

**MAUI COMMUNITY COLLEGE
ANNUAL ASSESSMENT
COOPERATIVE EDUCATION AND JOB PLACEMENT
2007-2008**

INTRODUCTION

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.

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, field work, on-line)
- Design a basic career portfolio for use in the job search process. (seminars, on-line)

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 and on-line resources)
- Create a functional resume, cover and thank you letters. (service units and on-line resources)
- Respond appropriately to standard interview questions. (service units and on-line resources)
- Interpret results of self-assessment analyses for use in career planning (service units)

The general **2007-2008 Goals** for Cooperative Education and Job Placement included:

Goal 1: complete the annual Program Review.

Outcome: Final product has been disseminated.

Goal 2: complete a staffing plan that is inclusive of campus career development functions.

Outcomes:

- The 1.0 FTE Associate Professor who functioned as the Coordinator of Cooperative Education and Job Placement retired on June 30, 2008 and continued as a part-time casual hire until September 26, 2008.
- A full-time lecturer (Sunny Cabello) performed the Job Developer duties and taught the IS 105C courses in 2007-2008.
- When the Coordinator retired, staffing was reduced from 2.0 FTE to 1.0 FTE. The same full-time lecturer splits the 15.0 credit workload between Cooperative Education and Job Placement for AY 2008-2009. It has been challenging for the lecturer to effectively perform the duties of both positions.
- After more than four years, a permanent Office Assistant (previously classified as a Clerk-Typist II position) was hired. This person (Laurie Kimura) has single-handedly made an immense difference in the operations of the Co-op and Job Placement office, and, in particular, of the Career and Employment Resource Center. She has been the point person for the majority of clients who patronize the CERC.
- Interim over-all coordination for Co-op and Job Placement in 2008-2009 is being provided by Cyrilla Pascual, BSH department chairperson (reassigned time). Pascual is an excellent choice because she knows the curricular and instructional side of Co-op and also career development and job placement operations, having had experience in both the public and private sectors and the community college system.
- Until staffing is revived to its pre-2005 level (2.0 FTE tenure-track faculty members), maintaining and enhancing the service and enrollment levels will continue to be a challenge.

There are several related items regarding staffing that impacted Co-op and Job Placement operations with positive outcomes.

- The partnership between the Ku'ina project and our program utilized the talents of Barry Takahashi who had served as our Perkins-funded Job Placement and Retention Coordinator earlier. His knowledge of our services and willingness to represent us as he performed his High School Career Liaison duties contributed to students' awareness of MCC options. His DOE connections resulted in hundreds of high school students attending the Spring 2008 Job Fair. He also played a significant part in generating ideas for the Perkins IV Transition Specialist RFP and the graduate placement survey.
- Willow Combo (Perkins-funded) served as the liaison between our program and Workforce Development Division (DOL). She enhanced WDD clients' awareness of MCC and participated in the Rapid Response team efforts to assist displaced Aloha Airlines and ATA employees. Additionally, Combo interfaced with HR representatives from various local industries to formulate templates or models for our clients to use in the resume and interview components of the standard job search. The information is available to be shared.

- Diana McKeague (DHS-funded) has directly impacted Co-op enrollment through her advocacy as the DHS Project 6 internship coordinator. Six interns are enrolled in Co-op for Fall 2008.

Goal 3: assure the timely completion of respective grant contracts and reports and other status reports (County of Maui, Perkins, others).

Outcomes:

- The retired Coordinator completed and submitted the County final report by its deadline. (See **Appendix A-County of Maui 4th Quarter/Final Report for 2007-2008 Grant**) She submitted the three Perkins final reports; however, one report did not meet the grant standards because required data was missing. With assistance from the Perkins liaison, the report was revised and re-submitted to the Vice-Chancellor for Academic Affairs for transmittal to Carol Pang. (See **Appendix B-Perkins IV 2007-2008 Grant Final Reports for One-Stop Center; Peer Aide; JPIC/PACE Conference**)

Goal 4: complete a reference manual for Cooperative Education and Job Placement including standard operating procedures, best practices, data collection, and related information.

Outcome:

- A basic set of guidelines was developed by the Perkins-funded CERC Peer Aide. Those along with transition notes from the retired Coordinator will suffice until permanent staffing and relocation are achieved.

The **Cooperative Education Goals** for 2007-2008 (Fall, Spring, Summer) included:

Goal 1: enroll at least 100 students in Cooperative Education.

Outcome:

- A total of 80 students officially enrolled, compared to 84 in 2006-2007. (See **Appendix C-Cooperative Education Demographic Summary for 2007-2008**)

Goal 2: achieve a completion rate of at least 95% for enrolled Cooperative Education students.

Outcome:

- The deadline for clearing Incomplete grades from Spring 2008 is November 3. In progress. It is projected that this goal will be met and exceeded based on preliminary data.

Goal 3: enroll at least 25 student interns in the County of Maui internship program.

Outcome:

- County Co-op enrollment was 19, compared to 26 in 2006-2007. (See **Appendix A and Appendix C**)

The **Job Development Goals** for 2007-2008 (Fall, Spring, Summer) included:

Goal 1: achieve 650 student contacts through CERC usage.

Outcomes:

- 1276 students visited the Career and Employment Resource Center in Ka Lama 110 for a range of services including job placement, career assessment, student employment, and internship information. This number also includes attendance at the Fall and Spring Job Fairs. The data was not disaggregated accurately. (See **Appendix D-CERC Data Summary for 2007-2008**)
- 26 placements were recorded according to the individual CERC monthly reports. We know that many more placements occurred but the documentation from the CERC reports does not support that belief.
- 500+ 2008 graduates were surveyed via email about their post-graduation employment and other plans. The request for Co-op and Job Placement to be responsible for the Graduate Placement project came from the administration. 25 responses were compiled, and a committee will provide the follow-up services. A key aspect of the plan is to involve CTE program coordinators in this process. They have had academic and personal relationships with the graduates; understand their own curriculum best; and should be expected to help bridge the connection between academia and employment/continued education. (See **Appendix E-Graduate Placement Proposal; Sample Survey; Survey Response Matrix**)

Goal 2: double non-UH employer on-line SECE (Student Employment and Cooperative Education) registration.

Outcomes:

- Fewer than 20 new employers registered on SECE to list non-UH job openings in 2007-2008 for a total of 197 non-UH employers.

Goal 3: implement the Perkins IV Intervention Strategy 2007-2008 grant.

Outcomes:

- The One-Stop Center partnership with the Workforce Development Division was completed.
- The CERC Peer Aide project was short-lived because the student assistant left the position after three months for a better paying job.
- The JPIC-PACE conference RFP was cancelled due to lack of planning time by the JPIC group.
- Final reports appear in **Appendix B**.

Goal 4: review and revise CERC policies and procedures to ensure compliance with standard practices.

Outcome: Not completed.

**PART I. QUANTITATIVE INDICATORS FOR PROGRAM REVIEW (See Appendix F-
Annual Report of Program Data by Major)**

Demand

- Occupational Demand (Career Technical Education Programs)-NA
1. Annual new and replacement positions in the State-NA
 2. Annual new and replacement positions in the County-NA
 3. Number of majors-NA
 4. Student semester hours for program majors in all program classes-NA
 5. Student semester hours for non-program majors in all program classes-NA
 6. Student Semester Hours for all program classes-107/63/102
 7. FTE program enrollment-7.13/4.20/6/80
 8. Number of classes taught-**17/12/14**
 9. Determination of program's health based on demand (Healthy, Cautionary, or Unhealthy)--**TBA**

Efficiency

10. Average class size-3.36
11. Class fill rate-18.80
12. FTE of BOR appointed program faculty-1.0
13. Student/Faculty Ratio-NA
14. Number of Majors per FTE faculty-NA
15. Program Budget Allocation (Personnel, supplies and services, equipment)-NA
16. Cost per Student Semester Hour-NA
17. Number of classes that enroll less than ten students-**15/12/14**
18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)-**TBA**

Effectiveness

19. Persistence of majors fall to spring-NA
20. Number of degrees and certificates earned (annual)-NA
21. Number of students transferred (enrolled) to a four-year institution NA
21. Perkins core indicators (*Career Technical Education programs only)
22. Academic Attainment (1P1)-**81.81 / 81.92 / 81.87**
23. Technical Skill Attainment (1P2)-**90.0 / 90.0 / 90.42**
24. Completion Rate (2P1)-**36.00 / 37.33 / 38.17**
25. Placement in Employment, Education, and Military (3P1)-**71.0 / 71.72 / 71.07**
26. Retention in Employment (3P2)-**90.00 / 92.00 / 92.00**
27. Non Traditional Participation (4P1)-**14.81 / 14.60 / 14.60**
28. Non Traditional Completion (4P2) -**12.86 / 12.73 / 12.19**
29. Determination of program's health based on effectiveness (Healthy, Cautionary, Unhealthy)-TBA

Part II. ANALYSIS OF THE PROGRAM

The **Demand** section includes elements such as Number of Classes Taught (#8) – [17/12/14] which is not relevant to Co-op in the same way it is to other programs. Co-op “courses” are not stand-alone courses such as English 100 or History 151. What appears in the Schedule of Classes are CRNs used primarily for registration purposes. Each CTE program uses its own program Alpha for its Co-op course. Enrollment varies semester to semester, with programs requiring Co-op (ECET, HOST, BUSN) usually producing the majority of enrollees. Programs such as Fashion Technology may or may not have any students enrolled in Co-op in a given semester, however, the “course” is still listed for registration purposes should an FT student elect to take the course. Thus, it appears that there are many Co-op “courses” but that is not necessarily the case.

Related to that, Co-op enrollees, regardless of the Alpha, attend Co-op seminars with students in different majors. Generally, in a semester, there are 6 seminar days/times provided for Co-op students who attend the one that accommodates both their regular course schedule and their work schedule. A seminar may have a mix of majors from HOST to AMT as well as liberal arts students. Thus, there really isn’t an ECET Co-op seminar populated SOLELY by ECET Co-op enrollees.

In the **Efficiency** section, several elements are also artificial. If Number of Classes Taught is used as the basis, then once again, it will appear as if there are many classes with enrollments of less than 10 (#17). Granted, Co-op seminars are smaller in members’ numbers yet that is one of the values of a seminar format. More interactive, student-led discussions may occur in that setting compared to a larger lecture-like format. The seminar is conducive to building team spirit and trust, problem-solving, and developing interpersonal communication skills.

We do not dispute the need to improve the Class Fill rate (#11). However, based on the definition of Class Fill rate, we have probably caused this poor rating ourselves because of our enthusiasm and efforts to be as accessible as possible to students. In the past, when we have set our maximum enrollment caps for each of the Co-op Alphas, we put a high number in order to accommodate everyone who wanted to enroll in Co-op. For example, we know our enrollment history for Automotive Technology students in Co-op is usually low. Most AMT majors are already employed in the field. We still, however, try to accommodate the others. Students may enroll in Co-op at varying times in the semester if certain conditions are met. So, in trying to accommodate the AMT students who may possibly want to enroll later in the semester, we put an enrollment cap which was unrealistically high. Our rationale is that we don’t want students to attempt to enroll and then to be rejected because the class appears “closed”. What occurs then is that if no AMT students enrolled in a given semester, that “0” enrollment turned into a negative for the Class Fill rate. This concept is difficult to explain but has clear implications in terms of our

reported enrollments. We have since changed it slightly (using lower enrollment maximums) but the practice still continues unless another alternative is found.

Finally, in the **Effectiveness** section, elements #22-#28 are a reflection of the CTE programs themselves and the demographic make-up of their majors as well as their overall academic and vocational achievement. If a program's enrollment has been decreasing, there will be a parallel decrease in the Co-op enrollment of students from that program. This makes a strong case for the need to continue marketing Co-op to liberal arts majors and students in programs which do not require Co-op at this time.

Other factors may have contributed to the less than stellar numbers in Co-op, specifically, for the past few years. It should be remembered that the 1.0 FTE faculty member in 2007-2008 also served as the overall Coordinator for both Co-op and Job Placement. And once again, as a new lecturer was hired for job development, a significant part of the Coordinator's workload included transitioning and training the lecturer while also providing oversight for at least four grants, and fulfilling a broad range of requests from the campus and administration. This has been the fourth year in which there has been a new person occupying the position of job developer.

At the same time, there has been an increase in the need for and use of job placement services due to many factors, including the increased costs of educational expenses, a fluctuating economy, and the continued challenge for students to find living wage jobs to support their current lifestyle. In addition, because of the variety of resources accessible to our program, we were willing to accept requests and referrals from students and graduates and other campus offices (including Student Services) to help students with career development, personal assessment, workforce readiness, and general placement services.

We believe strongly that both Cooperative Education and Job Placement have a significant role to play in the career development structure of MCC.

Specific strengths of both Co-op and Job Placement are extensive and include:

1. Long-standing partnerships with the business community.
2. The continued commitment and investment by the County of Maui in the Co-op program.
3. The academic integrity of the Co-op instructional component which serves as a standard for other system Co-op programs.
4. The variety of career development resources that are available and accessible to students and the community.
5. The commitment of the retired Coordinator to provide leadership and to tirelessly advocate on behalf of Co-op and Job Placement in the face of daunting challenges.

Specific weaknesses include:

1. An eager willingness to assist other campus and community resources with their projects sometimes to the detriment of our primary duties.
2. The continued inability of the Coordinator to articulate clearly to critics why we are different and need other accountability indicators to measure our outcomes than what the system currently uses.
3. Others that the administration has identified for us.

Significant Program Actions include:

1. The hiring of a new Office Assistant which provided stability and responsiveness to our customers.
2. Continuation and implementation of several grants which infused money, staffing, and new directions in the program (e.g., County, Perkins). See **Appendix G-County of Maui Grant Application for 2008-2010 and Appendix H-Perkins IV 2008-2009 RFP for Transition Specialist and Peer Aide**, for current grant RFPs.
3. Collaboration on various projects which expanded our possible client base such as Ku`ina and DHS Project 6.
4. Accepting the kuleana of the Graduate Placement project as requested by the administration. It is a logical request, however, it definitely requires a long-range plan of its own which we did submit earlier (see **Appendix E**). The recent directive to make it a committee function and therefore more inclusive is a more achievable plan.

Recommendations from 2006-2007 Program Review

a. Conduct surveys to determine which elements of the program are effective and which need to be modified.

- Due to the very intense need to provide continuous training and re-training of staff members throughout the course of the year, no formal surveys were conducted by the Coordinator or staff. This need was exacerbated by the impending retirement of the Coordinator who was juggling too many things without the complete engagement and cooperation of the staff.
- The Coordinator accepts responsibility for perhaps not having an inspiring leadership style. Unfortunately, her frustration resulted in less than satisfactory results in several important areas.
- Under the new leadership of Cyrilla Pascual, a campus-wide survey will be conducted and should provide valuable insights into the directions the program should head in.

b. Identify strategies that will improve the fill rate of the program.

- A closer working relationship with CTE program coordinators resulted in a collaboratively designed Perkins IV proposal for a Transition Specialist who will focus on recruitment, retention, and credentialing of students in the Accounting,

- Business Technology, and Hospitality and Tourism programs which have all seen significant drops in enrollment. The ripple effect of the enrollment decreases includes fewer students enrolling in Co-op. If CTE enrollment in those programs increases as a result of the Transition Specialist's efforts, comparable increases in the Co-op fill rate will improve, particularly in the HOST and BUSN programs which require Co-op.
- Enrollment by liberal arts majors has always been consistent. Better recruitment could increase numbers by using traditional and targeted efforts. For example, the career development aspect of an internship can be emphasized as well as the enhancement of a student's scholarship applications or admission to a university.
- Using social networking technology could reach a different prospective audience too.

c. Create goals that have specific measurable or demonstrable outcomes.

See Recommendation D below.

d. Develop a program review template that best serves Co-op needs.

This year's format is an improvement over previous program review formats. However, the major obstacle to generating information that is relevant to Co-op and Job Placement is the data collection and interpretation for certain of the elements. If Co-op and Job Placement could 1) separate itself from the system template, 2) redefine what the elements and terms mean specifically in relation to our program, and 3) establish our own methodology for generating the data, the results would be clearer and more meaningful.

We have provided a template in **Appendix I-Annual Program Review Template** which may be the beginning of a new design. Because the Coordinator retired and because Co-op and Job Placement are scheduled for a comprehensive program review in 2009, she decided to help the interim Coordinator by providing a brief history that could form the basis of the comprehensive review. It needs to be fleshed out more so that it is readable to the administration and others. In fact, it may be advisable to postpone the 2009 review until there is focused discussion on where the program is headed and, more importantly, when decisions are made regarding staffing.

The design of the program review template must address the uniqueness and range of what Cooperative Education and Job Placement do. It could begin with the development of annual program goals and objectives which reflect the directions the system and campus's strategic plans are going in. The goals and objectives must mirror the current economic climate as well as what campus programs are requesting. This will require collaboration and consensus.

To assist in this process, I have provided a compilation of information and data for Cooperative Education and Job Placement as follows:

Appendix J-Program Review Historical Data 2001-2008;
Appendix K-Cooperative Education Demographic History 2002-2008;
Appendix L-Career and Employment Resource Center Data History 2003-2008;
Appendix M-Cooperative Education Graduate Credentialing Database 2003-2008

These resources may be helpful for the interim coordinator and may form the basis for the comprehensive review when it is actually scheduled. Each of the Appendices listed above presents a wealth of information which may need clarification for the reader. The retired Coordinator and current interim Coordinator will be happy to discuss the details with interested people.

Appendix J, Program Review Historical Data 2001-2008, uses the Annual Program Review Template and captures a range of information from those years that provides a sweeping picture of what has been accomplished from enrollments to staffing patterns, extramural funding, special projects, and challenges. One is almost able to compare side-by-side what has been accomplished on a year-to-year basis.

Commenting specifically on **Appendix M, the Credentialing Database**, I was encouraged by the number of program graduates who maintain contact with our office. I carry a notebook so that when I run into graduates, I can jot down what they are currently doing. Oftentimes, they email or stop in to say hello. They would be a core group to survey or invite to a focus group. Another interesting fact is that as we were putting the database together and queried program coordinators for information, we were surprised at the close connections that certain program coordinators maintained with their graduates while others expressed that once the students finished, they lost track of them. This once again makes the case for involving program coordinators as well as Co-op and Job Placement staff in the Graduate Placement Survey process.

- e. Address this year's recommendations and action plan in next year's document.**
See above.

Part III. ACTION PLAN

Specific details of the action plan are best left to the successor team who will be under the able leadership of Cyrilla Pascual. As of the end of the 2007-2008 academic year, it was our understanding that the administration had plans to revamp the Cooperative Education and Job Placement operations. If that is the case, then the new team should be considered in the planning.

Based on what has occurred since the opening of the Fall 2008 semester, it would be the retired Coordinator's recommendation that great care be exercised in making significant changes and that all stakeholders be involved in intensive discussions. The leadership of a program such as this requires that prospective players understand its history; comprehend the essential qualities that staff (faculty, office, and ancillary) must possess and demonstrate; clearly understand the nature of the work and the workload (these are not standard teaching positions); collaborate closely with program faculty; and be willing to make a commitment to do what has to be done for student success and community workforce and economic development.

I would recommend that the second faculty position be restored quickly. It is overwhelming for one person, even a seasoned professional, to be responsible for all aspects of our services. I've done it all by myself in the past and can speak from experience.

Although I commented on the complexity of having to train so many people from different programs and services in a basic understanding of Co-op and Job Placement services, the halo effect that comes from collaborating with them reaps mutual benefits in the long run. So strengthening the partnerships with the Transition Specialist, the Ku`ina project, Hawaiian programs, and the DHS Project must continue.

Part IV. RESOURCE IMPLICATIONS (PHYSICAL, HUMAN, FINANCIAL)

It is clear that the Co-op and Job Placement operations have outgrown their individual spaces in Ka Lama. Thus, the plan to relocate and consolidate all components and possibly others (e.g., Ku`ina High School Career Liaison) into Ka Lama 207 must be consummated as efficiently as possible.

Human resource implications are also clear. If both general types of services will continue to be offered, even though their formatting may change, there must be at least 2.0 FTE professional staff and the Office Assistant. This is the most basic staffing pattern that will meet the needs, not only of the students, but also the business community and graduates and the campus. At least one staff member must be at the faculty level for curricular knowledge and credibility. Ideally, the second staff is also a faculty member. However, a competent APT level position which requires strong credentials could suffice. Some of the essential qualities for either position are: knowledge and experience working with the business community (locally and globally); an understanding of quality customer service; and the ability to connect academics with work-based learning practices. Close collaboration with program faculty in all aspects of recruitment, retention, and credentialing will result in mutual benefits.

Financial resources go hand-in-hand with the physical and human resource needs so generating extramural funds will strengthen the operations. However, the staffing must be G-funded to ensure a quality selection process, stability and continuity of service, and a commitment to the program itself.

In conclusion, the exercise of completing an annual Program Review definitely has intrinsic value. It helps programs to be objective about their strengths and weaknesses; to be aware of the connections between plans, actions, and outcomes; and to determine future directions. I would also comment that the analysis of the data that is used to determine whether a program is healthy or not, in the case of Co-op and Job Placement, should also consider the very real human component of work-based learning and workforce development.

Numbers and raw data give good information and are a logical place to start to evaluate a program. In the case of Co-op and Job Placement, the proof is in the pudding. When the student passes the course, there has also been an authentic assessment from a third party, the employer or mentor. This party looks at the student's technical skills and also evaluates the quality of the student's personal attributes, confirming their work readiness. The difference between the standard classroom assessment and Co-op and Job Placement assessment is that the latter has to meet a "real time" measure (e.g., Is the worker able to meet deadlines? Is the worker able to use the appropriate technology in a live job? What is the worker's productivity level? Does the worker meet industry standards? How well is the worker able to succeed in the workplace?)

Similar principles apply to Co-op and Job Placement as programs. Faculty do not simply walk into a classroom or the CERC and teach from a text. Every student sitting in a Co-op seminar is almost treated as a class unto him/herself because their needs are unique. Thus, the “teaching” hours are not only the formal seminar time but also the hours the instructor spends with the individual student to either approve their job and move forward or to work with the student to develop an internship. In addition, the instructor may have to advocate for the student at their workplace to ensure compliance with basic safety practices. The instructor also is a sounding board for problems that arise at work, not necessarily solving them for the student but helping to analyze the details objectively so that a workable solution may be found.

Now the baton has been passed on to Cyrilla Pascual. Cooperative Education and Job Placement are in good hands with her at the helm. There should be no doubt that the program will grow and flourish under her leadership. Mahalo nui loa.

APPENDICES A – M

2007-2008

- A. County of Maui 4th Quarter / Final Report For 2007-2008 Grant
- B. Perkins IV 2007-2008 Grant Final Reports For One-Stop Center; Peer Aide; JPIC / PACE Conference
- C. Cooperative Education Demographic Summary For 2007-2008
- D. CERC Data Summary For 2007-2008
- E. Graduate Placement Proposal; Sample Survey; Survey Response Matrix
- F. Annual Report Of Program Data By Major
- G. County Of Maui Grant Application For 2009-2010
- H. Perkins IV 2008-2009 RFP For Transition Specialist And Peer Aide
- I. Annual Program Review Template
- J. Program Review Historical Data 2001-2008
- K. Cooperative Education Demographic History 2002-2008
- L. Career And Employment Resource Center Data History 2003-2008
- M. Cooperative Education Graduate Credentialing Database 2003-2008