for Prior Learning (CPL) policy and students are receiving credit for their demonstrated prior learning.

- Adult Education (AE) students now have access to and enroll in credit-bearing training programs through the Certified Nurse Aide, Medical Assistant, Phlebotomy, Home Health Aide, Community Health Worker, and Emergency Medical Technician Basic, I-BEST certificates and an I-BEST class in Medical Terminology. Prior to SUN PATH there were no healthcare I-BEST programs offered.

- The Adult Education level gain percentages (Math, Reading, and Writing) for SUN PATH I-BEST students (42%) is 7% higher than regular Adult Ed students (35%).

- The I-BEST EMT Basic cohort resulted in a 100% industry licensing pass rate, compared to the 72% national average. Students also received credit for English 109.

- SFCC demonstrated commitment to high standards in online education by successfully training 60 faculty and staff in Quality Matters and pursuing QM certification for online courses.

- SUN PATH students received $6,500 from the Daniel's Fund (Boundless Opportunities Scholarship) for 2016 – 2017. The scholarship bridged financial aid gap for I-BEST students as they reached high school equivalency and qualified for traditional financial aid.

- Completion rate increase of 30% in Allied Health programs, 303 certificates in 2015 to 393 certificates in 2016.

- The SUN PATH grant has paved the way for the Medical Simulation Technician position to be totally funded by institution funds after the grant ends.

- SFCC upgraded its Simulation Center with a video surveillance system, audio system, and new state-of-the-art high fidelity simulators allowing for a 35% increase of student and workforce encounters while providing more realistic settings for critical care and emergency medicine

San Juan College

San Juan College SUN PATH Program Outcomes: Actuals Compared to Targets

San Juan College Demographics (Y1 + Y2 + Y3)
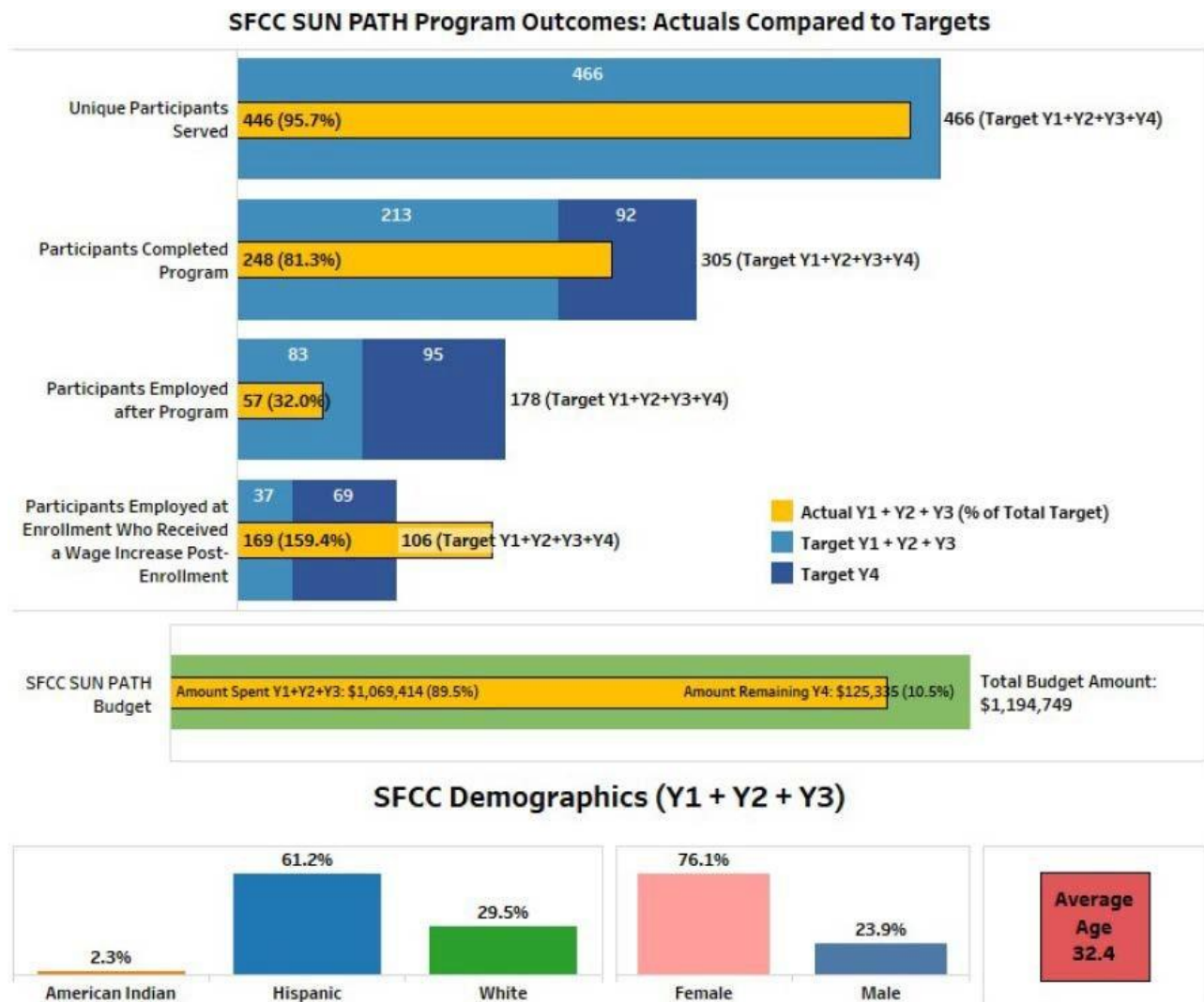
Figure 13: SJCC Enrollment Outcomes to Date (as of 11/2017)

After three years in SUN PATH, San Juan College has served 548 unique participants enrolled in various programs of study, ranging from one semester certificates to Associates Degrees. Altogether, 402 have completed their studies, a completion rate of 73.4% (many are still retained in their program of study), while earning 425 certificates, degrees, and industry recognized credentials in total. One hundred twelve (112) participants were employed after completing their programs. Incomes for One hundred ninety five (195) increased during or after their studies. Participants were mostly American Indian (43.6%), White (31.7%) and Hispanic (18.5%), and a small remainder (6.2%) represented other races/ethnicities. Most participants were females (74.5%). Participants' average age was 29.9. Two hundred-fifty (250) were Pell eligible. The San Juan College budget award is $1,209,326 for TAACCCT 4, and at the end of the third year, $826,272 (68.3%) is expended. The grant has been extended into a fourth year and remaining funds $383,054 (31.7%) can be spent through September of 2018.
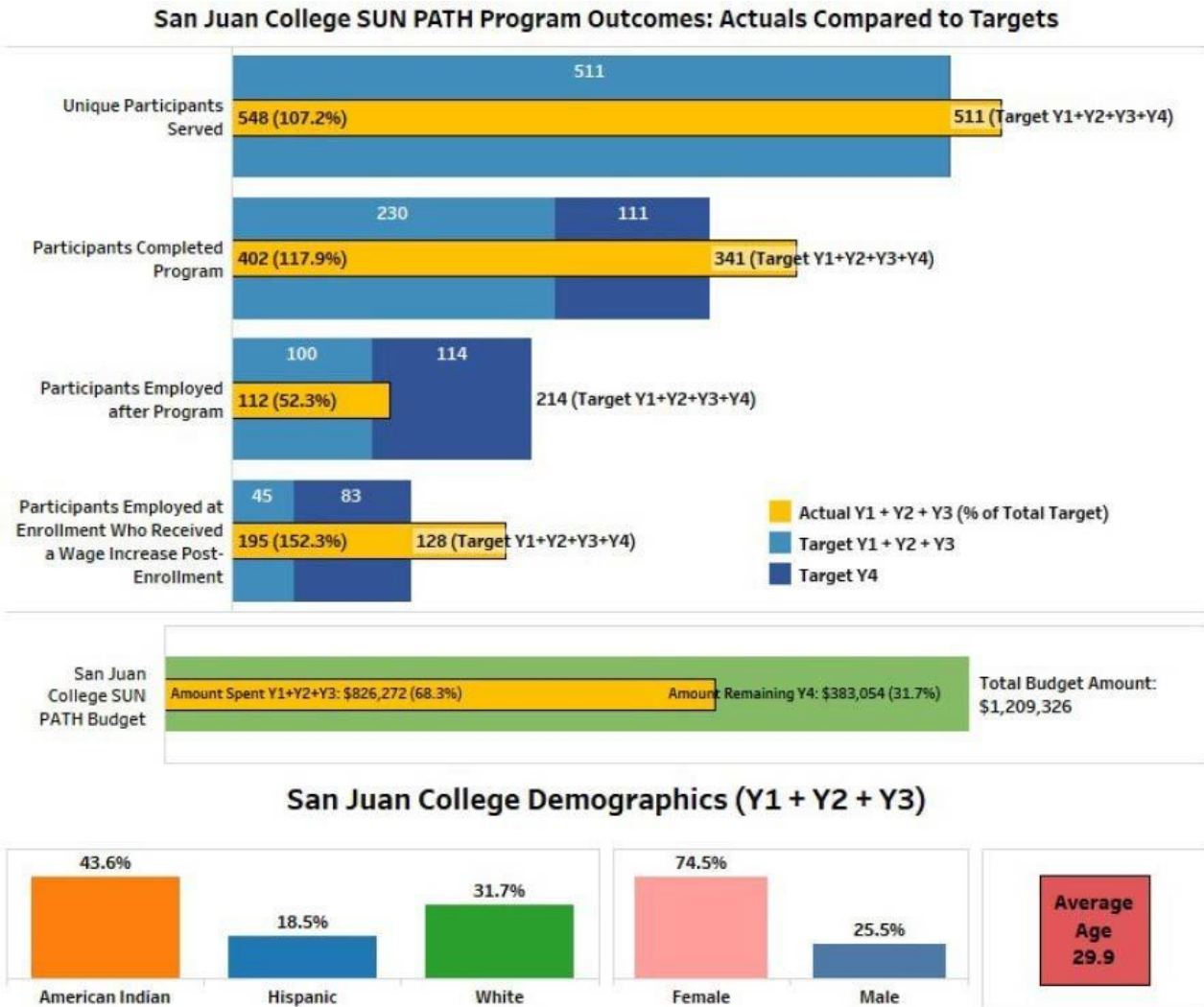
San Juan College

Community Impact of SUN PATH from 2014 to 2017

- A new short-term Health Skills Fundamentals Certificate was developed in partnership with local employers that includes four short term certificates stacked within it, certificates included are: Certified Nursing Assistant Certificate, Phlebotomy Certificate, and Patient Care Unit Assistant Certificate.

- Two NM Department of Workforce Solutions, Job Development Career Coaches (JDCC) are now located on campus, engaging employers and providing a wide range of workforce readiness services to students including job placement support.

- Temporary Assistance for Needy Families (TANF) is now providing tuition assistance for qualifying students through the Department of Workforce Solutions.

- San Juan College Healthcare employer partnerships have expanded from four to over 50 healthcare agencies and have become more focused on meeting specific workforce needs of these partners.

- The number of faculty trained in Quality Matters (QM) has increased from zero to 85. These faculty and staff have completed 121 workshops and certifications for QM.

- A comprehensive SIM center is now established and staffed with trained professionals and high quality simulation equipment. Forty-five faculty and staff at SJC have received simulation training. SJC is a regional simulation center and provides enhanced student learning as well as the ability to capture simulation scenarios to use as teaching tools.

- Credit for Prior Learning (CPL) policies were developed and posted online, expanding CPL options, and is beginning to increase the number of students receiving CPL.

- SUN Online course sharing has allowed San Juan College's HIT Program to partner with CNM to allow students to fill the gap of required courses to stay on track for graduation. Prior to SUN PATH, this partnership was nonexistent.

- SJC training programs eligible for financial assistance under the Workforce Innovation Opportunity Act (WIOA) has increased from zero to eleven.

- SJC expanded Certified Nursing Assistant and Phlebotomy serving and retaining more students t o meet the local workforce demand, by adding additional classes each semester.

- Integrated Basic Education and Skills Training (I-BEST) programs are now offered to support pre-college students in credit bearing training programs.

UNM-Gallup

UNM-Gallup SUN PATH Program Outcomes: Actuals Compared to Targets

Figure 14: UNM-Gallup Enrollment Outcomes to Date (as of 11/2017)

After three years in SUN PATH, UNM-Gallup has served 312 unique participants enrolled in various programs of study, ranging from one semester certificates to Associates Degrees. Altogether, 160 have completed their studies, a completion rate of 51.3% (many are still retained in their program of study), while earning 174 certificates, degrees, and industry recognized credentials in total. Fifty-three (53) participants were employed after completing their programs. Incomes for sixty-three (63) increased during or after their studies. Participants were mostly American Indian (78.2%) and Hispanic (11.9%), while 6.7% were White and a small remainder (3.2%) represented other races/ethnicities. Most participants were females (78.4%). Participants' average age was 30.7. Two hundred-eighteen participants (218) were Pell eligible. The UNM-Gallup budget award is $845,458 for TAACCCT 4, and at the end of the third year, $688,705 (81.5%) is expended. The grant has been extended into a fourth year and remaining funds $156,753 (18.5%) can be spent through September of 2018.
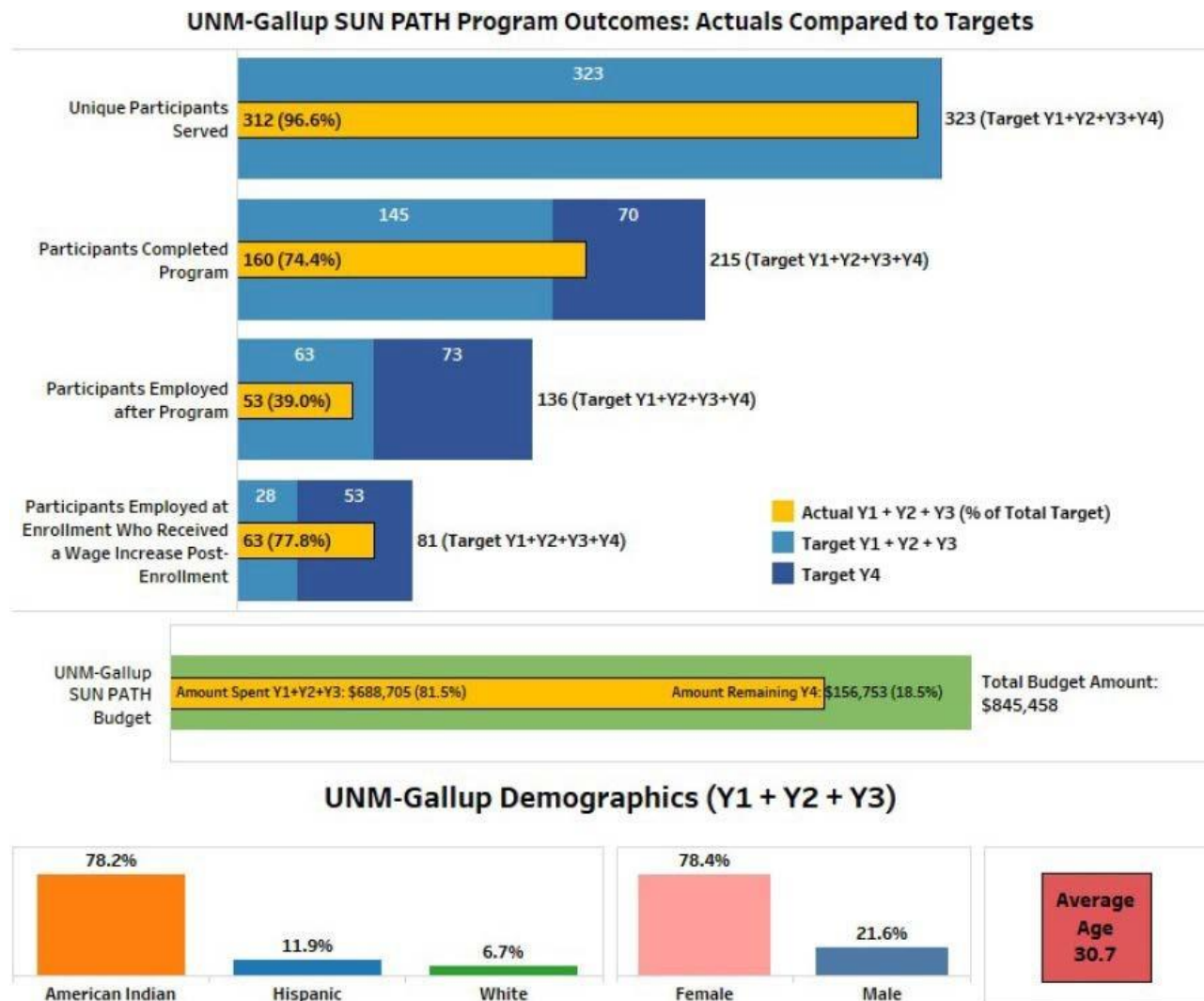
UNM-Gallup

Community Impact of SUN PATH from 2014 to 2017

- New certificate and degree programs in Allied Health were developed and are now offered in the following: Health Information Technology, Emergency Medical Technician (EMT) -Basic, EMT-Intermediate, and an Associate of Science in Emergency Medical Science.

- Adult Education (AE) and pre-college students now have access to and enroll in credit bearing training programs leading to industry certification and employment through the Nursing Assistant and EMT-Basic certificates. Prior to SUN PATH there were no I-BEST programs offered to support pre-college students in credit bearing training programs.

- Healthcare employer partnerships have expanded from 7 to 14 and have become more focused on meeting specific workforce needs of these partners.

- A New Mexico Department Workforce Solutions, Job Development Career Coach (JDCC) is now located on the campus full-time, providing a wide range of workforce readiness services to students including job placement support.

- Expanded course offerings for Certified Nursing Assistant program based on workforce demand, tripling the number of completers, from 21 to 60 students in the past three years.

- Pass rates on the national Emergency Medical Services exam has increased from 50% in 2014 to 100% in 2017 as a result of the additional academic support provided through I-BEST.

- A new career pathway certificate in Phlebotomy is available to students. This certificate stacks into an AS degree in Medical Laboratory Technology. Clinical phlebotomy experience can be awarded to accelerate the student toward this degree.

- Temporary Assistance to Needy Families (TANF) is now providing tuition assistance for qualifying students through the Department of Workforce Solutions, State and Tribal (Zuni & Navajo).

- Simulation scenarios have been developed and are now being utilized with high fidelity mannequins for Allied Health Programs. Simulation is more accessible and the number of faculty trained has increased from two to five, improving the quality and rigor of simulation modules.

- The number of faculty trained for Quality Matters (QM) has increased from none to five and has led to a campus-wide initiative for all on-line faculty to be QM trained and certified.

UNM-Los Alamos

UNM-Los Alamos SUN PATH Program Outcomes: Actuals Compared to Targets

UNM-Los Alamos Demographics (Y1 + Y2 + Y3)

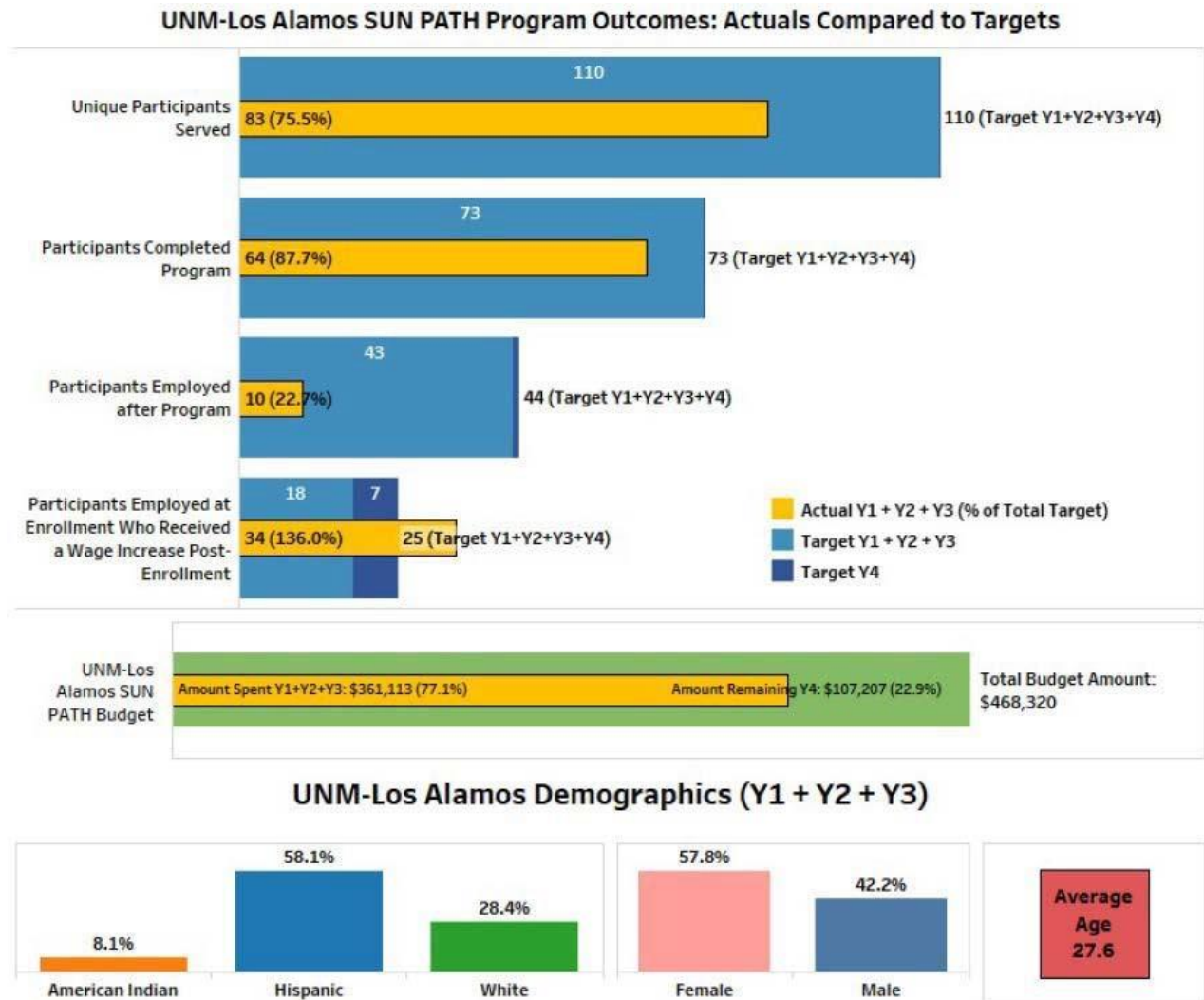*Figure 15: UNM-Los Alamos Enrollment Outcomes to Date (as of 11/2017)*

After three years in SUN PATH, UNM Los Alamos has served 83 unique participants enrolled in various programs of study, ranging from one semester certificates to Associates Degrees. Altogether, 64 have completed their studies, a completion rate of 77.1% (many are still retained in their program of study), while earning 75 certificates, degrees, and industry recognized credentials in total. Ten (10) participants were employed after completing their programs. Incomes for thirty-four (34) increased during or after their studies. Participants were mostly Hispanic (58.1%) and White (28.4%), while 8.1% were American Indian, and a small remainder (5.4%) represented other races/ethnicities. Most participants were females (57.8%). Participants' average age was 27.6. Twenty-two participants (22) were Pell eligible. The UNM-Los Alamos budget award is $468,320 for TAACCCT 4, and at the end of the third year, $361,113 (77.1%) is expended. The grant has been extended into a fourth year and remaining funds $107,207 (22.9%) can be spent through September of 2018.

UNM-Los Alamos

Community Impact of SUN PATH from 2014 to 2017

- New certificate programs were developed and are now offered: Personal Care Attendant (PCA) and Certified Nursing Assistant (CNA).
- Community members provided $14,500 in scholarships for Allied Health career pathways for PCA and CNA programs.
- A NM Department of Workforce Solutions, Job Development Career Coach (JDCC) is now located on campus to assist students with career readiness skills and job placement services.
- Training programs eligible for financial assistance under the Workforce Innovation Opportunity Act (WIOA) has increased from zero to four.
- Adult Education now has representation on the Northern Area Local Workforce Development Board.
- Temporary Assistance for Needy Families (TANF) is now providing tuition assistance for qualifying students.
- Establishment of Simulation Lab for ambulance, ER and multi-scenario simulations with additional high fidelity simulation manikins for EMT, CNA and PCA scenarios.
- Healthcare employer partners have greatly expanded and include nine local agencies that are now active on an ongoing basis.

UNM-Taos

UNM-Taos SUN PATH Program Outcomes: Actuals Compared to Targets

- Unique Participants Served: 189; 83 (43.9%); 189 (Target Y1+Y2+Y3+Y4)
- Participants Completed Program: 117; 8; 66 (52.8%); 125 (Target Y1+Y2+Y3+Y4)
- Participants Employed after Program: 51; 25; 8 (10.5%); 76 (Target Y1+Y2+Y3+Y4)
- Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment: 22; 21; 34 (79.1%); 43 (Target Y1+Y2+Y3+Y4)

Legend:
- Actual Y1 + Y2 + Y3 (% of Total Target)
- Target Y1 + Y2 + Y3
- Target Y4

UNM-Taos SUN PATH Budget: Amount Spent Y1+Y2+Y3: $506,284 (74.5%); Amount Remaining Y4: $173,699 (25.5%); Total Budget Amount: $679,983

UNM-Taos Demographics (Y1 + Y2 + Y3)
- American Indian: 1.5%
- Hispanic: 59.1%
- White: 34.8%
- Female: 62.2%
- Male: 37.8%
- Average Age 34.0

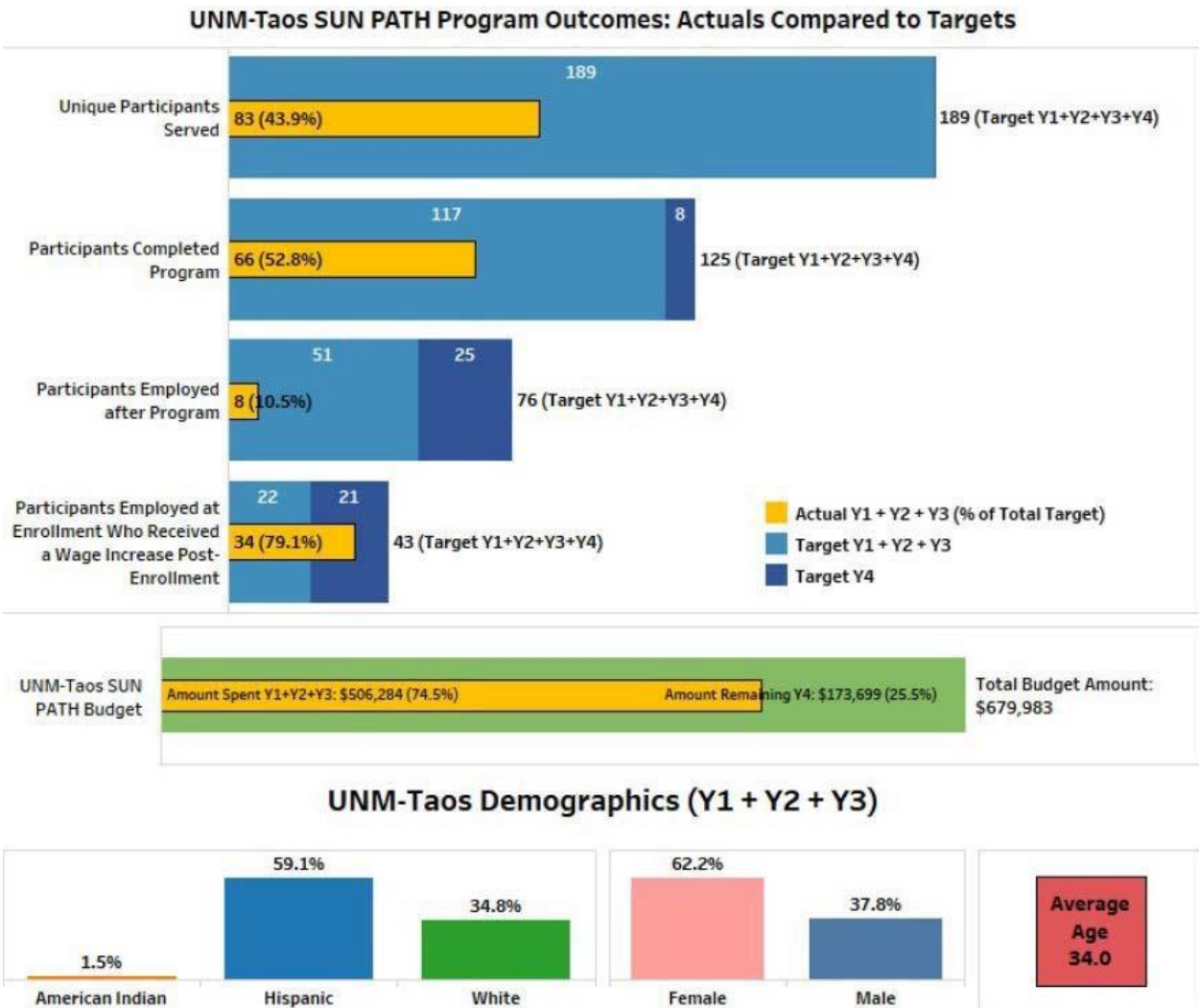*Figure 16: UNM-Taos Enrollment Outcomes to Date (as of 11/2017)*

After three years in SUN PATH, UNM-Taos has served 83 unique participants enrolled in various programs of study, ranging from one semester certificates to Associates Degrees. Altogether, 66 have completed their studies, a completion rate of 79.5% (many are still retained in their program of study), while earning 70 certificates, degrees, and industry recognized credentials in total. Eight (8) participants were employed after completing their programs. Incomes for thirty-four (34) increased during or after their studies. Participants were mostly Hispanic (59.1%) and White (34.8%) while 1.5% were American Indian, and a small remainder (4.6%) represented other races/ethnicities. Most participants were females (62.2%). Participants' average age was 34. Thirty-eight participants (38) were Pell eligible. The UNM-Taos budget award is $679,983 for TAACCCT 4, and at the end of the third year, $506,284 (74.5%) is expended. The grant has been extended into a fourth year and remaining funds $173,699 (25.5%) can b e spent through September of 2018.

UNM-Taos

Community Impact of SUN PATH from 2014 to 2017

- New certificate and degree programs in Allied Health were developed and are now offered including: an Associate's degree in Emergency Medical Services (EMS), Medical Coding/Billing, and Community Health Certificate (CHC). The CHC program is a community health worker training program endorsed by the New Mexico Department of Health.

- The associate's degree in EMS created a career pathway with stacked credentials for advancement in the allied health professions. College EMS enrollments increased from 31 students in 2015 to 75 students in 2016.

- UNM-Taos created and implemented the I-BEST model in CNA, Intro to EMS, and EMT-Basic courses. This model provides adult education (AE) students, including those without high school equivalencies, access to credit bearing training programs. These courses lead to an entry-level, industry-recognized credential and employment.

- The Adult Learning Center transitioned to the Taos Education and Career Center (TECC) with the development of career pathways and integrated education and training programs (IET).

- The Program Specialist at TECC also became the Job Development and Career Coach (JDCC) funded by the Department of Labor, greatly strengthening the partnership between education and workforce. The employment rate for the adult education I-BEST students who successfully passed their coursework and earned a certificate is 64% and growing.

- Partnerships with employer partners have resulted in 32 scholarships for I-BEST students in need, specifically with 8 from Taos County EMS, 18 from the Lions Club, and 6 through the non-profit SER Jobs for Progress.

- Establishment of a simulation lab through the leveraging of bond funds helped build a state of the art health sciences center for UNM-Taos, located in the center of our community.

- SUN PATH funded high fidelity simulation manikins, expanding multi-scenario simulations to all Allied Health programs.

UNM-Valencia

UNM-Valencia SUN PATH Program Outcomes: Actuals Compared to Targets

UNM-Valencia Demographics (Y1 + Y2 + Y3)

Figure 17: UNM-Valencia Enrollment Outcomes to Date (as of 11/2017)

After three years in SUN PATH, UNM-Valencia has served 271 unique participants enrolled in various programs of study, ranging from one semester certificates to Associates Degrees. Altogether, 239 have completed their studies, a completion rate of 88.2% (many are still retained in their program of study), while earning 265 certificates, degrees, and industry recognized credentials in total. Eighty-three (83) participants were employed after completing their programs. Incomes for ninety-seven (97) increased during or after their studies. Participants were mostly Hispanic (61.2%) and White (30.2%), while 5.4% were American Indian, and a small remainder (3.2%) represented other races/ethnicities. Most participants were females (77.1%). Participants' average age was 28.5. One hundred sixty-nine participants (169) were Pell eligible. The UNM-Valencia budget award is $788,030 for TAACCCT 4, and at the end of the third year, $600,863 (76.2%) is expended. The grant has been extended into a fourth year and remaining funds $187,167 (23.8%) can be spent through September of 2018.
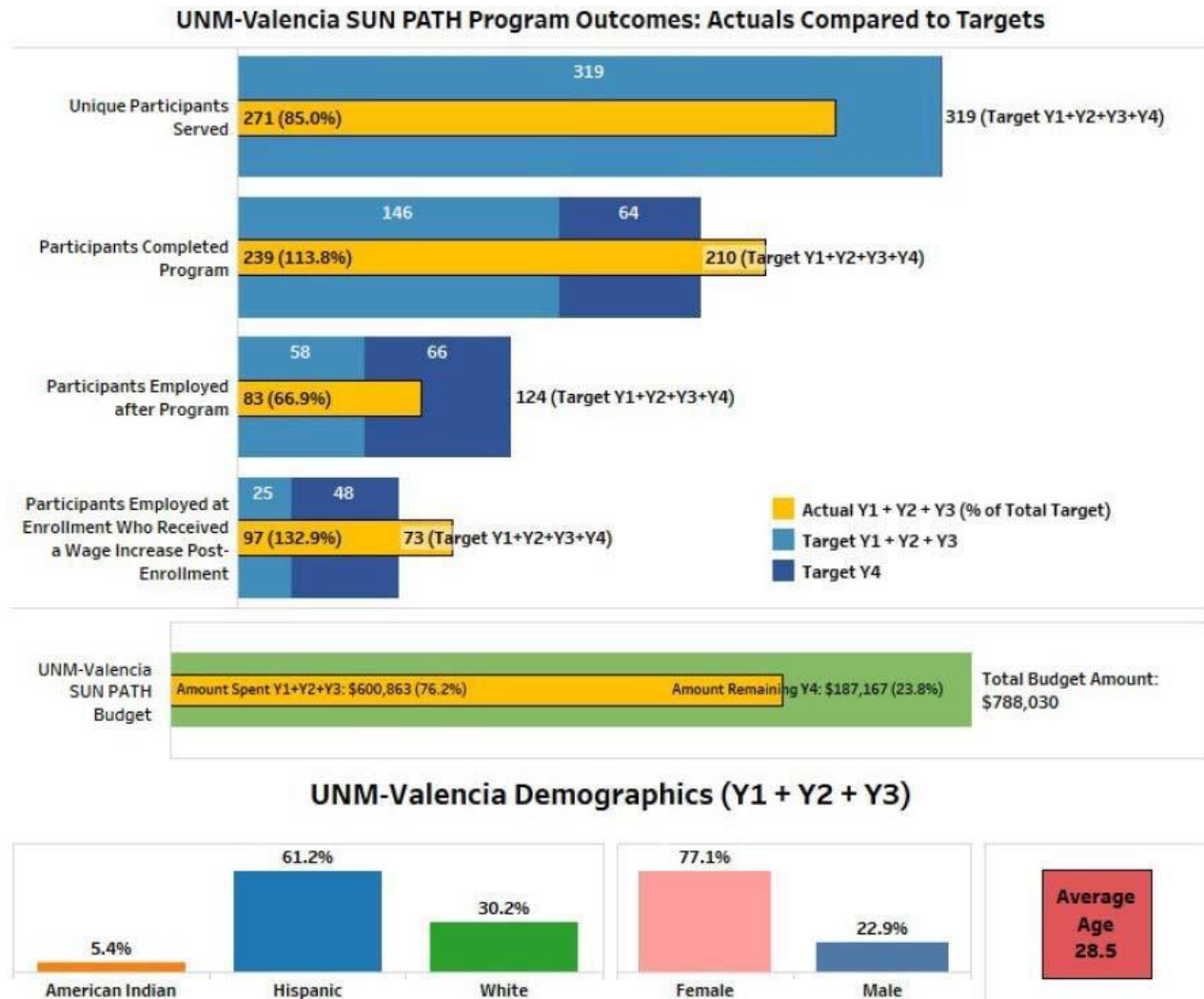
UNM-Valencia

Community Impact of SUN PATH from 2014 to 2017

- New Associate Degree programs in Allied Health were developed and are now offered including: Associate Degree in Health Information Technology and the certificate in Medical Assisting.

- Pre-college students (adult education and developmental education) now have access to and are actively enrolling in credit bearing training programs that lead to an industry credential and employment through the I-BEST certificate programs. I-BEST has expanded from two programs: Personal Care Attendant and Nursing assistant prior to SUN PATH into all four of the Allied Health certificate programs including Phlebotomy and Emergency Medical Technician-Basic.

- A NM Department of Workforce Solutions, Job Development Career Coach (JDCC) is now located on campus engaging employers and providing a wide range of workforce readiness services to students including job placement support.

- Prior to SUN PATH, UNM-Valencia had difficulty tracking post-graduation employment rates. All Allied Health students are now seamlessly tracked from graduation into employment.

- Healthcare employer engagement has grown exponentially from 20 partners minimally engaged in 2014 to 35 employer partners that currently provide clinical sites, supplies for courses, input on curriculum and ultimately locations for job placement.

- Simulation scenarios have been developed and are now being utilized with high fidelity mannequins for all Allied Health programs. Simulation training is more accessible and the number of faculty trained in simulation has increased from two to 11 in the past three years.

- The number of faculty trained by Quality Matters to develop and deliver high quality online courses have increased from five to 27 in the past three years.

- Completion of students in Allied Health programs increased from 68% in 2014 to 88% in 2017.

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EVALUATION OF THE SUN PATH CONSORTIUM

Reflections on "What's Striking About SUN PATH"

Background

Interviews with PI's, Site Coordinators, JDCCs and Participants began with a big picture question about what they found to be most striking in the past year with SUN PATH. Interview/Survey respondents took a moment to reflect on major changes and observed the trends described in the paragraphs below.

Summary of Progress: Reflections on "What's Striking About SUN PATH"

The Right People: SUN PATH is designed to integrate systems that once operated independently. The program structure introduces a practical approach to making cross system collaboration happen. Employing JDCCs on college campuses directly bridges the community college and the workforce systems. I-BEST is a functional approach to bridge internal systems by teaming adult education with health science departments. Dedicating grant funds to support a full-time Site Coordinator to oversee all aspects of the program continues to ensure that SUN PATH can be a priority at each college moving into Year 4.

The vision and buy-in of college leadership makes a huge difference. SUN PATH sites have been especially productive where the PI/Deans of Health Sciences are directly involved as change agents. Colleges who have their Dean of Health Sciences in the role of PI used this positionality to effectively bridge implementation demands with college leadership and staff. PIs who have established careers within the colleges achieved program success even when faced with skepticism. Interview participants noted that having a Site Coordinator who can work well with leadership, instructors and staff across the post-secondary continuum is an advantage. Intrusive advising requires leadership support and skillsets that SUN PATH Site Coordinators possess for collaborating with JDCCs.

The Right Strategies: Interview respondents (student participants, instructors and leadership) selected I-BEST as one of the primary strategies to continue and replicate in SUN PATH and across all post-secondary institutions in New Mexico. In addition, many people continue to see I-BEST as the most memorable experience. During Year 3 SUN PATH hosted two I-BEST professional development conferences. Co-teaching instructors, staff, and leadership now see and understand how an integrated basic education support and training program changes the lives of their students.

It is important to note that the SUN PATH decision not to define how I-BEST is delivered at each site is supported in students' comments wherein they express the effectiveness of the varied methods of I-BEST instruction (Appendix F: Student Comments).

Size and Scope: Many interview respondents noted that SUN PATH was the largest grant they have ever participated in. The grant enabled much to be done than would otherwise be possible, like the establishment of new certificate and degree programs and investment in high impact strategies such as the Simulation Labs and an online Emergency Medical Services program.

Collaboration: SUN PATH staff appreciate being part of a team and are grateful for the opportunity to learn and share knowledge and practices with ten other colleges. Site Coordinators and JDCCs in partnership with Adult Education and student advising is working well across roles and responsibilities. Such matters are consistently addressed during Year 3 in the form of targeted professional development for SUN PATH. In June 2017 a one-day Department of Workforce Solutions Peer Training professional development conference was held for Job Development Career Coaches at Santa Fe Community College.

Bridging DWS and the workforce connection systems with community colleges is a major breakthrough as the two work together to reach a common endpoint. This would not have happened without funding from the TAACCCT grant. SUN PATH hosted a two-day "Connecting Career Services to New Mexico Workforce" conference in August 2017. Community College Adult Education, Career Counselors and Student Advisor staff joined SUN PATH Site Coordinators and Job Development Career Coaches in the exploration of the various Workforce Solutions resources available for integration into college campus infrastructures. This collaborative initiative established linkages and networks to bridge gaps in services between SUN PATH participant support networks and Community College personnel.

> **What has been most memorable to date about SUN PATH?**
>
> *"I think that one of the most striking changes has been how collaborative all of the colleges have been."*
>
> *--Principal Investigator*
>
> *"The Regional Medical Simulation Center and the I-BEST Program has stood out for our campus that has resulted in positive change. We have experienced wonderful feedback from students and faculty."*
>
> *--Principal Investigator*

Continuous Quality Improvement: SUN PATH staff are committed to improving practice each semester. In support of improving best practice more than eighty (80) staff, instructors and employer partners participated in two (2) full-day professional development Simulation Training Conferences during academic year 2016/2017 (December 2016 and again in September 2017).

There is a noticeable difference for the Sim Lab in having dedicated staff and an expanded curriculum that also accommodates the professional development needs of employer community partners. Simulation Lab sustainability is at the forefront of academic year 2017/2018 with most SUN PATH colleges having identified resources and a commitment to sustain the labs and instructional staff. Employer partners are taking advantage of access to the state of the art facilities for EMS recertification and required professional continuing education units.

Intrusive, assertive advisement continues in different ways, at different colleges. JDCCs and Site Coordinators initiate student academic momentum by flagging students' registration ability to redirect students to advisement and assessment opportunities early in their programs. Guidance has been provided to clarify roles, duties and responsibilities for collaboration between the Site Coordinator and JDCC. This student support team at each site have defined their own delegation of roles and responsibilities with the goal of familiarizing students with SUN PATH supports for academic success, retention and completion.

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Fundamental Design Issues That May Have Impacted Outcomes

Target numbers were established during the grant development process with the understanding that numbers could be revisited and altered in order to be realistic. SUN PATH, like many grant development processes, built program targets based on samples, extrapolation and assumptions to build a feasible site project.

Progress Report

Three years into the SUN PATH shows that most colleges are on a trajectory to reach their targets. As seen in Table 4, enrollment progress varies from 44% to 107% of overall target.

Low Enrollment Rates

SUN PATH College	Unique Participants Served	Target	Percentage of (Year 1+Year 2 + Year 3) Enrollment Goal
Mesalands	86	96	89%
UNM-Taos	83	189	44%
UNM-Los Alamos	83	110	75%

Middle Enrollment Rates

SUN PATH College	Unique Participants Served	Target	Percentage of (Year 1+Year 2 + Year 3) Enrollment Goal
NMSU-Alamogordo	139	206	67%
ENMU-Ruidoso	104	175	59%

Highest Enrollment Rates

SUN PATH College	Unique Participants Served	Target	Percentage of (Year 1+Year 2 + Year 3) Enrollment Goal
CNM	837	799	105%
San Juan College	548	511	107%
ENMU-Roswell	488	462	106%
SFCC	446	466	96%
UNM-Gallup	312	323	96%
UNM-Valencia	271	319	85%

Totals for SUN PATH TAACCCT Years 1, 2, & 3 – SUN PATH (This rate represents the final Year 3 total as verified with SUN PATH, DWS and HED data as of summer 2017.)

Table 4: Colleges with Low, Middle and High Rates of Meeting Enrollment Goals

To gain a sense of scope and assess feasibility, Table 5 below examines the relationship between the SUN PATH updated target and the overall school enrollment population. The target enrollment ranges from approximately 2% from a large school such as CNM, to 11% from a small school such as ENMU-Ruidoso.

For the most part, target numbers are being met at colleges with the exception of those colleges that generally experience low enrollment levels and are located in rural/remote areas, compete for students with nearby colleges, and are also set to meet high proportional enrollment targets. It may not be fair to assume that over ten percent of a student population would enroll in SUN PATH.

It should be noted that the Consortium Director has stated upon numerous formal and informal convening occasions that in order to efficiently use TAACCCT funds, there may be a need to reallocate target participant counts and funds from colleges who are not able to reach their target numbers to those colleges who can exceed their targets.

During summer of 2017, in consultation with college site level leadership team members, Los Alamos, Taos, Ruidoso, Mesalands, and Roswell agreed to re-visit target participant counts and decided to reduce target participant counts represented in bold print below (*newly agreed upon participant counts can be found in the individual Annual Progress Reports for each site beginning on page 17*). The monetary resources from these five sites were used to support and in some circumstances increase Job Development Career Coach staffing by way of the New Mexico Department of Workforce Solutions, support at larger college sites. SUN PATH college sites were given the option to increase enrollments if appropriate as well.

	CNM	ENMU-Roswell	ENMU Ruidoso	MCC	NMSU-A	SFCC	SJC	UNM Taos	UNM Los Alamos	UNM Gallup	UNM Valencia	Consortium Target
Target of Participants Served	799	462	**175**	**96**	**206**	466	511	**189**	**110**	323	319	4,116
Annual Enrollment (2014)	41,205	5,319	1,559	1,108	4,061	9,299	12,500	3,497	1,575	2,505	3,490	
SUN PATH target as estimated portion of Annual Enrollment	2%	9%	**11%**	**9%**	**5%**	5%	4%	**5%**	**7%**	13%	9%	

Source: New Mexico Higher Education Dashboard, 12 months unduplicated headcount for 2014/2015 academic year

Table 5: Estimated Target Participant Counts (Unduplicated Student Enrollment)

Successes

Interviews measured a perception of success and an interesting trend emerged. Colleges
that feel successful continue to have strong "vertical" buy-in from leadership, such as deans and
directors and that leadership fosters support of faculty and colleagues. Additional reasons for success
are:

- High achieving schools overcame numerous challenges. During interviews, staff described
individual initiatives to promote SUN PATH goals such as incorporating intrusive advising in the
registration process and assertive JDCC outreach to students in classroom settings.

- JDCCs stepped up employer partnerships requesting employer consideration of internships
for participants that subsequently lead to employment as opposed to waiting until program
completion.

- Several SUN PATH colleges that participated in the first round of TAACCT funds had a head start on
strategies and activities such as I-BEST, SUN Online, Credit for Prior Learning and WorkKeys.

- SUN PATH I-BEST data reported a 58% increase in participation between September 2016 and
September 2017.

Challenges

- Interviews showed that staff who perceive more barriers than successes perceived a lack of
buy-in from high level administrative leadership.

- During SUN PATH Years 3 and 4, capacity and retention of SUN PATH staff and JDCCs may play a
role in enrollment rates.

- Small communities have a low pool of students from which to recruit.

- The capacity of some SUN PATH healthcare support fields continues to be impacted by the
number of primary care providers in the area resulting in the afore-mentioned agreed
upon reductions in recruitment projections.

- Data shows that some areas host a small number of healthcare jobs associated with
programs of study in which JDCCs can successfully place SUN PATH completers. Students
may need to relocate to find a job. For instance, the number of annual jobs posted in SUN
PATH programs of study are much lower than target enrollees. Sites experiencing this
situation include ENMU- Ruidoso, Mesalands, NMSU-Alamogordo, UNM-Los Alamos, and
UNM-Taos.

- According to the New Mexico Healthcare Workforce Committee 2016 Annual Report: Service
areas with low availability of both Primary Care Physicians and Certified Nurse Practitioners
include: ENMU-Ruidoso, NMSU-Alamogordo and UNM-Valencia. Counties with very low
counts of primary care physicians needed to meet national benchmarks include Valencia
(36), Lea (21), Otero (14), Torrance (10), Luna (10). Counties with very low counts of certified
nurse practitioners needed to meet national benchmarks need: Sandoval (44), San Juan (41),
Otero (15), Valencia (24) and McKinley (19). Health career pathway advancement
opportunities may be limited until market capacity increases.

- The New Mexico Healthcare Workforce Committee 2016 Annual Report research reports there were an estimated 2,075 PCPs in New Mexico in 2015, 428 more than the benchmark based on national averages. Of the total, 45.1 percent are concentrated in Bernalillo County, which has 401 more PCPs than the national average. Other counties with above-average PCP-to-population ratios include Santa Fe (+68), Chaves (+23), Los Alamos (+18) and Grant (+15). Rural New Mexico continues to be below the national benchmark. The five counties most below benchmark include Luna (-10), Torrance (-10), Otero (-14), Lea (-21) and Valencia (-36). Retrieved from https:// hsc.unm.edu/assets/doc/economic-development/nmhcwc-presentation-2016.PDF

- Areas showing primary care providers are spread thin may impact some healthcare jobs that support doctors and nurses. The lack of physicians may not impact community health worker, home-based or long- term healthcare jobs.

- Branch campus staff expressed some hesitancy about their autonomy to implement key SUN PATH strategies (CPL, Program adoption, among others) inasmuch as academic adoption and implementation happens at the highest levels of administration and faculty governance.

- The map shown below in Figure 18 illustrates a fundamental challenge for colleges such as Mesalands and ENMU-Ruidoso to attract or compete for students and job placements based on population and overlap of territories. Another element to consider is the number of commonly available jobs that are aligned with programs of study offered at the colleges.

Map Key

- *Circles show a 30-mile radius to represent the average travel time of 22 minutes to commute to work.*

- *The intersection of circles also illustrates overlapping recruitment territory of SUN PATH colleges.*

- *The numbers inside the circle represents the population of working age adults ages 18-64 in*

- *The color intensity represents population density of that population.*

Figure 18. Map Showing Student Recruitment and Job Placement Territory, Population Count and Density of Adults ages 18-64 in a 30 mile radius around SUN PATH campuses

Recommendations

This report and appendices provide resources to inform continued dialogue with SUN PATH colleges to plan next steps for Year 4 and sustainability and possibly to revisit and adjust participant enrollment targets and programs of study.

- Maintain a focus on responsiveness to employers in terms of job demand (for programs of study that have a number of job openings) as well as in terms of curriculum that prepares students for credentials and skills highly valued by employers.

- Seek the engagement and buy-in of college leadership. SUN PATH is transitioning into Year 4 of the TAACCCT grant. College sites are beginning to experience attrition in key staff positions. Commitment at the highest levels of decision making is critical to the integration success of the system changes and transitions brought by SUN PATH.

- When present, leadership's enthusiasm awareness of the need for action toward sustainability becomes contagious to faculty and staff. Year 4 of the grant provides an opportunity for leadership to inject new energy and excitement for being part of a project of this magnitude schedule to sunset in one year.

- Maintain dialogue between branch campuses and main campuses to boost buy-in and make progress to implement key SUN PATH strategies collaboratively. This is especially important for the initiative Credit for Prior Learning. The University of New Mexico has not responded to the proposed Credit for Prior Learning proposal submitted on behalf of all four campuses by UNM- Taos.

- Some states have launched special initiatives around Prior Learning Assessments for military populations. Three examples are the Multi-State Collaborative on Military Credit, Minnesota's Veterans Education, Transfer System (MnAmp) and Texas' College Credit for Heroes

- Consider soliciting campus faculty buy-in for "credit for prior learning (CPL)." MnAMP TAACCCT-4 solicited faculty input for CPL by offering faculty a stipend to write course specific CPL standards and cross-walks for their individual courses. The package of CPL curriculum and cross walked courses were then presented to the administration as an opportunity to increase enrollment for its veteran population (Willaert, A., 2017 October)[13]

- Continue to consider offering courses through continuing education if necessary to sustain programs for student course completion [NMSU-A].

- Focus on transition hires of key participant support staff to new resources to sustain and improve SUN PATH outcomes when appropriate.

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[13] Willaert, A. (2017 October). Cloud Based Video Solutions in Practice: MnAMP Credit for Prior Learning Guidebook. Paper presented at the meeting of the National Council Workforce Education, Salt Lake City, Utah.

Implementing SUN PATH'S Innovative Strategies

SUN PATH institutional level capacity building for priority populations includes support for student services in the form of a Job Development Career Coach (JDCC) and a Site Coordinator at each institution. One of the highest priorities for the remainder of the SUN PATH initiative is sustaining the liaison role of the JDCCs in support of TAA workers, unemployed Veterans and low skilled adults.

A key implementation factor is the roll-out of academic certificate and degree programs that enhance and accelerate access to health career pathways for the three priority populations of low-skilled adults, veterans and TAA-eligible workers. The remainder of this report focuses on the delivery of academic certificates and degree programs. Each section is identified by a very specific SUN PATH Priority, followed by data collected, coded and analyzed to assess Lessons, Successes and Challenges and offer Recommendations related to a specific strategy articulated in the indicated priority.

This section focuses on lessons learned from Years 1, 2 and Year 3 of program implementation. Each college in the consortium is tasked with designing effective program strategies and identifying best practices for system and instructional strategies designed to achieve SUN PATH goals for capacity building and institutional integration. All eleven colleges were asked to share lessons learned, successes and challenges along a continuum of program deliverables in the following areas:

Priority 1: Increase access and capacity to consistent and high quality Allied Health, EMS, and HIT Career Pathways:
- Programs of Study
- Stacked and Latticed Credentials
- SUN Online
- Simulation Labs
- Emergency Medical Services

Priority 2: Accelerate Credential Completion and Entry into the Workforce:
- I-BEST
- Credit for Prior Learning Taskforce
- Job Development Career Coach Services

Priority 3: Create a Model that strengthens alignment and accountability across systems, institutions, and industry:
- Employers as Partners
- Data Management

Conclusions

Priority 1: Increase Access and Capacity to Consistent and High Quality Allied Health, EMS, and HIT Career Pathways

PRIORITY 1: Increase access and capacity to consistent and high quality Allied Health, EMS, and HIT career pathways			
STRATEGIES	**ACTIVITIES**		
Industry Recognized credentials that are stacked and latticed	Develop and deliver courses and certificates in Allied Health, EMS, and HIT to enhance and expand programs of study.	Identify and develop entry-level certificates.	Employers provide ongoing input on skills and credentials needed by industry.
Enhance online course sharing and technology enabled learning	Identify online courses and certificates that can be adopted and shared across consortium using the SUN ONLINE, the online course sharing system.	Utilize instructional designers to develop and enhance online/hybrid courses. Use Quality Matters to certify online course that are shared.	Establish Regional Medical Simulation Centers (RMSC). Expand simulation capabilities.
Development and delivery of modularized curricula	Modularized non-credit bearing courses and certificates in Health Information Technology are offered and targeted to TAA workers.	Modularized simulation training at the RMSC for incumbent workers	
Implementation of common core curriculum	Support adoption of NMNEC model for nursing programs across consortium. Adopt similar model for EMS curriculum across the consortium.	Adoption and expansion of common core courses for entry-level Allied Health, EMS, and HIT certificates across consortium.	
Improve and Enhance Instructional Practice – Staff and Faculty Professional Development	Integrated Basic Education and Skills Training (I-BEST) / Prior Learning Assessments	Simulation	Discipline-specific

Table 6. Priority 1: Increase access and capacity to consistent and high quality allied Health, EMS and HIT Career Pathways

SUN PATH's Programs of Study

In the SUN PATH program, an integrated education and training model informs program and course design. This may result in multiple sections of a course being offered to integrate I-BEST and/or offering courses in combination with each other to meet the needs of the stakeholder community and employer partners served. Program design follows students' needs for support for academic and professional success.

The SUN PATH certificate and degree programs offered and reported by colleges to SFCC data team have grown from twenty-two (22) certificate and degree program courses with ten courses supported by I-BEST in 2015; to SUN PATH offering over fifty (50) certificate and degree program courses with eighteen (18) courses supported by I-BEST instruction at colleges across the consortium as of December 2016.

Allied Health Program: Basic + Certified Nursing Assistant, Basic + Patient Care Unit Assistant, Basic + Phlebotomy, Basic Body Structure (I-BEST), Certified Nursing Assistant, Combined Basic + Certified Nursing Assistant + Unit Assistant, Community Health Worker, Community Health Worker (Hybrid), EKG Technician, Fundamental Skills in Health Careers (Basic)(I-BEST), Home Health Aide (I-BEST), Home Health Aid/CNA, Medical Assisting, Medical Assisting, Medical Billing Coding, Medical Coding Specialist, Medical Lab Technician, Medical Terminology, Patient Care Assistant, Pharmacy Technician, Pharmacy Technician (I-BEST), Phlebotomy/Phlebotomist

Pre-Nursing, Pre-Nursing (ASAH), Pre-Nursing (I-BEST), Allied Health (AAS), Medical Assisting (AAS), Medical Laboratory Technician (AAS), Nursing (AAS), Occupational Therapy Assistant (AAS), Physical Therapist Assistant (AAS), Pre-Nursing (AAS), Radiology Technician (AAS), Respiratory Therapy (AAS), and Surgical Technology (AAS).

Health Information Technology Program: Computer and Network Security, Cyber Security Certificate (Online), Electronic Health Informatics, Electronic Health Records, Health Information Technology, HIT Certificate, HIT Technician, Medical Coding, Medical Insurance Coder/Biller, and Health Information Technology (AAS).
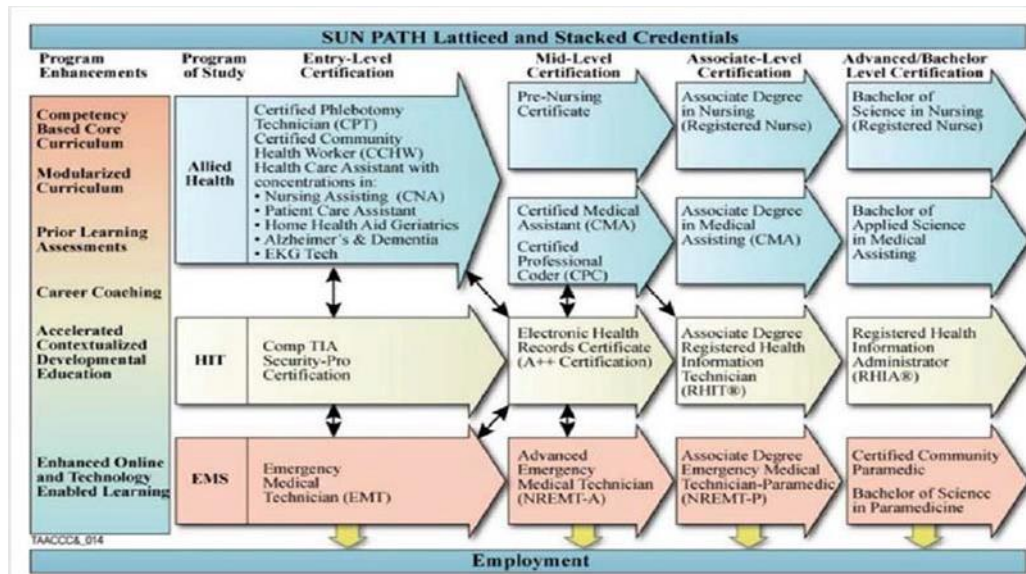
Emergency Medical Services (EMS) Program: Intro to EMS (I-BEST), Community EMT, Community Paramedic, EMT/EMS Advanced, EMT-Advanced, EMT/EMS Basic, EMT/EMS- Intermediate, EMT-Paramedic, ER Technician, Medical Terminology, EMS (AS), EMT/EMS (AAS), EMT- Intermediate (AAS), EMT-Paramedic (AAS), EMT/EMS-Paramedicine (AAS), and Professional Paramedic Practice.

Strategy: Industry Recognized Credentials that are Stacked and Latticed

Background

Stacked credentials allow participants to build their career with certificates that add marketable skills and enable promotion into higher wage jobs. Latticed courses and credentials enable students to transfer between academic programs and colleges to build their career.

Figure 19: Industry Recognized Credentials that are Stacked and Latticed

Emergency Medical Services (EMS) involves clearly stackable credentials to comply with national and state registry requirements. The EMS Task Force is making progress to establish common core and articulation agreements. Ten (10) campuses offer EMT/EMS Basic or EMT/EMS Basic (I-BEST). Ten of the eleven (11) campuses offer EMS-Basic and four (4) campuses offer stacked EMS credentials (basic, intermediate and advanced). In response to employer partners CNM has developed an innovative community health certificate for practicing EMTs and EMT-Paramedics.

Health Information Technology (HIT) is an option perhaps better suited to Veterans and TAA-workers because of the required competencies and higher entry level salaries. Certificates are offered at four (4) campuses with two (2) offering a stack leading to an Associate degree. CNM, SJC and UNM-Gallup are accredited by CAHIM while ENMU-Ruidoso is accredited by CompTIA. The HIT Task Force continues to work on mapping out Core, Snap-on, and Medical Billing and Coding Certificates and agreements to accept HIT certificates and the Commission on Accreditation for Health Informatics and Information Management Education (CAHIM) Associates Degree courses.

Allied Health (AH) programs are offered on all eleven (11) campuses, offering forty (40) AH courses, nineteen (19) different certificates and nine (9) Associates degrees. Allied Health also offers I-BEST courses for students who can benefit from additional educational support services.

Successes

- Student survey responses continue to indicate that the EMT/EMS certificate stack is clear and easy to follow.

- I-BEST Nursing Assisting provides many benefits for low-skilled adults to identify as a college student and qualify to sit for the New Mexico Department of Health approved credentialing exam.

- The New Mexico Nursing Education Consortium (NMNEC) worked for five years to develop a standardized statewide curriculum and degree process for nursing education. Students can co-enroll in a nursing program at the community college that results in an Associate Degree in Nursing and a Bachelor of Science in Nursing (BSN) from a partnering university. Students accepted into co-enrolled BSN programs can seamlessly transfer to a partner university or college without loss of credit.

- CNM recently introduced a mid-level stacked credential with the Patient Care Technician program. This 16-22 credit certificate requires Nursing Assisting or EMS-Basic as a prerequisite and prepares students with technical skills related to caring for patients in an acute care setting. Presbyterian Hospital employs many levels of Patient Care Techs.

- The SUN PATH Allied Health Associates and Pre-Nursing Associates degrees continue to provide academic and skill preparation to apply to Bachelor of Science in Nursing (BSN) programs. Currently, Nursing is offered at seven (7) SUN PATH sites. SUN PATH is entering Year 4 of the TAACCCT grant, CEPR will place a special focus on Nursing participants to document participant trajectories, advances in the field and wage data to track employment of completers of these Nursing degrees.

- Student survey responses continue to declare Nursing as a primary trajectory contingent upon completion of pre-requisites.

- SUN PATH at SFCC has successfully developed a WorkKeys (Workplace Observation, Locating Information, and Reading for Information) job profile to help integrate and standardize the credential of Community Health Worker across the state.

- The Community Health Worker (CHW) certification program is now sanctioned by the State of New Mexico Department of Health. SUN PATH CHW program completers can submit a voluntary credentialing application based on presenting proof of a completed certificate training program endorsed and/or vetted by the New Mexico Department of Health. Retrieved from https://nmhealth.org/publication/view/form/2950.

- In September 2017, SUN PATH hosted a half-day conference, "Community Health Worker Initiative." This event drew over forty (40) participants including past and current president of the New Mexico Community Health Worker Association; Celina Bussey, Cabinet Secretary for the New Mexico Department of Workforce Solutions; University of New Mexico Hospital representation and Armelle Casau, New Mexico Voices for Children. Community health worker advocates are hopeful that the insurance reimbursement will expand as evidence grows that preventative healthcare management avoids costly visits to emergency rooms and untreated illness. Community Health workers fill a niche to support preventative healthcare measures to chronically ill patients by helping them manage their care.

> *Sun Path encouraged and worked at adding stacked and latticed credentials throughout the Consortium. All colleges implemented changes to curriculum to work in this area. Noted are the CHW, EMS and CNA*

- Currently, no LPN credentials are offered at SUN PATH colleges. The consortium member institutions have numerous approved Associates Degree in Nursing (ADN) programs including CNM, ENMU-Roswell, UNM-Gallup, UNM-Taos, UNM-Valencia, San Juan College and SFCC.

- The CNA program is popular with more than 1,203 participants enrolled in the Certified Nursing Assistant program as of September 2017. SUN PATH is working to provide trajectory support and guidance for career advancement.

Challenges

- Students continue to report the need for guidance in applying the stacked credential model to other SUN PATH academic offerings in the Allied Health program. Students report understanding the EMS and Health Information Technology programs academic offerings and available credentials.

- Students who are not admitted into a Bachelor of Science Nursing (BSN) program need to have alternate pathways to pursue technical certificates to gain marketable skills.

- Community Health Worker and Patient Care Assistant remain limited offerings across the consortium.

Recommendations

- Currently the CNA credential does not provide a pathway to higher wage-earning potential. Each college has developed initial career pathway diagrams for Allied Health, HIT and EMS programs of study and with institutional integration comes opportunity for improvement. Principal investigators acknowledge this challenge exist. Colleges are encouraged to continue collaboration with healthcare employers to respond to workforce needs and to identify a potential pathway for the CNA profession.

- The SUN PATH Allied Health and Associate degrees continue to provide academic and skill preparation to apply to Bachelor of Science in Nursing (BSN) programs. Currently, Nursing is offered at seven (7) SUN PATH sites. It is important that year 4 evaluation place a special focus on participants to document student momentum, trajectories, advances in the field and wage data to track employment of completers of this degree across the consortium.

- Continue to align courses and training with job demand for region/community.

- To ensure that sustainability plans are meaningful, Site Coordinators and JDCCs should continue assessing course offerings for alignment with community-based needs in collaboration with DWS and employer partners.

- Continue to advocate for elevating Community Health Worker to a required state level credential as opposed to a voluntary credential.

- Continue to advocate for Community Health Worker funded services including but not limited to Medicaid/Medicare payment for services. Success in this area lends credibility to CHW certification. Currently, Minnesota is the only state reimbursing for CHW services.

- Continue to encourage Community Health Worker participants, where applicable, to pursue a GED or high school equivalency as required by the State for credentialing.

- Continue to assess wage growth in the Allied Health, Emergency Medical Services and Health Information Technology professions using the DWS LASER system.

- Consider reducing course replication and coordinate with SUN Online/WICHE for offering courses across the consortium.

- Assess where the momentum points are for students' SUN PATH program participation (such as personal finances, family matters, proficiency exams for entrance, and additional and sometimes cost-prohibitive fees) and what specifically supports or hinders a participant's pathway progress toward course completion, certification and credentialing.

- A major challenge in the design of SUN PATH career pathways is the large gap between Nursing Assistant and Registered Nursing or other Allied Health Associates degrees.

- Beyond the personal competency challenges is the shift in expectations in the market Nursing credentials. The Nursing field is moving toward higher professionalization as research progress show that BSN-prepared nurses improve patient outcomes in acute care settings and employer hiring practice are shifting to requirements of a BSN degree or higher. Interviews revealed that major hospitals are not hiring LPNs and prefer to fill intermediate patient care jobs with students in a BSN program.

- Rural and tribal medical centers, and long-term care providers still advertise for LPN's (DWS LASER shows continuous LPN job openings). This continued demand for mid-level patient care provides an opportunity for SUN PATH to explore the increased need for LPNs and make relevant recommendations as appropriate.

- Replicate structured employer meetings(convened by CNM and UNM-V) that focus on specific jobs, curriculum and employer niches (e.g., Home Health Aide).

- Community Health Worker (CHW) is an emerging credential with an effective role to play in maintaining public health. SUN PATH institutions would benefit by working together to establish common programs and curricula.

- As Community EMTs incorporate CHW as a prevention-practice, perhaps SUN PATH could explore intersecting CHW with early childhood home visiting to add stack/lattice options.

- Explore building interactive websites that link to various entry points for stackable credentials. Continue analyzing how programs and courses align, when divergence is sensible, and how to better provide latticed opportunities (examine programs with different course and credit requirements).
- During year 4 parallel programs should be adopted rather than reinvented.
- Stack Toward Higher Wages: Increased wages from training is a key TAACCCT outcome measure. Many entry-level healthcare jobs (CNA, Home Health, and Phlebotomy) pay less than $9.00/hour.
- Re-examine health career pathway diagrams to represent stepping-stones that are achievable by both low skilled adults and college-ready students. Table 3 provides tools to cross-check credential stacks to wage data.
- Students continue to identify the Nursing profession as an important professional trajectory. Assess the academic and time requirements to move from one rung on a career ladder to another. (e.g., pre-requisites to move from Nursing Assistant to the next option) to accommodate student momentum and supports necessary for obtaining Nursing licensure.
- Assess where I-BEST fits in the Nursing career pathway. What practicalities come into play for students to move forward (e.g., learning styles, time, competencies, funds)?
- Continuously assess job demand along with wage growth (average entry level wage data from DWS LASER system shown in Table 3).
- Expand pathway options by incorporating both SUN PATH and non-SUN PATH certificate/degree options offered at the college or adopted through SUN Online/WICHE.
- Identify potential gaps that could be filled by adopting more SUN Online/WICHE courses.
- Collaborate with local employers to understand and align career ladders.
- Pathway diagrams are not one size fits all. Options may need to be different for participants who enter college through I-BEST from students accepted into an ADN program.
- Intermediate Stacks: Adopt mid-level AH certificates across the consortium that respond to employer demands, such as CNM's Patient Care Technician (i.e., qualifies completers for available jobs at acute care facilities) or UNM-Valencia's Medical Assistant "Plus."
- Consortium colleges should continue offering programs of study (that fill the gap between Nursing Assistant and Associates Degree or Bachelor's in Nursing.
- Industry-recognized credentials: Incorporate stackable credentials within SUN PATH Allied Health Associates and Pre-Nursing or ADNs so students can concurrently gain technical certificates within the degree program to build in marketable skills as a contingency if students do not get accepted into a BSN program. Table 7 below is a career map to assist participants in consideration of alternative careers in healthcare with comparable salaries to the Nursing profession

Table 7: Average Entry-Level Wages for Allied Health Jobs Related to SUN PATH Programs of Study

Allied Health Occupations	2014 Annual Entry Level Wage	2015 Annual Entry Level Wage	2016 Annual Entry Level Wage
Home Health Aide	$16,978 $8.14 per hour	$18,210 $8.73 per hour	$17,590 $8.43 per hour
Personal Care Aide	$17,149 $8.22 per hour	$17,310 $8.29 per hour	$17,450 $8.36 per hour
Nursing Assistant	$17,943 $8.60 per hour	$21,590 $10.34 per hour	$21,270 $10.19 per hour
Community Health Worker	$21,080 $10.10 per hour	$18,610 $8.92 per hour	$20,080 $9.62 per hour
Health Educator	$31,510 $15.10 per hour	$28,510 $13.66 per hour	$29,190 $13.99 per hour
Phlebotomist	$20,144 $9.65 per hour	$21,120 $10.12 per hour	$22,060 $10.57 per hour
Med & Clinical Lab Tech	$26,671 $12.78 per hour	$29,140 $13.96 per hour	$26,650 $8.43 per hour
Medical Assistant	$22,490 $10.81 per hour	$24,530 $11.75 per hour	$22,960 $11.00 per hour
Medical Records	$20,350 $9.75 per hour	$22,990 $11.02 per hour	$24,060 $11.53 per hour
Pharmacy Aide	$20,170 $9.70 per hour	$19,140 $9.17 per hour	$19,350 $9.27 per hour
Pharmacy Tech	$24,847 $11.91 per hour	$24,930 $11.95 per hour	$25,100 $12.03 per hour
Physical Therapy Aide	$21,090 $10.14 per hour	$21,890 $10.49 per hour	$19,360 $9.28 per hour
Physical Therapy Assistant	$28,470 $13.69 per hour	$30,080 $14.41 per hour	$32,690 $15.66 per hour
Occupational Therapy Aide	$18,130 $8.72 per hour	$20,610 $9.88 per hour	N/A N/A
Occupational Therapy Assistant	$39,830 $19.15 per hour	$42,350 $20.29 per hour	$44,800 $21.47 per hour
Radiographic Tech	$22,710 $10.92 per hour	$49,520 $23.73 per hour	N/A N/A
Radiologic tech AAS	$27,490 $13.17 per hour	$44,540 $21.34 per hour	$45,100 $21.61 per hour
Surgical Tech	$27,813 $13.33 per hour	$36,570 $17.52 per hour	$33,290 $15.95 per hour
Respiratory Tech	$27,580 $13.26 per hour	$29,050 $13.92 per hour	N/A N/A
Respiratory Therapist AAS	$44,194 $21.18 per hour	$48,290 $23.14 per hour	$42,860 $20.54 per hour
Licensed Practical Nurse	$31,779 $15.23 per hour	$35,900 $17.20 per hour	$36,820 $17.64 per hour
Registered Nurse	$47,404 $22.71 per hour	$55,070 $26.39 per hour	$53,370 $25.57 per hour
Source: statewide average entry level wages. Hourly is estimated by dividing annual by 2,087 hours/year for full-time work. http://www.dws.state.nm.us/Portals/0/DM/LMI/2015_NM_Wages_Report.pdf. NM Department of Workforce Solutions, Economic Research and Analysis Bureau, Occupational Employment Statistics (OES) for 2016 wage data.			

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Strategy: Enhance Online Course Sharing and Technology Enabled Learning

Activity: SUN Online

During the first round of TAACCCT funding, SFCC initiated SUN Online, an online course sharing system as a key strategy to increase access and completion options for students. SUN Online is expanding under this grant and has the long-term plan to build system capacity that can be transferred to and administered by the New Mexico Higher Education Department (HED). The Maryland Online system has served as a model for developing a "seat bank" for colleges to share courses and for a quality assurance training and a certification process called Quality Matters.

Background

Skill-Up Network Online (SUN Online) is a growing SUN PATH consortium initiative. The SUN Online presence in New Mexico is enhanced by reaching out to and welcoming non-consortium member colleges to partner, adopt and share online courses and certificate courses within the SUN Online system. Withthe goal of securing monetary resources to sustain SUN Online, a taskforce convened to conduct cost and impact analysis for SUN Online.

> *The most striking change that SUN PATH has made across Consortium colleges in 2016-2017 is the increased use of SUN Online.*
>
> *--Principal Investigator*

Subsequently, SUN PATH leadership made the decision to move SUN Online to collaboration under the umbrella of the Western Interstate Commission for Higher Education (WICHE), Internet Course Exchange (ICE) as a pilot for the last year of grant funding to assess cost effectiveness. This fall SUN Online transitioned to offer courses through the Western Interstate Commission for Higher Education, Internet Course Exchange (WICHE-ICE).

The SUN Online Vision and Mission remain the same under WICHE as follows:

SUN Online Vision

SUN Online is committed to increasing access to quality online education for students across New Mexico.

SUN Online Mission

- Establish an online course sharing system in New Mexico in collaboration with the state's colleges and universities to provide students with greater access to courses, certificates and programs.
- Provide faculty professional development for excellence and consistency in online learning.
- Foster collaboration between colleges that will result in less duplication of courses, resources and programs.
- Increase student retention and reduce time to completion.

SUN Online/WICHE terms have been adopted and implemented as follows: Western Interstate Commission for Higher (WICHE); Internet Course Exchange (ICE); Program Information Coordinator (PIC). Before each college referred to their SUN Online person as the SUN Online Site Administrator (some called them SUN Online Coordinators, but this causes confusion between SUN PATH Coordinators and SUN Online Coordinators), now referred to as the SUN Online ICE PICs. In addition, SUN Online/WICHE now uses the terms refers to Sharing Institutions (SI) and Adopting Institutions (AI), as Teaching Institution (TI) and Enrolling Institution (EI).

During 2016/2017, SUN Online shared 333 courses offered over the course of a year, with 34 courses adopted by partner institutions resulting in the purchase of 124 seats, generating 361 credit hours, generating $27,075 in college revenue. Courses in high demand are in the Health Sciences, Mathematics and Cyber Security programs. Table 8 provides an overview of SUN Online College partners number of courses shared, courses adopted by partner schools and the institutions providing support by semester for 2017.

Table 8: SUN Online Course Adoption & Sharing (Spring, Summer and Fall 2017)

SUN PATH Partner School	Total # Courses Shared in SUN Online	Total # Courses Adopted from a Partner	From Which Institution	Seats Purchased	Total Credit Hours	$75 X CH
CNM	150	3	SFCC, ENMU RO, ENMU RU	8	25	$1,875.00
ENMU-Ros	33	7	ENMU RU, SFCC	14	26	$1,950.00
ENMU-Rui	19	15	ENMU RO, SFCC	74	216	$16,200.00
Mesalands	9	2	SFCC	11	42	$3,150.00
NMSU-A	3	0		0	0	$0.00
SJC	73	6	CNM, UNM-T, SFCC, UNM-LA	16	48	$3,600.00
SFCC	43	1	ENMU RU	1	4	$300.00
UNM-Gallup	1	0		0	0	$0.00
UNM-LA	2	0		0	0	$0.00
UNM-Taos	0	0		0	0	$0.00
UNM-Val	0	0		0	0	$0.00
TOTALS	333	34		124	361	$27,075.00

SUN Online College Coordinator Program Perceptions

Duringfallsemester2017,CEPR emailed a survey to eleven(11) SUN Online/ICE-PICS to establish a baseline of recent experiences of SUN PATH, SUN Online participation in WICHE as a course delivery system. Eleven SUN Online ICE-PICS received the survey and seven (7) shared their experiences in response to the question: "What could be done to improve SUN Online and/or WICHE delivery of program courses? (See Appendix G).

Results indicated a need for the New Mexico Higher Education Department to assume a lead role in directing course planning across the state. NMHED participation would limit program and course duplication and increase the benefits of sharing courses through SUN Online/WICHE. Coordinators agreed that SUN Online/WICHE creates an opportunity for colleges to create a user-friendly interface access to enhance faculty, advisor and student awareness of the availability of SUN Online/WICHE statewide.

Overall, the decision to move SUN Online to WICHE-ICE gives SUN PATH an opportunity to assess what needs improvement in online course delivery and what works well. Following are successes, challenges and recommendations for SUN Online including a sampling of staff perceptions of SUN Online over the past year:

Successes

- SUN Online/WICHE has a program information coordinator at each college to maintain online courses, provide or adopt SUN Online programs, and to coordinate grade reporting systems, etc.

- SFCC worked closely with an instructional designer to offer two successful Community Health Worker courses in SUN Online/WICHE summer 2017; both sections of the Community Health Worker courses were full.

- SUN Online/WICHE CNM, ENMU-Ruidoso and UNM-Taos have shared the majority of courses in the SUN Online system to date. The collaborative is actively pursuing federal and state grant funds to sustain this SUN PATH statewide initiative.

- With the goal of securing monetary resources to sustain SUN Online, a taskforce convened to conduct cost and impact analysis for SUN Online. Subsequently, a decision was made to move SUN Online to collaboration under WICHE for cost effectiveness.

- Recognizing the state's new higher education funding model awards funds based on participants completing a program, SUN Online/WICHE is pro-active in examining funding formulas to distinguish what matters most in future course-sharing for SUN Online program design.

Challenges

- I-BEST is not available to SUN Online/WICHE participants. Instructors suggest that integration of I-BEST into SUN Online would benefit students who have multiple time commitments but recognize the need for assistance with basic skills mastery.

- Student feedback suggests that advisors and instructors are not accurately informed of what offerings are available in SUN Online/WICHE prior to the beginning of each semester. The result is students receive different information depending upon who they ask.

- The SUN Online/WICHE presence in New Mexico is enhanced by reaching out to and welcoming non-consortium member colleges to partner, adopt and share online courses and certificate courses within the SUN Online system.

- Several students report missing out on a course needed to graduate due to courses not being offered according to advisement or because seats are not available.

- After SUN PATH Year 4, colleges will be forced into the position of paying individually for QM access for faculty.

Recommendations

- Consider in what ways the SUN Online/WICHE can accommodate students taking courses online who may need integrated education support services.

- Maintain a site-specific, dedicated SUN Online/WICHE website for each school so that students can easily access the courses for their school and see what courses are being offered at other consortium colleges.

- Consider the possibility of collaborating with institutional Distance Education departments for sustainability.

- Continue to schedule courses sequentially and aligned with certificate and credential attainment pathways so that students can plan a path of study with an advisor and anticipate a completion date.

- Consider opportunities in WICHE ICE to maximize funding opportunities by considering the adoption of a cohort model for student recruitment and participation in programs of study offered in SUN Online. In a cohort structure, enrolled students begin a program of study together, move through all coursework together, and complete the program of study together. The model tends to improve retention rates and program completion rates versus students selecting courses in isolation.

- Consider publishing a SUN Online/WICHE catalog for student reference and delineate the online pathways to specialized certifications, credentials and degree granting programs.

- For sustainability, continue to work with HED to become a backbone institution and establish policies, procedures and staff support.

- Capture opportunities to expand professional development and peer learning through SUN Online perhaps this is done through collaboration with Distance Education departments.

- Consider establishing a Community College Leadership Resource Collaborative. The purpose is to have colleges contribute monetary funds to the collaborative for capacity building purposes that might otherwise be cost prohibitive if a college were to make a purchase individually.

- Consider expanding this education resource collaborative beyond just QM membership; it can include other necessary resource materials purchased in bulk at reduced rates and distributed statewide across the collaborative. The model is currently used by leadership in New Mexico rural school districts.

Note: Survey data for SUN Online/WICHE-ICE can be found documented in Appendix G.

Activity: Quality Matters (QM)

SUN PATH contracts with Quality Matters to provide training and professional development to faculty to apply high quality standards for online teaching and learning. To date, 329 New Mexico college faculty have been provided Quality Matters training in online teaching. Colleges then formalize a peer review process to ensure high quality online course design and delivery.

As part of their work plans, consortium colleges developed QM certified online courses and adopted courses or certificate programs from other colleges to fill in gaps or handle unmet demand. Students register for adopted courses at their home institution (the home college gets the benefit of being able to count the student credits and completion statistics). The home institution remits a flat fee of $75 per credit hour to the college teaching the online course.

Successes

- Over 325 New Mexico community college faculty have been provided Quality Matters assessor training.

Challenges
- Program funding for sustainability will be a challenge effective March 31, 2018.

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Activity: Regional Medical Simulation Centers and SimulationLabs

Background

SUN PATH is funding an expansion of simulation capabilities at each college. In addition, four regional medical simulation centers (RMSC) are complete and functioning as service points for both SUN PATH participants, employer partners and other healthcare related community organizations. All eleven SUN PATH colleges have unique degrees of simulation capabilities and instruction. High-fidelity and mid-fidelity mannequins are installed depending upon the site and web-based teleconference and face-to-face trainings are developed.

Progress

High- and mid-fidelity mannequins are embedded in all sites and web-based teleconference and face-to-face trainings are developed. SUN PATH Consortium successfully institutionalized four Regional Medical Simulation Centers(RMSCs): Central New Mexico Community College, ENMU-Roswell, San Juan College, and Santa Fe Community College. Simulation curricula and a repository of simulation cases and resources are in place and shared on Basecamp.

In December 2016, Central New Mexico (CNM) hosted the SUN PATH Simulation Labs Conference. The conference structure supported three strands: 1) Simulation Operations (Manikin Maintenance, Moulage for Manikins and Actors, Manikin Programming, and Management of Simulation Supplies);
2) Faculty Curriculum Development (Creating Scenarios, NMNEC Curriculum & Simulation Integration, Debriefing Methods, Implementing Standardized Participants in Simulation) and; 3) Administration (Integrating Simulation Curricula for Disciplines, Community Engagement with Simulation, Starting a Standardized Participant Program, Management Strategies for Simulation Centers).

CNM hosted the 2nd Annual SUN PATH Simulation Labs Conference in September 2017. The conference structure supported SIM Operations and Faculty. Sessions included: Silicone Based Moulage, Scenario Development, a half-day Debriefing Workshop, Manikin Program Basics, Survey of Moulage Workshop, Integrating Simulation into your Program Curriculum, Advanced Programming with LLEAP, Moulage Open Lab, and Creating a Safe Space Psychologically and Physically in Simulation.

Successes
- One site received $23K in new grant funds from an employer partner medical center. The funds are dedicated solely to new SIM equipment purchases.
- SUN PATH participants, faculty and staff overwhelmingly speak to the positive impact simulation laboratories have on academic teaching and students' ability to link technical theory with applied practice. Z-Space 3D lab simulation is noted as a positive enhancement to simulation lab student learning.
- Nearly all of the student participants surveyed and interviewed stressed the importance and benefits of simulation, simulation lab and the simulation models. Students felt that the labs are extremely helpful and the innovation of combining simulation labs and I-BEST was specifically referenced as a contributing factor to student success.

- Students and faculty have the benefit of recording simulation practices for performance assessments and feedback. Many colleges now have a simulation lab technician to maintain the equipment and replenish supplies.

- Local employers are using opportunities for fee-based training for their existing staff, for ongoing professional development, safety verification modules and re-certification.

- SUN PATH referenced the New Mexico Nursing Education Consortium (NMNEC) best practices for simulation integration.

Challenges

- Students feel that high demand for hands-on time in the Sim Labs reduces the amount of time available to practice their healthcare skills. It is suggested by students that courses be staggered and aligned with Sim Lab schedules.

- There is a need for inter-disciplinary departmental collaboration with content faculty for support and engagement in simulation lab curriculum development, medical checks, labs and simulation creation.

- Some scenarios need to be created using content experts currently working in the healthcare professions.

- School nurses are currently not included in simulation lab development for school specific healthcare needs. Presenters suggested that this may be a revenue source opportunity to follow-up on.

- College sites need access to specialized expertise for simulation lab scenarios for example: ICU Nurses, Travel Nurses, and Cardiology Nurses.

Recommendations

- Continue to share techniques for incorporating the review of recorded simulation sessions in faculty-student learning, for instance, consider replicating practices developed at CNM to incorporate Go-ProTM cameras in simulations and dedicate time to debrief with faculty and student about what went well/needs improvement.

- Continue to explore additional certificate options that can be offered to students who bank a set number of hours in the Sim Lab (replicate CNM's approach).

- Continue to reach out to local employers to explore opportunities to train their existing staff with professional development or safety verification modules. This type of fee-based curricula could also promote sustainability.

- Maintaining and updating Sim Lab equipment requires continuous investment. Consider filing Sim equipment into each college's equipment replacement cycle process.

- Continue to explore the usefulness of various sophistication levels of sim-mannequins to suit different programs of study. For instance, I-BEST students may find a low-fidelity mannequin easier to use than high-fidelity mannequin.

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Priority 2: Accelerate Credential Completion and Entry into the Workforce

PRIORITY 2: Accelerate credential completion and entry into the workforce				
STRATEGIES	**ACTIVITIES**			
Accelerated and contextualized developmental education	Recruit adult education and developmental education students into entry-level certificate programs.		Expand and incorporate I-BEST model into entry-level certificate programs.	
Competency based assessments aligned with industry requirements	Identify existing competency-based assessments that can be integrated into programs of study		Develop new competency-based assessment based on industry requirements	
Expand use of prior learning assessments and awarding of credit	PLA Manager, Coordinators SUN Pathway coordinators hired & trained by Council for Adult Experiential Learning (CAEL).	Implement and utilize PLAs, including CLEP, ACE, and WorkKeys, upon entry into program of study.	Develop consistent policies and procedures for granting credit for prior learning (PLA) across the consortium.	Develop consistent crosswalks for industry recognized Allied Health, EMS, and HIT certificates and credentials.
Career guidance, retention support, and job placement that is aligned with the public workforce system	On-site Job Development Career Coaches (JDCC's) are hired and managed by Department of Workforce Solutions (DWS).	JDCCs utilize public workforce system to provide targeted outreach to TAA workers and Veterans.	JDDCs are trained in and utilize all career guidance services and resources provided by the public workforce system to support participants.	JDDCs coordinate and facilitate regional councils, serving as the connection between participants and internships or employment opportunities identified by employer partners.

Table 9. Priority 2: Accelerate Credential Completion and Entry into the Workforce

Strategy: Accelerated and Contextualized Developmental Education

Activity: I-BEST – A Contextualized, Accelerated Remedial Training Program

Background

SUN PATH adopted the Integrated Basic Education and Skills Training (I-BEST) as an evidenced-based strategy to accelerate acquisition of industry-recognized credentials for low skilled adults. In the SUN PATH I-BEST program low-skilled adults have access to more than 20 accelerated remedial education courses based on placement tests for grade level, with simultaneous enrollment in entry-level healthcare certification programs.

SUNPATH hosted the SUNPATH, I-BEST Conference (June 21-22, 2017). The conference provided professional development for college administrators, Adult Education faculty, instructors and staff.

The following sessions were offered:

- Washington State Board for Community and Technical Colleges: Supporting Quality Team Teaching and Integrated Education and Training.
- LaGuardia Community College: Teaching Strategies to Scaffold Technical Content in an Integrated Classroom; Goals and Tools for Next Semester and Beyond; SUN PATH Consortium Student
  Panel and Wrap-Up/Evaluations.
- Santa Fe Community College: Creating Basic Skill Activities for the Medical Terminology I-BEST Classroom.
- Central New Mexico Community College facilitated: Creating Activities to Broaden English Language Skills for the I-BEST Nursing Assistant Classroom.

While each college site designs the I-BEST program to meet the needs of the participants in the community served, traditionally, two instructors are in the classroom, one to teach professional and technical content and the other to teach basic skills in reading, writing, and mathematics. The goal is   to contextualize basic skills curriculum within a healthcare pathway. I-BEST also provides additional support labs to help participants gain the academic skills required to succeed in rigorous college-level coursework.

I-BEST courses and certificates include:

Occupational Therapist Assistant	Certified Nursing Assistant	Community Health Worker
Medical Assisting	Medical Lab Technician	Pharmacy Technician
Phlebotomy	Emergency Medical Technician-Basic	Home Health Aide
Medical Coding	Computer Network Security	Medical Terminology

I-BEST SUN PATH Outcomes

Since the start of SUN PATH, 1,080 adults have participated in I-BEST at ten
(10) colleges across the consortium. Of the 1,080 participants reported, altogether 646 (60%) have completed SUN PATH program of study; 713 (66%) earned certificates credentials while many are on target to complete in the year to come. One hundred seventy (170) or (16%) are employed after program completion and; 403 (37%) employed at enrollment received a wage increase post-enrollment (Table 10: I-BEST Outcomes below).

Table 10: I-BEST Outcomes

Outcomes	Unique Participants Served	Participants Who Completed a SUN PATH Program of Study	Number of Earned Credentials	Number of Participants Employed After Program Completion	Participants Who Received a Wage Increase
CNM	49	44	46	14	14
Mesalands Community College	76	42	53	7	33
NMSU-Alamogordo	65	47	54	7	21
ENMU-Roswell	262	69	71	23	104
ENMU-Ruidoso	54	33	35	10	29
Santa Fe Community College	71	50	55	15	25
San Juan College	106	75	81	9	58
UNM-Gallup	182	92	97	28	39
UNM-Los Alamos	0	0	0	0	0
UNM-Taos	38	32	35	5	16
UNM-Valencia	177	162	186	52	64
Total for Consortium	1080	646	713	170	403

Successes

- San Juan College and SUN PATH report having contracted with LaGuardia College and Career Priebus Institute for site-specific professional development in I-BEST instruction.
- Since the start of SUN PATH 1,080 adults have participated in I-BEST at 10 of 11 SUN PATH colleges across the consortium (see Table 6 above).
- SUN PATH I-BEST participants completed 18,727 grant funded credit hours.
- Of the 1080 students reported, 646 have completed an entry level certificate.
- I-BEST students have acquired both academic and industry recognized credentials and 170 of those students are now employed after program completion.
- Income increased for 403 I-BEST students during or after their studies.
- Faculty trained in Integrated Educational Skills Training (I-BEST) models is now 171.
- I-BEST continues to be well regarded in the colleges adopting the team-teaching approach.
- Instructors continue to build rapport and respect for the collaborative process.
- Instructors believe that students have greatly benefited from the I-BEST support as it is woven through the entire semester to strengthen their academic and soft skills.
- Participation in I-BEST creates a learning community where instructors help contextualize knowledge for students and permits them to speak English for authentic purposes.

- Students shared their perspective with content and remedial instructors saying they could not imagine their class without the I-BEST component.

Challenges

- I-BEST is not offered in SUN Online, as no supplemental support is currently available to students participating in online course sharing.

- Students may sometimes become confused as to who is in charge in the classroom.

- Planning between content instructors and I-BEST instructors continues to experience time constraints.

- Getting used to another instructor in the classroom is difficult.

- Developing consistent criteria for defining an I-BEST program.

Recommendations

- Provide opportunities for administrators to receive feedback on successes and challenges from site-based SUN PATH staff.

- In collaboration with administrators, identify faculty for co-teaching teams based on a set of criteria. Perhaps conduct hiring interviews with the co-teaching model in mind.

- Identify reasonable compensation to support I-BEST faculty planning time.

- Consider a marketing campaign to students. Increase the visibility and notoriety of the I-BEST program at each site. Prepare fliers, closed-circuit television advertisements etc. about I-BEST and run the advertisements periodically to coincide with institutional registration schedules.

- Establish criteria/rubric for I-BEST course assessments.

- Identify I-BEST courses that align with Department of Workforce Solutions (DWS) employer needs at each college.

- Identify I-BEST participants who have acquired a high school equivalency (HSE) as a credential and/or as a part of the credentialing process. (Note: In recent meetings with Secretary Celina Bussey, Department of Workforce Solutions, it is requested that SUN PATH track high school equivalency credentials completion rates in addition to other credentials.)

> *CEPR recommends instituting peer observations as critical friends. Consider debriefing observations as professional development in support of institutionalizing the I-BEST co- teaching model.*

- Identify those I-BEST courses where SUN PATH is having the greatest impact to expand offerings.

- Raise employer awareness of stackable certificates and support for former SUN PATH participants who are now employees to continue their education with I-BEST support.

- Increase community program awareness to increase enrollment in addition to job fairs, and community events, update websites, place advertisements in local media and print materials that show how courses connect in a latticed or stacked certificates program.

- Consider uniformity across the consortium for how "skill gains" are administered, assessed, and monitored. These steps support program design effectiveness, comparison analysis and advocacy for sustainability.

- Develop a process improvement system for I-BEST course delivery.

I-BEST Instructor Perceptions Background

Ten of the eleven (11) SUN PATH colleges report offering a certificate-bearing program or course using the I-BEST co-teaching instructional model. Co-teaching can be defined as two professional educators delivering substantive instruction to a diverse group of students, including students with disabilities, within a single instruction period. SUN PATH sees the benefits of the I-BEST co-teaching model emerging in participant outcomes and is now moving towards program sustainability as an approach to Year 4 of the initiative.

> ### I-BEST Faculty Perceptions
>
> *"Overall, there was a higher completion rate and higher grades in the I-BEST courses in comparison to non-I-BEST courses that I taught from previous years."*

During fall semester 2016 and fall 2017, survey interviews were administered to fifteen (15) I-BEST Instructors asking them to reflect on the co-teaching experience. Instructors were asked to consider the I-BEST program within the context of the following categories: (1) how well I-BEST contributes to student academic success and career preparation, (2) curriculum and course delivery comparisons to previous teaching experiences, (3) instructor training for I-BEST with national facilitators, (4) opportunities to network with consortium colleagues, and (5) use of assessments with I-BEST students. Responses are reported under the headers of Successes, Challenges and Recommendations. The following represents instructors' direct contextual reflections on teaching within the context of the I-BEST experience:

Successes
- Instructors attribute advanced professional development to having a better understanding of what co-teaching should be.
- Instructors continue to collaborate on lesson plans, tests development and working with students on study and test taking skills.
- Instructors report the enriched curriculum has resulted in higher academic outcomes.
- Instructors now incorporate time management, job search skills and resume writing, "Next Steps" for career and college, study group skills and soft skills for the workplace into lessons with basic reading and writing skills.
- Content instructor are requesting I-BEST instructors to help their students.

Challenges
- Instructors report having problems being able to co-instruct in the Medical Terminology and in Anatomy and Physiology classes due to the depth and breadth of technical language.

- In Medical Terminology Anatomy and Physiology courses almost all of the I-BEST instruction occurs in workshops outside of the classroom.
- Explaining the I-BEST model to content instructors who have not yet attended I-BEST training prior to co-teaching, is challenging. Content instructors do not have an understanding of ways in which the co-teaching model can be applied in classroom settings.
- Coordinating time for co-planning prior to the upcoming semester is difficult.
- Recognizing the fine balance between content teaching and remedial teaching in the same classroom is a challenge.
- There is a lack of buy-in by administrators, content instructors, and some students. (Example: individuals might recognize that their students do not have the skills to succeed in the course, but don't believe that it is their responsibility to put in the work necessary for that to happen. Curving of grades and lowering of standards are much easier to do and often the norm.)

Recommendations

- There needs to be more oversight at the State level. Trainings are good if individuals go back to their programs and incorporate what they have learned.
- Role clarification: a comprehensive understanding of instructional roles in the classroom is needed.
- New content instructors need to be trained in the I-BEST model to understand how the model functions.
- Allow classroom time for mutually exclusive content in both content and remedial learning.
- It is important for co-instructors to reflect and debrief together.
- It is better for students' overall understanding if instructors plan lessons, tests, and study materials together.
- Carefully consider who to enroll in I-BEST based on participants' time constraints and commitments. (Student perception as well)
- Consider offering an I-BEST orientation session for participants to explain the benefits of the I-BEST instructional strategy and how it fits in with their career goals.
- Continue to introduce campus faculty beyond the SUN PATH to the I-BEST model to create awareness for co-teaching sustainability and student buy-in.
- Invite content instructors to attend the SUN PATH I-BEST Conference. Educating content instructors is a high priority need for sustainability.
- Continue strategic planning for I-BEST sustainability both short and long-term
- Models for how the I-BEST instructor can implement basic skills instruction as the content instructor is teaching in the classroom is needed.
- Develop a plan for evaluating I-BEST instructor performance (students' suggestion as well).

I-BEST Student Perceptions

Background

Research on student perceptions of co-teaching strategies is limited and it warrants further investigation. Student perceptions of school and teacher environments can have a profound influence on student interaction, motivation and effort to participate in academics (Wentzel, 2010). As the body of literature regarding co-teaching classrooms builds, research including student perceptions and outcomes must be addressed because student understandings may lead to more effective practice and increased student engagement in the learning process, resulting in positive outcomes (Van Noy & Jacobs, 2009).

In late summer of 2016 and spring 2017 SUN PATH students (N=34) enrolled in Allied Health, Health Information Technology and Emergency Medical Services health care-related professions between 2015 and 2016 were asked to complete an instrument that in summary asked: (1) how they felt about having two instructors team teaching their class, (2) how having two instructors affected their understanding of the content presented, (3) how having two instructors affected their understanding of work assigned, (4) how they felt about having two instructors to evaluate their work, and (5) other comments.

Results indicated that overall students felt they greatly benefited from being team-taught and expressed a positive reaction to the experience as referenced in Figure 20.

Figure 20: I-BEST Student Course Rating
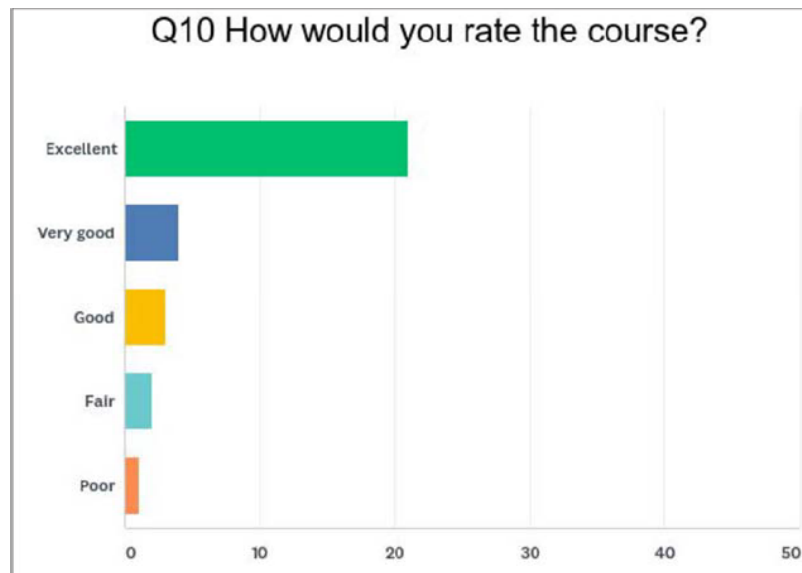
Successes

- Generally, students felt that having two instructors enhanced the understanding of technical content, though some were confused over who was in charge.

- Students report having greatly benefited from the I-BEST support as it is weaved through the entire semester to strengthen their academic and soft skills.

- A number of students report various stages of completing a certificate and/or applying for a credential and most have clear goals for their future either in academics or employment.

- Overall students expressed appreciation for I-BEST with a desire to see the program expanded across latticed and stacked certificate courses in New Mexico.

- Additional comments can be found in Appendix G.

Following are a sampling of authentic comments provided by SUN PATH I-BEST participants.

- *"Helped me better my studying skills and remember the material."*
- *"Provided a learning environment."*
- *"An amazing program that allowed me to be someone!"*
- *"I am actively using all that I learned."*
- *"Great experience. It is helping me to succeed."*
- *"The Certified Nursing Assistant program helped me discover that I want to be a nurse."*
- *"Enjoyed it!"*

Activity: Emergency Medical Services Taskforce Online Course Delivery

Background

SUN PATH consortium colleges and employer partners are actively participating in the statewide Emergency Medical Services taskforce to develop modularized EMS/EMT Basic curricula for delivery across the consortium and online. Taskforce members continue to meet monthly and communicate regularly online to make progress towards development and completion of common course objectives, goals, curriculum and simulation content. The projected start date for EMS/EMT Basic online is spring 2018.

Successes

- The EMS taskforce (CNM, ENMU-Roswell, SFCC, SJCC, UNM-Valencia and UNM-Taos) completed the development of EMT Basic online course units and modules for EMS/EMT Basic. The process includes the development of videos, narrated lectures, course learning objectives, course schedules and other related materials for peer review and instructional design review and implementation in spring 2018.
- At each college, taskforce members are involved in reviewing and organizing curriculum course content and layout for alignment with online modules.
- The SUN PATH Instructional Designer continues to provide on-going review, suggestions and recommendations for moving forward in consideration of possibly purchasing course modules, purchasing video scenarios and negotiating associated price points.
- Several colleges have volunteered to launch EMT Basic online as soon as possible to work out any unanticipated challenges in program design and delivery.

Challenges

- Several EMS faculty are experiencing taskforce participation time constraints in developing modules while school is in session.
- Delays in module development may influence the fall start-up date. The SUN PATH Instructional Designer needs time to review each module, provide feedback and standardize each module for consistency across the consortium.

Recommendations

- Provide additional time at the earliest convenience for the EMS Taskforce to meet as a group to complete the modularized curriculum development process.
- Provide time over the fall and winter intersessions for the Instructional Designer to meet with the EMS Taskforce as a group to discuss and edit the EMS modularized curriculum for standardization and implementation.

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Strategy: Expand use of prior learning assessments and awarding of credit

Activity: Credit for Prior Learning (CPL)

Background

SUN PATH has contracted with the Council for Adult and Experiential Learning (CAEL) a national organization to provide technical assistance on the development of Prior Learning Assessment (PLA) and Credit for Prior Learning (CPL) to help adult workers get college credit for skills and knowledge gained outside the classroom (including military training, professional training and work experience). CAEL is assisting SUN PATH with implementing competency-based education goals by leading training and consulting sessions to think through the development of PLA and CPL policies and procedures.

Successes
- One hundred forty-five (145) Faculty are trained in Credit for Prior Learning.
- SUN PATH hosted faculty assessor training provided by the Council for Adult & Experiential Learning (CAEL).
- Several colleges report CPL/PLA as being addressed at the college administration level as well.
- Planning sessions continue at each campus with the goal of formulating processes and policies to institutionalize credit for prior learning. Future activities plan for sustainability and professional development in CPL for interested consortium members.
- The SUN PATH taskforce successfully drafted a statewide policy for CPL in preparation for working with the New Mexico Higher Education Department in year 4 of the grant. The purpose is to recommend a statewide CPL/PLA set of policies and procedures for recognition by schools within the consortium.
- A commitment was received from Secretary Damron, New Mexico Higher Education Department, to engage a dialogue on CPL during year 4 of the SUN PATH grant.
- CPL is of great benefit to veterans. SUN PATH is considering an information session with key stakeholders to seek support for Credit for Prior Learning (CPL) for SUN PATH colleges in some form beyond September 2018.

Challenges

Consortium colleges are tasked with convening work groups at their colleges to setup CPL implementation processes. Expressing the following reasons, many interview respondents think that it would be more efficient to defer to the NM Higher Education Department (HED) to develop and administer CPL:

- Branch campuses do not have autonomy to implement CPL and rely on their main campus to take action.

- Some colleges feel hesitant to invest in developing procedures that would end up being overhauled because once HED actively pursues CPL, they might develop procedures that over-ride procedures they deem in conflict.

- Limited opportunities exist to continue sharing CPL best practices across the SUN PATH Consortium.

- Colleges would like a means to continue to share practices across the state beyond Year 4.

- Colleges that have agreements with accreditation agencies (e.g., CAHIM) are concerned that CPL could threaten their accreditation.

Recommendations

- Continue to dialogue with HED to sustain CPL and systematize PLA.

- SUN PATH Consortium and Department of Workforce Solutions recommends advancing CPL at colleges by creating a formal policy, providing training opportunities for faculty and staff, and increasing opportunities for CPL (see SUN PATH Recommendation No. 8).

- Colleges must continue advocacy for NMHED to implement a statewide CPL policy that would provide support for site level CPL implementation to replicate process that are consistent and systemic.

- SUN PATH Consortium recommends adopting processes and CPL models implemented and shared by CNM, Mesalands, and San Juan Colleges.

- Solicit faculty/instructor willingness to crosswalk courses. Pay them a stipend for developing curriculum alignment and present a unified package to higher level administration.

- Formulate policies and processes along with college instructors that would be needed to move forward and present a complete package to higher level administration.

- SUN PATH Consortium should consider continued Year 3 training into Year 4 with the Council for Adult & Experiential Learning (CAEL) certified SUN PATH staff.

- Several colleges report CPL/PLA as being addressed at the college administration level as well.

- Continue holding planning sessions at each campus with the goal of formulating processes and policies to institutionalize credit for prior learning should the administration or HED express expanded implementation interest.

- Future activities should plan for sustainability and professional development in CPL for interested consortium members.

- Consider a focus on veterans exclusively as a CPL initiative to earn college credits for military experience. Reference the MnSCU VETS system to gain an understanding of the vast number of post-secondary courses that can be used for credits. Below is an example of how the Minnesota State system adopted CPL for veteran education transfer. Retrieved from https://screenshots. firefox.com/C63nGZZxLXlbP2gQ/www.mnscu.edu

Figure 21: Minnesota CPL for Veteran Education Transfer

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Strategy: Career Guidance, Retention Support, and Job Placement Aligned with the Public Workforce System

Activity: On-site Job Development Career Coaches (JDCCs)

Background

Job Development Career Coaches (JDCCs) are employed by the Department of Workforce Solutions (DWS) and placed at SUN PATH colleges to provide individualized job assistance to participants. Overall, JDCCs are responsible for linking employment demands to training and professional skill attainment experiences. This position is a key link for a continuum of participant support and is valued for its potential to provide participant internships and employment with employers as SUN PATH partners.

JDCCs facilitate participant transitions from Adult Basic Education to post-secondary education in SUN PATH, including non-credit and developmental education; non- credit to credit-based post-secondary education; and all levels of education to employment.

JDCCs provide a wide range of career guidance activities including: coaching on resumes, interview skills, soft skills, motivation coaching, guidance in credentialing pathways, and identifying job related resources. In addition, JDCCs provide Labor Market information and information about WIOA, and also help students receive assistance to pay for credentialing assessments.

In collaboration with Site Coordinators, JDCCs enroll students in the SUN PATH reporting and evaluation system process by tracking academic and employment progress in the DWS system. Table 6 below and in the aforementioned paragraph, represents self-reported JDCC data describing the types of support services provided.

Table 11: JDCC Student Support Services

Please provide examples of career guidance you have provided.		
Answer Options	Response Percent	Response Count
Resume writing	90.0%	9
Interview skills	80.0%	8
Job listings	60.0%	6
Soft skills coaching	60.0%	6
One-on-one coaching	80.0%	8
Workshops	70.0%	7
Internship placements	10.0%	1
Personal outreach to employers on behalf of students	70.0%	7
WorkKeys testing	40.0%	4
Lining up certification tests	20.0%	2
Other (specify below)...	60.0%	6
	answered question	10
	skipped question	0

The **Connecting Career Services to NM Workforce professional development** conference occurred August 3-4, 2017, at Central New Mexico Community College in the Student Resource Center. This conference represented collaboration between the Higher Education Department's Adult Education division, the New Mexico Department of Workforce Solutions' (NM DWS) Workforce Innovation Opportunity Act (WIOA) initiative, and the New Mexico SUN PATH Consortium. Attendees represented college career counselors, college registrars, NMDWS administrators and staff, and SUN PATH Job Development Career Coaches and Site Coordinators.

Workshop Presentation Evaluations revealed that less than 15% (26) of responses rated the conference a 3 or less on one or more components where a "1" rating indicates "Not organized" and a "5" rating indicates "Very organized." The majority of participants 85% (141), circled "4" and/or "5" for: Presentation organization; the sample activities and handouts; the teaching strategies explored; the material to your students and program objectives and; referring the presentations to other educators. The responses ranged from "Very organized," "Very useful," "Very relevant," and "Very likely." Overall conference participants found the demonstration of the NMDWS online connection tools informative and important to their work with college students.

Successes

- Several college sites have managed to integrate and position SUN PATH in mainstream college websites and advisement referencing workforce career readiness in the health professions.
- Collaboration continues with local workforce agency offices, boards and employers through dual employment as a JDCC and an employment representative/career consultant at the Workforce Connection office or at the local One-Stop.
- JDCCs dual role allows for better collaboration between campuses and DWS.
- Getting the JDCC accustomed to the New Mexico Workforce Online Connections System in a timely manner broadens JDCC insight to employer needs, and connects students with jobs.
- Working on-site at the college and helping the students succeed by guiding them through the career process, helping them create a portfolio and providing participants with workshops. This ultimately helps participants become job ready and helps them get a job.
- Making sure students know that the SUN PATH program is available to them especially in the healthcare professions.
- Informing students of the benefits of I-BEST across stackable certificates to help retain students to complete certificates and credentials.
- JDCCs successfully collaborate with SUN PATH administrators and staff to convene Regional Employer Council Meetings with employers in the industry to discuss what the industry is looking for and how SUN PATH colleges can meet their needs.

- Development of community tabling events for healthcare students, and partnering with SLSTART and Human Service Department/New Mexico Works program to help pay for students going into high demand health-care professions.

- JDCCs implement and deliver in-class career services.

- Holding mock interview events and resume writing, etc. in which everyone participates including the Site Coordinator and the Dean.

- JDCC interactions with local employers consist of direct contact through the Workforce Connection Office, Regional Employer Council Meetings, job fairs, employer site visits, surveys, basic conversations, and various other events.

- JDCCs also collaborate through participation in the ACT Work Ready Community Council, Health Councils, and other employer training events.

- JDCCs report benefitting from a quality, professional work environment for planning and collaboration with Instructors and Site Coordinators

- JDCC campus location has made a significant impact on student access to support resources.

- JDCCs continue to help students on developing resumes, helping with work readiness, referring students to their Instructors and to the Site Coordinator for advisement.

- JDCCs are invited into the classroom early and often to establish a relationship with the participants.

- JDCCs and SUN PATH staff have determined that the commitment level of employers is a major key to success. Having employer partners increases the opportunity for participant hires.

- JDCCs report having a good idea of what skills and knowledge employers are looking for based on establishing close working relationships with the employment community.

- JDCCs receive employer support for hires. Local hospice and long-term care facilities now seek out student referrals from JDCCs.

- JDCCs are comfortable asking employer partners and others about projected hiring and advocate for SUN PATH students by providing fliers about the SUN PATH programs.

- JDCCs receive employer support for hires. Local hospice and long-term care facilities now seek out student referrals from JDCCs.

Challenges

- Starting up a new program and all the uncertainties initially that come with something new.
- Encouraging student interest to participate in one-on-one consultations with the JDCC.
- JDCCs report little to no success tracking participants once they have completed a program of study.
- JDCCs report maintaining participant follow-up and documenting follow-up attempts once students leave the SUN PATH is time consuming.
- Completer response to JDCC inquiries produces minimal information compared to time spent. This time is better utilized working with current participants.
- JDCCs perceive less support for hiring from the hospital and specialized labs due to unique hiring measures.

Recommendations

- JDCCs should meet with participants one-on-one when possible to allow more time to show them how to navigate the Department of Workforce Solutions New Mexico Online Career Solutions system for self-paced coaching and answering any questions they may have. Participants then have access to all the information they need to become self-sufficient.
- Continue to reference the valuable information on the NM Online system and on the recently launched https://www.dws.state.nm.us/News/Latest-News/check-out-career- solutions- wwwnmcareersolutionscom.
- Host seminars that are accessible via an online format that address resume writing, goal setting, job searching, etc. This would make better use of the limited JDCC time that is available.
- Build JDCC workshops into the syllabus to integrate student outreach into SUN PATH courses.
- Expand the program to include transitions to higher education and workforce placement in collaboration with community colleges.
- Target higher skilled students for focused career related coaching for higher skilled jobs.
- Utilize social media for constant communication and relationship building with participants: consider ways to promote enrollment and retention in SUN PATH using social media (Twitter, Facebook, LinkedIn, Snapchat, Instagram, and college site specific blogs).

Soft Skills

Background

Resoundingly, employersexpressfrustrationwiththestandardsofprofessionalismdisplayedbyhealthcare support workers. These observations were expressed at Regional Workforce Advisory Committee Meetings and interviews and describe the impact on management, morale, retention and patient satisfaction. Personal effective competencies are often referred to as "soft skills" and remain a barrier to overcome for entry-level healthcare support staff. Soft skills include interpersonal communication, integrity, professionalism, dependability, reliability, adaptability, flexibility, ability to accept constructive criticism and interest in lifelong learning.

Successes
- CNM JDCCs continue to integrate soft-skills preparation in classroom settings. In addition employers are invited into the classroom setting to share first-hand the expectations required for successful employment and employers also participate in mock interview sessions to provide students with professional feedback.
- ENMU-Roswell provides students with the opportunity to play the role of employer as well as job candidate in order to understand both perspectives.
- NMSU-A learned from the first approach to reach out to participants outside of class. Finding that students were not coming to the JDCC to gain interview skills, the JDCC is revising the method by reaching out to instructors to allow class time to provide job preparedness skills.
- UNM-V Site Coordinator, JDCC and campus career advisor jointly created a soft skill curriculum
- Personal effectiveness competencies (soft skills) can also impact patient safety, registered nurse retention and can result in hard costs for employers. Colleges and JDCCs are making an effort to address soft skills, but it may take more time than a one-semester certificate to build professional habits.
- A few colleges have incorporated soft skills into introductory courses that are part of SUN PATH while others rely on a separate career readiness class already offered on campus.
- Classes adopt policies to model professional dress and behavior in the classroom (e.g., no cell phone use)
- SFCC has found success with the La Guardia model of inviting I-BEST students to attend a pre-course session (termed the "Vestibule" concept). In this model students are evaluated for academic readiness, introduced to program of study content, develop study strategies, practice building soft skills for teamwork and communication with peers and taught how to establish academic routines.
- There is a wide range of demonstrated proactive adaptations to what works and what doesn't work. For instance, some Site Coordinators and JDCCs describe progress as delivering workshops while some staff assess progress and develop innovations to improve, such as joint collaborations with instructors to incorporate soft skills into the classroom.
- To increase participation in soft skill workshops JDCCs report moving soft skills to the classroom with employer representatives providing direct input to participants for workplace expectations.
- Online videos of "what not to do" at interviews is viewed as an effective tool.

- Reference the TAACCCT Sustainability and Customer Service Webinars for role integration into existing site-based institutional models.
- Employer interviews revealed that a key time for retention is during the transition into the new job. Perhaps JDCCs can make coaching available through this transition.

- Central New Mexico Community College (CNM) incorporates mock interviews into the curriculum. Instructors, staff and JDCCs are involved in mock interview panels and Go-Pro cameras are used to support participant feedback. Panel feedback covers non-verbal cues such as professional and respectful communication in the workplace, stance and appearance as well as communicating knowledge and skills suited to the job. Students view the video recording and reflect with faculty on how to improve.

- Build on existing work provided by U.S. Department of Labor and other TAACCCT grantees. For instance, soft skill descriptions, rubrics and curricula are provided at http://www.careeronestop. org/ CompetencyModel/pyramid_download.aspx?AH=Y
- Continue peer learning in-service training days wherein soft skills implementation and training techniques are shared among JDCC staff members.
- Peer learning experiences could help accelerate the delivery of soft skills coaching. The campuses that have not taken a proactive approach could learn from successful models at other schools.
- Encourage Site Coordinators and JDCCs to share public domain resources on Basecamp.
- Encourage Site Coordinators and JDCCs to share SUN PATH resources in Skills Commons for national TAACCCT reference.

WorkKeys

Background

JDCCs are trained to focus on administering the ACT-WorkKeys® National Career Readiness Credential comprised of three exams to attain a Career Readiness Credential: *Applied Mathematics, Locating Information, and Reading for Information*. Each exam takes one hour. Participants can convey their certificate of achievement to employers (Platinum, Gold, Silver, and Bronze award, depending on their test score).

Summary of Progress

Based on interview feedback, WorkKeys implementation appears to be integrated into the intake process where implemented. For example: UNM-Valencia embedded WorkKeys into their intake process. Implementation progress appears to be related to the degree to which local employers recognize or require WorkKeys assessments.

Successes

- WorkKeys was most successfully implemented when local employers and the college recognized the value and incorporated it into administrative procedures (intake) or class time.

- UNM-Valencia conducts a WorkKeys pre-test and post-test and compares results to measure gains.

Challenges

Students need a better understanding of why WorkKeys is important.

Recommendations

- Coordinate with the NM Department of Workforce Solutions (DWS) and Regional Workforce Offices to determine if the strength of the relationship between WorkKeys and Workforce Innovation and Opportunity Act (WIOA) funding for financial aid.
- Continue to coordinate the process of using WorkKeys for students applying for WIOA funding.
- Continue to assess outreach and marketing of WorkKeys to employers as a priority at SUN PATH locations.
- Assess effectiveness of using WorkKeys as pre and post assessment as done at UNM-Valencia to determine if it should be replicated in other SUN PATH colleges
- Inform colleges whether WorkKeys is a mandatory assessment or whether they can forego it if local employers do not recognize or require it.
- Work with the JDCCs and inquire of completers to assess if the WorkKeys National Career Readiness Credential makes a difference for attaining jobs.

Job Placement Ease or Difficulty

Background

JDCCs and Site Coordinators were asked to provide a rating and explanation of the rating to characterize the ease or difficulty to place a program completer in their field of study. They were also asked to reflect on the strengths and weaknesses of how well the program of study supported the student's completion and prepared them for a job.

Summary of Progress: Job Placement Ease or Difficulty

When asked about whether the difficulty in job placement was related to the "demand" side (number of jobs) or the "supply" side (the preparedness of completers), JDCCs and other respondents reported that they have not received any feedback that participants did not hold the appropriate training or academic credential. In fact, SUN PATH helped students gain more industry relevant content to improve their qualifications and I-BEST improved the ability for students to pass their courses.

Successes

- The ease or difficulty of placing SUN PATH completers into jobs seems to be more related to the job market than the program of study. JDCCs have established relationships with employers and prepare participants and employers on how to use the NMDWS/WCOS.

- The Nursing Assisting certificate is an example of a program of study that leads to a job in high demand. Nursing Assistants (with and without the NM DOH-approved Credential) and Home Health Aides can get jobs in numerous settings and are not dependent on the number of hospitals or primary care providers regionally or locally.

- In locations with scant primary care, acute care or EMS providers, job placement is more challenging because of the limited number of local employment opportunities. Many EMS participants volunteer until an employment opportunity comes available.

- Until CEPR receives wage data, we cannot tell if completers moved to another location in order to get a job. Future evaluation reports will have information from the DWSWCOS on the success rate of students who pass their professional exams and earn the industry-recognized credential awarded by national, state, or professional agencies/organizations.

Priority 3: Create a model that strengthens alignment and accountability across systems, institutions, and industry

PRIORITY 3: Create a model that strengthens alignment and accountability across systems, institutions, and industry				
STRATEGIES	**ACTIVITIES**			
Implement a statewide partnership that includes education, employers and the public workforce system.	SUN PATH Statewide Advisory Council and Regional Councils are formed and meet three times a year. Employers provide ongoing input on skills and credentials needed by industry. Information is shared across the consortium.			
Enhance data and accountability systems	Design warehouse and portal for data storage and analysis	Utilize and draw data from multiple sources: partner institutions, state longitudinal data systems, external partners.	Financial and program monitoring at individual colleges. Quarterly and annual reporting and evaluation.	Leadership teams and regional coalitions to review and analyze data and make recommendations for improvements.

Table 12. Priority 3: Create a Model that Strengthens Alignment and Accountability Across Systems, Institutions, and Industry

Strategy: Implement a statewide partnership that includes education and employers

Activity: Employer Partnerships

Background

As described in the Methodology Section above, UNM-CEPR administered an employer survey to gather feedback on credentials and participant employer expectations required for employment in common SUN PATH programs of study and the level of importance these industry-recognized credentials play in hiring decisions. The survey instrument is found in Appendix E and progress is summarized below.

Summary of Progress:

- In focus group sessions, EMT professionals shared that employers continue to report that the majority of employment positions require a professional certification beyond a college certificate or degree. All who require a 3rd party credential require the National Registry of EMT Certification. Some employers will hire a candidate with a stipulation that they earn a credential within a certain period of time on the job.
- There are a wide range of Allied Health jobs with a wide range of employer requirements. College sites continue to focus student academic achievement and professional success around local and national requirements for credentialing. Students express a great deal of confidence in their EMS preparation and feel prepared for credentialing and continuance along the EMS career ladder.
- The number of respondents who hire HIT staff did not manifest in the survey responses. It is difficult to draw a solid conclusion about the requirements for industry-recognized credentials for HIT. SUN PATH relies heavily on the instructor(s) to deliver the content and competencies for successful national exams. Student

comments provide insight into the importance that as a candidate they need and expect access to a knowledge base and understanding of compliance and regulations to successfully pass national exams.

- When looking at common jobs associated with SUN PATH Programs of Study, employers express the fact that it is either imperative or very important that job candidates have professional certifications for common I-BEST programs of study – Home Health Aide, Phlebotomy, Community Health Worker, and EMT Basic. Expectations for credentials vary for the job of Nursing Assistant. All employer partners agree that soft-skills training is essential to sustaining SUN PATH participants' employment success.

Successes

- Survey results indicate industry-recognized credentials matter to employers (over and above the college certificate).

- SUN PATH staff agree that college programs are supporting participants' success by emphasizing the importance and facilitation of exams where possible to gain professional certifications.

- SUN PATH colleges are actively pursuing certification as testing sites to administer healthcare exams for credentialing in New Mexico.

- SUN PATH is in the beginning stages of a study of Completers to track and link credential completion and advancement into the workforce.

Recommendations

- Consider further connections between industry and college acceleration through different levels of training for industry recognized credentials using industry badges created in collaboration with SUN PATH colleges. The badges awarded incrementally before certification and beyond can:
  - ○ Set employer/participant expectations for advancement coupled with hands-on site-based training and experience.
  - ○ Recognizes an individual's skills as measured by industry standards.
  - ○ Closes the gap between entry level and middle level skills for adult participants who have experiences in a field but have not yet acquired the certificate/credential.
- An example is provided in the address below of the possibilities of connectedness between industry recognized credentials, participants' accelerated learning and employer engagement in healthcare by modeling technical industry programs like the **National Instruments (NI) – Badging** http://www.ni.com/badging program.

Badging programs provide free digital credentials designed by the industry representing employer certificates and other assessments for practice experiences in workplace settings. The digital badge credentials contain verified personalized information, including details about the type of work performed at the employer worksite, any test or exams passed to earn certificates/certifications, skill test etc. in the application area.

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Strategy: Enhance Data and Accountability Systems

Activity: SUN PATH Data Management

Background

SUN PATH partners with the New Mexico Higher Education Department and the Department of Workforce Solutions to address workforce employment matters on behalf of the State of New Mexico. This collaboration has faced significant challenges representing intense yet successful efforts focused on data collection linked to multiple variables related to participants in the SUN PATH program.

Findings from data collection in SUN PATH inform practice for monitoring: participants served, participants completing a program of study, participant credentials earned, participants employed after completing a program, participants who receive a wage increase, employment availability (DWS), salary and wage data (DWS), program enrollment data (NMHED), and course codes for matching students in SUN PATH programs with role-alike non-SUN PATH program course codes (NMHED).

While these processes inform the practice of the SUN PATH and reporting requirements of the Department of Labor, it is through data inquiry that the Consortium and its partners are discovering new and different ways in which data information systems crosswalk, do not crosswalk and possibilities for accelerating quality assurance, data sharing and decision making across multiple institutional platforms.

Successes

- Communication processes, data transfer and data management protocols are established across all partnering units and external evaluation partners (CEPR, DWS, NMHED, and Consultants).
- SUN PATH continues to partner with New Mexico Higher Education Department (NMHED), Department of Workforce Solutions (DWS) and Santa Fe Community College as the lead institution to address data sharing processes to ensure data quality. (Consortiums across the country report this component as the most challenging grant component to achieve.)
- The SUN PATH data manger convenes regular meetings with the independent evaluators, and with site based data entry personnel, to review data collection processes, coding matters for accuracy and for assessment of data effectiveness in articulating the SUN PATH story and for DOL reporting purposes.
- Quality assurance and data review at the SFCC-SUN PATH data management level is conducted using monthly DWS data draws and transfers to SUN PATH, and subsequently to CEPR.
- Data management meetings are held weekly with the CEPR team to pro-actively anticipate data needs, challenges and deliverables.
- Data received is transformed into actual performance outcomes charts. These charts are an invaluable tool for monitoring partnering Colleges performance and progress towards required grant goals.

Challenges

- Several SUN PATH sites have experienced the exit and/or addition of a JDCC or Site Coordinator position that impacts when and how data are collected and entered into the DWS data system.

- Ensuring periodic data reviews to confirm that SUN PATH data can be operationalized as specified by the Department of Labor TAACCCT initiative.

Recommendations

- SUN PATH experienced employee turnover in JDCC hires and Site Coordinator positions during year two of SUN PATH. Periodic data reviews will work best if site level data managers (JDCCs and Site Coordinators) statewide receive on-going training for quality assurance.

- Consider scheduling another hands-on SUN PATH training workshop for JDCCs and Site Coordinators facilitated by DWS designated data managers, the SFCC SUN PATH data managers and CEPR to explain the data entry processes and its connection and importance to the data reporting process as SUN PATH moves to its sunset year. A half-day data focused training session will increase data quality assurance across the consortium.

- TAACCCT requires an Employment Results Scorecard as a grantee deliverable by September 2018. The scorecard does not replace the mandatory TAACCCT annual employment reporting deliverables. It is recommended that the SUN PATH Consortium data management team engage timely discussions to identify and ascertain the most effective methods of data gathering.

- Scorecard data is defined as: annual graduation rate for all students enrolled by program, employment rate of program completers by program, employment retention rate of completers, average earnings of completers, and transfer rate for programs that have facilitating transfers as a substantial part of their program. Retrieved from https://taaccct.workforcegps.org/resources/2017/05/01/13/50/ TAACCCT_Rounds_3_and_4_Scorecard_Guidance_Letters

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Conclusion

Summary of Progress: Project Implementation

SUN PATH Consortium is a large scale and complex program with eleven sites, three programs of study containing at least seventeen credential options and numerous staff taking on new roles and responsibilities. The grant has brought together a strong cadre of dedicated people to facilitate the many moving parts.

In the first year, SUN PATH ramped up with activities including: hiring and training of new personnel, designing and gaining official approval for certificate and degree programs, charging taskforces to develop course and program standardization and articulation, CPL, SUN Online, I-BEST, while establishing a new program through outreach and publicity efforts, enrolling students, collecting documents and building a data and monitoring system. A sophisticated level of communication and teamwork is required to implement a program of this size and continually incorporate lessons learned to make it successful.

Collaboration has been a huge factor in program success that has helped forge teams and partnerships throughout the consortium and throughout the state. Creating awareness and buy-in about new SUN PATH educational opportunities with key players contributes to success. Eleven (11) colleges bring eleven educational community cultures and the challenge to establish and maintain buy-in requires continued energy during the grant.

One of the biggest impacts widely appreciated is the benefit of inter- and intra-college collaboration. The consortium has built a sense of teamwork and people feel proud to be part of this major undertaking. Changing systems is hard work and an inspiring reward has been to witness tangible benefits for individuals. The increased access to workforce systems on community college campuses and the emphasis on outreach and responsiveness to employers has opened up a new avenue that makes sense to sustain. SUN PATH is making progress to embed a system of cross-sector collaboration.

SUN PATH identified the following priorities for Year 4: the following priorities were shared with SUN PATH principal investigators in a statewide meeting held at Central New Mexico College on September 22, 2017:

- Placing an emphasis on connecting program completers with employer opportunities.
- Preparing for a Department of Labor monitoring visit in 2018.
- Preparing for curriculum review by Subject Matter Experts (SME) and continued up-loading of SUN PATH documents into Skills Commons.
- Nurturing relationships with employer partners.
- Providing support and encouragement to SUN PATH staff through transition of grant closeout.
- Program evaluation-data collection analysis and evaluation.

- Sustainability initiatives: working with college leadership and budget planning process to institutionalize successful program components and continued documentation and sharing of SUN PATH success stories with leadership, governing boards, and stakeholders.

This report was put together by the Center for Education Policy Research evaluation team for the consortium leadership team to provide data and feedback to facilitate dialogue and inform continuous quality improvement as SUN PATH enters Year 4 (the final/sustainability year) of the program.

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Appendices

- Appendix A: SUN PATH Comparison Group Study
- Appendix B: Frameworks to Analyze Progress
- Appendix C: Evaluation Report Schedule
- Appendix D: CEPR Deliverables (Updated for 2017/2018)
- Appendix E: Consent Forms (Interview/Focus Groups)
- Appendix F: Instruments (Interviews/Focus Groups)
- Appendix G: Interview Responses
- Appendix H: Survey Responses
- Appendix I: A Ratio of Primary Health Providers to County Populations
- Appendix J: Site Coordinator and JDCC Rosters

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Appendix A: SUN PATH Comparison Group Study: Pilot Project Results

Preliminary Statistical Brief Fall 2017

UNM-CEPR used a matched groups quasi-experimental design with a treatment and comparison group to examine the effects of SUN PATH participation. The study examined (1) the academic and workforce outcomes that result from SUN PATH programs, (2) whether these programs have more positive outcomes including student retention, program completion, employment, retention in employment, and increased earnings, and (3) whether certain student background characteristics (gender, race, age), grade point average, program of study, and SUN PATH participation influence outcomes. The research questions were adapted from measures required by DOL in the Annual Performance Report.

Methods

- Retrospective data was obtained from the New Mexico Higher Education Department (HED) and the Department of Workforce Solutions (DWS).

- A census of 22,845 New Mexico students enrolled in community college programs in spring 2015 through summer 2016.

- SUN PATH listed 529 participants enrolled in spring 2015 for HED to cross match. The list included 495 unique social security numbers that HED matched with 324 SUN PATH participants. Final sample included 303 SUN PATH participants.

- A subset of programs with sufficient numbers of participants for propensity score matching and analysis were selected for the study. Comparison group included 799 participants.

- Z-tests examined differences in group proportions and means.

- Logistic regression tested background characteristics associated with certain outcomes.

Results

- Does a greater proportion of SUN PATH participants complete grant funded programs of study compared with participants in comparable non-TAACCCT funded programs?

- YES, more SUN PATH participants completed their programs of study (49.5%) than the comparison group (39.4%).

- Is a greater proportion of SUN PATH participants retained in their program of study (or other grant-funded programs) compared with participants in comparable non-TAACCCT funded programs?

- YES, SUN PATH retained more participants (96.1%) than the comparison group (75.4%).

Do SUN PATH participants complete a greater number of credit hours compared with participants in comparable non-TAACCCT funded programs?

- YES, SUN PATH participants completed an average 29.8 credits and comparison group participants completed an average 21.7 credits.

- Does a greater proportion of SUN PATH participants earn certificates (less than one year) compared with participants in comparable non-TAACCCT funded programs?

- YES, more SUN PATH participants completed a certificate of less than one year (43.3%) than comparison group participants (17.8%)

- Does a greater proportion of SUN PATH participants earn certificates of more than one year and less than two years compared with participants in comparable non-TAACCCT funded programs?

- NO, more comparison group participants completed certificates of more than one year and less than two years (18.7%) than SUN PATH participants (11.3%).

- Does a greater proportion of SUN PATH participants earn associate's degrees compared with participants in comparable non-TAACCCT funded programs?

- NO, more comparison group participants completed associates degrees (64.8%) than SUN PATH participants (49.3%).

- Is a greater proportion of SUN PATH participants enrolled in further education after program of study completion and exit compared with participants in comparable non-TAACCCT funded programs?

- NO, SUN PATH participants and the comparison group are almost alike on enrollment in further education (36% vs 34% respectively).

- Is a greater proportion of SUN PATH participants employed after program of study completion and exit compared with participants in comparable non-TAACCCT funded programs?

- NO, SUN PATH participants and the comparison group are almost alike on post-completion employment of non-incumbent workers (21.6% and 22.3%, respectively).

- Is a greater proportion of SUN PATH participants retained in employment after program of study completion and exit compared with participants in comparable non-TAACCCT funded programs?

- NO, SUN PATH participants and the comparison group are almost alike on retention in employment of non-incumbent workers (18.9% and 19.6%, respectively).

- Does a greater proportion of SUN PATH participants employed at enrollment receive a wage increase post-enrollment compared with participants in comparable non-TAACCCT funded programs?

- NO, SUN PATH participants and the comparison group are not significantly different on wage increases for incumbent workers (64.8% and 57.1%, respectively).

- Do certain student background characteristics (gender, race, age), grade point average, program of study, and SUN PATH participation influence these outcomes?

- YES, older students were more likely to complete a program. White students were also more likely to complete, while American Indians were less likely to do so. Race was a predictor of post-completion employment. White students were more often employed after completion and American Indians were less often employed. Other factors did not predict outcomes.

Conclusions

- An unbiased comparison group was used to examine differences in workforce development outcomes.

- Statistical tests were used to detect significant differences between SUN PATH and comparison group outcomes.

- SUN PATH programs had significantly higher student retention, program completion, earned credit hours, and awards of certificates of less than one year.

- Comparison groups had significantly higher rates for earned certificates of more than one year and less than two years and for associate's degrees.

- SUN PATH and comparison groups were not significantly different in further education after program completion, post-completion employment, retention in employment, and incumbent worker wage increases.

- Age and race were related to completions and race was related to post-completion employment

Appendix B: Frameworks to Analyze Progress

Two frameworks appear to be at play in the implementation evaluation. One is the Implementation Evaluation Goals that were outlined in the DOL Approved Detailed Implementation Plan, and the second is the priority and strategy framework to which colleges are held accountable in their site work plans and timelines.

Implementation Evaluation Goals in the DOL Approved Detailed Implementation Plan

Goal 1: Assess key steps taken to create and implement chosen SUN PATH strategies and activities.

a. What steps (e.g. stacking and latticing of credentials, online course sharing, technology-enabled learning, modularized curricula, professional development, core curricula) have been key to increasing consistent capacity for training in high-quality Allied Health, EMS, and HIT career pathway programs (Priority 1)

b. What steps (see above) have been key to increasing access to pathway programs in Allied Health, EMS, and HIT? (Priority 1)

c. What steps (e.g. accelerated/contextualized developmental education through IBEST or other programs, CPL, Career Coaching or other workforce-aligned student supports) have been key to accelerating credential completion, and entry into workforce?

d. What steps (e.g. statewide taskforces or other mechanisms for partnerships) have been key to strengthening alignment between the education, public workforce, and private employment systems?

e. What steps (e.g. data sharing MOUs, working groups, task forces) have been key to enhancing data and accountability reporting across education and workforce systems?

Goal 2: Assess key components of implementation (program design, curriculum development, career pathway planning, participant assessments, student supports, program management, and leveraging of partner contributions) and identify factors that facilitate or impede successful implementation

a. How was the design of programs improved or expanded using grant funds?

b. How were program needs determined?

c. What delivery methods were offered?

d. How has curriculum development supported training objectives?

e. How was curriculum for new program options selected or created?

f. How was curriculum being used to make training more accessible, to accelerate training, and to make training more effective?

g. How have new career pathways been defined to promote ongoing student professional attainment?

h.   What plans for stacked and latticed credentials in each certificate area have been put in place?

i.   Have curricula been articulated throughout and across pathways?

j.   How were assessment of participant abilities, skills, and interests conducted and used throughout the training initiatives?

k.   What assessment tools and processes were used?

Who conducted the assessment?

a.   How were the assessment results used?

b.   Were the results useful in determining the appropriate program and course sequence for participants?

c.   How have Job Development Career Coaches and other student supports enabled initiative objectives?

d.   What student advisement supports have been put in place to facilitate student pathway navigation?

e.   Was career guidance provided and if so, through what methods?

f.   What aspects of project management facilitated successes in implementation, and what aspects created barriers to success?

g.   What aspects of stakeholder partner contributions were more or less vital, in the following areas:
  - Program design
  - Curriculum development
  - Recruitment
  - Training
  - Placement
  - Program Management
  - Leveraging Resources
  - Sustainability

Goal 3: Identify the strengths and weaknesses of innovative strategies used to deliver course content

a.   Which [content delivery] strategies were more and less effective at expanding capacity and providing new modes of access for students?

Goal 4: Examine the extent to which new program capacity was developed in response to workforce needs and is being accessed by students

a.   What new program capacity has been developed, and how fully has it been used?

b. To what extent did assessment of workforce needs inform development of program capacity?

c. What facilitated or impeded student access to grant-funded training opportunities?

Goal 5: Summarize the overall effectiveness of project implementation in order to identify deficiencies or opportunities, as well as potential strategies for improving outcomes.

a. What has gone well in implementation of the TAACCCT project? What has made these efforts successful?

b. Which aspects of implementation have been least successful?

c. Were there flaws in design that mitigated against a successful outcome?

d. Were there unanticipated obstacles?

e. Can obstacles be abated, or can the implementation/project design be modified?

Goal 6: Assess stakeholders' perceptions of the successes, challenges and lessons learned from the TAACCCT- funded initiative

a. What successes and challenges were reported by stakeholders participating in the initiative?

b. Are there systemic obstacles to attainment of projected outcomes, and how could these be abated or mitigated through project modification?

SUN PATH Site Work Plan Priorities and Strategies

Priority 1: Increase access and capacity to consistent and high quality Allied Health, EMS, and HIT career pathways

- Strategy 1.1: Industry recognized credentials that are stacked and latticed
- Strategy 1.2: Enhance online course sharing and technology enabled learning
- Strategy 1.3: Development and delivery of modularized curricula
- Strategy 1.4: Improve and Enhance Instructional Practice
- Strategy 1.5: Implementation of common core curriculum

Priority 2: Accelerate credential completion and entry into the workforce

- Strategy 2.1: Accelerated and contextualized developmental education
- Strategy 2.2: Competency based assessments aligned with industry
- Strategy 2.3: Expand use of prior learning assessments and awarding of credit
- Strategy 2.4: Career guidance, retention support, and job placement that is aligned with the public workforce system

Priority 3: Create a model that strengthens alignment and accountability across systems, institutions, and industry

- Strategy 3.1: Implement a statewide partnership that includes education, employers and the public workforce system: Career guidance, retention support, and job placement that is aligned with the public workforce system
- Strategy 3.2: Enhance data and accountability systems

Appendix C: Evaluation Report Schedule

Table 13. Evaluation Report Schedule

Implementation Evaluation Data Collection	2015	2016	2017	2018
Document Review	Ongoing	Ongoing	Ongoing	Ongoing
Interviews	Fall	Summer	Summer	Spring
Focus Groups: Industry		Spring	Spring	Spring
Focus Groups: Students		Fall	Fall	Spring
Focus Groups: Completers		Fall	Fall	Spring
Student Surveys	Fall/Summer	Fall/Spring/Summer	Fall/Spring/Summer	Fall/Spring/Summer
Site Visits	1 visit per campus	1 visit per campus	1 visit per campus	Spring 1 visit per campus
Outcome/Impact Evaluation Data Collection				
Comparison Cohort Academic		Spring	November	July
Participant Academic	Fall/Summer	Spring/Fall/Summer	Spring/Fall/Summer	Spring
Comparison Cohort Workforce	July			June & August
Participant & Workforce	July & October	July & October	July & October	June & August
Evaluation Reporting				
Implementation Report	March	April	April	June & August
Outcomes Report	July & November	July, November & February	July, November & February	August
DOL Quarterly Reports	February, May, August & November	February, May, August & November	February, May, August & November	February, May, August
DOL Annual Program Report (Implementation & Outcomes/Impact Analyses)	November	November	November	August & November
Interim & Final Project Report		April	April	June & August

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Appendix D: CEPR Deliverables 2017/2018

CEPR Deliverables 2017/2018: SUN PATH TAACCCT DOL-4 Project

This schedule represents the time necessary for UNM-CEPR to produce statistics for TAACCCT 4 performance measures Year 3 and Year 4. CEPR will provide data to update the SUN PATH Data Hub, produce statistics for TAACCCT **Final outcomes APR**, produce college and consortium level evaluation briefs (data outcome briefs), and produce college and consortium level Year 3 Final Report, Year 4 Report and a Year 4 Final Report.

2017 Annual Performance Reporting

September 20:	SUN PATH/CEPR PI/Administrators Meeting 11:00 – 12:30 p.m.
September 26:	Receipt of combined data file from Tricia (DWS/wage data); (HED data available end of October)
October 01:	Email Quarterly Report to Site Coordinators
October 13:	Complete data analysis by UNM-CEPR
October 27:	SUN PATH data hub updated
October 31:	Send Kristen DOL-4 Year 3 Annual Report for Review
November 1:	"Comparison Data" Draft ready for review
November 10:	College and consortium evaluation briefs completed
November 10:	Quarterly Report to Kristen
November 14:	TAACCCT DOL-4 Quantitative APR Outcomes Due
November 30:	Complete/Submit DOL-4 Year 3 End of Year Report (Qualitative, Quantitative Data & Comparison Data)

2018 Annual and Final Reporting

January 3:	Quarterly Report to Site Coordinators
January 15:	Tom begins re-running data from Year 1, Year 2, and Year 3
January 15:	Last round of Site Visits Begin
February 15:	Trish provides data download to CEPR with fall 2017 data (tentative)*
February 2:	Quarterly Report to Kristen
March 15:	Last round of Site Visits Ends (11 sites) (CEPR will loop back after each visit strand and review data sources)

April 30:   CEPR will have updated performance outcomes data charts based on fall 2017
                   data (tentative)*

June 1:   Send Kristen Draft of End of DOL-4 Year 4 Annual Report (Comparison Data
                   updates included)

June 15:   Finalized - End of Year 4 Annual Report (Narrative) Due

June 15:   Last Data Dump DOL-4

August 30:   Final Data Reports Completed
                   • Quarterly Report Submitted
                   • Comprehensive Narrative Report
                   • Final APR Completed/Submitted

*Contingent upon fall 2017 data availability. This data usually available three months after end of semester and may not arrive at SUN PATH with current updates and accuracy in February 2018.

Appendix E: Consent Forms (Interview/Focus Groups)

The University of New Mexico SUN PATH Evaluation Study
Administrators, Instructors, and JDCCs Consent to Participate in Research Interview/Focus Group

We are requesting your participation in an evaluation research study of SUN PATH. Before we begin this interview/focus group, we want to inform you about your rights and protections in this study. We estimate that this interview/focus group will take one half hour to complete. If you agree to participate in annual follow-up interviews, the same time commitment would occur on an annual basis between 2015-2018.

The goal, procedure and duration of the research
The goal of this study is to learn about ideas that work or can be replicated as well as aspects that need improvement. The interview questions will ask you to reflect on topics such as SUN PATH's impact on student preparation for healthcare jobs as well as cross-system collaboration impacts.

Any type of risk, discomfort and benefit that may reasonably be expected;
There are no known risks to the questions for this study, but if you experience discomfort, you may refuse to answer any question. The benefit of participating is that you are provided with an opportunity to share ideas to inform SUN PATH managers about possible ways to improve SUN PATH as well as inform future policy and program development. Your comments will never be tied with your name and many steps will be taken to protect your privacy. The chances that someone may be able discern your feedback are very low as the evaluation team will aggregate responses into groupings with other people. Your feedback will be combined with others into a report for SUN PATH program managers and U.S. Department of Labor Employment and Training Administration (TAACCCT program funders).

How confidentiality will be maintained.
All data will be downloaded into a format that does not connect to your personally identifiable information. UNM CEPR will follow federal, state and UNM guidelines to protect your privacy. Paper documents will be placed in locked storage cabinets in a secure location and digital materials including audio recordings will be saved on a secure, password-protected computer or a secure server at UNM.

How many people will participate in the study
Each year, between 2015 and 2018, our goal is to involve an estimated 40 administrators, instructors and JDCCs from the eleven SUN PATH sites and an estimated 250 total stakeholder interviews over three years of the study.

You have the right to change your mind and withdraw from this research study with no consequences. To erase your comments, the CEPR Evaluation Team needs to be notified within 2 weeks from today (_____date). After 2 weeks, reference to your identifiable information will be removed to keep your comments anonymous and therefore cannot be extracted from the data file.

If you wish to speak with the Principal Investigator for this evaluation study, you may call Meriah Heredia-Griego at 505-239-2432 or you may call Marilyn Davis, evaluation team leader, at 301-254-8829.
If you have any questions about your rights as a research subject, or about what you should do in case of any harm, you may contact the UNM Office of the Institutional Review Board at (505) 277-2644.
Your participation in this research study is completely voluntary, and you will not incur any sanctions if you refuse to participate or decide to withdraw. You will be provided a copy of this document.

By signing this consent form you agree to voluntarily participate in this interview/focus group and acknowledge you have read or been told the description of privacy protections, potential risks, benefits and research goals.

_____   _____
Participant Signature   Date

_____   _____
Witness Signature   Date

Healthcare Employers Consent to Participate in Research Interview

We are requesting your participation in an evaluation research study of SUN PATH. Before we begin this interview, we want to inform you about your rights and protections in this study. We estimate that this interview will take one half hour to complete. If you agree to participate in annual follow-up interviews, the same time commitment would occur on an annual basis between 2015-2018.

The goal, procedure and duration of the research
The goal of this study is to learn about ideas that work or can be replicated as well as aspects that need improvement. The interview questions will ask you to reflect on topics such as SUN PATH's impact on job candidate preparedness for healthcare jobs as well as your impression of cross-system collaboration efforts.

Any type of risk, discomfort and benefit that may reasonably be expected;
There are no known risks to the questions for this study, but if you experience discomfort, you may refuse to answer any question. The benefit of participating is that you are provided with an opportunity to share ideas to inform SUN PATH managers about possible ways to improve SUN PATH as well as inform future policy and program development. Your comments will never be tied with your name and many steps will be taken to protect your privacy. The chances that someone may be able discern your feedback are very low as the evaluation team will aggregate responses into groupings with other people. Your feedback will be combined with others into a report for SUN PATH program managers and U.S. Department of Labor Employment and Training Administration (TAACCCT program funders).

How confidentiality will be maintained.
All data will be downloaded into a format that does not connect to your personally identifiable information. UNM CEPR will follow federal, state and UNM guidelines to protect your privacy. Paper documents will be placed in locked storage cabinets in a secure location and digital materials including audio recordings will be saved on a secure, password-protected computer or a secure server at UNM.

How many people will participate in the study
Each year, between 2015 and 2018, our goal is to involve an estimated 24 healthcare employers from the eleven SUN PATH sites and an estimated 250 total stakeholder interviews or focus groups over three years of the study.

You have the right to change your mind and withdraw from this research study with no consequences. To erase your comments, the CEPR Evaluation Team needs to be notified within 2 weeks from today (_____date). After 2 weeks, reference to your identifiable information will be removed to keep your comments anonymous and therefore cannot be extracted from the data file.

If you wish to speak with the Principal Investigator for this evaluation study, you may call Meriah Heredia-Griego at 505-239-2432 or you may call Marilyn Davis, evaluation team leader, at (301) 254-8829.
If you have any questions about your rights as a research subject, or about what you should do in case of any harm, you may contact the UNM Office of the Institutional Review Board at (505) 277-2644.

Your participation in this research study is completely voluntary, and you will not incur any sanctions if you refuse to participate or decide to withdraw. You will be provided a copy of this document.

By signing this consent form you agree to voluntarily participate in this interview and acknowledge that you have read or been told the description of privacy protections, potential risks, benefits and research goals.

_____   _____
Participant Signature   Date

_____   _____
Witness Signature   Date

The University of New Mexico SUN PATH Evaluation Study
Healthcare Employers Consent to Participate in Research Focus Group

We are requesting your participation in an evaluation research study of SUN PATH. Before we begin this focus group, we want to inform you about your rights and protections in this study. We estimate that this focus group will take up to one and one-half hours. If you agree to participate in annual follow-up focus groups, the same time commitment would occur on an annual basis between 2015-2018.

The goal, procedure and duration of the research
The goal of this study is to learn about ideas that work or can be replicated as well as aspects that need improvement. The focus group questions will ask you to reflect on topics such as SUN PATH's impact on job candidate preparedness for healthcare jobs as well as your impression of cross-system collaboration efforts.

Any type of risk, discomfort and benefit that may reasonably be expected;
There are no known risks to the questions for this study, but if you experience discomfort, you may refuse to answer any question. The benefit of participating is that you are provided with an opportunity to share ideas to inform SUN PATH managers about possible ways to improve SUN PATH as well as inform future policy and program development. Your comments will never be tied with your name and many steps will be taken to protect your privacy. The chances that someone may be able discern your feedback are very low as the evaluation team will aggregate responses into groupings with other people. Your feedback will be combined with others into a report for SUN PATH program managers and U.S. Department of Labor Employment and Training Administration (TAACCCT program funders).

How confidentiality will be maintained.
UNM CEPR will follow federal, state and UNM guidelines to protect your privacy. Paper documents will be placed in locked storage cabinets in a secure location and digital materials including audio recordings will be saved on a secure, password-protected computer or a secure server at UNM. All focus group participants will be instructed to NOT repeat any information or quote fellow focus-group participants in venues outside this group. The information or opinions you share with us will be kept confidential. Transcripts will not include information that will identify individual participants (i.e., pseudonyms will be used in place of names).

How many people will participate in the study
Each year, between 2015 and 2018, our goal is to involve an estimated 20 healthcare employers from the eleven SUN PATH sites and an estimated 300 total stakeholder focus groups over three years of the study.

If you wish to speak with the Principal Investigator for this evaluation study, you may call Meriah Heredia-Griego at 505-239-2432 or you may call Marilyn Davis, evaluation team leader, at (301) 254-8829.
If you have any questions about your rights as a research subject, or about what you should do in case of any harm, you may contact the UNM Office of the Institutional Review Board at (505) 277-2644.

Your participation in this research study is completely voluntary, and you will not incur any sanctions if you refuse to participate or decide to withdraw, and you have the right to change your mind and withdraw with no consequences. To erase your comments, the CEPR Evaluation Team needs to be notified within 2 weeks from today (_____date). You will be provided a copy of this document. After 2 weeks, reference to your identifiable information will be removed to keep your comments anonymous and therefore cannot be extracted from the data file.

By signing this consent form you agree to voluntarily participate in this focus group and acknowledge that you have read or been told the description of privacy protections, potential risks, benefits and research goals.

The University of New Mexico SUN PATH Evaluation Study
Students and Program Completers Consent to Participate in Research Interview

We are requesting your participation in an evaluation research study of SUN PATH. Before we begin this interview, we want to inform you about your rights and protections in this study. We estimate that this interview will take one half hour to complete. If you agree to participate in annual follow-up interviews, the same time commitment would occur on an annual basis between 2015-2018.

The goal, procedure and duration of the research
The goal of this study is to learn about ideas that work or can be replicated as well as aspects that need improvement. The interview questions will ask you to reflect on topics such as SUN PATH's impact on your preparation to work in the healthcare careers.

Any type of risk, discomfort and benefit that may reasonably be expected;
There are no known risks to the questions for this study, but if you experience discomfort, you may refuse to answer any question. The benefit of participating is that you are provided with an opportunity to share ideas to inform SUN PATH managers about possible ways to improve SUN PATH as well as inform future policy and program development. Your comments will never be tied with your name and many steps will be taken to protect your privacy. The chances that someone may be able discern your feedback are very low as the evaluation team will aggregate responses into groupings with other people. Your feedback will be combined with others into a report for SUN PATH program managers and U.S. Department of Labor Employment and Training Administration (TAACCCT program funders).

How confidentiality will be maintained.
All data will be downloaded into a format that does not connect to your personally identifiable information. UNM CEPR will follow federal, state and UNM guidelines to protect your privacy. Paper documents will be placed in locked storage cabinets in a secure location and digital materials including audio recordings will be saved on a secure, password-protected computer or a secure server at UNM.

How many people will participate in the study
Each year, between 2015 and 2018, our goal is to involve an estimated 50 students and program completers from the eleven SUN PATH sites and an estimated 250 total stakeholder interviews over three years of the study.

You have the right to change your mind and withdraw from this research study with no consequences. To erase your comments, the CEPR Evaluation Team needs to be notified within 2 weeks from today (_____date). After 2 weeks, reference to your identifiable information will be removed to keep your comments anonymous and therefore cannot be extracted from the data file.

If you wish to speak with the Principal Investigator for this evaluation study, you may call Meriah Heredia-Griego at 505-239-2432 or you may call Marilyn Davis, evaluation team leader, at (301) 254-8829.
If you have any questions about your rights as a research subject, or about what you should do in case of any harm, you may contact the UNM Office of the Institutional Review Board at (505) 277-2644.

Your participation in this research study is completely voluntary, and you will not incur any sanctions if you refuse to participate or decide to withdraw. You will be provided a copy of this document.

By signing this consent form you agree to voluntarily participate in this interview and acknowledge that you have read or been told the description of privacy protections, potential risks, benefits and research goals.

_____   _____
Participant Signature   Date

_____   _____
Witness Signature   Date

The University of New Mexico SUN PATH Evaluation Study
Students and Program Completers Consent to Participate in Research Focus Group

We are requesting your participation in an evaluation research study of SUN PATH. Before we begin this focus group, we want to inform you about your rights and protections in this study. We estimate that this focus group will take up to one and one-half hours. If you agree to participate in annual follow-up focus groups, the same time commitment would occur on an annual basis between 2015-2018.

The goal, procedure and duration of the research
The goal of this study is to learn about ideas that work or can be replicated as well as aspects that need improvement. The focus group questions will ask you to reflect on topics such as SUN PATH's impact on job candidate preparedness for healthcare jobs as well as your impression of cross-system collaboration efforts.

Any type of risk, discomfort and benefit that may reasonably be expected;
There are no known risks to the questions for this study, but if you experience discomfort, you may refuse to answer any question. The benefit of participating is that you are provided with an opportunity to share ideas to inform SUN PATH managers about possible ways to improve SUN PATH as well as inform future policy and program development. Your comments will never be tied with your name and many steps will be taken to protect your privacy. The chances that someone may be able discern your feedback are very low as the evaluation team will aggregate responses into groupings with other people. Your feedback will be combined with others into a report for SUN PATH program managers and U.S. Department of Labor Employment and Training Administration (TAACCCT program funders).

How confidentiality will be maintained.
UNM CEPR will follow federal, state and UNM guidelines to protect your privacy. Paper documents will be placed in locked storage cabinets in a secure location and digital materials including audio recordings will be saved on a secure, password-protected computer or a secure server at UNM. All focus group participants will be instructed to NOT repeat any information or quote fellow focus-group participants in venues outside this group. The information or opinions you share with us will be kept confidential. Transcripts will not include information that will identify individual participants (i.e., pseudonyms will be used in place of names).

How many people will participate in the study
Each year, between 2015 and 2018, our goal is to involve an estimated 80 students and program completers from the eleven SUN PATH sites and an estimated 300 total stakeholder focus groups over three years of the study.

If you wish to speak with the Principal Investigator for this evaluation study, you may call Meriah Heredia-Griego at 505-239-2432 or you may call Marilyn Davis, evaluation team leader, at (301) 254-8829.
If you have any questions about your rights as a research subject, or about what you should do in case of any harm, you may contact the UNM Office of the Institutional Review Board at (505) 277-2644.

Your participation in this research study is completely voluntary, and you will not incur any sanctions if you refuse to participate or decide to withdraw, and you have the right to change your mind and withdraw with no consequences. To erase your comments, the CEPR Evaluation Team needs to be notified within 2 weeks from today (_____date). You will be provided a copy of this document. After 2 weeks, reference to your identifiable information will be removed to keep your comments anonymous and therefore cannot be extracted from the data file.

By signing this consent form you agree to voluntarily participate in this focus group and acknowledge that you have read or been told the description of privacy protections, potential risks, benefits and research goals.

Appendix F: Instruments (Interview/Focus Groups)

SUN PATH JDCC Interview Instrument (not all questions are used in 2016/2017 surveys)

Review Consent Form

Summarize Project Background

1. **Are you familiar with SUN PATH?** What **interactions** you have had with **[your local college]** about SUN PATH?

2. Have you been **invited to contribute ideas to health career curricula** and competencies at local SUN PATH colleges?

3. **What jobs are in high demand** for which [your facility] has **difficulty finding qualified candidates in the local workforce?**

4. Are there **particular skill gaps** you see as prevalent?

5. Thinking about the **match of academic programs to high demand jobs**, are there certain occupations you would like to see community colleges focus their certificate/degree programs to increase competencies and qualifications for common jobs?

6. Thinking more about **responsiveness to industry needs**, can you please describe an example or best practice of college response to developing a program of study or curriculum that meets evolving needs and common jobs?

    a. If not, **what would you** like to see from [your local college] to respond to high demand career training?

7. SUN PATH has funded JDCCs to connect colleges with workforce systems. Do you have **suggestions how colleges or job development career coaches could better prepare job candidates?**

    a. **How better address soft skills?**

8. What do you think contributes to **staff turnover** and how might college programs **better** help prepare job candidates to **retain employment?**

9. What **professional credentials** beyond a college certificate/degree do you require for entry level and mid-level healthcare support staff (patient care)

10. I am hoping you can help me **map the match-up of current academic programs with common jobs** at Presbyterian - for instance: CNA, LPN, Nursing Tech, PCA, Health Services Assistant, Medical Assistant (entry and clinical) phlebotomy, telemetry tech, EKG tech, lab tech, other nursing supports. (*Show the graphic with ladders rungs to align between Academic program and Careers*)

11. Thinking about the lar**ge gap between the CNA and RN**, what are some mid-skill credentials that could help people to bridge the career ladder?

    a. Do you still use LPNs?

    b. What might **replace the LPN as a mid-level professional?**

SUN PATH Employer Interview Instrument (not all questions are used in 2016/2017 surveys)

Review Consent Form

Summarize Project Background

During this portion of our discussion, we would like to hear about changes you may have observed with regard to training programs at [local college].

1. Please describe discussions you have had with SUN PATH staff from [local college] about high demand training needs at your healthcare facility.
    a. Did you discuss specific requests to fill skill gaps or job candidate shortages?
    b. Please provide an example of results.
    c. On a scale of 1 to 5, where 1 = poor responsiveness and 5= exceptional responsiveness, Please reflect on SUN PATH's level of responsiveness to your request to fill skill gaps and shortages?

    d. Let's talk for a moment about why you gave that score. Please describe a situation that illustrates that score.
        i. Please describe an example of responsiveness or non-responsiveness.
        ii. How does this compare to years previous to SUN PATH?
2. Please describe how [local college] requested your input into the SUN PATH healthcare course offerings and training curriculum.
3. Please describe impacts on the job candidate pool since SUN PATH began in 2015.
    For instance, please describe any differences in:

    a. The number of locally trained job candidates
    b. The quality of training for local job candidates and staff
    c. The ease or difficulty in filling high demand job positions?
4. In the past year, which jobs do you find challenging to fill with locally qualified candidates?
    a. In what ways can your local SUN PATH college help with this situation?
5. Reflecting on this past year, please describe training, knowledge or job skills that need improvement among SUN PATH graduates.
6. Please describe an example of how the SUN PATH program may have changed your connection with the local college? Is this a partnership you would find important to sustain?
7. Please describe your understanding of the role of the SUN PATH Job Development Career Coach (JDCC).
    a. How many times over this past year have you had contact with the JDCC?
    b. Please describe an example of how the JDCC has provided service that you previously didnot encounter.
    c. Do you have suggestions for improvement?
8. Please suggest ideas to further strengthen the systems to train and prepare the workforce for high demand jobs at your [healthcare facility].
    a. Please describe any obstacles or unanticipated consequences that could beaddressed.
9. Please describe factors that facilitate success in SUN PATH as compared with other training initiatives.
10. Please describe a barrier that was effectively overcome, what do you think made that happen and how can it be replicated?
11. Please describe a barrier that remains. What might be in the purview of your facility or SUN PATH to overcome that barrier?
12. What would you say is the most vital contribution of SUN PATH in the past year and what shouldSUN PATH focus on moving forward?
    a. Program elements for discussion prompts if needed:

        i. Program design

        ii. Curriculum development

iii.   Recruitment

iv.   Student preparedness

v.   Placement

vi.   Program Management

vii.   Leveraging Resources

viii.   Sustainability after the grant expires

ix.   Developing New Stakeholder Partnerships

13. Focusing on the lower-skilled occupations,
    a. Have you noticed any changes in the preparedness of your entry-level staff since SUN PATH began in 2015?
    b. What skills continue to be lacking?
        a) If soft skills are mentioned – what could SUN PATH do to help?
    c. Please describe your understanding of career pathways that enable staff to stack credentials and promote to higher-level positions.
    d. Has your local SUN PATH college provided support to help your staff gain the credentials to attain higher-level positions?
14. Reflecting on job trends, what short-term and long-term changes do you recommend to improve the skills and preparedness of candidates and existing staff in high demand jobs?
15. To summarize what we discussed today, please provide one priority activity that you would like for SUN PATH to:
    a. Continue
    b. Replicate in other areas of New Mexico
    c. Adjust
    d. Stop

SUN PATH Students and Completers Interview Instrument (not all questions are used in 2016/2017 surveys)

Review Consent Form

Summarize Project Background

1. We will get into specifics in a minute, but first I invite you to reflect on your training courses at [local college] and describe **what has been most memorable to your SUN PATH experience.**
2. What SUN PATH **courses** are you taking/did you take?
    a. Does the experience of this class **inspire you to take more courses** and get more certificates? What **support** was most **helpful to** you for **completing** your coursework?
    b. Will you **take more SUN PATH courses to build your health career**? Please describe.
    c. What is your **long-term health career goal**? [job title and education credential]
3. For **I-BEST** students/completers:
    a. Did your class use the I-BEST method with two instructors, where one instructor teaches job-related skills and one supports learning-related skills?
    b. What was **most helpful** about the I-BEST team teaching approach?
    c. Do you think that this class **prepared you for the job** (e.g., Nursing Assistant, First Responder)?
    d. **What could be improved** to help you and people like you in the future?
4. Did you **get a job** in the career area that you trained for?
    a. What **helped/hindered** you in getting the job you trained for?
    b. What in SUN PATH was **most helpful** to you in preparing for your job?
    c. What was **missing**?
    d. Please describe ideas on how SUN PATH courses could **better** help people like you **prepare** for healthcare jobs.
    e. Is there a **clear path for advancement** in your job?
5. Please describe your understanding of how SUN PATH can help you **stack certificates and get promoted to higher-level positions in healthcare careers.**
6. What **barriers** might prevent you from getting more training and **credentials** to qualify for higher level positions? Please describe **how opportunities can be improved**.
7. Did you take any courses **online**? If so,
    a. What did you like about taking **online courses as compared with going to a classroom**?
    b. Do you think that you **gained the level of skills and knowledge you needed for the job**?
    c. Please share ideas about how online courses could be **improved.**
8. Do you have a story to share about how the Job Development Career Coach **(JDCC) helped you find a job**? (Prompts: Resume preparation, mock interviews, workshops, WORKKEYS, job fairs, internships)
    a. What was **most helpful**?
    b. What was **least helpful**?
    c. Suggestions for Improvement: How can JDCCs help you gain more access to job opportunities?
9. Please describe an **activity** at college or at your job that was **most helpful to you in building your career.** (Prompts: Simulation labs, I-BEST, short-term certificate courses)
10. If you could **change one thing** about SUN PATH, what would it be?
11. In closing, thinking about all we discussed today, please provide one priority activity that you would like for SUN PATH to:
    a. **Continue**
    b. **Copy in other areas of New Mexico**
    c. **Adjust**
    d. **Stop**

Appendix G: Interview/Survey Responses

Student Responses

1. What has been most memorable to your SUN PATH experience?

"It was a perfect environment to learn from, they taught use everything, the ins and outs of working. This is how you need to do it. They taught us what not to do so we don't hurt ourselves or others."

"The CNA program was helping me in my job as a care giver and when I finished my certificate I applied for my state certification but it was difficult because English is my second language. I failed the first time but passed the second time. With my document from America, I applied online at UNM and passed my interview. May 2016, I got a job as a Nurses Aid at UNM."

"One (Instructor) was ESL and she follows us. This teacher is a gift because as a foreigner she explains everything. If we don't understand everything she acts and is always there no matter the weather."

"Clinicals out in the field. Hands on experience and seeing what you are working towards has been really exciting and given me a boost."

"Took entrance exam on Thursday, but we had to do a PowerPoint presentation and the week before I presented mine, we were in the lab and doing some cool stuff, grown some bacteria and stuff, I took some pictures of us with our lab coats on and put it in our Power Point. It made me feel like we weren't the low-level anymore and we are building on our knowledge and starting to feel like we are having some achievements."

Learning Environment:

"Just being here, the teachers really help you understand it, if you don't understand it, they explain it another way. I've noticed that with every teacher I have had here, it's been awesome experience and I want to absorb as much as I can before I go off to the next place."

"I-BEST, Simulation. Primarily I-BEST."

"Hands-on and Simulation."

"The extra help." "Kerry and I-BEST help."

"Helping you with financial assistance, register for classes, help when you don't understand the material and anything else you need."

"The opportunity to do our GED while we take college courses."

"Working with Jeanne. She helped me when I didn't understand how to go about doing something. Worked with me on where I could take my degree. Helped me figure things out."

"Jeanne came into our class, built in, and helped us with our resumes, interviews, and how to dress. It was neat to hear that cover letters are a thing now. It was good to have her be able to guide us in the right direction. She brings you into the modern working world. She was able to help me get my

Prometrics test paid for. I'm a single mom and working as a work-study and taking care of my dad. She helped me out of the hole."

"I expect the most memorable will be when we get into clinicals."

"Being prepared for the class before the class began including shot records, supplies, scrubs, shoes and textbooks needed for the class. I liked that they notified us about everything so we had enough time to get everything done and were prepared."

"EMT Participant: I came to the program late and Eileen and the team helped me get into the program. Being able to work with simulation, I am a hands on learner, having equipment available and utilize it is a plus."

"The hands-on stuff. Talking through scenarios with Josh. Doing the review afterwards and realizing h o w much I had forgotten in the moment."

"The hands-on and scenario based learning."

"The hands-on. Really nice to have the mannequins. When I was here years back, there were no mannequins."

2. Regarding Year 3 I-BEST: What is most helpful about the SUN PATH I-BEST team teaching approach?

"I had two instructors. Just the main person and her assistant. I was in a classroom with ESL also and it was with our CNA class. There was an ESL teacher to help when we were all together."

"We had five instructors. Four for clinical. We go around all of them. One was ESL and she follows us. This teacher is a gift because as a foreigner she explains everything. If we don't understand everything she acts and is always there no matter the weather."

"The instructor is in the class all the time. She gets up and shows students what the regular instructor is talking about. If we don't get it, she will explain again. She offers tutoring outside the classroom."

"Follow-up is the most helpful. Showing us again what we are not understanding."

"They took the time to set students up with tutors."

"The regular instructor keeps teaching the class while the I-BEST instructor works with students who are struggling."

"Denise is there at least 2/3 of the class. She has been helping us study for exams. There are a couple of students that need a little extra help with reading comprehension. She has been helping them a lot. She creates study guides that I think, once she has been doing that, everyone's grades have been going up as far as exams go. She sits in the back of the classroom and follows along in her own book."

"I-BEST because of the extra help to get students through the program.

"Follow-up is the most helpful. Showing us again what we are not understanding."

"They took the time to set students up with tutors."

"Instructors are helpful, supportive and answer questions. They help you when you really need it. They check up on you and try to help you out when you when they see you are struggling."

"Their motivation was good."

"I-BEST helped struggling students feel like they fit in. "There was back-up. Regardless of who was in there, we all felt like equals, regardless of our skills."

"Hands-on help between the instructor and students. It prepares you with the skills to get a position."

"Instructor takes time out of his day and outside of class times you help you."

"Instructor Kerry keeps an eye on your grades and will talk to you if he sees they are dropping."

Regarding Year 3 SUN Online: What was your experience taking online courses as compared with going to a classroom?

"The online classes are amazing."

"I agree, I think the online classes. It is such a small school, there is no way they could provide everything you need. Being able to go online and pay the same price has been a tremendous help. SUN Online (Nutrition and Psychology) has helped me with time management to be able to fulfill my requirements. "

"Since we don't have the same classes every semester, it is going to help with my timeline that I am not just taking one class at a time."

"Online classes should be continued because it would be nearly impossible to finish out these degree programs without them."

"Cyber Security online. It is not that difficult to do but my issue is if I have questions, my instructor is down in Texas. I can't just say, hey, what am I doing on this, I have to sit there and email him, explain everything that happened and he might have an answer. His response rate is pretty quick. It is kind of frustrating. My first online class I had no idea what I was doing with the labs so I only got 2 or 3 done. Now I know what he expects on the labs so it is a lot easier."

"Medical Assisting using Canvas. The teacher would take a long time to respond and was very stern. If you missed an assignment she would not let you make it up. She held us to our assignments. It was a good experience."

"The online teacher was intimidating and because of how stern she was, I didn't feel comfortable asking her questions at school when I saw her." (Researcher comment: Consider holding an orientation session or professional development workshop for online instructors beyond curriculum develop and more towards Instructor/Student Relationship Building for Online Courses.)

"Communications 101, I thought was funny because you think communications would involve talking to people."

"We have only had to watch videos online. Courses are not online."

"Had to get HIPPA certified. We met every night for a couple hours per week."

"The classes are easier."

"They work for me."

"I wouldn't take a science online because you need to know that."

"Took English online and Sociology and Spanish."

"You have to be self-motivated."

"It is very convenient."

3. Regarding Year 3 Simulation Labs: What was your experience using the Simulation Labs?

"We all practiced on a mannequin and took our time, it was great."

"The instructor always expected us to know exactly what we were doing, to always be professional like it was a real scenario and not to act like it was a mannequin. The lab in general will always be the most memorable for me because you are learning and understanding."

"I took EMT-Basic and intermediate and the equipment gets used a lot and not all necessarily in working order. Some thermometers needed to be recalibrated and were off. Some equipment was better than others and was mostly functioning."

"Things were fully stocked. For the most part everything is in good working order and supplies are plentiful."

"Instructors will come by and unlock the doors if we need more practice. They sacrifice a lot of their personal time for us."

"I would suggest they get one more certified instructor to help. Now it is crunch time and we could use a second instructor. It would be helpful if they would utilize the part-time instructor during the busiest times of the semester."

"Simulation Labs; Cindy is always coming in and giving us tips and helping us with scholarships."

"Working on a regular mannequin works just fine."

"Simulation should definitely continue. The supplemental skills instructor provided a really good class and allowed students to practice skills, any skills learned that you didn't have time to practice in lab. This practice helped reinforce skills learned."

"The simulation was great, you could feel the warmth of the skin on the mannequins."

"Simulation, the simulation lab, and the simulation models should continue because it was extremely useful."

"The mannequins felt rigid and somewhat life-like (e.g. ventilating a mannequin is a lot different than ventilating a human being) but said, "the best thing about using the equipment and simulation is that it puts the reading into practice."

"The simulation mannequins help a lot but doesn't prepare you for working with a real person, but r a t h e r , helps in how to do it. I think I would have been a lot more scared to do it in real life if I would not have been able to do it on a dummy."

"I think that everybody should get a tour of the SIM center no matter what classes you're taking. I think every student should get to see the SIM Center."

When asked why, the respondent said that the SIM Center is brought up in classes but are not provided an opportunity to see it. *"If they are going to bring it up to us, let us see it, take us on a tour of it. They say it's there for us and the community, I think we should be able to see it."*

"That is a huge part of this college actually. The SIM lab is amazing."

"The mannequins were really awesome to work on." The female can give birth and are really good tools. *"I think the mannequins are perfect for the real world."*

"The delivery of curriculum prepared me for real life."

One student mentioned the microphones that are setup around the classroom that allow someone to talk to you and gain practice. They said it helped them prepare for the test.

"I think we have the best Sim Lab in the state."

"The SIM labs that they have at the college are pretty advanced. The mannequins react similarly to people, they heave heart beats, blink, talk to you, have a blood pressure, can have seizures, irregular breathing, and students can count respirations."

"My instructor was very good and knowledgeable."

"I-BEST and simulation lab together worked really well."

4. Regarding Year 3 Stacked and Latticed Credentials: Students Understanding of Pathways

"Even for ESOL, when we are doing homework, the projects we are doing are helping us to accomplish our goals. There is bridge between CNM and UNM and for the first time I am trying to improve my English skills and medical terminology so I can finish at UNM."

Appendix H: Survey Responses

SUN PATH Principal Investigator Survey

2017 SUN PATH Principal Investigator (PI) Survey

Q1 What has stood out for you as the most striking change that SUN PATH has made across Consortium colleges in 2016-2017?

Answered: 6   Skipped: 0

#	RESPONSES	DATE
1	The Regional Medical Simulation Center and the I-BEST Program has stood our for our campus that has resulted in positive change. We have experienced wonderful feedback from students and faculty.	10/17/2017 1:01 PM
2	The collaboration and sharing of curriculum, ideas and best practices among the consortium colleges. These efforts have improved the ease of transferability between institutions which benefits the students in being successful in completing their programs of study.	10/4/2017 10:36 AM
3	The MOST striking change is the communication and collaboration between the consortium colleges.	9/8/2017 1:56 PM
4	Increase use of SUN Online. Improved collaboration and teamwork among coalition members.	9/6/2017 2:29 PM
5	Connection to the state of New Mexico Work Force systems.	9/5/2017 6:28 PM
6	It provided opportunity for colleges to work together to enhance program, and add new short term certificates. It provided a greater awareness of the need to meet the employer needs. I emphasized the need to assist at risk students through the use of I-Best instructors.	9/5/2017 11:08 AM

Q2 What steps have been key to building consortium capacity to develop technology and health career pathways in 2016-2017?

Answered: 6   Skipped: 0

#	RESPONSES	DATE
1	ENMU-Roswell took steps in purchasing EHR software and simulation equipment to integrate technology in education within health career pathways. Additionally, we developed a career pathway with the development of a Medical Scribe certificate program.	10/17/2017 1:01 PM
2	The continued taskforce meetings for each of the programs of studies have been helpful in creating a foundation in which to continue to build strong and successful career pathways. An example is our Medical Assistant program which includes English, Math, Computer Science, Nursing Assistant, Phlebotomy Technician and Medical terminology. With the skill sets and the credentials in both the Nursing Assistant and Phlebotomy students are able to obtain jobs in many different settings such as doctor offices, hospitals, labs etc.	10/4/2017 10:36 AM
3	Technology: Purchase of simulation manikins and sharing simulations. Sharing of online instruction in HIT through SUN Online	9/8/2017 1:56 PM
4	The articulations and ability to leverage SUN Online to enable rural institutions to provide curriculum not feasible in those rural areas. HIT is and example.	9/6/2017 2:29 PM
5	Funding to compensate faculty for development of new programs.	9/5/2017 6:28 PM
6	The provision of additional computers, V-lab registration, and mannequins assisted in improving technology usage in the health career pathways.	9/5/2017 11:08 AM

Q3 Related to alignment and implementation: How would you describe SUN PATH progress for developing stacked and latticed credentials in 2016-2017?

Answered: 6   Skipped: 0

#	RESPONSES	DATE
1	Developing a document that indicates how credentials can be stacked and latticed is useful for our students in viewing the opportunity to progress through career pathways. We have developed the Medical Scribe program and received approval from the Curriculum and Instruction Committee, Community College Board and Board of Regents to begin providing this program as a pathway to other allied health programs in the 17/18 academic year.	10/17/2017 1:01 PM
2	The collaboration and sharing of programs and best practices has allowed the development of more enhanced stacked and latticed credentialing program (s).	10/4/2017 10:36 AM
3	Colleges have joined together to align curriculum in EMS, PCA, CNA.	9/8/2017 1:56 PM
4	The stacked and latticed credentials are robust. The experience we see is that students have much difficulty successfully obtaining these credentials and the cost is high to students.	9/6/2017 2:29 PM
5	It is difficult to align some of the programs for stacked and latticed credentials due to program requirements. There have been efforts that have been somewhat effective.	9/5/2017 6:28 PM
6	Sun Path encouraged and worked at adding stacked and latticed credentials throughout the consortium. All colleges implemented changes to curriculum to work in this area. Noted are the CHW, EMS and CNA courses.	9/5/2017 11:08 AM

Q4 Please share your suggestions to improve the implementation of the Emergency Medical Services program at your college site.

Answered: 5   Skipped: 1

#	RESPONSES	DATE
1	Our campus already provides EMS programs at our site. We have a quality program that has continuous increased enrollment. The Regional Medical Simulation Center greatly improved implementation and the quality of the program. The campus purchased Blackboard Collaborate which also adds value to our programs.	10/17/2017 1:01 PM
2	We have had the EMS program for several years prior to SUN PATH. Suggestions on improving the EMS program would be to have more collaborated efforts and sharing of Simulation scenarios throughout the consortium through the Simulation taskforce on basecamp. We are in the process of hiring subject matter experts to assist us in developing and building simulations in order to enhance skill based learning in the EMS program.	10/4/2017 10:36 AM
3	At Valencia, we need to offer more support for students to take the National Registry Exam and to pass it. We are writing a grant to offer financial support for students, and we are planning review sessions for students who have not been successful on the exam.	9/8/2017 1:56 PM
4	We are not having problems since we leverage with our Title V program.	9/6/2017 2:29 PM
5	The EMS area at our site is excellent. It has a tremendous amount of community employer support. Areas for improvement would be to obtain additional funds to assist students in paying for tuition and student fees. .Students are passing the National and state test and are being employed.	9/5/2017 11:08 AM

Q5 Please share your suggestions to improve the implementation of I-BEST at your college site.

Answered: 6   Skipped: 0

#	RESPONSES	DATE
1	Funding for the sustainability of the I-BEST program is the concern. ENMU-Roswell agreed to fund the program from the ending date of the grant to the end of the semester. However, we would need State or grant funding to aid in continuing this program. It adds value to the health programs as we saw an increase in grades and retention with those that were taking advantage of the I-BEST program.	10/17/2017 1:01 PM
2	Team building workshops with the I-BEST faculty as well as workshops that focus on the collaboration and integration of basic skills. Of course funding is always a factor for I-BEST implementation and sustainability.	10/4/2017 10:36 AM
3	We feel confident in our implementation of IBEST, however, there is always room for improvement. I believe the most difficult thing that occurs when we get new content and/or basic skills instructors is to form the working relationship between them, and to instill the understanding that it is a co-teaching scenario and not a hierarchy. Suggestions could be to continually offer training and support for the teaching partners.	9/8/2017 1:56 PM
4	Need to have professional development for faculty to better understand and implement in courses. A sand box test environment would also allow faculty to experience this type of training.	9/6/2017 2:29 PM
5	Faculty must drive the development, and they must be given enough time to develop and implement I-BEST.	9/5/2017 6:28 PM
6	There is need for additional funding once the grant is over.	9/5/2017 11:08 AM

Q6 What do you think is needed to ramp up a system of Credit for Prior Learning at your college site?

Answered: 6   Skipped: 0

#	RESPONSES	DATE
1	Having someone lead this effort. The Assistant Vice Presidents are inundated with work that it makes it difficult to dedicate a lot of time and effort in this endeavor. The SUN PATH Site Director offered to assist in leading the initial steps by attending the conference and providing necessary information to our group can begin in establishing and implementing a CPL/PLA policy.	10/17/2017 1:01 PM
2	We are currently waiting for approval from main campus on the proposed CPL policy for all of the branch campus'. Once we have the approval it will be implemented.	10/4/2017 10:36 AM
3	UNM has a system and appear to be reception for the branches to implement it. We can ramp it up by actually using it within the policies set for by the university. If we don't try it out, it will never become institutionalized.	9/8/2017 1:56 PM
4	We have no issues and it is working very well.	9/6/2017 2:29 PM
5	Tighten up processes. Marketing	9/5/2017 6:28 PM
6	UNM has to have dedicated people from main and branch campuses to assist in this process. This needs to be part of job description for a group of people who have the authority to make recommended changes.	9/5/2017 11:08 AM

2017 SUN PATH Principal Investigator (PI) Survey

Q7 For SUN ONLINE, please talk about factors that impact the success of SUN Online for your campus.

Answered: 6   Skipped: 0

#	RESPONSES	DATE
1	Health programs can be extremely difficult to provide through distance learning due to most requiring hands on/lab instruction. Therefore many of our health programs are not offered through SUN Online. SUN Online has been extremely helpful for our students who are needing to take a few courses that are not offered on our campus during a particular semester and are needing to graduate.	10/17/2017 1:01 PM
2	We have not actively participated in SUN ONLINE in the ways of sharing and adopting courses.	10/4/2017 10:36 AM
3	It has been difficult to get the support of the advisors who are the frontline in informing students and encouraging to use it. We have not had student participation. It would also help to have a coordinated schedule of offerings in the system rather than duplication of courses at different colleges.	9/8/2017 1:56 PM
4	The turnover in the site administrator position. Need to integrate/interface WICHIE application into student services registration systems and processes.	9/6/2017 2:29 PM
5	SUN Online is great for lecture courses. Most health programs (maybe most CTE programs) have laboratories that must be f2f, or at least partly f2f. This hampers the use of SUN Online for entire programs.	9/5/2017 6:28 PM
6	Sun online has not been successful. All sun on-line classes have been full, but no consortium students from other colleges have applied to take on-line classes. Rarely, students here apply to take classes at other institutions.	9/5/2017 11:08 AM

Q8 What SUN PATH programmatic successes would you like to celebrate?

Answered: 6   Skipped: 0

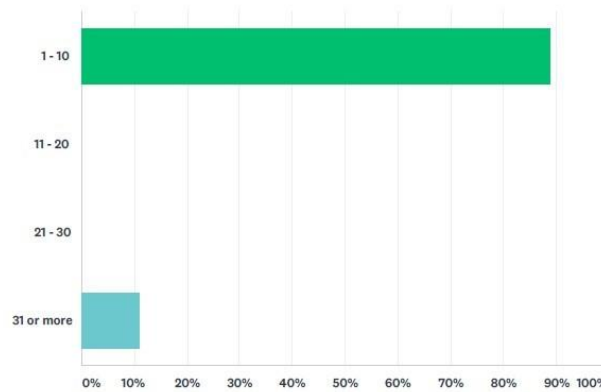| #	RESPONSES	DATE
1	The success of the I-BEST Program and the implementation of the Regional Medical Simulation Center. Local employers are extremely impressed with the quality of education with the addition of this technology.	10/17/2017 1:02 PM
2	During 2016-2017 we had 92 graduates in Allied Health with 44 participating in the commencement ceremony. We attribute the implementation of pre-course advisement and I-BEST in the Allied Health programs to student success and retention in a career pathway. Allied Health programs have been enhanced with more simulation activities in the courses by utilizing low, mid and high fidelity simulation equipment and manikins. This allows the students to practice hands on skills in a safe and controlled environment prior to going into clinical rotations and into the workforce.	10/4/2017 10:36 AM
3	I-BEST1	9/8/2017 1:56 PM
4	SUN Online for the Cybersecurity Certificate Program.	9/6/2017 2:29 PM
5	New programs, I-BEST, partnership with DWS.	9/5/2017 6:28 PM
6	A huge increase in students passing the National EMS test Students improving in ability through I-Best implementation Greater communication with community partners	9/5/2017 11:11 AM

THE END

A Sample of SUN Online/WICHE ICE-PICS Coordinator Year 3 Responses

SUN Online Coordinators Survey 2017

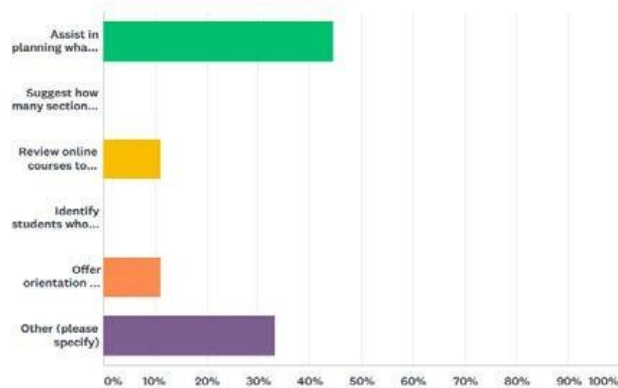## Q2 At your college site, how many students participate in SUN Online each semester?

Answered: 9   Skipped: 0

ANSWER CHOICES	RESPONSES	
1 - 10	88.89%	8
11 - 20	0.00%	0
21 - 30	0.00%	0
31 or more	11.11%	1
TOTAL		9

Q3 Does your unit assignment: (Please check all that apply.)

Answered: 9   Skipped: 0

ANSWER CHOICES	RESPONSES	
Assist in planning what courses should go online each semester.	44.44%	4
Suggest how many sections of a course should be offered	0.00%	0
Review online courses to monitor faculty delivery	11.11%	1
Identify students who may need additional supports for online learning	0.00%	0
Offer orientation on how to best succeed as a SUN Online participant	11.11%	1
Other (please specify)	33.33%	3
TOTAL		9

Q4 How are participant abilities, skills, and interests assessed before they join a SUN Online course?

Answered: 5   Skipped: 4
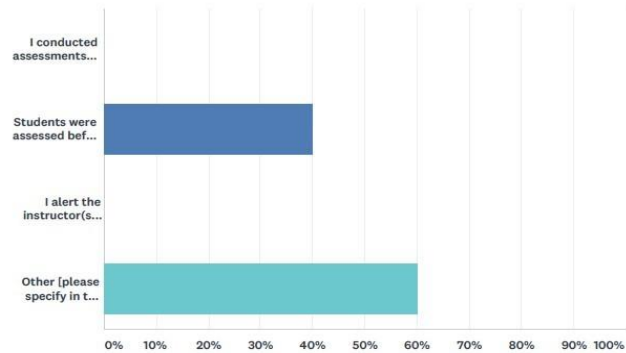
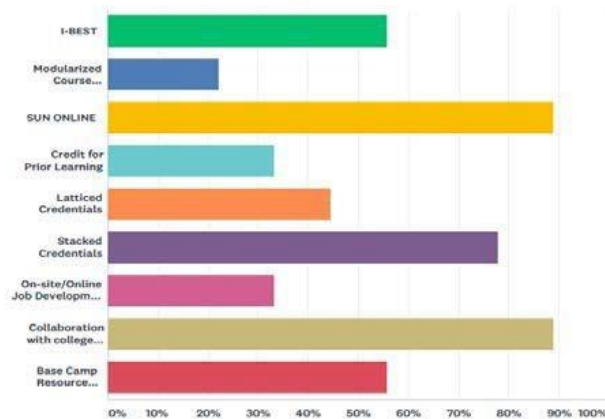| ANSWER CHOICES	RESPONSES	
I conducted assessments [please specify tools used in comments box below]	0.00%	0
Students were assessed before they begin in SUN Online.	40.00%	2
I alert the instructor(s) to the availability to review the assessment results taken before I the online class begins.	0.00%	0
Other [please specify in the comments box below]	60.00%	3
Total Respondents: 5		

Q5 Which of the following college-to-career innovations would you recommend continuing or expanding in support of Online courses? [check all that apply]

Answered: 9   Skipped: 0

ANSWER CHOICES	RESPONSES	
I-BEST	55.56%	5
Modularized Course Curricula	22.22%	2
SUN ONLINE	88.89%	8
Credit for Prior Learning	33.33%	3
Latticed Credentials	44.44%	4
Stacked Credentials	77.78%	7
On-site/Online Job Development Career Coaching (JDCCs)	33.33%	3
Collaboration with colleges in other New Mexico locations	88.89%	8
Base Camp Resource Sharing	55.56%	5
Total Respondents: 9		

SUN PATH Site Coordinator Interview Instrument Spring 2017

I-BEST Survey sent to Contact List of I-BEST Instructors
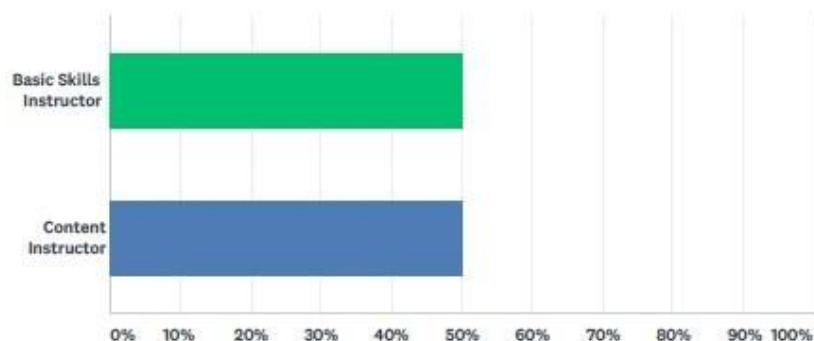
SUN PATH I-BEST PROGRAM INSTRUCTORS

Q1 The New Mexico SUN PATH Project is funded through a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant from the US Department of Labor (DOL). The New Mexico SUN PATH project provides equal opportunities to all applicants without regards to race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age disability, genetic information, marital status, amnesty, or status as a covered veteran in accordance with applicable federal, state and local regulations.

Answered: 1   Skipped: 9

#	RESPONSES	DATE
1	Unknown	10/14/2016 9:43 AM

Q2 Are you the content or the basic skills instructor?

Answered: 10   Skipped: 0

ANSWER CHOICES	RESPONSES	
Basic Skills Instructor	50.00%	5
Content Instructor	50.00%	5
TOTAL		10

Q3 How many semesters have you been teaching an I-BEST course (overall, including the current semester)?

Answered: 10   Skipped: 0

SUN PATH I-BEST PROGRAM INSTRUCTORS
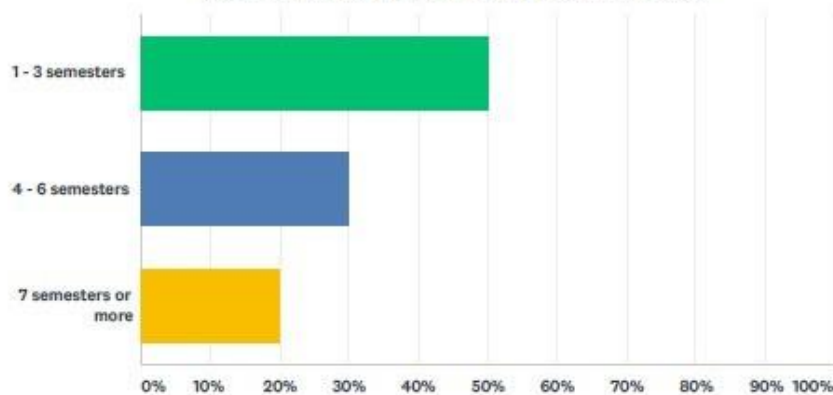
ANSWER CHOICES	RESPONSES	
1 - 3 semesters	50.00%	5
4 - 6 semesters	30.00%	3
7 semesters or more	20.00%	2
TOTAL		10

Q4 Please provide the name(s) of the I-BEST course(s) you are currently teaching or have taught in SUN PATH.

Answered: 8   Skipped: 2

ANSWER CHOICES	RESPONSES	
Course Title:	100.00%	8
Course Title:	62.50%	5
Course Title:	37.50%	3
Course Title:	0.00%	0
Course Title:	0.00%	0

#	COURSE TITLE:	DATE
1	CNA 101 501	11/13/2016 5:36 PM
2	Current Issues	11/10/2016 11:38 AM
3	Human Anatomy and Physiology I	10/21/2016 9:56 AM
4	EMT	10/18/2016 11:51 AM
5	Certified Nurses Assistant Program	10/14/2016 9:43 AM
6	Medical Terminology for Allied HealthMDST 102	10/11/2016 2:16 PM
7	EMSP 121-001	10/10/2016 2:02 PM
8	ESL for Nursing Assistant	10/10/2016 11:55 AM
#	COURSE TITLE:	DATE
1	Pharmacology	11/10/2016 11:38 AM

SUN PATH I-BEST PROGRAM INSTRUCTORS

#		DATE
2	General Biology: Subcellular through Organismic	10/21/2016 9:56 AM
3	EMT Basic	10/14/2016 9:43 AM
4	Anatomy and Physiology for Allied Health MDST 103	10/11/2016 2:16 PM
5	ESL for Home Health Aide	10/10/2016 11:55 AM
#	COURSE TITLE:	DATE
1	Medical Terminology	11/10/2016 11:38 AM
2	Intro to Information Systems	10/14/2016 9:43 AM
3	Current Issues for Allied Health MDST 118	10/11/2016 2:16 PM
#	COURSE TITLE:	DATE
	There are no responses.	
#	COURSE TITLE:	DATE
	There are no responses.	

Q5 What has gone well?

Answered: 9   Skipped: 1

#	RESPONSES	DATE
1	Having the input and resources of an I-Best instructor have added additional quality to the course. It creates another avenue of support for the students	11/13/2016 5:36 PM
2	collaboration between both content instructor and skills instructor	11/10/2016 11:38 AM
3	The skills instructor has been able to essentially provide tutoring to struggling students, and helped with laboratory sessions, etc.	10/21/2016 9:56 AM
4	Team Teaching and learning the content within the class, as well as teaching/modeling to the content instructor methods of teaching in more dynamic ways.	10/18/2016 5:55 PM
5	When the Content and Basic Skills instructors both buy-in to the basic principles of SUNPATH/IBEST, have mutual respect for each other, do joint curriculum planning, and co-teach the course.	10/14/2016 9:43 AM
6	The Current Issues instructor and I have established a good rapport and are able to collaborate on lessons.	10/11/2016 2:16 PM
7	no classes have been offered in sunpath online	10/10/2016 3:52 PM
8	Students have greatly benefited from the I-BEST support as it is weaved through the entire semester to strengthen their academic and soft skills.	10/10/2016 2:02 PM
9	creating a learning community which supports and helps each other; contextualized opportunities to speak English for authentic purposes	10/10/2016 11:55 AM

Q6 What challenges have you faced?

Answered: 8   Skipped: 2

#	RESPONSES	DATE
1	Just coordinating our time when it comes to planning for the coming semester	11/13/2016 5:36 PM
2	balancing the dual roles	11/10/2016 11:38 AM
3	The skills instructor sometimes engaged in too much content teaching and occasionally was disruptive to the classroom experience.	10/21/2016 9:56 AM

4	Administrative personnel for the IBEST grant are unresponsive, uncommunicative, and tend to cause more problems for the teachers than help.	10/18/2016 5:55 PM
5	Lack of buy-in by Administrators, Content Instructors, and Students. For example, individuals might recognize that their students do not have the skills to succeed in the course, but don't believe that it is their responsibility to put in the work necessary for that to happen. Curving of grades and lowering of standards are much easier to do and often the norm.	10/14/2016 9:43 AM
6	I have had problems being able to co-instruct in the Medical Terminology and Anatomy and Physiology classes. Almost all of the instruction that is done in those two classes is done during workshops outside of the classroom.	10/11/2016 2:16 PM
7	Embedding the I-BEST has intensified an already extremely demanding course but it has been beneficial. In fact, students have told the content instructor as well as me that they could not imagine the class without the I-BEST component.	10/10/2016 2:02 PM
8	Class is very intensive making it difficult for those who must work; State certification testing requires social security number so disenfranchises those who don't have one even those who have permission to work in US	10/10/2016 11:55 AM

Q7 Please highlight a couple of lessons learned that could benefit other I-BEST course instructors.

Answered: 7   Skipped: 3

#	RESPONSES	DATE
1	Allowing the expertise of the additional instructor through the I-Best program brings in another viewpoint to broaden the information in the class.	11/13/2016 5:36 PM
2	plan lessons, tests, and study materials together. Even though the content area is separate, if I-BEST knows what is going on, it makes it better for students' overall understanding.	11/10/2016 11:38 AM
3	I think it's very important that there is a comprehensive understanding of roles before the course kicks off. The skills instructor really needs to understand his/her duties, particularly if they have a science background and may be inclined to interject, etc.	10/21/2016 9:56 AM
4	There needs to be more and deep oversight on a State level. Trainings are good if individuals go back to their programs and incorporate what they have learned.	10/14/2016 9:43 AM
5	The content instructors need to be trained in the I-BEST models, so that they are not intimidated by the process. The content instructs must buy into the program and understand the way that the modal functions in order for the program to be successful.	10/11/2016 2:16 PM
6	Fluidity, teamwork between instructors, collaboration, and a lot of debriefing too!	10/10/2016 2:02 PM
7	There is some common and some mutually exclusive content so allow time for both	10/10/2016 11:55 AM

Q8 Please indicate the estimated amount of class time that both the content and the learning skill instructors collaborate in the classroom.

Answered: 10   Skipped: 0

SUN PATH I-BEST PROGRAM INSTRUCTORS
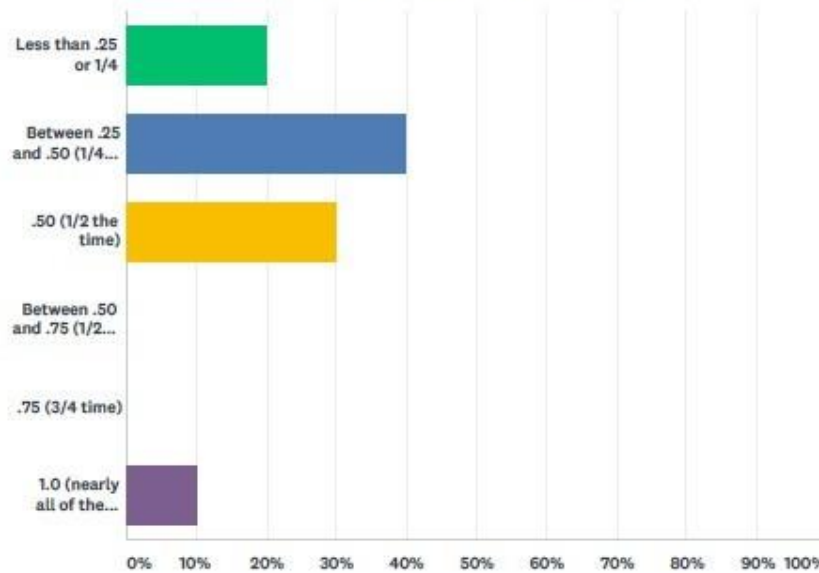
ANSWER CHOICES	RESPONSES	
Less than .25 or 1/4	20.00%	2
Between .25 and .50 (1/4 and 1/2)	40.00%	4
.50 (1/2 the time)	30.00%	3
Between .50 and .75 (1/2 and 3/4)	0.00%	0
.75 (3/4 time)	0.00%	0
1.0 (nearly all of the class time)	10.00%	1
TOTAL		10

Q9 Please describe the successes and challenges of developing integrated lesson plans (plans that incorporate learning strategies with content).

Answered: 8   Skipped: 2

ANSWER CHOICES	RESPONSES	
Successes	100.00%	8
Challenges	87.50%	7

#	SUCCESSES	DATE
1	Didactic information is presented with a global view	11/13/2016 5:36 PM
2	Better understanding	11/10/2016 11:38 AM
3	??	10/21/2016 9:56 AM
4	integrating a research paper and APA requirements into the classroom	10/18/2016 5:55 PM

SUN PATH I-BEST PROGRAM INSTRUCTORS

5	Lessons associated with basic reading/writing skills, time management, job search skills, resume writing, "Next Steps" for career and college, study groups, soft skills for the workplace	10/14/2016 9:43 AM
6	The Current Issues instructor and I continuously collaborate on lesson plans. She always shows me her tests and asks for input to help the students understand the material. Together, we work with the students on study and test taking skills.	10/11/2016 2:16 PM
7	none	10/10/2016 3:52 PM
8	Great outcomes with enriched curriculum	10/10/2016 2:02 PM
#	CHALLENGES	DATE
1	Getting used to another instructor in the classroom	11/13/2016 5:36 PM
2	Students get confused as to who is in charge	11/10/2016 11:38 AM
3	??	10/21/2016 9:56 AM
4	Working with and initially explaining the concept to a new content instructor and getting them to buy into the concept.	10/18/2016 5:55 PM
5	Time constraints for planning with content instructors	10/14/2016 9:43 AM
6	The Current Issues instructor and I continuously collaborate on lesson plans. She always shows me her tests and asks for input to help the students understand the material. Together, we work with the students on study and test taking skills.	10/11/2016 2:16 PM
7	Time demands	10/10/2016 2:02 PM

## Q10 What topics would you like covered in future I-BEST training sessions?

Answered: 5   Skipped: 5

ANSWER CHOICES	RESPONSES	
Topic	100.00%	5
Topic	0.00%	0
Topic	0.00%	0

#	TOPIC	DATE
1	See above	10/21/2016 9:56 AM
2	Team building strategies for program staff	10/14/2016 9:43 AM
3	I would like to see examples of content and I-Best instructors working together and how they perform in the classroom. I do not just want to see a lesson plan or a poster showing how the lesson would be carried out, but I would actually like to see the lessons being carried out by seasons instructors.	10/11/2016 2:16 PM
4	the grant is ending, we are all being terminated at the end of the academic year	10/10/2016 3:52 PM
5	Integrated curriculum	10/10/2016 2:02 PM
#	TOPIC	DATE
	There are no responses.	
#	TOPIC	DATE
	There are no responses.	

Q11 Would you like one-on-one coaching?

SUN PATH I-BEST PROGRAM INSTRUCTORS

Answered: 7   Skipped: 3
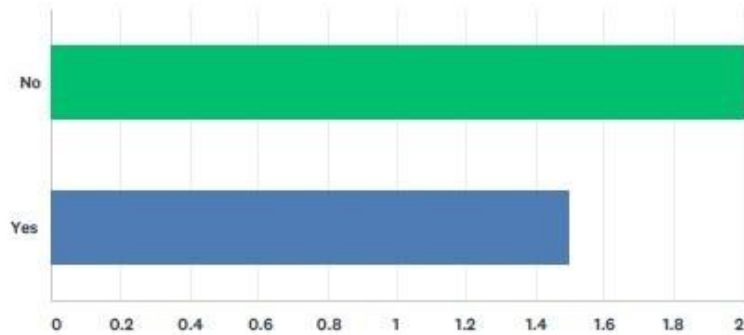
	1	2	TOTAL	SCORE
No	100.00% 6	0.00% 0	6	2.00
Yes	50.00% 1	50.00% 1	2	1.50

Q12 If "yes," what topic(s)?

Answered: 2   Skipped: 8

ANSWER CHOICES	RESPONSES	
Topic:	100.00%	2
Topic:	0.00%	0
Topic:	0.00%	0

#	TOPIC:	DATE
1	I would like to have more ideas as to how the I-BEST instructor can implement basic skills instruction as the content instructor is teaching in the classroom.	10/11/2016 2:16 PM
2	No additional coaching needed	10/10/2016 11:55 AM
#	TOPIC:	DATE
	There are no responses.	
#	TOPIC:	DATE
	There are no responses.	

Q13 Your SUN PATH College (optional)

Answered: 4   Skipped: 6

#	RESPONSES	DATE
1	ENMU-Ruidoso	10/21/2016 9:56 AM
2	ENMU-R	10/11/2016 2:16 PM

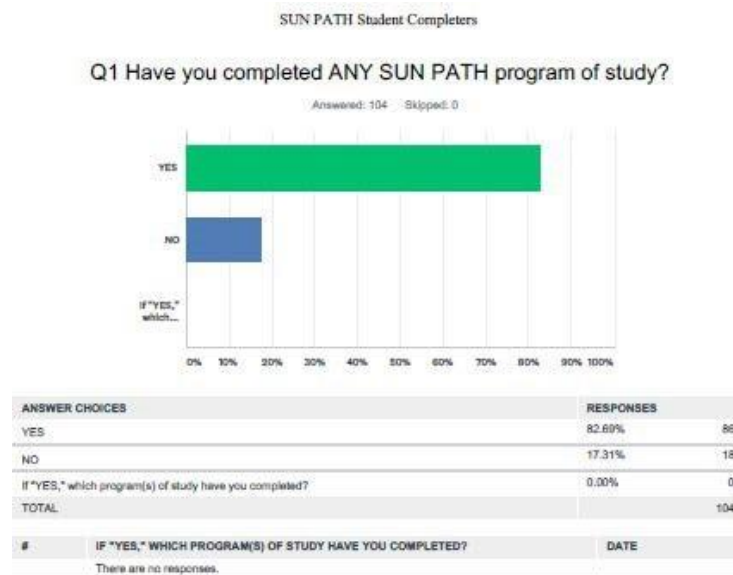| 3 | San Juan College | 10/10/2016 2:02 PM |
| 4 | CNM Community College | 10/10/2016 11:55 AM |

Q14 What suggestions would you describe to improve the implementation of I-BEST, including feedback you have received from students?

Answered: 6   Skipped: 4

#	RESPONSES	DATE
1	Learning from various sources clarifies concepts	11/13/2016 5:36 PM
2	See above	10/21/2016 9:56 AM
3	More support and buy-in from the college would improve the program. I believe you would be hard pressed to find faculty on our campus that know what IBEST is if they are not directly involved in it; this creates challenges for getting student buy-in because the only information disseminated is limited to the programmatic level.	10/18/2016 5:55 PM
4	A student orientation to the program, it's benefits and how it fits in with their career goals	10/14/2016 9:43 AM
5	I-BEST is catching on more and more on our campus. We are seeing more and more content instructors asking for I-BEST personnel to help their students. When our content instructors agreed to this program, they were not informed about the way that the I-BEST program works. They went into this partnership blindly. I feel that educating the content instructors is of highest priority. I feel that content instructors should be required to attend conferences before an I-BEST instructor is placed in their classrooms so that no-one is caught by surprise.	10/11/2016 2:16 PM
6	Careful consideration of who you are going to enroll based on their daily time constraints and committments	10/10/2016 11:55 AM

A Sampling of Year 3 Student Survey Interview Responses: Completer and Retained Students Fall 2016 and spring 2017 (data analysis in progress):
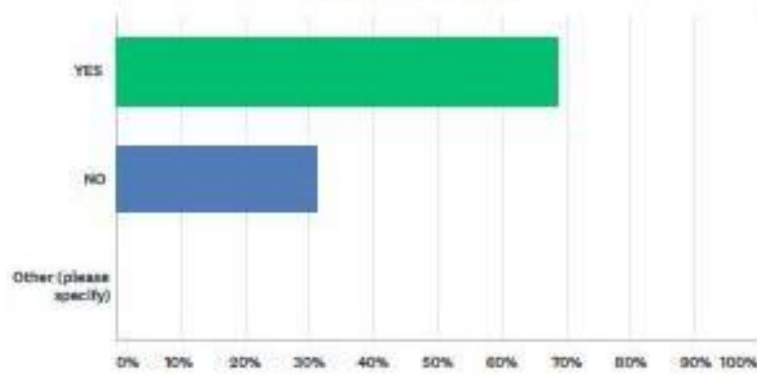
SUN PATH Job Development Coordinators identified a major concern to be participant placement, employment retention, and self-efficacy. To jumpstart this inquiry CEPR piloted a survey to identify/confirm SUN PATH completers, employment status, credential related employment and intent to return to post-secondary education. Following is a sampling of "Completer" responses:

SUN PATH Student Completers

Q1 Have you completed ANY SUN PATH program of study?

Answered: 104   Skipped: 0

ANSWER CHOICES	RESPONSES	
YES	82.69%	86
NO	17.31%	18
If "YES," which program(s) of study have you completed?	0.00%	0
TOTAL		104

#	IF "YES," WHICH PROGRAM(S) OF STUDY HAVE YOU COMPLETED?	DATE
	There are no responses.	

155

SUN PATH Student Completers

Q4 Are you currently employed?

Answered: 86   Skipped: 18

ANSWER CHOICES	RESPONSES	
YES	68.60%	59
NO	31.40%	27
Other (please specify)	0.00%	0
TOTAL		86

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

156

SUN PATH Student Completers

Q5 Where are you employed (Company Name)?

Answered: 50   Skipped: 54

#	RESPONSES	DATE
1	Taos mesa brewing company	8/29/2017 11:54 AM
2	Taos Ski Valley	8/27/2017 10:33 AM
3	Interim Healthcare	8/26/2017 2:07 PM
4	Angel Fire Resort	8/23/2017 6:53 PM
5	UNM	8/23/2017 10:13 AM
6	Taos Pueblo Health and Community Services	8/22/2017 11:16 PM
7	HCH-Taos Health Systems	8/22/2017 8:46 PM
8	TCCY	8/22/2017 3:49 PM
9	Mountain home health	8/22/2017 3:46 PM
10	Addus home care of Ruidoso	8/22/2017 1:11 PM
11	I do private care	8/22/2017 12:07 PM
12	Cortez Gas	8/22/2017 12:17 AM
13	Christus St. Vincent Regional Medical Center	8/20/2017 4:25 PM
14	Princeton Place	8/19/2017 10:21 AM
15	Lovelace Women's Hospital	8/17/2017 6:52 PM
16	Family Dollar	8/17/2017 5:37 PM
17	HEB	8/16/2017 8:54 PM
18	Gerald ChampionMedical center	8/16/2017 8:46 PM
19	Tricore reference laboratory	8/16/2017 3:43 PM
20	Albertsons	8/16/2017 1:57 PM
21	High Desert Water	8/16/2017 1:13 PM
22	Belen Meadows	8/16/2017 9:53 AM
23	Genesis	8/16/2017 9:32 AM
24	1st care of New Mexico	8/15/2017 9:47 PM
25	Unirac	8/15/2017 9:08 PM
26	Westways staffing	8/15/2017 9:04 PM
27	8	8/15/2017 4:22 PM
28	Genesis healthcare	8/15/2017 3:30 PM
29	PRINCETON PLACE	8/15/2017 3:20 PM
30	Wholefoods Market	8/15/2017 2:39 PM
31	Tricore	8/15/2017 2:34 PM
32	Dollar General	8/15/2017 2:31 PM
33	Lea regional medical center	8/15/2017 9:25 AM
34	UNM Medical Group	8/14/2017 9:55 PM
35	University Medical Center	8/14/2017 8:31 PM

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SUN PATH Student Completers

36	Central New Mexico Community College	8/14/2017 5:11 PM
37	Episource	8/14/2017 4:41 PM
38	Transitional Lifestyles community	8/14/2017 12:18 PM
39	Presbyterian Hospital	7/11/2017 7:11 PM
40	Quail Ridge Assited Living Facility	7/10/2017 9:37 PM
41	San Juan Regional Medical center	7/8/2017 7:48 AM
42	City of Gallup Fire Department	7/4/2017 12:28 PM
43	Cogeant	7/2/2017 9:44 PM
44	Angel fire resort	7/1/2017 1:11 PM
45	Veterans Administration Hospital Albuquerque	7/1/2017 6:02 AM
46	San Juan Center	6/30/2017 10:05 PM
47	Beehive Homes	6/30/2017 9:19 PM
48	Mountain home health	6/30/2017 7:11 PM
49	Home Care Assistance and Presbyterian	6/30/2017 1:54 PM
50	Pinon Family Practice	6/30/2017 1:21 PM

SUN PATH Student Completers

Q7 What is your position?

Answered: 49   Skipped: 55

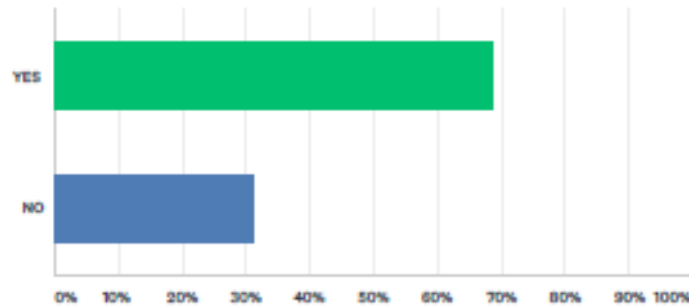| #	RESPONSES	DATE
1	Manager	8/29/2017 11:54 AM
2	Ski Patrol	8/27/2017 10:33 AM
3	Certified Nurse Assistant	8/26/2017 2:07 PM
4	Ski Patrol	8/23/2017 6:53 PM
5	Director of SBDC	8/23/2017 10:13 AM
6	Driver	8/22/2017 11:16 PM
7	CNA	8/22/2017 8:46 PM
8	CNA	8/22/2017 3:49 PM
9	Personal care giver	8/22/2017 3:46 PM
10	HHA	8/22/2017 1:11 PM
11	Personal Care Assistant	8/22/2017 12:07 PM
12	Bottle dock attendee, cashier, and secretary.	8/22/2017 12:17 AM
13	Advanced Patient Care Technician	8/20/2017 4:25 PM
14	CNA	8/19/2017 10:21 AM
15	Patient Care Tech	8/17/2017 6:52 PM
16	Assistant	8/17/2017 5:37 PM
17	Cashier	8/16/2017 8:54 PM
18	Medical assistant	8/16/2017 8:46 PM
19	Clinical lab assistant	8/16/2017 3:43 PM
20	Butcher block clerk	8/16/2017 1:57 PM
21	CNA	8/16/2017 9:53 AM
22	CNA	8/16/2017 9:32 AM
23	Cna	8/15/2017 9:47 PM
24	Factory worker	8/15/2017 9:08 PM
25	CNA	8/15/2017 9:04 PM
26	8	8/15/2017 4:22 PM
27	Certified medication aide	8/15/2017 3:30 PM
28	CNA (Certified Nursing Assistant)	8/15/2017 3:20 PM
29	Cashier	8/15/2017 2:39 PM
30	CLA	8/15/2017 2:34 PM
31	Sales Associate	8/15/2017 2:31 PM
32	Registered respiratory therapist	8/15/2017 9:25 AM
33	coding analyst	8/14/2017 9:55 PM
34	Surgical/Trauma ICU Registered Nurse	8/14/2017 8:31 PM
35	Note-taker	8/14/2017 5:11 PM

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SUN PATH Student Completers

36	HCC Medical Coder I	8/14/2017 4:41 PM
37	Sub care provider	8/14/2017 12:18 PM
38	HIM Specialist	7/11/2017 7:11 PM
39	CNA/MedAide	7/10/2017 9:37 PM
40	ER Tech	7/8/2017 7:48 AM
41	FF/EMT B	7/4/2017 12:28 PM
42	Home health care worker	7/2/2017 9:44 PM
43	Ski patrol	7/1/2017 1:11 PM
44	Clinical Documentation Improvement Specialist	7/1/2017 6:02 AM
45	CNA	6/30/2017 10:05 PM
46	Caregiver	6/30/2017 9:19 PM
47	Personal care	6/30/2017 7:11 PM
48	CNA	6/30/2017 1:54 PM
49	Medical Assistant	6/30/2017 1:21 PM

SUN PATH Student Completers

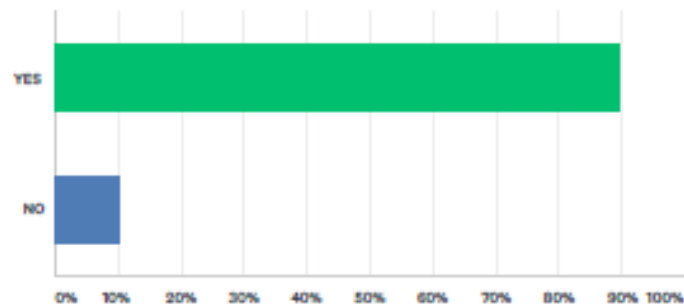## Q8 Was this position related to your education?

Answered: 51   Skipped: 53

ANSWER CHOICES	RESPONSES	
YES	68.63%	35
NO	31.37%	16
TOTAL		51

SUN PATH Student Completers

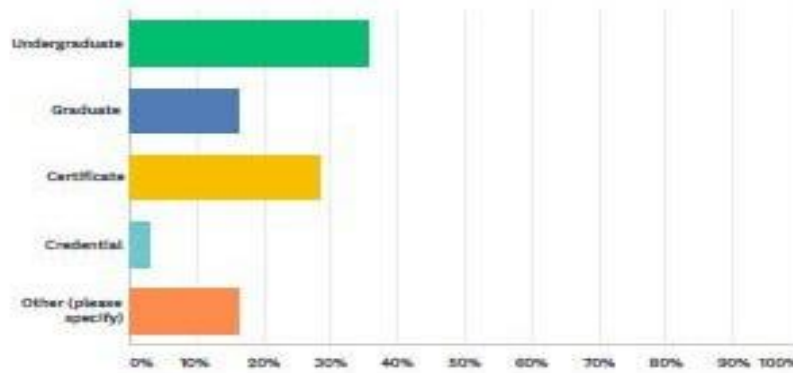## Q13 Are you or do you plan to continue your education?

Answered: 78   Skipped: 26

ANSWER CHOICES	RESPONSES	
YES	89.74%	70
NO	10.26%	8
TOTAL		78

SUN PATH Student Completers

Q16 Level of degree?

Answered: 67   Skipped: 37

ANSWER CHOICES	RESPONSES	
Undergraduate	35.82%	24
Graduate	16.42%	11
Certificate	28.36%	19
Credential	2.99%	2
Other (please specify)	16.42%	11
TOTAL		67

#	OTHER (PLEASE SPECIFY)	DATE
1	Associates	8/26/2017 2:08 PM
2	EMT intermediate	8/23/2017 6:54 PM
3	Masters in Physician Assistant Studies	8/23/2017 10:14 AM
4	Masters	8/22/2017 3:50 PM
5	Requirements	8/15/2017 9:09 PM
6	Associates degree	8/15/2017 9:05 PM
7	I've not started yet	8/14/2017 9:56 PM
8	Bachelors	8/14/2017 8:31 PM
9	have not enrolled anywhere at this time	8/14/2017 6:28 PM
10	associate degree	6/30/2017 5:19 PM
11	Working on my ASN	6/30/2017 1:54 PM

Email with Survey Monkey Link Distributed January, June and September, 2017.

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Appendix I: Ratio of Primary Health Providers to County Population

An adequate primary care workforce is essential for ensuring access to comprehensive, high- quality health care services, promoting overall health and preventing disease and disability. 27

To analyze primary care adequacy, the committee identified the number of primary care physicians, certified nurse practitioners, certified nurse specialists and physician assistants. Based on these numbers, there are 3,830 primary care practitioners in the state.

Adequacy in each profession was estimated separately by using our standard metrics for the number of practitioners per population: Primary Care Physicians (0.79 per 1,000 population), Certified Nurse Practitioners and Clinical Nurse Specialists (0.59 per 1,000 population) and Physician Assistants (0.303 per 1,000 population).

Source: New Mexico Health Care Workforce Committee Report, 2016
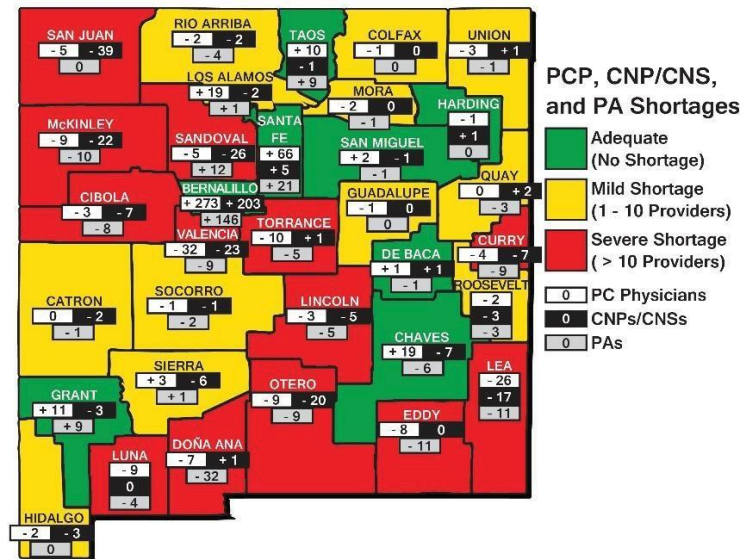
Appendix J: Site Coordinator and JDCC Rosters

SUN PATH SITE COORDINATORS

1. Central New Mexico Community College, Amanda Lopez, (505) 224-4000 ext. 52593, alopez388@cnm.edu
2. ENMU Roswell, Kim Purcell, (575) 624-7469, kim.purcell@roswell.enmu.edu
3. San Juan College, Dawn M. Sells, (505) 566-3005, sellsd@sanjuancollege.edu
4. UNM Taos, Rasa Lila, (575) 737-3731, drlila@unm.edu
5. UNM Valencia, Eileen Davis, (505) 925-8974, eileend@unm.edu
6. UNM Gallup, Adrienne Tsethlikai, (505) 863-7737, adriene@unm.edu
7. UNM Los Alamos, Gabe Baca, (505) 663-3400, gbaca@unm.edu
8. Santa Fe Community College, Cheryl Peachy, (505) 428-1137, Cheryl.peachy@sfcc.edu
9. NMSU Alamogordo, Sarah Cerra, (575) 439-3763, scerra@nmsu.edu
10. Mesalands Community College, Maria Schmitt, (575) 461-4413 ext. 134, marias@mesalands.edu

SUN PATH JOB DEVELOPMENT CAREER COACH (JDCC)

1. Jeanne Winchell, San Juan College, Jeanne.winchell@state.nm.us
2. Victor Valdez, San Juan College, victor.valdez@state.nm.us
3. Alyssa Andries, ENMU Roswell, Alyssa.Andries@state.nm.us
4. Brandie Yoxall, ENMU Ruidoso, Part-Time, brandie.yoxall@state.nm.us
5. Thaddeus "Ted" Lech, Santa Fe Community College, Thaddeus.Lech@state.nm.us
6. Nina Gonzales, UNM Taos, Part-Time, ninafeliz@unm.edu
7. Tiffany Dominguez, Mesalands Community College, Part-Time, Tiffany.Dominguez@state.nm.us
8. Samantha Garza, CNM, Samantha.Garza@state.nm.us
9. Genaro Brusuelas, NMSU Alamogordo, Part-Time, Genaro.Brusuelas@state.nm.us
10. Corinna Romero, CNM, Corrina.Romero@state.nm.us
11. Rhonda Howze, CNM, Rhonda.Howze@state.nm.us
12. Amanda Martinez, CNM, Amanda.Martinez2@state.nm.us
13. Hawana Morris, UNM Gallup, hawana.morris@state.nm.us
14. Sharon Manzanares, UNM Valencia, Part-Time, Sharon.manzanares@state.nm.us
15. Michelle Stump, UNM Los Alamos, Part-Time, michelle.stump@state.nm.us
16. Waldy Salazar, NM DWS Job Development Career Coach Manager, Waldy.salazar@state.nm.us

References

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Willaert, A. (2017 October). *Cloud Based Video Solutions in Practice: MnAMP Credit for Prior Learning Guidebook*. Paper presented at the meeting of the National Council Workforce Education, Salt Lake City, Utah.