

**MAUI COMMUNITY COLLEGE
ANNUAL ASSESSMENT
COOPERATIVE EDUCATION AND JOB PLACEMENT
2005-2006**

INTRODUCTION

The MCC Cooperative Education and Job Placement program is pleased to submit its third annual program review. The report includes responses to the standard Program Review questions as well as data to support the information. In addition, we are including other items which we believe will contribute to a better understanding of our unique operations. When appropriate, we have separated the content into sections on Co-op Education or Job Placement. We invite readers to ask us further questions to clarify or expand on the material here.

First, as stated in the 2004-2005 Program Review, Cooperative Education and Job Placement do not, by strict definition, constitute a program. We are a program of services including a work-based learning component related to the CTE programs. We complement the SLOs of the CTE programs because we provide a method for externally validating program outcomes.

Next, our services interface with each other. Co-op, in many instances, requires the services of the placement component especially when students are seeking a position to use for their Co-op credit. In other instances, a stand-alone job order generated by the office will be converted into an internship under certain circumstances. There are many more examples of the flow and melding of these services. So the collaborative aspects of Co-op and Job Placement are important to visualize and understand.

Further, our services are available to the entire campus, for students in all majors (including ABIT), and extend directly into and from the community-at-large. Co-op and Job Placement are seen as campus and community resources for our external and internal customers. We provide the training for students in workplace readiness, success on the job, professional presentation, researching career paths, for example. We also administer assessment instruments (e.g., Career Kokua, Career Access) which have related use in career development. We can also do similar just-in-time training for businesses. Thus, we must have knowledge and understanding of and the ability to interact with a broad range of constituents on a daily basis. That also requires marketing and recruiting activities to generate enrollment and requests for services from inside and outside the campus.

Additionally, we see ourselves as a resource for CTE programs because of our close relationships with business and industry. Field site supervisors assess and evaluate students' performance on the job. Employers who list job openings are telling us what skill sets they require. We, in turn, share that information with programs. So we are an avenue for not only assessing program efficiency but also for measuring institutional effectiveness.

As a program of services, we have actively pursued external funding to support our activities. A Carl Perkins Achieving Standards grant supported a casual hire APT IT specialist as well as student help (See Appendix F). We have also applied for and received funding from the County of Maui for more than ten years (see Appendix H). That grant supports internships for students in the County and not-for-profits. A Rural Development Program grant contributed to the enhancement of our job placement office which was physically moved to larger quarters in 2006 (see Appendix I).

The inclusion of workforce development in accreditation, strategic planning, and grant performance indicators clearly indicates that the services Cooperative Education and Job Placement represent and offer give added value to the campus and community.

In all that we do, we set a high bar for ourselves. We also attempt to be transparent in our daily operations and services. Thus, the campus is kept regularly informed about activities or opportunities that may benefit them. We also keep the administration and our Business/Hospitality Department informed through our monthly status reports which include Co-op enrollment demographics and Job Placement statistics. We would like the campus to see the important connection between what happens in the classrooms at MCC and the world outside of 310 Ka`ahumanu Avenue.

I. OVERVIEW OF THE PROGRAM

A. Mission and Vision of the College

Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The college mission, goals, and actions will be guided by the native Hawaiian reverence for the ahupua`a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

B. Mission and Vision of the program

The **mission** of Cooperative Education and Job Placement is to create quality career options and opportunities for Maui Community College, University of Hawai`i Center-Maui students and graduates in response to the dynamic economic and workforce development needs of Maui County.

The program **vision** for the next five years is to:

- meet and exceed the annual goals for Cooperative Education and Job Placement Services.
- upgrade the data collection, tracking and reporting system for Cooperative Education and Job Placement.
- institutionalize the job placement and workplace readiness coordination component.
- strengthen the workforce development partnerships between the campus and community.

The **goals** of Cooperative Education and Job Placement are to:

1. Provide quality one – stop career services to students and graduates and the community.
2. Serve as the central clearinghouse for career and employment opportunities related to our customers' educational, professional and personal goals.
3. Be the preferred portal for the business community to access qualified candidates for their employment needs.
4. Act as the liaison between the College's educational programs and the business community for assessment of institutional and program effectiveness and for workforce development.

What

How

We will accomplish and fulfill the mission and goals of Cooperative Education and Job Placement by

- Establishing a comprehensive accessible, responsive and proactive service center
- Staffed by professionals whose experience and network form a significant bridge between the community and the campus

- Offering just-in-time services such as internships, job placement, mentorships, career shadowing and other career development experiences
- To guide our customers towards reaching their goals.

The **Student Learning Outcomes** for Cooperative Education and Job Placement are:

The customer, upon completion of a **Cooperative Education** work-based learning experience, shall be able to

- Demonstrate knowledge of basic workplace expectations and related employment issues. (seminars and field work)
- Apply basic principles, concepts and skills from their educational field. (field work)
- Demonstrate effective communication skills. (seminars and field work)
- Apply basic principles of human interaction, motivation, and learning. (seminars and field work)
- Analyze and resolve common workplace situations / problems. (seminars and field work)
- Identify career options in their field. (seminars and field work)
- Design a basic career portfolio for use in the job search process. (seminars)

The customer, upon receipt of appropriate **job placement** service units, shall be able to

- Access and utilize basic resources in an effective job search process. (service units)
- Create a functional resume, cover and thank you letters. (service units)
- Respond appropriately to standard interview questions. (service units)
- Interpret results of self-assessment analyses for use in career planning (service units)

C. Relation to MCC strategic plan

The mission and vision of Cooperative Education and Job Placement are related to the following goal(s) and action strategies outlined in the MCC Strategic Plan.

GOAL 2: A LEARNING, APPLIED RESEARCH, AND SERVICE NETWORK

Engage in intellectual and educational activities that enable the County of Maui and the State of Hawai'i to flourish.

OBJECTIVE 1

Support the County and State economy, workforce development, and improved access to lifetime education for all by building partnerships within the UH university system and with other public and private educational, governmental, and business institutions.

- Expand training and workforce development programs in coordination with County, State, and industry economic initiatives.
- Facilitate dialogue and discussion with business and community partners to better serve workforce needs.
- Determine the need for emerging specializations in the workplace; create partnerships between College and community representatives to address new program initiatives.

The relationship between the College's priorities and Co-op and Job Placement is fairly clear cut. Our office interfaces with a wide range of community partners to generate and develop work-

based learning sites for internships. These include major hotel resorts, technology industries, government, small businesses, emerging companies and not-for-profits such as the Maui Coastal Land Trust, the Maui Arts and Cultural Center, the Department of Land and Natural Resources, and Long's Drugs.

In addition, the business community views the College as a valuable resource for qualified candidates to fill their employment needs. In 2005-2006 more than 450 full-time and part-time job openings were posted. Employers actively solicit students and program graduates because they recognize the quality of the College's product. These job postings were made available to the more than 650 students who accessed them through the Job Placement Center and/or on-line using SECE (no-charge system-wide Student Employment and Cooperative Education website). Finally, more than 900 students/graduates accessed the services of Cooperative Education and Job Placement last year (see Appendix J).

D. Program faculty (full and part-time)

In the 2005-2006 academic year, the following faculty and staff provided Cooperative Education and Job Placement services:

Walette Garcia Pellegrino, Associate Professor, and Coordinator (Cooperative Education and Job Placement)

FT (General funds)

1989-present

B.A. in English

Strengths: Community capacity building, grant writing

Cyrilla Pascual, Assistant Professor and Job Developer

FT (General funds)

Spring 2005-present

B. A. in Business Administration

M.A. in Pastoral Leadership

Strengths: Business Technology, workforce development

Mary Jane Salacup, APT IT Specialist

FT (Perkins funds)

December 2005-present

A.S. in Electronic and Computer Engineering

B.S. in Computer Engineering (P.I.)

Strengths: Webpage design and development, programming, system administration, database

Faculty maintain currency and enhance program development through membership in professional organizations, service, workshops, and continued training related to the field.

The following demonstrate the range of interactions that Co-op and Job Placement faculty must maintain and nurture. They have both direct and indirect impact on SLOs. For example, networking reaps internship field sites and job postings for students and graduates. Another result is the external validation of curriculum and students' skill sets that the field sites provide in

real time and through “live” jobs. Finally, industry representatives share their expertise with us when we conduct site visits as well as interface with them at program advisory committee meetings and conferences.

In addition, Co-op and Job Placement faculty have been an integral part of campus curricular development for various CTE programs.

Pellegrino: Society for Human Resource Management (SHRM); membership includes human resource professionals from all major Maui county businesses. Membership strengthens relationships with the individuals who hire our students/graduates; provides an avenue for curriculum discussions and integration of industry standards into programs; offers a point of entry for internship development.

Pascual and Pellegrino: Job Placement, Internship and Co-op Education committee (JPIC), a system-wide committee which functions similarly to a PCC. Participation has resulted in collaboration on Career Access (on-line interactive career information portal), SECE (Student Employment and Cooperative Education on-line student and regular employment website), and funding for system- and campus-wide CTE activities related to employment and internships. Currently, MCC is responsible for proposing a website design for JPIC.

Pascual and Pellegrino: International Association of Administrative Professionals (IAAP); membership includes administrative support personnel from public and private sector employers.

Pascual: Maui Filipino Community Council (MFCC) / Binhi At Ani (BAA); membership includes networking with Filipino community leaders as well as support and mentorship for Filipino students through Kabatak, an MCC student organization

Pascual: Hawaii Business Education Association (HBEA); includes networking with other business educators and keeping abreast of curriculum ideas through its linkages with corporations and small businesses.

Pascual: Maui Long Term Care Partnership (MLTCP); member of the North Maui regional planning group, networking with community leaders in long term care to improve supportive services for vulnerable older adults and their caregivers; possible internships in the near future.

Pellegrino: The primary value of membership and/or participation in these organizations is networking opportunities with leaders at the local and national level.

Maui Historical Society Board of Trustees.

Maui Chamber of Commerce

Focus Maui Nui WalkStory facilitator.

County of Maui General Plan Advisory Committee

EOC Community Advisory Committee

California Cooperative Education and Internship Association

II. CURRICULUM AND STUDENTS

A. **General Education Standards (COWIQs), program goals, and student learning outcomes**

For **Cooperative Education**:

The customer, upon completion of a **Cooperative Education** field experience, shall be able to

- Demonstrate knowledge of basic workplace expectations and related employment issues. (seminars and field work)
- Apply basic principles, concepts and skills from their educational field. (field work)
- Demonstrate effective communication skills. (seminars and field work)
- Apply basic principles of human interaction, motivation, and learning. (seminars and field work)
- Analyze and resolve common workplace situations / problems. (seminars and field work)
- Identify career options in their field. (seminars and field work)
- Design a basic career portfolio for use in the job search process. (seminars)

All of the above incorporate the COWIQs directly except for Quantitative Reasoning. The latter is addressed if the Co-op field experience requires it (e.g., an Accounting internship in a CPA firm).

For **Job Placement**:

The customer, upon receipt of appropriate **job placement** service units, shall be able to

- Access and utilize basic resources in an effective job search process. (service units)
- Create a functional resume, cover and thank you letters. (service units)
- Respond appropriately to standard interview questions. (service units)
- Interpret results of self-assessment analyses for use in career planning (service units)

The emphasis in the above SLOs is on oral and written communications and critical thinking.

B. **COWIQs and program goals curricular grids**

For **Cooperative Education**:

We have reviewed the grids and concluded that they continue to be appropriate at this time. (See Appendix D)

For **Job Placement**:

COWIQs have been replaced by Perkins Performance Indicators for Job Placement. The 2005-2006 Perkins Achieving Standards grant which supports job placement services addressed the indicators that are below the state standards and used the following criteria to measure the effectiveness of the services provided:

2P1 (Student attainment of a post-secondary degree or credential)

4P1 (Student participation in vocational and technical education programs that lead to nontraditional training and employment)

4P2 (Student completion of vocational and technical education programs that lead to nontraditional training and employment).

C. Student Achievement

For Cooperative Education:

PHIs are not generated for Co-op by the system. Instead the standard measure of student achievement may include completion of the respective Co-op course. The next step would then be the subsequent credentialing in the student's major. A further consideration is whether Co-op is required by the major or whether it is an elective that may or may not count towards the specific degree. This latter issue has implications of varying importance.

For example, a Hospitality and Tourism major is required to earn a total of six credits in Co-op for the Associate of Applied Science degree, while the Accounting major may use Co-op as an elective or simply for work experience that will be documented on the student's transcript. There is greater motivation for the HOST student to complete the Co-op course. However, it should be noted that the new Accounting program coordinator submitted a curriculum modification to include a field experience as a recommended elective. In addition, the ABIT program has requested that career development services be provided for their students.

We have met with CTE program coordinators (HOST, ACC, BUSN) to discuss the role of Co-op in the successful credentialing of students as well as how to tailor the Co-op curriculum to meet specific major's needs.

We have included a Cooperative Education Enrollment Demographics report for 2005-2006 in Appendix K. It shows the number of students enrolled in Co-op by major; the number placed in field experiences with or without Co-op assistance; the completion rate; and information of special interest (e.g., international students; County program participants; other special placements).

An analysis of the data reveals that at the end of the 2005-2006 academic year, 95% of Co-op enrollees (had completed the course and earned their credits). Of the five students who did not pass, two were never placed (one was actually a no-show). Three did not fulfill the course requirements.

For Job Placement:

Major benchmarks will vary depending on the services the student/graduate is seeking. We have included a Job Placement status report for 2005-2006 indicating by major the different service units requested by students and others (See Appendix J). With funding from a Perkins Achieving Standards grant, an IT specialist was hired to develop a range of technology-based applications in order to quantify the use and outcomes of services provided by our program. These included: a comprehensive database; an on-line student registration system to track student traffic and requested services through the CERC; a tracking mechanism for placements; an interactive and attractive website with an on-line "Contact Us" feature; a student job fair registration form; and the set-up and maintenance of the mini computer lab in the CERC.

D. Changes made in accord with the recommendations of the previous program review for Program Health Indicators (PHIs)

Not applicable.

E. Changes made in accord with the recommendations of the previous program review for Perkins measures

See the 2005-2006 Perkins Achieving Standards Completion Report which describes in detail the new format that we adopted to meet the Perkins Performance Indicators and the subsequent results (Appendix F).

F. Measurable Benchmarks

For Cooperative Education:

The major benchmark for Co-op at this point continues to be completion of the Co-op course (See Appendix K). However, because Co-op enrollment does not follow the standard semester calendar in terms of start and end dates, it is difficult to measure completion using traditional methods. We must always look at completion data over a longer period time than the standard calendar. If this report had been submitted in September 2006 as is the norm, the rate of incomplete grades would be significant. However, upon further review and with an understanding of how the Co-op course functions, one realizes that an incomplete grade does not necessarily reflect negative performance until the Incomplete grade clearance deadline (usually in November and March) has passed.

For Job Placement:

We have become more effective in measuring job placement statistics, including placements, as a result of more consistent staffing—Job Developer Pascual and IT Specialist Salacup. While some of the outcomes data is still retrieved informally or anecdotally, follow-up with employers has increased and more actual data has been secured.

The standard operating procedure for students requesting services from CERC staff is to first register on-line. This provides information about the student, major, and services requested. This procedure is also done at off-site events such as the Job Fairs and classroom workshops. Data gathered from the on-line registrations is automatically forwarded to the server, then to our customized Oracle database web application. This approach to data collection yields major benefits, including improved time to process information, reduced maintenance costs, and significant performance improvement. It also increases the accurate tracking of student traffic so that program faculty can better assess student needs (See Appendix J).

G. Program/Certificate/Degree Standards and their SLOS

Students are awarded certificates and/or degrees by their own program majors. Co-op is one course in a program sequence or is a stand-alone elective for personal development.

H. Program trends, including student goals, enrollment trends, retention, and time of completion

Preliminary information is explained in Section II F. Data collection is in progress.

I. Changes in field; resources; shifts to respond to changes

Changes in the field require responsive attention from us and the CTE programs. Thus, we make every attempt to be included in discussions, advisory committee meetings, and other forums to learn what changes may potentially affect the CTE programs as well as how Co-op must respond to those changes too. Another avenue is through the job openings that are listed as well as feedback from field site supervisors. We are the bridge from the community to the campus in terms of trends and needs.

J. Major curricular changes since last review

The curricular changes for the Hospitality and Tourism (HOST) and Business Technology (BUSN) programs, which included Co-op and IS 105C/BUSN 166, were approved.

J. Student advising and the degree to which faculty participate in the mentoring of students

Program faculty are available to students on a regular basis on a drop in or appointment basis. In addition, faculty (Pascual and Pellegrino) continued their participation in academic advising through Ho`okele. This effort is in response to one of the campus's strategic plan priorities which focused on student success and retention. We emphasize the career development process as an important component of student success

K. Opportunities for student involvement in program-related organizations, clubs, and governance

Unfortunately, the student chapter of SHRM (Society for Human Resource Management) has been difficult to sustain, not necessarily due to lack of interest, but more because of students' complicated school and work schedules. Instead we have focused on having SHRM members serve as classroom resources. The advantage is that a broader number and range of students become familiar with SHRM. A proposal is in the works for SHRM members to become mentors for students in different majors.

M. Use of lecturers to teach courses; related concerns

Cyrrilla Pascual (tenured Assistant Professor) was been fully integrated into Cooperative Education and Job Placement. No lecturers were needed. **NOTE:** By the end of the 2005-2006 AY, the staffing picture had changed dramatically once again. Pascual returned to her tenured position in the Business Technology program. No permanent Clerk-Typist II had been hired; an emergency hire was filling in the gap. The status of AY 2006-2007 staffing was being discussed.

N. Admission policy

For the programs which require Co-op, students will generally have completed a sequence of courses before they do their field experience. Thus, they have a proficiency level and skill sets which are applicable in the workplace. Occasionally a student requests the field experience early in the program sequence because they have considerable prior work experience; each request is reviewed individually for approval.

For liberal arts students and others in majors which do not require Co-op, each student's request is reviewed individually for approval. Some students have a specific type of field experience in mind while others are in the exploratory phase.

F-1 visa students must meet specific conditions for off-campus employment (Curricular Practical Training). Requests for approval are routed to Steve Kameda, Director of Admissions and Records and Designated School Official. In 2005-2006, nine of thirteen international students enrolled in Co-op were majoring in Hospitality and Tourism.

O. Job placement, including job prospects, procedures for placing graduates, and success in placing graduates

Job placement has always been part of the services offered and coordinated by the Cooperative Education office. It has become a more significant part of our workload because of accreditation, strategic planning, and grant requirements and especially because of the demands for workforce development by the community.

The community has always viewed the College as a quality resource for filling both temporary and permanent employment needs. In 2005-2006 more than 450 job orders were posted. Many employers have made MCC the resource of choice because they know the various program curricula and can expect a certain level of proficiency from the people they hire. At the same time, businesses must recognize and reward the added value of the candidate's education. With the current low unemployment rate in Maui County, students and graduates should be able to leverage their education and skills into jobs that pay a living wage or better. However, this continues to be a challenge.

Employers and students have access to the Co-op and Job Placement website which lists, with permission, current on and off campus positions and internships. In addition, the on-line SECE (Student Employment and Cooperative Education) system has been fully implemented.

P. Articulation with high schools, community colleges, and four-year institutions

The Board of Directors of the Academy of Hospitality and Tourism again supported AOHT students who successfully completed IS 105C by paying their MCC tuition as Early Admits. A total of twenty Maui High School AOHT students enrolled in and successfully completed IS 105C in 2006.

The plan is to continue and expand this type of partnership in 2006-2007. We will collaborate with the new AOHT teacher at Baldwin High School. At the MCC end, we need to facilitate the admission process better. Despite the efforts of the MHS AOHT teacher, it took an inordinate amount of time to get the students registered. Further, the issue of non-resident status must be addressed.

Another successful articulation effort was the summer BTEC academy, a partnership with Kamehameha Schools Extension Education Division, Alu Like, Project Ku`ina, the MCC Business Technology program, Halau A`o, and Co-op. Pascual was the lead instructor for this bridge program which enrolled 10 high school age students (See Appendix L).

Besides earning credits in IS 105C, BCIS 70 (Filing), and BCIS 89 (Electronic Calculating), the students interned on campus and in County of Maui departments and earned 1.0 credit for CVE

93v (Cooperative Vocational Education). The four students interning in County-related positions received stipends through the County of Maui-Cooperative Education grant; the others received stipends through Alu Like. The evaluation of the summer academy pointed to successful completion of all courses by the 10 students. Further, of the three students who were high school graduates, two matriculated at MCC in the Fall 2006 semester. There are plans to continue the summer bridge program in 2007, and discussions are underway to expedite the registration process, a challenge that was similar to the AOHT situation.

Q. Centers or institutes

Not applicable.

III. STAFF SUPPORT AND FACILITIES

A. Professional and Clerical staff

The full-time Clerk-Typist II position, vacated in 2004, was finally unfrozen. The civil service process did not reap any success. We converted Lesley Delos Santos from a student assistant position to an emergency hire Clerk-Typist II for two consecutive periods. Because of her previous service in our office, Delos Santos's transition was smooth.

B. Space and equipment for instruction

The Co-op and Job Placement office outgrew its space due to increased requests for services. Ka Lama 112 was not sufficient. To support the need for more space, we met with representatives from the Rural Development Program who encouraged us to submit a grant request for new computers and collaterals. Pascual was the lead person for this project (See Appendix I).

Initially, the plan was to move Job Placement to Ka Lama 209 and to share the space with the Co-op seminars and IS courses. Further discussion pointed out the need for easier access so other rooms were explored including the Ka Lama Cybercafe. The final choice was to switch the Co-op/Job Placement Clerk-Typist from Ka Lama 110 to Ka Lama 112, the latter having at least twice the space. With the move and reconfiguration, Ka Lama 110 is now able to accommodate four student computer stations and a staff computer station. The physical move was completed in March 2006 with a grand re-opening. Traffic has increased dramatically as a result of more comfortable quarters and consistent staffing.

C. Space and equipment for research, e.g. Institutional

Not applicable.

F. Space and equipment for external grants

See III B.

IV. DISTANCE DELIVERED OFF-CAMPUS PROGRAMS**A. Description of programs delivered off-campus or via distance delivery modes**

Not applicable in 2005-2006. There has been discussion of services to be provided at the West Maui Education Center in the future.

B. Faculty, student support, and facilities

Not applicable.

C. Evidence that the educational student learning outcomes of each program are being met

Not applicable.

D. Evidence that the educational effectiveness of off-campus or distance delivered programs is comparable to on-campus programs (including assessment of student learning outcomes, student retention, and student satisfaction).

Not applicable.

V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

A. Summary statement

Cooperative Education and Job Placement met a basic level of their goals and objectives for the academic year 2005-2006. Even with staffing in transition, we managed to provide a visible level of services to the campus and community.

For Cooperative Education:

The attached 2005-2006 Demographics chart will show the total number of students enrolled between Fall 2005 and Summer 2006. While we did not meet our annual goal of 185, we continue to believe that the quality of the services we provided met and exceeded students' expectations. We based that on completion rates, employer evaluations and student self-evaluations. (See Appendices K and P).

We will continue to use those measurements as well as surveys in the future. Some have suggested that we lower our annual goal which they say is too ambitious, given employment trends. We'll have to think about that.

The reality of the job market and Maui County's very low unemployment rate have translated into fewer numbers of students enrolling in Co-op (and on campus in general). Most everyone who wants to work is working and trying to earn a living wage. Internships are usually not compensated at regular wage levels. And most students don't have the luxury of giving up good paying jobs for work-based learning experiences regardless of how valuable we as educators believe they will be.

In addition, the challenge of rising tuition will continue to be an issue. Students majoring in a program which requires Co-op will have factored that cost into their educational plan. Students for whom Co-op is an elective struggle with the additional cost. In addition, students now pay for credits beyond the usual twelve which constitutes full-time status.

Another factor was the campus's decision to change the tuition formula for the summer session for Co-op. Up until Summer 2006, resident students, registering for Co-op, paid the regular general tuition which was less expensive. The rationale was that the instructor is on an 11-month contract so tuition was not used for her salary.

Given the increase, fewer MCC students registered for Co-op (eight in 2006 compared to twenty-two in 2005). Fortunately, the BTEC Academy students helped boost the summer enrollment to eighteen; their tuition was paid for by external funds.

However, in spite of the challenges we face, we believe that for those students who did enroll in Co-op, the field experience was worth their dollar investment and time.

For Job Placement:

The implementation of the new Career Development Model for CTE students has made a difference (See Appendix M). With the leadership of Pascual, the Job Developer, and the addition of the IT Specialist, data collection was much more focused. The presence of identifiable and competent staff made a difference in usage, credibility, consistency and responsiveness.

Tracking job placements has improved. There is still a need for a consistent and formal mechanism for following-up and identifying placements.

The 2006-2007 program review will include and should reveal an enhanced level of services and outcomes.

B. Plans for next year

As a result of Pascual's returning to her tenured position in the Business Technology, we envision 2006-2007 as another year of rebuilding our services. It will be no easy task for one person to do since the Clerk-Typist position is not filled either. What will help sustain the program's forward movement is the approval for the IT Specialist to continue with one more year of Perkins funding (See Appendix N). If not for that, we would once again be left with only a rudimentary mechanism for tracking usage of services and placements.

For Cooperative Education:

We will submit grant proposals for the continued funding of the County of Maui-Cooperative Education Partnership as well as the Perkins Achieving Standards RFP (See Appendices O and N). The former will support internship placements in County departments and select not-for-profits. The latter will support the continued work of the IT specialist. It is also imperative for us to fulfill the performance indicators of both grants and others we apply for.

We will continue our regular discussions with CTE program coordinators and faculty to determine how best to service their students through work-based learning. One of our strategies is to become involved in CTE program assessment so that we can articulate what business and industry are requesting as programs develop their curricula. Other strategies include:

1. Enhance Co-op's role in the external assessment of CTE programs' SLOs by analyzing the evaluations from field site supervisors of students' work performance and providing that information to CTE program coordinators.
2. Continue to integrate the career development model into CTE and ABIT programs.
3. Improve program specific Co-op assignments such as an information interview or project component for HOST majors.
4. Involve program advisory committee members as resources for reviewing students' portfolios, reviewing students' case study analyses, and refining matrix of competencies using industry standards.
5. Conduct surveys and focus groups to determine program and service effectiveness.

As always we must continue to market the Cooperative Education program as a value-added experience which complements students' academic programs and which enhances workforce development for our business partners.

For Job Placement:

The new Career Development Model for CTE students has been revised to include services for ABIT students/graduates as well as the general student population.

As part of the Perkins Achieving Standards model, a case management-style career development plan for CTE students will include the following:

1. on-line case management in-take form
2. Career Kokua, StrengthsQuest or Career Access assessment
3. Current resume
4. Options:
 - job shadowing
 - info interview
 - mentorship
 - internship
 - certification of skill sets

Besides the various tracking mechanisms which the IT specialist will develop, job placement will also conduct formal and informal surveys in order to determine the efficiency and effectiveness of services from the business community's and students' perspectives.

C. Budget for next year

Ideally, we should be at full staff which includes the two faculty positions and the Clerk-Typist II. It is imperative to fill the Clerk-Typist II position which had been frozen since early Spring 2005. We submitted another Perkins Achieving Standards request to support the continued services of the IT specialist for job placement. See Appendix M for a description of the career development model and how the positions will be reassigned. As has been standard practice for Co-op and Job Placement, we are very proactive in seeking external funds to support the wide range of services and activities that we offer. The Perkins grant supports one Student Assistant and instructional supplies. In addition, the County grant provides support for supplies and one Student Intern. Given how much we as a program work towards strengthening our staffing and services as well as the breadth of services we provide, we believe the need to fill the clerical position is a critical one.

D. BOR questions

1. Is the program (of services) organized to meet its objectives (student learning outcomes?)

Yes. Our program has/does the following:

- A. Sets annual goals and objectives.
- B. Has a curricular structure for the Cooperative Education instructional component.
- C. Seeks input and direction from advisory committee, program coordinators and faculty, student evaluations, and the MCC strategic plan.
- D. Seeks creative ways to generate resources (MCC Foundation).

- E. Submits external and internal grants (County of Maui, Perkins, Rural Development Project).
- F. Works purposefully to develop relationships with the business community and public sector to reinforce partnerships on behalf of our students.

2. Is the program meeting the student learning outcomes?

Yes, but we still need to be able to measure how effectively the SLOs are being met.

3. Are program resources adequate?

They are never fully adequate. Consistent staffing (Clerk-Typist II) continues to be an issue. At the end of the 2005-2006 academic year, Cyrilla Pascual returned to her tenured position in the Business Technology program. Thus, Co-op and Job Placement will operate with a lecturer for the 2006-2007 academic year, and probably an emergency hire Clerk-Typist unless a new Certificate of Eligibles is generated.

4. Is the program efficient?

Yes, when we are fully staffed we are self-contained. We handle everything from scheduling, to marketing, to office operations, to direct services for students and the business community, including job fairs, classroom instruction, and training workshops.

5. Does your review provide evidence of a quality program?

Yes, attached reports indicate that we have made significant progress towards generating the kind of information that will be useful in program planning and evaluation,

6. Are the program outcomes compatible with the student learning outcomes?

Although we are not a program per se, the SLOs reflect the services we provide.

7. Are the program student learning outcomes still appropriate functions of the college and university?

Yes, it is clear that workforce development and career development will continue to be appropriate functions.

REQUIRED APPENDICES

- A. GOALS OF THE PROGRAM (SEE SECTION I-C)
- B. SLOS OF THE PROGRAM (SEE SECTION I-C)
- C. GENERAL EDUCATION STANDARDS (NOT AVAILABLE AT THIS TIME)
- D. COWIQ CURRICULAR GRID (SEE ATTACHED)
- E. PHIS (NOT APPLICABLE)
- F. PERKINS COMPLETION REPORT FOR ACHIEVING STANDARDS STRATEGIES 2005-2006 (SEE ATTACHED)
- G. PROGRAM MAP (NOT APPLICABLE)

ADDITIONAL APPENDICES

- H. COUNTY OF MAUI-COOPERATIVE EDUCATION GRANT QUARTERLY REPORTS (4TH QUARTER / FINAL) FOR 2005-2006
- I. RURAL DEVELOPMENT PROJECT MOA
- J. CAREER AND EMPLOYMENT RESOURCE CENTER STUDENT USAGE BY SERVICE UNIT FOR 2005-2006
- K. COOPERATIVE EDUCATION ENROLLMENT DEMOGRAPHICS FOR 2005-2006
- L. BUSINESS TECHNOLOGY SUMMER 2006 ACADEMY (DRAFT)
- M. REVISED ORGANIZATIONAL CHART FOR COOPERATIVE EDUCATION AND JOB PLACEMENT 2005-2006
- N. PERKINS ACHIEVING STANDARDS PROPOSAL 2006-2007
- O. COUNTY OF MAUI-COOPERATIVE EDUCATION GRANT FOR 2006-2007
- P. EMPLOYER AND STUDENT COMMENTS

FEBRUARY 23, 2007