

**MAUI COMMUNITY COLLEGE
ANNUAL ASSESSMENT
COOPERATIVE EDUCATION AND JOB PLACEMENT
2004-2005**

INTRODUCTION

The MCC Cooperative Education and Job Placement program is pleased to submit our 2nd annual assessment report. The report includes responses to the 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, let us set the tone for the report. Although this process is called a Program Review, Cooperative Education and Job Placement do not, by strict definition, constitute a program. A program includes a sequence of courses leading to a certificate or degree. That, we are not. Instead we are a program of services including a work-based learning component related to the CTE programs. In fact, we see ourselves as complementing the SLOs of the CTE programs because we can 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. We provide the training for students in workplace readiness, success on the job, professional presentation, researching career paths, for example. We also administer career assessment instruments which have related use in educational planning. 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 for success in the workplace. We, in turn, share that information with programs. So we are an avenue for not only assessing program but also institutional effectiveness.

As a program of services, we also actively pursue external funding to support our activities. With the leadership and assistance of Wini Chung, we have successfully submitted Carl Perkins Achieving Standards grant proposals which supported the job placement and retention coordinator's position as well as student help. We have also applied for and received funding from the County of Maui for more than ten years. That grant supports internships for students in the County and not-for-profits. We are currently completing an RFP to the Rural Development Program to enhance our job placement services.

When one considers the inclusion of workforce development in accreditation, strategic planning, and grant performance indicators, there is no doubt that the services Cooperative Education and Job Placement represent and offer give added value to the campus and community.

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, e.g. Dental Assisting, 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, small businesses, emerging companies and not-for-profits such as the Westin Maui, Akimeka LLC, Hui Malama, and Blue Hawaiian Helicopters.

In addition, the business community views the College as a valuable resource for qualified candidates to fill their employment needs. In 2004-2005 more than 400 employers listed 654 full-time and part-time job openings. They 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 414 students who accessed them through the Job Placement Center and on-line using SECE (no-charge system-wide Student Employment and Cooperative Education website).

D. Program faculty (full and part-time)

In the 2004-2005 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

M.A. in Counseling and Guidance and continuing education

Strengths: Community capacity building, grant writing

Cyrrilla 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

Renee Jorg, Job Placement and Retention Coordinator (APT)

FT (Perkins funds)

Fall 2003-January 2005

Bachelor of Arts in Liberal Studies with an emphasis on Human Relations in Organizations

Master of Education degree in Educational Administration with an emphasis on Higher Education

Donna Yanos, Job Placement and Retention Coordinator (APT)

FT (Perkins funds)

May 2005-June 2005

B.A. in Journalism

Yanos' focus was on addressing the non-traditional component of the Perkins Achieving

Standards Job Placement grant. She completed a line of collateral marketing material featuring

MCC graduates in non-traditional careers.

Faculty maintain **currency** and enhance program development through membership in professional organizations, service, and completion of select credit and non-credit courses 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 the system-wide articulation process for the Hospitality and Tourism (HOST) and Business Technology (BTEC) programs. We assisted in designing the field experience courses (HOST 193v/293v and BUSN 193v) which are required by those programs. (See Appendix A)

Pascual and Pellegrino: Society for Human Resource Management (SHRM); membership includes human resource professionals from all major Maui county businesses. Pellegrino served as college liaison on board. Membership strengthens relationships with the individuals who hire our students/graduates; provides avenue for curriculum discussions and integration of industry standards into programs; offers point of entry for internship development. Member businesses value the connection. SHRM has also financially supported the twice annual job fairs; we offer member businesses priority space at the job fairs.

Jorg, 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.

Pascual and Pellegrino: International Association of Administrative Professionals (IAAP); membership includes administrative support personnel from public and private sector employers. Pascual is a member of the Professional Development committee. Members serve as mentors, potential employers and internship field sites; opportunities for professional development and maintaining currency in the field.

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; served on the board of directors and as chair for the Scholarship Committee.

Pascual: Hawaii Business Education Association (HBEA); membership co-chairperson. Includes networking with other business educators and keeping abreast of new and innovative ideas for the classroom and curriculum 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 community forum facilitator.

California Cooperative Education and Internship Association

National 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 are appropriate at this time.

(See Appendix B)

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 will address the indicators that are below the state standards and use 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:

Because Co-op Education is not a program by definition, PHIs are not generated for them 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.

We have begun discussions with CTE program coordinators to better understand the role of Co-op in the successful credentialing of students. In discussing whether Co-op complements or hinders completion and credentialing, we will work closely with program coordinators and faculty to infuse clear industry standards into the field experience.

We have included a Cooperative Education Enrollment Demographics report for 2004-2005 in Appendix C. 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 as of September 2005; and information of special interest (e.g., international students; County program participants; other special placements).

An analysis of the data reveals what appears to be a significant rate of incomplete grades. However, upon further review and with an understanding of how the course functions, one will realize that an incomplete grade does not necessarily reflect negative performance.

We reviewed the PHIs for all Career and Technical Education programs. What we have noted is the frequency of references to Co-op and Job Placement. This indicates the need for on-going collaboration with programs whether we use PHIs for program review or another measurement of student achievement.

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 2004-2005 indicating by major the different service units requested by students and others. At this time establishing a tracking mechanism to capture information on successful placements has still eluded us. We believe that that will require a combination of strategies ranging from consistent staffing of the Career and Employment Center (CERC) including tech savvy personnel to oversee the data collection and reporting system, an effective marketing campaign, to a physical location with appropriate service and equipment.

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 RFP which describes in detail the new format that we have adopted to meet the Perkins Performance Indicators (Appendix D).

F. Measurable Benchmarks

For Cooperative Education:

The major benchmark for Co-op at this point is completion of the Co-op course. However, because Co-op enrollment oftentimes does not follow the standard semester calendar in terms of start and end dates, it is difficult to measure completion using traditional methods. We are in the process of analyzing how best to present that data

We also reviewed the standards established by the Council for the Advancement of Standards in Higher Education (CAS) which the Student Services unit is utilizing for its comprehensive program review. The CAS self-assessment includes functional areas of which one is career planning and placement. At this time, Cooperative Education is part of instruction rather than Student Services. We have decided to continue discussing whether using CAS will reap more comprehensive and useful information than the standard Program Review format. Another approach may be to select those components of CAS that apply specifically to Co-op.

For Job Placement:

While we have been more effective in measuring job placement statistics, we have not been as successful in tracking what happens as a result of the assistance students receive. Much of the outcomes data is retrieved informally or serendipitously. The same is true at the employer end. We are addressing this through the Perkins Achieving Standards Career Development Model. See Appendix E.

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.

We have considered the possibility of offering a Certificate of Participation in our special workshop series on employment readiness or upon completion of the three 1-credit IS 105 courses (Personal Assessment, Orientation To Employment, and Working In Organizations). In addition, we have been asked by OCET to collaborate on a Certificate of Completion, utilizing the IS 105 series, for its YDPA (Youth Development Practitioner Apprenticeship) program modeling it in a Train The Trainer format.

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

Not available at this time; data collection 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 that have occurred are the result of Co-op's participation in the system-wide articulation process for the Hospitality and Tourism (HOST) and Business Technology (BUSN) programs. We will assist in the presentation to the MCC curriculum committee for approval.

It should be noted that in the HOST articulation process there was not only lateral articulation but vertical articulation with UHM TIM. The only courses articulated to UHM TIM are HOST 101 and HOST 193v and 293v. (See Appendix A)

We are also working closely with the Digital Media faculty in developing its DMED internship. That will be brought to the curriculum committee in Fall 2005.

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) will continue working with a cohort of CTE students in 2005-2006. This effort is in response to one of the campus's strategic plan priorities which focused on student success and retention. The goal is to improve student success and to increase persistence and retention. The initial cohort had 11 students; more than 75% completed the academic year successfully. They will select a new cohort for Fall 2005 and retain limited contact with the first cohort.

We plan to emphasize the career development process as an important component of student success. In addition, we will encourage our mentees to adhere closely to the sequence of courses (especially math and language arts) in their program maps; taking the core general education courses in the appropriate sequence will help them do well in subsequent classes for which those form the foundation. In addition, the cohort students will work with Pascual to complete a career development case management plan, one of the Perkins Achieving Standards grant requirements. (See Appendix D)

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

Co-op Education students may become members of the student chapter of SHRM (Society for Human Resource Management). Pascual and Lorelle Solanzo Peros (Hospitality and Tourism program coordinator) are the advisors. The chapter has sponsored familiarization tours to

various businesses, the MCC fall and spring job fairs, mini job fairs, employment workshops, and other related activities. The partnership has resulted in three students receiving SHRM scholarships as well as financial support for the job fairs. As an interesting side note, one of the scholarship awardees, Kimberly Newhouse, who also completed a Walt Disney World internship, is close to completing her baccalaureate degree from UHM in Human Resources. Her intention is to return to Maui. We will be arranging a summer 2006 internship for her. Currently, SHRM Maui Foundation is considering setting up a mentorship program.

M. Use of lecturers to teach courses; related concerns

Now that Cyrilla Pascual (tenured Assistant Professor) has been fully integrated into Cooperative Education and Job Placement, there is no need, at this time, to hire lecturers.

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 through USCIS-approved Curricular Practical Training. Designated School Official, Steve Kameda, gives the final authorization for enrollment in Co-op.

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 2004-2005 more than 600 job orders were posted ranging from retail to technology, entry to professional level, on and off island. 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 acknowledge the added value of the candidate's education and give hiring and compensation preference to them. This has not been fully accepted at this time. The College must do all it can to nurture this attitude in the business community.

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. One of our goals for 2005-2006 is to increase the percentage of non-UH job listings on SECE rather than utilizing only the current hard copy format. SECE makes information accessible 24/7 to both students and employers. It will also ensure compliance with EEO/AA guidelines.

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

This was the second year that the Board of Directors of the Academy of Hospitality and Tourism voted to support AOHT students who successfully completed IS 105c and/or a Co-op internship by paying their MCC tuition as Early Admits. A total of 26 AOHT students enrolled in IS 105c (twenty from Maui High School and six from Lahainaluna High School); twenty-five students completed the course successfully.

The plan is to continue and expand this type of partnership in 2005-2006. We will collaborate with the new AOHT teacher at Baldwin High School who is eager to involve his students in this partnership. At the MCC end, we need to facilitate the admission process better.

Q. Centers or institutes

Not applicable.

III. STAFF SUPPORT AND FACILITIES

A. Professional and Clerical staff

The full-time Clerk-Typist II position was vacated by Ellen Hara in April 2004. Twice the program was given approval to fill it with a casual hire for 90-day appointments. The position was frozen in Spring 2005 and remains frozen. This has resulted in the loss of an immediate contact for the program's business partners. Unresponsiveness to the community's needs especially in this time of very low unemployment is not acceptable.

B. Space and equipment for instruction

Co-op and Job Placement offices are located in an accessible and visible corner of Ka Lama with its own side entrance. The program is quickly outgrowing its job placement space as the requests for services increase. It is not unusual for people to have to wait outside until other students are finished working with Pascual. In addition, we have only one computer for staff and student use in the center. Now that Student Employment and many non-UH jobs are on-line (SECE), it is essential to increase the available technology to meet just-in-time requests.

Ka Lama 209 is used as the classroom for the Co-op seminars. It was originally designed to be the classroom for the front office simulation course. It also serves as a classroom or meeting room for other programs. The plan is to convert Ka Lama 209 into a combination job placement-Co-op center using Rural Development Program funds. An RFP is currently being prepared requesting computers, furniture, and accessories. That RFP will complement the staffing and services that will become available through the 2005-2006 Perkins Achieving Standards Career Development Model for CTE Students grant.

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

Not applicable.

F. Space and equipment for external grants

Not applicable.

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

Not applicable in 2004-2005. Previously, Co-op faculty traveled to Molokai and Lanai to teach Co-op. Molokai has since designated part of the workload of a lecturer position to Co-op.

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 2004-2005. Even with staffing in transition, we managed to provide a visible level of services to the campus and community.

For Cooperative Education:

The attached 2004-2005 Demographics chart will show the total number of students enrolled between Fall 2004 and Summer 2005. While we did not meet our annual goal of 185, we believe that the quality of the services we provided met and exceeded our expectations. See Appendix C.

There was one very significant challenge which we know directly impacted our enrollment. The County of Maui grant was put on hold from September 2004 –January 2005 due to system-wide issues with student employment liability. That required a complete rewriting of the grant application several times and subsequent delays in its processing. As a result, the format was changed from student employment to stipend-based internships. Recruiting for the internships was difficult for different reasons including timing, a lack of understanding about project-based internships on the part of students and field site supervisors, and the payment arrangement and schedule. Where we normally have 25+ students annually, we ended up with only 11.

For Job Placement:

Data collection was much more focused with the leadership of Jorg, the Job Placement and Retention Coordinator. When she left in January 2005, there was a visible gap in usage of the Job Placement Center as confirmed by data. There is no doubt that the physical presence of staff in the Center affects usage. Further, having constant turnover in the professional staffing of the Center also affects credibility within the community and on campus. The presence of an identifiable and competent person makes a difference in usage, credibility, consistency and responsiveness.

Another weakness has been in tracking job placements. There needs to be a voice and face for Job Placement so businesses have to make only one-stop for service. Then we, in turn, must set up a formal mechanism for following-up and identifying placements.

We have made an effort to remedy this through a new Career Development Model for CTE students Perkins Achieving Standards grant. The concept was discussed with Chancellor Sakamoto and Interim Assistant Dean of Instruction Robinson. The new format is described in Appendix E.

The 2005-2006 program review will include and should reveal an enhanced level of services and outcomes.

B. Plans for next year

For Cooperative Education:

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 represent what business and industry are requesting as programs develop their curricula. Some of the ideas that we have already discussed with at least three CTE programs include:

1. Becoming a formal part of the external assessment of their program SLOs, which, in turn, will help provide evidence of overall institutional effectiveness.
2. Integrating the career development model for CTE students into programs.
3. Attending program advisory committee meetings representing the work-based learning component of the curriculum.
4. Establishing program specific Co-op assignments such as an information interview component for HOST majors.
5. Involving program advisory committee members as resources for reviewing students' portfolios, reviewing students' case study analyses (on-line option), developing matrix of competencies using industry standards from trade or professional organizations.

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 builds on the strengths of each tenured faculty member.

With this model, all CTE students will have a case management-style career development plan which may include the following:

1. in-take form
2. Career Kokua assessment
3. Career Access
4. Current resume
5. Options:
 - job shadowing
 - info interview
 - mentorship
 - certification of skill sets

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 has been frozen since early Spring 2005. We submitted another Perkins Achieving Standards request to support an IT specialist for job placement. See Appendix E for a full 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. If all Perkins requests are approved at the levels requested, we will have sufficient support for travel for the Job Placement Coordinator and IT Specialist. We already know we did

not receive Perkins funds for the Career Kokua career assessment program. That has now been included with the RDP request which also supports the development of the Career Center's technology needs. Further, 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 that our request to fill the Clerk-Typist II position is a reasonable one.

D. BOR questions

1. Is the program (of services) organized to meet its objectives (student learning outcomes?)
Yes. Goals and objectives. Seek input from advisory committee, program coordinators and faculty, student evals, strategic plan. Seeking creative ways to generate resources. Have written external and internal grants. Work purposefully at developing relationships with business community to reinforce partnerships on behalf of our students. Establish partnerships with government too.
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. Staffing (Clerk-Typist II) continues to be an issue.
4. Is the program efficient?
Yes, we are self-contained. We handle everything from scheduling, to marketing, to office operations, to direct services for students and the business community,
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.