MAUI COMMUNITY COLLEGE
ANNUAL ASSESSMENT
COOPERATIVE EDUCATION AND JOB PLACEMENT
2006-2007

INTRODUCTION

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.

What

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.

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)

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 affirmed in significant ways. 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 Arts and Cultural Center, the Department of Land and Natural Resources, and Maui Coastal Land Trust.

Further, the business community views the College as a valuable resource for qualified candidates to fill their employment needs. In 2006-2007 more than 368 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 more than 525 students who accessed them through the Career and Employment Resource Center (aka the CERC or Job Placement Center) and/or on-line using SECE (no-charge system-wide Student Employment and Cooperative Education website). Finally, more than 1000 students/graduates accessed the overall services of Cooperative Education and Job Placement last year (see Appendix B).

Finally, Cooperative Education and Job Placement are sought after as partners in various projects and events because of our networking strengths. This is demonstrated by actual participation in events such as college and career fairs, program advisory committees, as well as requests for our individual services in the community and as grant proposal stakeholders..

PART I. QUANTITATIVE INDICATORS FOR PROGRAM REVIEW

In reviewing the Quantitative Indicators for the **DEMAND** section, it should be noted that the majority of the system measures are applicable to Career and Technical academic programs. In that respect, Cooperative Education and Job Placement constitute a program of services rather than an academic program. Our services include a work-based learning component related to the CTE programs. We complement the SLOs of the CTE programs by providing a process for externally validating program outcomes. Measures that more accurately reflect our services include Cooperative Education course placement and completion rates, Cooperative Education completers who have been credentialed, and employer feedback about work performance.

To support that, we have provided information for the past three years in Appendix A: Co-op Enrollment Demographics for 2004-2005, 2005-2006, 2006-2007 and Appendix B. Briefly, enrollment in 2004-2005 was 106; in 2005-2006, 93; and in 2006-2007, 84. Earlier annual enrollment figures ranged from 130 (2003-2004), 155 (2002-2003), to 167 (2001-2002).

We believe that there may be many reasons for the changes in enrollment including the increases in tuition, decline in enrollment for programs which require Co-op, unstable staffing patterns for Co-op and Job Placement as well as a continued low unemployment rate.

On the other hand, the demand for job placement and career development services appears to have grown. Further, staff has focused its efforts on growing those services in response to community demands as well as to meet the requirements of the many external grants it has secured.

The kind of reporting capability that is visible in Appendix B is the result of the work of the IT Specialist (Perkins funds) as well as the work of the previous two Job Developers (Perkins funds / G funds). It shows growth from 2005-2006 of 902 service users to 1489 in 2006-2007. See Appendix C: Data Report Summaries for CERC 2005-2006 and 2006-2007 and Appendix D for more specific details.

To respond to the **<u>EFFICIENCY</u>** component, we will first explain the structure of the instructional component for Cooperative Education as it appears in the semester <u>Schedule</u> of Classes. The Co-op course model is the weekly seminar which all enrolled students attend, whether they are first-time or continuing Co-op students (e.g., the Hospitality and Tourism major requires two semesters of Co-op). To accommodate the possibility that students from any major may elect a Co-op course, we generate CRNs for all CTE programs as well as for liberal arts students. In some cases, CRNS reflect the variable credit that is an option and which permits students to do a short-term 1.0 credit field experience of 75 hours or the maximum 3.0 credit field experience of 225 hours. Therefore, HOST 193v may have 3 different CRNs. This results in an extensive list of Co-op CRNs, when in actuality only a few CRNS are actually populated by students in a given semester. In addition, most sections have fewer than <u>10 students</u>.

In reviewing MAPS data, for example, the <u>Fill Rate</u> for Co-op in F06 showed that of 120 available seats, 34 were filled for a 28.3% which is low when compared to other programs like Business Technology or Nursing.

In 2006-2007, the <u>staffing</u> pattern for Cooperative Education included full-time Associate Professor Wallette Pellegrino who was responsible for all of the Co-op instructional seminars and who also provided general coordination of Cooperative Education and Job Placement services. Her position was G-funded with service commencing in 1989 to the present. Wallette's bachelor's degree is in English with a Master of Arts degree in Counseling and Guidance. Her strengths are in community capacity building and grant writing.

Kimberley Kehaulani Newhouse, full-time Lecturer, instructed the IS 105C Orientation to Employment courses and was the MCC Job Developer. Her position was G-funded in Fall 2006 and Spring 2007. Kehau's bachelor's degree from UH-Manoa is in Human Resources. She is currently enrolled in the master's degree in Human Resources program at UHM. Her strengths are in human resource development and Hawaiian issues.

Mary Jane Salacup, full-time APT IT Specialist, was responsible for all aspects of IT services for Cooperative Education and Job Placement. Her position was funded by a Carl Perkins

Vocational Education Act Achieving Standards grant for the purpose of supporting job placement services for CTE students. Her position,which commenced in December 2005, ended on June 30, 2007 when the grant closed. Her A.S. degree in Electronic and Computer Engineering is from Kaua`i Community College. Her strengths include web design and development, programming, system administration, and database development.

In summer 2007, Cyrilla Pascual, Business Technology Assistant Professor, coordinated the high school Business Technology Academy for the Alu Like – Kamehameha Schools partnership. The major components of the academy included an internship for the students, IS 105C Orientation to Employment, and a BUSN course for which they were awarded a total of 3.0 MCC credits.

This staffing pattern followed two previous years when the job placement position was filled by lecturers, grant-funded APTs and a tenure track faculty member who returned to her academic program after one year in Co-op and Job Placement.

The Clerk-Typist II position continued to be vacant. Two attempts to fill the position via the Certificate of Eligibles were unsuccessful. An emergency hire who had been with the program for almost a year found full-time regular employment elsewhere, thus the position was vacant for most of the 2006-2007 academic year. Everyone pitched in to cover the clerical duties.

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

Determining **EFFECTIVENESS** continues to be a challenge for all programs, and especially for Cooperative Education and Job Placement because we do not fit the model of an academic program. However, we are able to report certain kinds of data in quantitative as well as anecdotal formats.

For example, we reviewed the list of MCC graduates from various programs, based on the commencement programs for 2005-2007. Specifically, we included all students who had been enrolled in Co-op as a requirement or as an elective. In addition, we identified those Co-op students who were recognized at commencement with Regents or departmental awards. Granted that this is an unscientific way of gathering data because not all graduates' names appear in the commencement program. However, the data surprised us because once a student completes Co-op, we sometimes lose track of their persistence in their respective programs.

In Appendix E Credentialing for Co-op Completers, the reader will see their names, program degrees or certificates, and honors, if applicable.

Tracking job placement data has improved from 2005 to 2006. Part of that has come about because we monitor the referrals students take more closely and then follow up with the employer to see who was hired. Our ability to monitor the referrals was enhanced by a concerted effort of staff to be physically present in the CERC. That interaction makes a big difference because students have a personal connection with a staff person who can answer questions, assist them with the on-line resources, and take them to an actual referral point, rather than just

browsing on their own. Students who have made this personal connection are also more apt to return and inform staff about their success or the lack thereof. In the latter case, staff can then provide further assistance.

In Part II, Analysis of the Program, we will discuss one of the major challenges of the past five years--staffing. Additionally, we will present information about how our service patterns have changed and the implications of those service patterns on the future of the program.

PART II. ANALYSIS OF THE PROGRAM

Strengths and Weaknesses
The strengths of Co-op and Job Placement are many.

Although there have been annual changes in the second faculty position after Robyn Klein moved to the Accounting program in the mid-2000s, the program:
- Continued to offer and also enhanced services requested by students, the community, and administration, such as job fairs, workshops, and CERC upgrades.
- Responded to requests for partnering with various programs for different purposes, such as RDP. See Appendix J.
- Continued to propose and write grants to enhance services, such as the Perkins Achieving Standards RFP which funded the IT Specialist and the County of Maui Partnership which supported student internships in the County and select not-for-profits. See Appendices F, G, H, I.
- Refined the Co-op instructional component based on recommendations from business and industry as well as program faculty.
- Upgraded the "face" of Co-op and Job Placement through its interactive and current website. http://www.hawaii.edu/maui/coop/
- Served as the point of entry for career development services as requested by Student Services-Counseling.
- Represented a centralized single-point clearinghouse for the business community's workforce development needs.
- Served as a liaison between the community and CTE academic programs for curriculum currency and relevance.

The weaknesses or areas that require improvement may also be related to our strengths.

First, the range of services we offer is complex. In her attempt to alleviate the staffing merry-go-round, the coordinator may not have exercised sufficient patience in finding good staffing matches for our needs. Further, she may have spent an inordinate amount of time training the "revolving door" staff, resulting in insufficient time devoted to the Cooperative Education program. Finally, while grants are useful ways to secure funds for special needs, they also have specific conditions that need to be addressed and which distract staff from the program's primary focus.

Strengthening our linkages with key community, industry, and campus partners will always be a critical component of our services. As our students transition from education to employment to

economic self-sufficiency, our program must have baseline data to help them identify skills and acquire education and training which may be required for entry into high-growth, high demand careers which will pay them the living wage we all seek.

Significant Program Actions
In 2006-2007, the Cooperative Education and Job Placement Program made significant strides through the services it provided. Specific details may be found as follows:

Cooperative Education: For the Placement and Completion rates, 78 of 84 enrollees were placed in jobs or internships. Of the 78 who were placed, 70 completed the course with a passing grade for a 90% rate. See Appendix A and Appendix B.

Career and Employment Resource Center: There were 525 actual visits to the CERC. The total number of service units requested was 820 (e.g., job search, resume assistance, interview preparation, Co-op internships). 78 placements were recorded. 964 students attended presentations, workshops, job fairs or other services outside the CERC. That represents an increase of 587 users between 2005-2006 and 2006-2007. See Appendix B and Appendix C..

County of Maui – Cooperative Education Internship Partnership: We exceeded our annual goal of 25 enrollees by 1, in large part due to the partnership in Summer 2007 with Kamehameha School, Alu Like and the Business Technology Program which supports a Business Technology Academy for high school students. Cyrilla Pascual was the lead instructor and we appreciate her on-going collaborative efforts and support of Co-op and Job Placement. See Appendix F.

Perkins Achieving Standards Program Improvement Project: Due to the support of the IT Specialist position from Perkins funds, Cooperative Education and Job Placement were able to refine their respective documentation and tracking mechanisms. In addition, the enhanced and interactive website made it one of the most frequently visited campus websites, with more than 4,000 hits recorded in a single year. See Appendix H.

RDP: We have continued to benefit from the support of the RDP in upgrading the current CERC (Appendix J). Before the academic year ended, we were already in discussion about the 3-year $3 million project that RDP had designed for the State of Hawaii Department of Human Services Child Protective Services section. A major component of the RFP was the inclusion of Cooperative Education field experiences as well as a .5 staff person to coordinate the internships.

Overall, we measure the 2006-2007 academic year as productive. We believe that the students, business partners, clients, campus colleagues, and all whom we interfaced with recognized the quality of our services and products. They demonstrated this by coming back again to partner with us.

As the year ended, our staffing pattern changed once again. The IT Specialist position ended on June 30, 2007, and Perkins funding for it was not renewed. Further, the Job Developer lecturer had decided to move to Ho`okahua, the STEM program because of her interest and strengths in Hawaiian issues. The Coordinator began the process of once again finding replacements.

PART III. ACTION PLAN

General:
- Generate baseline data and performance benchmarks from key local industries to infuse into program career development curricula. These may include identifying skills required for success in those industries.

- Identify incentives for employers to realize the value that our students and graduates will offer them by recognizing the credentialing and certifications they have earned.

- Coordinate the unique and common attributes of the RDP, Perkins, County, and Reed Act grants in order to reduce duplication and/or overlapping of efforts, staff time and resources.

Staffing:
- Replace the tenured faculty member (Associate Professor) who will retire at the end of her contract year June 30, 2008.
- Give the second position more permanent status (either faculty or APT). Otherwise, staffing changes will continue because people need long-term assurance of employment. Program development will be difficult to achieve too.

Physical:
- Upgrade and enhance the present location of the Career and Employment Resource Center (CERC) in order to increase access to and consistency of services.

Program:

For Cooperative Education--
- Continue to collaborate with CTE program coordinators and faculty in order to determine how work-based learning benefits their students.
- Analyze the evaluations from field site supervisors of students' work performance and provide feedback to CTE program coordinators.
- Integrate the career development model into CTE and ABIT programs through infusion of information and services into the courses themselves.
- Develop more program specific Co-op assignments that are relevant to specific industries.
- Participate consistently in program advisory committee activities to strengthen the connections between the classroom and community.
- 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:
- Utilize the case management-style career development plan for CTE students because of its longitudinal format and documentation of a continuum of services.

- Expand the career development services to cover non-CTE, ABIT, and other users from the UH system.

- Build more formal partnerships with select industries to provide a transition for our students from education to employment and economic self-sufficiency.

PART IV. RESOURCE IMPLICATIONS

Staffing: To ensure stability, continuity, and program development--
- Replace the tenure-track instructional position (upon retirement of current faculty).
- Institutionalize the second instructional position (earmarked for career and workforce development including job placement).
- Fill the Clerk-Typist II position with a permanent hire.

Physical: To ensure accessibility to program services—
- Continue to use Ka Lama facilities, including 209 (instruction), 110-113 (for faculty and staff) unless the CERC can be relocated to the underutilized Ka Lama 106 (Cybercafe).

Program:

For Cooperative Education--To increase enrollment in Co-op courses which constitute the formal workload of faculty—
- Fill the tenure-track instructional position.

Job Placement--To maintain access, availability and consistency--

- Fund positions to give permanency and consistency to staffing otherwise the program will continue to experience irregular growth and decline.

APPENDIX

A. COOPERATIVE EDUCATION ENROLLMENT DEMOGRAPHICS FOR 2004 – 2005, 2005 – 2006, 2006 –2007.
B. GRAPH: COOPERATIVE EDUCATION 2004-2007.
C. CAREER AND EMPLOYMENT RESOURCE CENTER STUDENT USAGE BY SERVICE UNIT FOR 2005 – 2006 AND 2006 – 2007.
D. GRAPH: CERC 2005-2007.
E. CREDENTIALING FOR CO-OP COMPLETERS 2005-2007.
F. COUNTY OF MAUI-COOPERATIVE EDUCATION GRANT QUARTERLY REPORTS (4TH QUARTER / FINAL) FOR 2006 – 2007.
G. COUNTY OF MAUI-COOPERATIVE EDUCATION GRANT FOR 2007-2008.
H. PERKINS COMPLETION REPORT FOR ACHIEVING STANDARDS STRATEGIES 2006-2007.
I. PERKINS ACHIEVING STANDARDS PROPOSAL 2007-2008.
J. RURAL DEVELOPMENT PROJECT QUARTERLY REPORTS 2006 – 2007.

OCTOBER 26, 2007

MCC Co-op Education
2004-2005
Demographics

	PROGRAM	# ENROLLED	PLACED	SELF	CO-OP	COMP	Inc	NC/W	F-1	NHVEA	COUNTY	USGS	MEO
1													
2	ACC 193v	5	5	2	3	4		1			3		
3													
4	AJ 290 *	3	3	2	1	1		2			1		
5													
6	BCIS 193v*	2	2		2	2							
7													
8	BUS 193v	16	15	7	8	9		7			6		
9													
10	CASE 193v	22	20	7	13	16		6	6	3	4	2	1
11													
12	CASE 293v	6	6	2	4	6			2			1	
13													
14	CVE 93v	8	8	5	3	7		1	2				
15													
16	ETRO 193v *	3	3		3	3					1		
17													
18	FT 93v	2	2	2		2							
19													
20	HOPE 93v *	39	38	22	16	34		5	7				
21													
22	**TOTAL Year to Date**	**106**	**102**	**49**	**53**	**84**		**22**	**17**	**3**	**15**	**3**	**1**

24	**GOAL = 185**
25	**KEY:**
26	*** = Internship required by program**
27	**Program=major**
28	**# enrolled = official registration at end of Summer 2005**
29	**Placed=number placed. W=withdrew**
30	**Self=student used pre-approved job**
31	**Co-op=Coop assisted with placement of student**
32	**COMP, Inc, NC = refer to grades**
33	**F-1=international students**
34	**NHVEA= Native Hawaiian program**
35	**County = Stipend internships**
36	**USGS = United States Geologic Survey internships**
37	**MEO = Maui Economic Opportunity**

	A	B	C	E	F	H	I	J	L	N	O	P	Q
38	**MCLT = Maui Coastal Land Trust internship**												

MCC Co-op Education
2005-2006
Demographics

	PROGRAM	# ENROLLED	PLACED	SELF	CO-OP	COMP	Inc	NC/W	F-1	NHVEA	COUNTY	USGS	MACC	NREM	BUSN AC
1															
2	ACC 193v	2	2	1	1	2									
3															
4	AG 193V	2	2	2		2									
5															
6	AJ 290 *	2	2		2	2	1				1				
7															
8	BCIS 193v*	4	4	3	1	4									
9															
10	BUS 193v	11	11	7	4	11					1		2		
11															
12	CASE 193v	18	18	8	10	24		1	2	2	5	2	1	2	
13															
14	CASE 293v	3	3		3	3			1						
15															
16	CVE 93v	12	12	2	10	12									10
17															
18	ETRO 193v *	6	5	1	4	4		2			2				
19															
20	FT 93v														
21															
22	HOPE 93v */HOST 19:	20	19	13	6	19		2	9						
23															
24	HOST 193v*	3	3	3		3									
25															
26	ICS 193V	3	3		3	3									
27															
28	TOTAL Year to Date	93	91	43	48	88		5	12	2	9	2	3	2	10
29															
30	GOAL = 185														
31															
32	KEY:														
33	* = Internship required by program														
34	Program=major														
35	# enrolled = official registration at end of Summer 2006														
36	Placed=number placed. W=withdrew														
37	Self=student used pre-approved job														

	A	B	C	E	F	H	I	J	L	N	O	P	Q	R	S
38	Co-op=Coop assisted with placement of student														
39	COMP, Inc, NC = refer to grades														
40	F-1=international students														
41	NHVEA= Native Hawaiian program														
42	County = Stipend internships														
43	USGS = United States Geologic Survey internships														
44	MACC = Maui Arts and Cultural Center internship														
45	NREM = Natural Resource and Environmental Management														
46	BUSN AC = Business Technology Partnership with Alu Like and KSMaui														

MCC Co-op Education
2006-2007
Demographics

	PROGRAM	# ENROLLED	PLACED	SELF	CO-OP	COMP	INC	NC/W	F-1	ALU LI	COUNTY	HALE MA	DLNR	MCLT
2	ACC 193v	4	3		3	3		1	1		3			
3														
4	AG 193v	1	1		1	1			1					
5														
6	AJ 290 *	3	3	2	1	3							1	
7														
8	AMT 93v	1	1	1		1								
9														
10	BUSN 193v*	11	10	5	5	9		2			2	2		
11														
12	BUSN ACADEMY	15	15	2	13	14		1			13			
13														
14	BUS 193v	4	3	1	2	3		1		1				
15														
16	CASE 193v	20	19	8	11	18		2	2		4			1
17														
18	CVE 93v	1	1	1		1								
19														
20	ETRO 193v *	7	7	1	6	6		1			2			
21														
22	HOST 193v*	6	5	5		2		4	1					
23														
24	HOST 293v*	8	8	6	2	7		1	2					
25														
26	ICS 193V	2	2		2	2					2			
27														
28	MAIN 93v	1	0					1						
29														
30	TOTAL Year to Date	84	78	32	46	70		14	7	1	26	2	1	1
31	GOAL = 185													
32														
33	KEY:													
34	* = Internship required by program													
35	Program=major													
36	# enrolled = official registration at end of Summer 2007													
37	Placed=number placed. W=withdrew													

	A	B	C	E	F	H	I	J	L	N	O	P	Q	R
38	**Self=student used pre-approved job**													
39	**Co-op=Coop assisted with placement of student**													
40	**COMP, Inc, NC = refer to grades**													
41	**F-1=international students**													
42	**County = Stipend internships**													
43	**DLNR = Department of Land and Natural Resources**													
44	**MCLT=Maui Coastal Land Trust**													

APPENDIX B
COOPERATIVE EDUCATION ENROLLMENTS
2004-2007
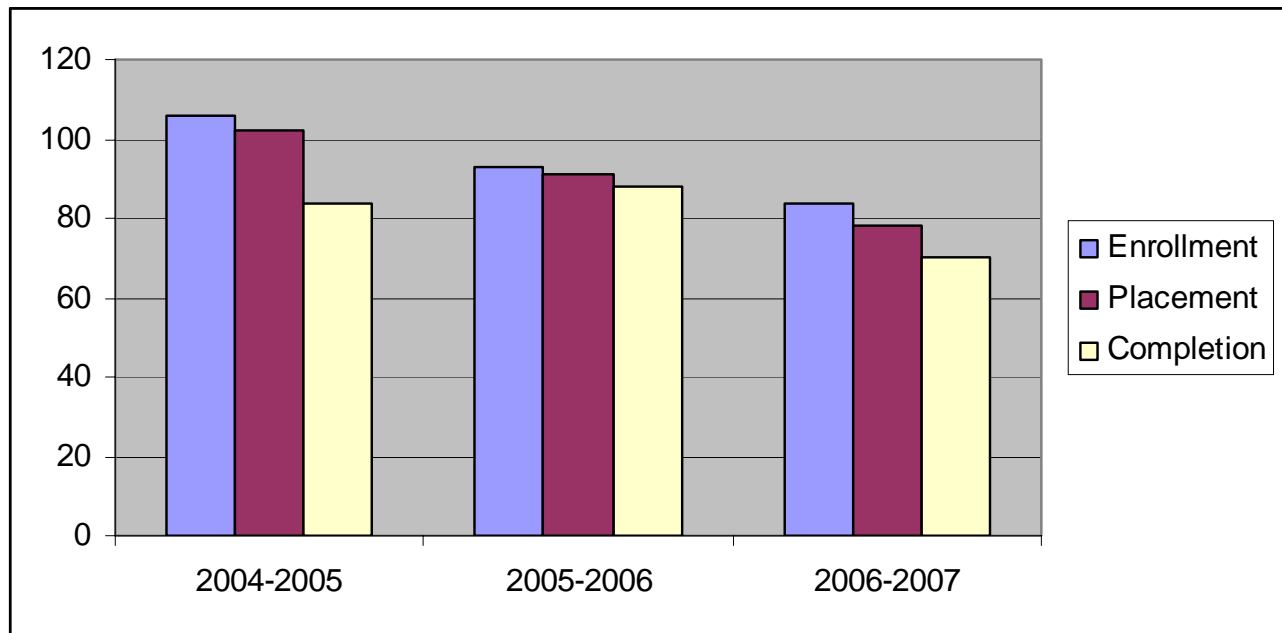
COOPERATIVE EDUCATION ENROLLMENTS
2004-2007

APPENDIX C
DATA REPORT SUMMARY
Career and Employment Resource Center (CERC)
FY July 1, 2005 to June 30, 2006

Major/ Status	Actual # of visits	Co-op Internship	Job Search	Resume Prep	Letter Writing Assistance	Interview Skills Prep	OTHER	Total Service Units	No. of Students Placed	Presentations/Workshops Class/No. of Students	
ABIT	7	1	5				1	7		Sept. '05	43
ABRP								0		Oct. '05	42
ACC	37	3	35	3			7	48	4	Nov. '05	96
AG								0		Feb. '06	53
AJ	3	1	3	1				5	2	Mar. '06	62
AMT	1		1					1	1	Apr. '06	16
BTEC	42	6	23	5	3	1	9	47	3	May '06	31
BUSC	10	2	8				1	11			
CARP								0		Job Fair (Oct. '05)	96
DRAF								0	2	Job Fair (Apr. '06)	104
ECET	13	2	11	1	2			16	6		
ENRG	2	1	2					3			
FSER	9		4	3			3	10			
FT	1		1					1			
HOST	36	8	17	5	1		8	39	6		
HSER	8	1	7				2	10			
LBRT	114	13	98	13		1	15	140	15		
MAIN								0	1		
MKT								0			
NURS	22		21	4	1		1	27			
UNCL	10		8				2	10			
WELD								0			
MCC Grad	13	1	12	1			1	15	1		
Former MCC	3		3	2				5			
UH SYS Grad	3		3					3	1		
OTHER	25	4	19	2		1	3	29	1		
TOTAL	359	43	281	40	7	3	53	427	43		543

N.B. Total number of students served (visits + workshops + presentations/advising + event) is **902**.

*"Other" column may include wardrobe assistance, info interview, job shadowing, mentorship, sece, etc.

APPENDIX C
DATA REPORT SUMMARY
Career and Employment Resource Center (CERC)
FY July 1, 2006 to June 30, 2007

Major/Status	Actual # of Visits	Job Search	Resume Assistance	Letter Writing Assistance	Interview Skills Prep	Other*	Co-op Internship	Total Service Units	No. of Students Placed	Presentations/Workshops Class/No. of Students	
ABIT	5	5	2	2	1		2	12		July 2006	0
ABRP										August 2006	151
ACC	42	29	6	1	5	6	9	56		September 2006	40
AG	15	5	9	3	2	5	3	27		October 2006	193
AJ	6	1				2	4	7		November 2006	25
AMT	17	7	15	10	13	2	1	48		December 2006	182
BTEC	57	37	6	2	6	11	27	89		January 2007	100
BUSC	33	17	6	4	2	14	7	50		February 2007	0
CARP	2	1				2		3		March 2007	2
DENTAL										April 2007	2
DRAF	12	2	1			3		6		May 2007	2
ECET	20	15	2	3	3	5	8	36		June 2007	19
ED											
ENRG										Job Fair (F06)	146
FSER	10	6	1			4	1	12		Job Fair (S07)	102
FT	1						1	1			
HOST	20	10	3		1	7	6	27			
HSER	16	9	3	1	1	5	2	21			
LBRT	168	132	23	12	14	39	35	255			
MAIN											
MCC Former											
MCC Grad											
NURS	28	24	8	1	3	9	6	51			
OTHER	72	37	13	6	9	38	14	117			
SUSTECH	1	1				1		2			
UH SYS Grad											
UNCL											
WELD											
TOTAL	**525**	**338**	**98**	**45**	**60**	**153**	**126**	**820**	**78**		964

Total number of students served (visits + workshops + presentations/advising + event) is: 1489

* "Other" column may include wardrobe assistance, info interview, job shadowing, mentorship, SECE, etc.

APPENDIX D
CAREER AND EMPLOYMENT RESOURCE CENTER DATA 2005-2007
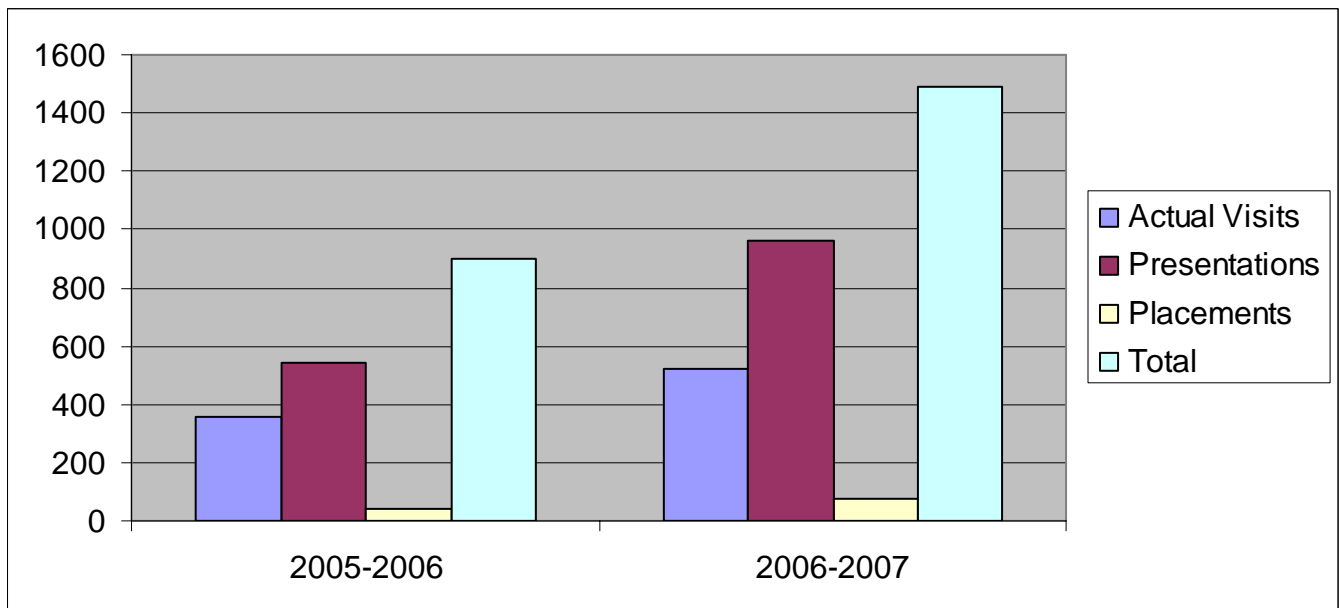
Actual Visits: In CERC

Presentations: Includes workshops, classroom presentations, advising, events
such as Job Fairs.

Placements: As reported by client, business or anecdotally.

COOPERATIVE EDUCATION
COMPLETERS
CREDENTIALING
2005-2007

	A	B	C	D	E
1	**GRADUATE**	**MAJOR**	**AWARD**	**DEGREE**	**YEAR**
2					
3	Acosta, Jonathan	AJ		Associate	2007
4	Agdeppa, Arthur	ECET	*	Associate	2007
5	Almarez, Aprilyn	HOST		Associate	2006
6	Aoyagi, Junichi	ACC		Associate	2006
7	Arcangel, Ashley	BUSN		Associate	2007
8	Badua, Wendy	HOST	*	Associate	2006
9	Barker, Mindy	AG		Associate	2006
10	Bell-Cockett, Palika	LART	*	Associate	2007
11	Bond, Loida	HOST		Associate	2005
12	Boteilho, Shawnte	AJ	*	Associate	2005
13	Buenafe, Lealiza	BUSN		Certificate	2005
14	Cabading, Mylene	HOST		Associate	2006
15	Cabello, Sunny	ABIT	*	Bachelors	2007
16	Caraang, Monette	HOST		Certificate	2007
17	Castillo, Ryan	HOST		Associate	2006
18	Castillo, Sonia	ACC		Associate	2007
19	Cordero, Tiana	BUSN		Associate	2006
20	Corpuz, Conrad	ECET		Certificate	2007
21	Corpuz, Mary Ann	BUSN	*	Associate	2007
22	Costa, Charity	HOST		Associate	2006
23	Curamen, Joe	ECET	*	Associate	2005
24	Dang, David	HOST		Associate	2007
25	Daniels, Leon	LART		Associate	2006
26	DelaCruz, Novalyn	HOST		Associate	2005
27	Delos Santos, Lesley	BUSN	*	Associate	2005
28	Demello, Jamie	AJ	*	Associate	2005
29	Devlin, Diana	AJ		Associate	2006
30	Diab, Arife	HOST		Certificate	2005
31	Dizon, Toni	AG		Associate	2007
32	Domingo, Erwin	HOST		Associate	2007
33	Dominno, Delmar	ECET		Associate	2005

	A	B	C	D	E
34	Elies, Mark	ECET		Associate	2005
35	Ellis, Donovan	HOST		Associate	2006
36	Foster, John	AJ	*	Associate	2007
37	Franco, Charity	BUSN		Associate	2007
38	Franco, Kerry	BUSN	*	Associate	2006
39	Franco, Shelley	HOST		Certificate	2007
40	Galano, Gloria	ACC		Associate	2007
41	Ganotisi, Remelyn	BUSN		Associate	2006
42	Garcia, Ana	ACC	*	Associate	2006
43	Garcia, Garrick	ABIT		Associate	2005
44	Garcia, Krissy	ABIT		Bachelors	2007
45	Garcia, Ryan	ABIT		Bachelors	2007
46	Garcia-Takaki, Gavin	HOST		Associate	2006
47	Guelguel, Hazel	BUSCAR	*	Associate	2005
48	Gundran, Liza	BUSN		Associate	2007
49	Hara, John	ACC		Associate	2005
50	Hirai, Sayaka	HOST		Associate	2006
51	Igama, Ayaka	HOST		Certificate	2006
52	Ige, Tracee	HOST		Associate	2006
53	Ikeda, Sayaka	HOST		Associate	2006
54	Irei, Chihiro	LART		Associate	2006
55	Kaneshiro, Jamie	LART		Associate	2007
56	Kenneg, Daniel	LART		Associate	2006
57	Kinores, Jeffrey	AJ		Associate	2007
58	Kinoshita, Sara	BUSN		Certificate	2006
59	Kishita, Yuumi	ACC		Associate	2005
60	Kobayashi, Natsuko	ACC		Associate	2005
61	Koga, Lorin	BUSN		Associate	2005
62	Konishi, Nao	HOST		Certificate	2006
63	Lambertson, Nicole	LART	*	Associate	2006
64	Laurel, Kathleen	HOST		Associate	2005
65	Lee, Reese	AJ	*	Associate	2007
66	Lizada, Romel	HOST		Associate	2007

	A	B	C	D	E
67	Lynch, Jamie	HOST		Associate	2007
68	Magarin, Ronald	ECET		Certificate	2007
69	Mallo, Stefany	HOST		Certificate	2006
70	Manuel, Heizel	BUSCAR		Associate	2006
71	Masusako, Keahi	AJ		Associate	2007
72	McLean, Laura	BUSN		Associate	2007
73	Medeiros, David	ECET		Certificate	2007
74	Midgley, Will	AG	*	Associate	2006
75	Mitchell, Tera	BUSN		Certificate	2007
76	Naeole, Kahea	BUSCAR	*	Associate	2007
77	Nakagawa, Melissa	HOST		Associate	2007
78	Neal, Lauren	HOST		Certificate	2005
79	Omura, Ayako	HOST		Associate	2007
80	Pahukoa, Leonani	ACC		Bachrlors	2007
81	Papaya, Marvi-Jean	HOST	*	Certificate	2006
82	Park, Young-Seo	BUSN		Associate	2006
83	Parra, Prisi	BUSN		Associate	2005
84	Pasalo, Melanie	BUSN		Associate	2007
85	Pascual, Monalissa	HOST		Certificate	2007
86	Penner, James	HOST		Associate	2006
87	Queja, Irene	BUSN		Associate	2007
88	Rames, Linda	BUSN		Associate	2005
89	Ramos, Felson	ECET	*	Associate	2007
90	Ramos, Leilani	BUSN		Associate	2005
91	Ramos, Tasha	LART		Bachelors	2007
92	Rapanot, Jozann	HSER		Associate	2007
93	Raquinio, Janalyn	BUSN		Associate	2006
94	Rasmussen, Prescilla	HOST	*	Associate	2007
95	Rhody, Meghan	HOST		Associate	2005
96	Riglos, Melynda	ACC		Associate	2005
97	Rivera, Tezrah	ACC		Associate	2006
98	Salacup, Cheryl	HOST		Associate	2005
99	Sato, Kristen	HOST		Associate	2005

COOPERATIVE EDUCATION
COMPLETERS
CREDENTIALING
2005-2007

	A	B	C	D	E
100	Schwarzmier, Dylan	ECET		Associate	2007
101	Sensano, Victoria	ECET	*	Associate	2006
102	Sialana, Lisa	HOST		Associate	2005
103	Smith, Jacquie	BUSN	*	Associate	2007
104	Sol, Caroline	HOST		Associate	2006
105	Stancil, Laurine	ACC		Associate	2006
106	Suzuki, Yasunari	HOST		Certificate	2006
107	Taasin, Marnelli	ACC	*	Associate	2007
108	Tajima, Yukiko	BUSN		Certificate	2007
109	Takashi, Hiroaki	AG		Associate	2007
110	Thomas, Brad	ECET	*	Associate	2006
111	Tiu, Aaron	ECET		Certificate	2006
112	Tumacder, Simplicio	HOST			
113	Valevale, Meleane	ACC		Associate	2007
114	Vehikite, Doris	HOST	*	Certificate	2005
115	Yamada, Mari	HOST		Certificate	2005
116	Yamashita, Tamami	LART	*	Associate	2006
117	Yanos, Vanessa	BUSN		Associate	2006
118	Yanos, Verma	BUSN		Associate	2006
119	Yarbough, Katherine	AJ		Associate	2005
120	Yarlott, Jackie	ACC		Associate	2005
121	Yoshioka, Lehua	BUSN		Certificate	2006

QUARTERLY ALLOTMENT NARRATIVE REPORT
FY: July 1, 2005 to June 30, 2006
PROJECT YEAR: September 1, 2005 to August 31, 2006
QUARTERLY REPORT PERIOD: JUNE 1, 2006 to AUGUST 31, 2006 QUARTER 4 / FINAL

ORGANIZATION: University of Hawaii, Maui Community College   GRANT # G2056

Program Name: Maui Community College Cooperative Education Program

__ September to November   ___December to February   ___ March to May   **X June to August**
_____

I. **Board:** NA

II. **Program Goals and Objectives:**

   1.   State each goal and under each goal, state the objectives/action steps scheduled for completion during the quarter.

Note—the project year is September 1, 2005 to August 31, 2006

GOAL 1:   At least 25 students will successfully participate in internship experiences related to their academic majors / career interests within the setting of the County of Maui or selected not-for-profit organizations in the community.

Goal 1 /   At least two of the placements per academic year will be designated for
Obj. 1.0:   selected not-for-profit organizations and/or Special Early Admission students.

Goal 1 /   A minimum of 25 students (unduplicated headcount) will enroll in the program
Obj. 1.1:   in the academic year (Fall 2005, Spring 2006, Summer 2006).

GOAL 2:   Special population students (including students in the College's outreach communities) will acquire practical field experiences related to their academic majors / career interests.

Goal 2 /   At least 25% of the students in the annual County Co-op program will meet the
Obj. 2.0:   special population criteria.

Goal 2 /   At least two students from outreach sites will be enrolled (note: depends on whether or not
Obj. 2.1:   overall Co-op enrollments at outreach sites warrant the College's approval for instructor's outreach travel. Travel costs are borne by the College).

GOAL 3:   Appropriate instruction, monitoring, and support services to facilitate students' successful completion of Co-op will be provided by Co-op faculty and staff.

QUARTERLY ALLOTMENT NARRATIVE REPORT
Maui Community College Cooperative Education Program
Quarter 4 / Final (June 1, 2006 – August 31, 2006)

Goal 3 / A 90% completion rate (i.e., earning academic credits and grade of
Obj. 3.0: "C" or better) among County Co-op students will be achieved.

Goal 3 / All participating County and community field supervisors will be
Obj. 3.1: oriented by Co-op faculty.

Goal 3 / Co-op faculty will conduct monthly on-site visits to ensure satisfactory
Obj. 3.2: performance by students.

Goal 3 / Co-op faculty will conduct monthly on-site visits with County field supervisors to
Obj. 3.3: measure progress and to consult on areas needing attention or intervention.

Goal 3 / Co-op faculty will conduct monthly visits with not-for-profit community agency
Obj. 3.4: field supervisors to measure progress and to consult on areas needing attention or
  intervention.

Goal 3 / Co-op faculty will conduct monthly visits with DOE or community agency representatives
Obj. 3.5 to report on Early Admission students' progress and to consult on areas needing attention.

GOAL 4: A comprehensive study of past participation by interns and field sites to assess
  program value and effectiveness will be conducted.

**2.   Describe the level/degree of completion of each objective/action step. Include
    measurable/quantifiable information.**

Goal/Objective 1.0-1.1:
By the end of Quarter 4 which included the summer session, thirteen (13) student interns had been
selected and were in progress. Their internships were in the following departments: Maui Police
Department, MIS, CID, and Plans and Training sections (4); Public Works Department, Engineering and
Environmental Management sections (2); Civil Defense (2); MCC Cooperative Education office (to
support the County program primarily in the design of the database which will be used to track the history
of the County-MCC partnership) as well as a summer partnership with the high schools.

Goal/Objective 2.0/2.0-2.1:
Of the thirteen (13) students in the program during the 4th quarter, eleven (11) met the special population
criteria. No outreach sites were developed this year.

QUARTERLY ALLOTMENT NARRATIVE REPORT
Maui Community College Cooperative Education Program
Quarter 4 / Final (June 1, 2006 – August 31, 2006)

Goal/Objective 3.0/3.0-3.3:
The course completion will be determined after the October 30, 2006 deadline for students to clear Incomplete grades. As of this date, ten of the thirteen students have fulfilled their academic requirements and have earned and been awarded the appropriate credits.

The Co-op coordinator and summer instructor completed visits and/or conducted discussions with field supervisors for each of the student interns.

Goal/Objective 4.0:
The format for the database has been established. We anticipate the development of the database and the historical data it will provide to be the major thrust of the grant for the 2006-2007 academic year.

3.   If objectives were not accomplished/completed as planned, explain reason and impact on overall program. Also explain how you plan to adjust and/or make up for non-completion during the report quarter.

With the challenges of recruiting students for the County-Co-op program, we did not meet the 25 unduplicated student headcount for the year.   However, the thirteen (13) enrolled interns were engaged in the program, performed well and met expectations. Some of their achievements related to environmental issues such as the Pump and Dump program while others provided actual labor in setting up computers for the MPD or equipment for Civil Defense. It should be noted that at least five (5) other students went through several steps of the internship process and would have enrolled. Circumstances, including available scheduling, other required courses, and personal choices, prevented their participation. As always, they were offered the option of joining the County internship program at a later date.

4. Please feel free to share any other significant information about work done on your program goals and objectives during report quarter.

Through a community partnership with Alu Like Inc, and the Kamehameha Schools Career Education and Lifelong Learning Extension Education Division, the County Co-op program offered high school students an opportunity to earn Early Admit MCC credits. Campus partners in this effort included Halau A`o and Ku`ina Project for at-risk students. Using an academy format, more than fifty students enrolled in Culinary Arts, Automotive Technology, and Business Technology summer programs. From the three academies, four students registered in Co-op too (two from the public schools and two from the Kamehameha School-Maui Campus). They performed a combination of internship tasks and service learning activities. The outcome of this partnership is that a number of the high school students in the different summer academies have matriculated into MCC. For many of them, the early connection helped bridge the known and the unknown.

QUARTERLY ALLOTMENT NARRATIVE REPORT
Maui Community College Cooperative Education Program
Quarter 4 / Final (June 1, 2006 – August 31, 2006)

III. <u>Personnel/Staffing:</u>

1. Did any staffing changes occur during each quarter and if so, why? What impact did it have on the delivery of program services? If any vacancies occurred, has/when will it be filled?
No staffing changes occurred. The primary Co-op Education instructional providers continued to be Wallette Pellegrino and Cyrilla Pascual who coordinated the Business Technology summer academy.

2. Explain any other significant personnel/staffing matters and how it impacts on the overall agency operations and/or delivery of program services.
None

IV. <u>Overall Program/Agency Status:</u>

1. Explain any other significant matters and/or challenges that occurred during the quarter. How did it impact on the overall agency operations and/or delivery of program services? How was it addressed and/or resolved?
NA

2. Please feel free to share any other significant information/accomplishments/events impacting the agency and/or program.
NA

Submitted by WGP
October 16, 2006

APPENDIX G

I.   <u>PROGRAM/SERVICE DESCRIPTION</u>

A.   <u>Abstract</u>:
1. Provide a comprehensive overview of the proposed program including your mission statement. This section should include the key elements of the project, including problem/need, solutions, anticipated outcomes, and the anticipated total cost.

This unique partnership between the County of Maui and the Maui Community College Cooperative Education program will continue to provide grant funding for student to intern in field sites within the County of Maui and related sites. Interns are recruited, placed, and monitored by designated Co-op faculty who also serve as program liaisons to participating field supervisors. Students are selected and receive stipends through the University of Hawaii. The student positions are short-term internships and do not supplant regular County employees and / or positions.

The Cooperative Education model is an integral component of the College's mission statement [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] as well as the College's Strategic Plan section that is geared to meeting the workforce development needs of the community [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].

Employers rate previous work experience as a highly desirable qualification in addition to academic credentials. Internships are the portals to successful career development for many MCC graduates who, in turn, will become the next generation of productive and involved citizens.

We are requesting funding in the amount of $50,000 for the 2007-2008 project year to fulfill the following goals:
1. Internship experiences related to students' academic majors and / or career interests will enhance their employability.
2. Overall operations of County departments and selected not-for-profits will be enhanced through temporary project-based support services performed by students with applicable skill sets and competencies.
3. Interns will participate in government as it functions on a day-to-day basis and will explore possibilities for careers in public service, and also understand the role of not-for-profits in the community.

4. An instructional component which monitors, validates and evaluates the field experience will be offered to interns to enhance the field experience.

B. **Problem/Need:** (10 Points)
Note—the project year is September 1, 2007 to August 31, 2008.

1. What is the problem/need the proposed program is designed to meet, and what is the impact of this problem on the community?

The primary purpose continues to focus on Co-op as a strategy for students with specific skill sets to apply those competencies in actual work environments through a variety of project-based activities. The expansion of providing internships in the not-for-profit sector of the community as well as internships for select Special Admission students from local high schools will have effects in the wider community. Employers and labor market trends underscore the increasing need for students to be prepared to competently enter the job market. Co-op is a proven strategy.

The Cooperative Education program has been an integral part of the College's career and technical curriculum since the 1970's. With leadership from George Sano and Alvin Tagomori, the traditional Co-op model has been adapted to meet Maui's needs. Co-op (and its related counterparts – internships, practicum, externships, field experiences, etc.) is integrated into various academic majors ranging from Hospitality and Tourism to Business Technology, Culinary Arts, Electronic and Computer Engineering Technology, and Human Services. Studies confirm that students who successfully complete a field experience are more likely to finish a certificate or degree because they see the connection between their studies and their career plans. One of the goals of this year's grant is to validate that assumption through the collection and analysis of data.

Similar internships ranging from the hospitality industry to the emerging technology community have also been established. In addition to the County Co-op program, other community partners, such as the Maui Arts and Cultural Center, Native Nursery LLC, Maui Net, and the Maui Coastal Land Trust, all contribute to workforce development efforts in different ways and levels. The Co-op office plays a central role as the clearinghouse and liaison between the business community and the College and its programs.

The College awarded its first baccalaureate degree (Applied Business and Information Technology) in Spring 2007. As the ABIT program grows, the County of Maui offers an environment for career development in hard-to-fill areas such as Planning, and Co-op provides the educational infrastructure for the experience.

2. Who is the target population and what are their specific needs?

Co-op gives students the opportunity to acquire and apply the necessary skill sets and experiences that enhance their marketability upon completion of their educational objectives at MCC. Additionally, through classroom instruction and discussions, and mentoring and coaching

by the field supervisors, Co-op students learn and develop basic employability skills and attitudes (i.e., work ethics, human relations, problem solving). Employers report that those are equally important as technical job skills and knowledge. Co-op enables students to refine both their technical skills and knowledge as well as the affective personal skills and qualities.

Further, Co-op provides a formal structure in which to connect the academic component with a service component and rewards the student with documented academic credits and, in this case, a stipend. Students' goals may be directed towards the human services field or culture and history. In addition, not-for-profit organizations have asked the Co-op program about how they might collaborate to provide internship experiences for students in specific fields. Not-for-profits rely on a strong volunteer base, however, students may not have the luxury of committing to high numbers of volunteer hours in order to provide these needed services. Thus, the County Co-op program supports community capacity building.

More importantly, our students value education and must also find the means to finance that education. Many of them are the first generation in their family to attend college or also have family responsibilities themselves. Annual tuition increases force students to be resourceful. Through an internship, the student is performing a service for the organization. As a result, the investment in the intern has a concrete return to the organization. When one considers the educational value of an internship along with the economics of earning while learning, Co-op is a viable and effective option.

While the primary target population will remain MCC and University of Hawaii Center-Maui students, this grant will also provide internship opportunities for select Early Admission high school students. The rationale behind adding this component is to offer a cadre of secondary students a bridge into post-secondary education through work-based learning experiences. This requires collaboration with DOE program staff, counselors and teachers as well as other community programs for County youth to identify eligible participants and to ensure that requirements are met.

3. Are you meeting any new needs than in previous applications?
Although the Early Admit component was introduced several years ago, it was strengthened in summer 2007 with the enrollment of more than 10 students. That helped us to also meet our goal of 25 students for the 2006-2007 academic year. The students came from the Business Technology Academy, developed as a partnership between Alu Like, Project Ku`ina, Halau A`o, Kamehameha Extension Education Division, and the MCC Business Technology program. A number of them were considered at-risk including several who were GED bound. Last year, the

summer 2006 enrollees were part of an experiment to see if such a program were viable. This year the program validated itself and we expect to continue and expand it next year.

C. **Program Level** **Outcomes and Outputs:** (15 Points)

1. Clearly state the program outcomes and outputs. Show a clear correlation between the outcomes and outputs and the needs as expressed in Section B. Problem/Need.

Note—the project year is September 1, 2007 to August 31, 2008.

GOAL 1:   Approximately 25 students will successfully participate in internship experiences related to their academic majors / career interests within the setting of the County of Maui or selected not-for-profit organizations in the community.

Goal 1 /   At least two of the placements per academic year will be designated for
Obj. 1.0:   selected not-for-profit organizations and/or Special Early Admission students.

Goal 1 /   Approximately 25 students (unduplicated headcount) will enroll in the program in
Obj. 1.1:   the academic year (Fall, Spring, and Summer). The actual headcount will depend on the number of credits students register for and the amounts of the stipends awarded to them (those elements may vary by students' choices, by programs or other requirements).

GOAL 2:   Special population students (including students in the College's outreach or remote communities) will gain practical field experiences related to their academic majors / career interests.

Goal 2 /   At least 25% of the students in the annual County Co-op program will meet the
Obj. 2.0:   special population criteria.

Goal 2 /   At least two students from outreach or remote sites will be enrolled (note:depends
Obj. 2.1:   on whether overall Co-op enrollments at outreach sites warrant the College's approval for instructor's outreach travel).

GOAL 3:   Appropriate instruction, monitoring, and support services to facilitate students' successful completion of Co-op will be provided by Co-op faculty and staff.

Goal 3 /   A 90% completion rate (i.e., earning academic credits and grade of
Obj. 3.0:   "C" or better) among County Co-op students will be achieved.

4

Goal 3 /   All participating County and community field supervisors will be
Obj. 3.1:   oriented by Co-op faculty.

Goal 3 /   Co-op faculty will conduct on-site visits to ensure satisfactory
Obj. 3.2:   performance by students.

Goal 3 /   Co-op faculty will conduct on-site visits with County field supervisors to
Obj. 3.3:   measure progress and to consult on areas needing attention or intervention.

Goal 3 /   Co-op faculty will conduct visits with not-for-profit community agency
Obj. 3.4:   field supervisors to measure progress and to consult on areas needing attention or intervention.

Goal 3 /   Co-op faculty will conduct visits with DOE or community partner or sponsor
Obj. 3.5   representatives to report on Early Admission students' progress and to consult on areas needing attention or intervention.

GOAL 4:   Program data of past participation by interns and field sites to assess program value and effectiveness will continue to be collected and analyzed.

The goal is for all participants to demonstrate satisfactory and measurable progress in their project-based activities. Furthermore, the tangible measure of progress will be visible in the credits and grades that the interns earn, based on performance evaluations from the field supervisor and course instructor.

For Goals 1, 2, and 3, measurable client-centered outcomes will include:
- completion of the internship.
- performance evaluation by field supervisor at a satisfactory level or higher.
- awarding of the course credits registered for.
- earning a grade of C or better.
- identification and refinement of skill sets and competencies related to the intern's academic program.

For Goal 4, measurable program-centered outcomes will include:
- participants' credentialing at MCC (certificates, degrees earned) for MCC students. Or high school completion or progression (to next grade level; enrollment at MCC; employment) for other participants.
- participants' advanced credentialing (additional certificates, degrees earned)
- participants' employment history (current or most recent job[s]).

- participants' self-reported value of their County Co-op field experience relative to their education and current status.
- field supervisors' assessment of program's value to their departments and operations.

D.   Management: (15 Points)

1. Who are your key personnel that will be directly responsible for administering this program?

Program coordination and oversight will continue to be provided by Associate Professor, Wallette Garcia Pellegrino, and staff. Pellegrino has extensive experience working with the business community, Workforce Development, the Department of Education and not-for-profits.

The program is housed in the Business and Hospitality Department of the College. The interim department chair is Diane Meyer. The principal investigator of the County grant is Dr. Clyde M. Sakamoto, MCC Chancellor. See Attachment B, Organizational Chart.

E.   Service Delivery Plans: (35 Points)
1. Explain how you are going to execute this program as it relates to achieving your outcomes and outputs.

Faculty members conduct the instructional component of the program and provide assistance and support to the field supervisors on a regular basis including visits to the field sites to discuss students' progress and to observe the interns. They are directly involved in both the operational and programmatic components of Co-op and specifically, the County-MCC partnership.

The County-MCC Co-op partnership is a significant part of the overall MCC Co-op program, usually accounting for at least 25% of the total number of Co-op students enrolled in the academic year. Additionally, it offers the broadest range of internship experiences from basic clerical positions to accounting, electronics and GIS positions.

MCC provides the infrastructure for the program including staff resources, office space, equipment, and other campus resources (e.g., utilities, telecommunications capability when needed). The proposed grant includes a basic funding level for student stipends, supplies, instructional material, and mileage applicable only to the County program.

2. Detail your program activities and time line.

Specific action steps for each goal and objective are as follows: **Note—the project year described here is September 1, 2007 to August 31, 2008.**

The internship program uses the following guidelines. Students may intern up to 20 hours per week during the semester. Interns will receive a stipend of $700-$800 (appropriate for the level

and type of internship) for each project period. Typically there is a maximum of three project periods per semester. However, additional project periods may be negotiated.

These are limited term internships, approved for one semester at a time with continuation available based upon satisfactory performance, successful completion of prior enrollment by the student, and mutual agreement between the student, supervisor, and Co-op Coordinator. Students may enroll at various times in the semester. Thus, the timeline illustrated below is a realistic one.

Proposed Timeline: (based on a two-semester and summer model) Note—the project year described here is September 1, 2007 to August 31, 2008).

July / November: Goals 1 and 2
1. solicit intern / training requests from County departments and not-for-profits.
2. refine design of the survey instrument (Fall semester).

August to September / December to January: Goals 1 and 2
1. recruitment of students (newsletters / flyers announcing available positions, orientation sessions).
2. application and initial eligibility screening of students.
3. eligible students interview with prospective field supervisors.
4. processing of selected interns.

Effective opening of Fall semester / opening of Spring semester: Goals 3 and 4
1. interns begin internships upon completion of selection process.
2. interns begin Co-op classroom instruction (students attend weekly seminar).
3. instructor provides orientation to participating field supervisors and related support staff.
4. update database of past County Co-op participants and field supervisors (Fall semester).

September to end of Fall Semester / January to end of Spring Semester: Goals 3 and 4
1. instructor conducts regular field visits to monitor interns' progress and consult with supervisors.
2. instructor provides classroom instruction for students during weekly seminar.
3. Special Early Admission students enroll in IS 105C. Upon successful completion or concurrent enrollment, they may apply for summer Co-op internships.
4. revise survey instrument and logistical details for administering it (Fall semester).
5. update database of past County Co-op participants and field supervisors (Fall semester).
6. disseminate survey to participants from 2006-2007 and current academic years (Spring semester).

Mid-semester: Goals 3 and 4
1. field supervisors complete progress evaluation of interns' performance.
2. continue preliminary analysis of survey results (Spring semester).

End of semester Fall/Spring: Goals 3 and 4
1. field supervisors complete interns' final performance evaluations.
2. instructor conducts exit interviews with field supervisors.
3. interns complete required field experience documentation and Career Portfolio.
4. instructor conducts exit interviews with interns.
5. grade reports submitted to Student Services.
6. compile and analyze results of survey (end of Spring semester).
7. report results of survey (Summer 2008).

3. Describe your collaboration plans and partners.
Cooperative Education is a collaborative strategy between the College, the community, and the student, with all parties benefiting from the partnership. This strategy is growing in value and numbers as various community agencies, organizations, and businesses become involved in adapting it to different populations.

On campus, Co-op interfaces closely with many resources that assist single parents, adult re-entry students, the physically challenged, and underrepresented ethnic groups. The needs of these special population groups are addressed in the goals and objectives of the grant--to achieve at least 25% representation of special population students in the annual enrollment.

Other types of partnerships include Project Ku`ina and Halau A`o, programs which service at-risk students in high school Special Motivation and Alternative Learning classes. Co-op is responsible for various program components, including career shadowing, mentoring, internships (as appropriate), job placement, monitoring, and instruction of the students in pre-employment readiness. Both are conduits for potential County Co-op participants as was demonstrated again in Summer 2007 with a multi-agency partnership including the above and Kamehameha Schools Extension Education Division, Alu Like, and the MCC Business Technology program.

Co-op also works closely with the Native Hawaiian Vocational Education Act program (Carl Perkins Vocational Education funds), Po`okela which combines instructional and internship components.  Po`okela students are eligible to participate in the County of Maui Co-op program.

Finally, Co-op and the Maui Hotel and Lodging Association have expanded their partnership. MHLA supports the Academies of Hospitality and Tourism at Lahainaluna, Maui, and Baldwin high schools. We offer the IS 105C Orientation to Employment course for their students and the AOHT Board reimburses the college tuition for students who successfully complete the class.

All of the partnerships described above represent a model that is structured, has fiscal and programmatic support from the College, has established effective community-based

links, and is designed to address and meet workforce and economic development needs. The same initiatives will continue to be applied to the County Co-op partnership.

4. Describe your experience in the service delivery area and explain your potential for success.
As stated in B Problem/Need, the Cooperative Education program has been an integral part of the College's career and technical education curriculum for more than thirty years. It is formulated to meet Maui's needs. Co-op is an acknowledged and valued part of instruction in academic majors. Studies show that students who successfully complete a field experience are more likely to finish a certificate or degree because they see the connection between their studies and their career plans. Every campus of the UH system has a form of Co-op in its curriculum, with MCC having the most formally structured and centralized program.

F.   Evaluation: (15 Points)

1. Describe how you will evaluate the program to ensure that outcomes and outputs are met and that the desired level of services will be provided.
Program evaluation will include quantitative data on each of the stated goals and action steps in Item E (e.g., grades and number of credits earned). The field performance of students will be evaluated by their supervisors twice each semester according to standard performance criteria established by the Co-op program. The standard evaluation instrument has been customized to reflect the County program. It includes a rating scale on the student's performance and also the completion of project(s) and learning/performance objectives. The latter includes a standard learning objective whereby the intern demonstrates knowledge of the organizational structure of the County of Maui and his/her specific department. Other required Co-op forms reflect the unique format of the County-MCC partnership.

The interns' completion of the instructional component will be evaluated by the program instructor based on students' participation in the seminars, the oral presentation, and the Career Portfolio.

2. Describe how the services you are providing are of high quality.
The long program history is a testament to the quality of the services. We have addressed several challenges including the change in format from student employment to stipend-based internships, the annual increases in UH system tuition, and the low unemployment rate in Maui County. Students view the County program as having the quality they require. In addition,

feedback from the field supervisors through the internship evaluation process continues to validate the program outcomes. Finally, it should be noted that two 2007 graduates who interned at the County received recognition at the 2007 commencement ceremonies: Marnelli Taasin, Outstanding Accounting graduate, who interned at the Finance Department, and Felson Ramos,

Outstanding Electronic and Computer Engineering Technology graduate, who interned in the Civil Defense office.

3. Describe your evaluation methods and tools.
Qualitative data will reflect the effectiveness of the program as evaluated by interns and field supervisors at the completion of the semester through an exit interview with the Co-op instructor. A follow-up questionnaire for both the interns and field supervisors solicits feedback from those participants. The purpose is to provide input for program and service improvement.

In addition to the above, the plan for this year includes a continuing review and assessment of the program. Outcomes beyond the completion of the basic field experiences will be considered. For example, significant outcomes for students may include the credentialing rate (students who completed a certificate or degree after the field experience) as well as students' perceived value of the field experience in relation to their career choices, employment, and community involvement. This data has proved more difficult to compile than expected which accounts for the need to continue pursuing this goal (Goal 4).

For the Early Admit students, data will include continuation in or completion of high school, progress in finding employment or enrollment at MCC.

Responsibility for the compilation of the qualitative and quantitative data resides with the program instructors with input and cooperation from the field supervisors and student interns.

G. Program Logic Matrix: (5 Points) See Attachment A.

Submitted by WGP
07/18/07

APPENDIX H

Completion Report Form
for
Achieving Standards, Program Improvement, and Leadership
Strategies and Projects
2006-2007

<u>One report should be completed for each strategy or project.</u>

A. Campus   Maui Community College

B. Strategy/Project Funding (check one)
     XX Achieving Standards Strategy
     ☐ Program Improvement Project
     ☐ Leadership Project

Submitted September 22, 2007 by Wallette G. Pellegrino

C. Strategy/Project Title and Description (short description, from approved proposal)

Career Development Model for CTE Students

The specific individual job placement services, already in existence, (e.g., resume and interview preparation; career assessment; direct job placement services) were restructured along a career development path with coordination from the 9-month G-funded faculty who performed Job Developer duties (an extension and refinement of what the previous Job Placement and Retention Coordinators did).   Other external funds (e.g., Rural Development Program [RDP]) were sought and approved to support the relocation of the Career and Employment Resource Center (CERC aka Job Placement) and to upgrade its computer capabilities.

The Perkins-funded IT specialist (APT) supported the career development component coordinated by the Job Developer. The IT specialist has made significant inroads setting up the data collection and analysis strategies as well as report generation; setting up and maintaining the career development lab; implementing use of web-based career development instruments (Career Access and Career Kokua); and developing and/or enhancing web-based recruiting tools such as the Co-op and Job Placement website. The Perkins-funded Peer Advisor (Student Assistant) staffs the Center part-time and provides basic in-take services. Because both positions were not filled until the end of the Fall 2005 semester, the effectiveness measures that were proposed for 2005-2006 have not had sufficient time to be evaluated. Thus, it is essential that the positions be funded for another year to see the longitudinal effects of these resources especially as they operate as an integrated unit with the Job Developer utilizing the upgraded CERC facility.

D. Activities Planned/Completed (Extract from proposal)

Activities Planned (abbreviated)	Completed?
Refinement of data collection strategy.	Completed. Maintenance is on-going. See narrative.
Regular staffing of CERC by Job Developer, IT Specialist, Student Assistant.	On-going. See narrative.
Upgrade of website for access, user interface, and data collection.	Completed. Maintenance is on-going

If some activities in the plan were not completed, the campus should provide a brief explanation of why (e.g., after x recruitments a qualified counselor could not be found, delays in hiring, delays in purchasing, major personnel changes on campus, etc.)

EXPLANATION:
1. Refinement of Data Collection Strategy
    a. Personnel—the APT IT Specialist
    - Designed and developed the new Co-op and Job Placement website which includes interactive functions and on-line student and job fair registration.
    - Developed Oracle databases to track significant student information and requested CERC services.
    - Designed and developed Oracle web database applications for Case Management and Co-op student on-line forms.

    b. Infrastructure
    - The CERC remained the central location for the provision of services.
    - Staffing was provided as comprehensively as possible.

    c. Outcomes
    - Traffic in the CERC was consistent but no major increases were observed. (see Appendix A)
    - Requests from the business community increased because of the continued low unemployment rate. This was reflected in the number of businesses that requested space at the Fall and Spring job fairs and whom we were unable to accommodate because of space limitations. To mitigate this, more mini job fairs were arranged.
    - More than 13,000 website hits were generated, twice as many as in the previous year. 128 email global inquiries came from the Contact Us feature, more than three times the previous year. This demonstrates the accessibility of our services.
    - Hard data on actual job placements continues to be a challenge although we saw an increase in reported placements due to the diligence of the Job Developer in following-up with students and employers. Anecdotal information (including self-reporting by students and follow-up phone calls to employers) will continue to be a major source of that data.

2. Regular staffing of CERC
   a. Personnel
   - Significant challenges occurred. The casual APT IT Specialist and a peer counselor (Student Assistant) continued. However, the APT did not work for several months because of childbirth. The Student Assistant was hired full-time by a technology company and that position remained vacant for several months too.
   - G-funded Clerk-Typist position was not filled despite two lists of eligibles.
   - The most significant challenge though was the G-funded Job Developer returning to her regular instructional position. A full-time lecturer was hired.
   - The lecturer became the single and consistent point of contact for the business community.

   b. Outcomes
   - Daily student CERC traffic information continued to be recorded as long as staff was present to direct the users. With the reduction in staff time, we observed a noticeable drop in sign-ins. (See Appendix A)
   - The number of service units requested doubled. In order to accommodate those kinds of requests across the campus, the Job Developer contacted CTE program coordinators and provided just-in-time classroom presentations and workshops to cover the topics requested in the service units. This was a more efficient way of reaching students given our reduced staffing pattern. (See Appendix A)

3. Upgrade of website for access, user interface, and data collection.
   a. Infrastructure
   - Discussion and attempts to consolidate the CERC on-line registration, CDP, and on-line case management form into a one-step on-line process occurred.
   - The development of a range of databases (including students, service units, employers, job postings) was the priority for data collection and reporting purposes.
   - The redesign of the website into a more user-friendly and comprehensive access tool was discussed and implemented.
   - The student and employer (user) interface was worked on for more than four months.

   b. Outcomes
   - The consolidation of the three on-line formats did not materialize as we realized that when students visited the CERC, it was in most instances for a limited period of time and to request them to complete the detailed case management form was unrealistic, time-consuming, and frustrating.
   - The upgraded website is more transparent in its functions for the respective audiences and services. The drop-down menus make navigating the various components easier.
   - The web-based job fair company registration form increased the efficiency of tracking participants (from 30 participants in Fall 2006 to more than 40 participants in Spring 2007).
   - Fillable forms have reduced the time between an employer's request to post a job to the actual submission by the business, thus keeping the job order index

current.
- Replacing the manual process of data gathering and tracking with automated processes increased efficiency.
- The primary value of the Oracle databases was for reporting purposes. Secondary values included the identification of which services are requested and offered most often and the identification of students who want extra help (depending on the number of sign-ins and correlation with services requested).
- The database did not necessarily identify where services are needed. So the Job Developer had to delineate the priorities.
- The Job Developer assessed the usefulness of the database format as follows:
  - serves as central storage for information.
  - supports the easy retrieval of data from the centralized Oracle database server and its subsequent conversion into Excel documents for reports.
  - increases ready access to student info for follow-up.
  -streamlines redundant processes (sign-in, registration).
  - increases efficient use of staff time!
- The Job Developer assessed the usefulness of the information in the databases as follows:
  - enhances capability of creating reports with charts and graphs for a more visual analysis of key components such as placements, access to and usage of services.

E. Performance Indicators Addressed, Effectiveness Measures, and Expected Outcomes (Be sure to include all "effectiveness measures" that were identified in the approved proposal)

Performance Indicators, Effectiveness Measures, Expected Outcomes	Results
1. At least 75% of Career and Technical concentrators enrolled in programs requiring Co-op will complete a written career development plan. (2P1)	Specific data is not available except anecdotally or generally through student participation in workshops and classroom presentations. The process has to be modified
2. At least 80% of enrolled Co-op students will complete/update a written career development plan including an occupational assessment. (2P1 and 3P1)	More than 90% of enrolled Co-op students completed the CDP and an occupational assessment. The greater value was in the latter because the information was used in class discussions, included in the students' career portfolios (capstone Co-op assignment) and also provided a basis for further career development services in the CERC.
3. At least 75% of students enrolled in non-traditional programs will receive career development services. (4P1 and 4P2).	This was achieved through the contacts established by the Job Developer. Concrete data based on specific programs and gender is not available. Anecdotal data is available.

If the results were less than expected or something other than expected, the campus should provide a brief statement as to why the results did not match the anticipated

outcomes (e.g., the faculty member who was intended to lead the project was reassigned to x, a key piece of equipment or software is no longer available, not enough students opted to utilize the service/program, etc.)

EXPLANATION:
1. At least 75% of Career and Technical concentrators enrolled in programs requiring Co-op will complete a written career development plan (2P1).

Outcomes
- The basic infrastructure was set up in 2006 via the Career Development Plan form. Its implementation was not consistent because it was cumbersome to ask students to complete it or to locate their old CDP for updating. Students coming into the CERC usually have very limited time and want to get straight to the job search process.
- In addition, after studying the CDPs that came in via the CERC, staff determined that more than half of the visitors were liberal arts students. This led us to several conclusions. First, that liberal arts students are in equal if not greater need of career development services. Second, that CTE students were more apt to have had career development information integrated in their major coursework so they may not need the same kind of service that liberal arts students do. Thus, CTE students see more direct relationships and applications of their skill sets in an occupation or career path.
- More CDPs were collected when we asked students to complete the plan as part of a classroom presentation or workshop since that was part of the program. This was especially true when the workshops were specifically for CTE programs.
- The process for collecting the plans will be modified. That will also help staff to identify where specific kinds of services are needed as students identify what their career plans are.

2. At least 80% of enrolled Co-op students will complete/update a written career development plan including an occupational assessment. (2P1).

Outcomes
- 91% of the enrolled Co-op students from Fall, Spring and Summer completed a plan.
- 87% of the above completed an occupational assessment, either on-line or in class, utilizing Career Access or Career Kokua as the instruments.
- The career assessment results were used in several ways. First, students reflected on how the results could be interpreted. Next, they were able to see how the results interfaced with their intended career paths. Finally, the information was included in their career portfolios for future reference as a complement to their field experience documentation.

3. At least 75% of students enrolled in non-traditional programs will receive career development services (4P1 and 4P2)

Outcomes
- General information is available about workshops offered to programs such as Administration of Justice, Automotive Technology, Hospitality and Tourism, Business Technology, Agriculture, Applied Business and Information Technology. AJ, AMT, BUSN, and AG are programs targeted for non-traditional emphasis.

The Job Developer was responsible for this.

- Core services included retention strategies that emphasized the value of non-traditional career choices and encouragement towards completion of a degree as a means to attain high wage, high demand career goals.
- Specific data about services to underrepresented genders in programs was not collected consistently.

F. Impact (qualitative and quantitative)

General:
- The Program Coordinator assumes responsibility for the lack of hard data in Section E – 1 and 3.
- The on-line tracking system recorded more than 500 client contacts in 2006-2007 through CERC visits, workshops, events, and activities. Although this is a decrease compared to the 900 in 2005-2006, there has been an increase in repeat use of the CERC by students. This indicates that students are viewing the services as more of a career development process, than a simple single-use job placement service.
- Tracking system for job placement was further refined and increased with 89 placements recorded. Addressing this challenge is a continuous need.
- Overall, the feedback from the in-class presentations by the Job Developer was positive. This demonstrates that a better strategy is to work with students in groups more regularly than only an individual users of the CERC resources.

Projections:
- Every effort will be made to continue all standard services and operations of the Cooperative Education and Job Placement Office despite the changes in staffing. Those changes include: termination of the casual APT IT Specialist position because Perkins funding ended; change in lecturer who performed the Job Developer functions.
- The program coordinator requested assurance that a full-time lecturer be hired for the Job Developer position in 2007-2008.
- The CERC Student Assistant will be a key component in staffing the CERC. This is the only position funded by Perkins IV for 2007-2008.
- The Job Developer will establish a plan for offering in-class presentations or workshops about career development components (including non-traditional careers; high wage-high demand occupations) on a regular basis as a complement to individual student visits to the CERC. This will be a more efficient use of time.
- The Cooperative Education and Job Placement Coordinator and staff will prepare a plan to meet the continued career development needs of CTE students in the 2007-2008 academic year as identified in the campus Perkins plan.

G.   Expenditure Report   (Suggestion: use original budget spreadsheet and add a column to show actual expenses and total). Be sure to highlight or notate changes from original budget plan.

Strategy 3: **Career Development Model for CTE Students**		
	Amount Budgeted	Amount Expended
A. Personnel	$56863.35	$ 30655.39
(Itemization optional)		
B. Other Current Expenses	$12000.00	$ 1115.71
(Itemization optional)		
C. Equipment	$ 00.00	$ 00.00
(Itemization optional)		
TOTAL	$58063.35	$31771.10

APPENDIX A

GENERAL CAREER AND EMPLOYMENT RESOURCE CENTER DATA 2006-2007

	2006-2007
Actual CERC headcount	525
Service units requested including workshops, events, activities	820
Placements recorded	89
Website Hits / Contact Us Inquiries	13368 / 128
Class Presentations / Workshops	16 offered by Job Developer
Degree Recipients in Non-Traditional Programs (based on Co-op enrollment and/or services rendered)	Females: 1 in Agriculture.

APPENDIX I
CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 2006

Perkins IV Intervention Strategy Worksheet
(revised February 2007)
Strategy # _____
Fiscal Year 2007-2008

College: Maui Community College

(Descriptive) Strategy Title: Career Development Model

Amount Requested: $12125.

Identified problem area, and reason for selection: (Typically 1-2 sentences)
Accountability Core Indicators of Performance--2P1 (Industry Certificate Attainment). 3P1 (Student Retention). 4P1 (Student Placement)

In order for the Cooperative Education and Job Placement program to be able to continue providing the current range of services via the Career and Employment Resource Center (CERC), it is necessary to have adequate staffing to meet student, employer and campus needs. Staffing for AY 2007-2008 will be impacted by the loss of the 1.0 APT IT Specialist (Perkins-funded) and the semester-to-semester hiring of the Co-op/Job Placement lecturer.

Brief Strategy Description: (Typically no more than one paragraph)
The Student Assistant (Career Center Aide) will provide up to 20 hours of staffing service in the CERC during the semester and up to 40 hours during breaks. The Aide will be the first point of contact for students, employers and others. In daily operations of the CERC, s/he will be able, after initial information is collected, to determine which services are appropriate, to which professional staff member the person should be referred, or whether s/he is able to guide the user through a core set of services.

Career development services will include but are not limited to: (age and grade appropriate; program specific)
- personal assessment (including on-line models)
- work-based learning (internships, Co-op)
- job search interventions
- informational interview
- mentoring
- career shadowing
- workshops
- academies
- Early Admission

Those services will be designed collaboratively by CTE program staff and counselors, Cooperative Education and Job Placement Career Specialist and staff, and community partners. Many of the services are currently operational; others may need to be developed.

The end users may include CTE students and graduates (secondary and postsecondary), with an emphasis on AMT and FSER users. Each participant will have a career development plan, modeled after the ed management plan currently used at MCC.

Strategy Themes (check at least one)	
X	Creating and supporting learning communities and other similar strategies that integrate instruction, counseling, academic support, and work experience. (addressing Perkins Act, Section 135 (b) Required Uses #s 1, 3, 4, and 5)
	Developing articulated Programs of Study with a technology component. Articulation may involve other post-secondary campuses, secondary institutions, or business and industry. (addressing Perkins Act, Section 135 (b) Required Uses #s 2, 4, and 7)
	Developing and implementing a program review model that ensures consistency of data elements and data definitions across the system. (addressing Perkins Act, Section 135 (b) Required Use # 6)
X	Supporting initiatives that provide better data on special populations and ensuring follow-up with the identified students to provide them the career counseling (especially in high skill, high wage, and/or high demand fields) and other support services they need. (addressing Perkins Act, Section 135 (b) Required Uses #s 6 and 9)

Effectiveness Measures: (Indicate the numerical outcomes projected from the implementation of the strategy. Where appropriate, indicate the effectiveness measures that will be reported after year one.)

- By the end of Year 1:

At least 75% of MCC Automotive Technology and Culinary Arts students will complete a written career development plan and will receive a core level of CERC services.

At least 50% of other CERC users will complete a written career development plan and will receive a core level of CERC services.

Rationale: (If this strategy is a continuation of a current strategy, indicate rationale for continuance. Include supporting data i.e. effectiveness measures. **Strategies will not be considered for continued funding unless supporting data and rationale demonstrate impact effectiveness.**)

The Co-op/Job Placement Model, implemented in 2005-2006 and continued in 2006-2007, has been refined and is meeting the needs of job placement on campus. Data from the 2005-2006 program review reflects the success of the new model. Additionally, current data from the 2006-2007 academic year shows that we have exceeded our goals already. (See Appendix A).

Without the physical presence of staff in the CERC, the momentum generated in the past two years will be diminished. Users now expect staff to be available on a regular basis. Further, users expect staff to be well versed in on-line assessment strategies, current job market information, and other career development strategies. Therefore, the Career Center Aide is more than a clerical aide. S/he should have strong communication skills; experience in database management; knowledge of campus and community employment resources; knowledge of CTE programs; and proficiency in related computer technology. The Aide will have to be available not only during instructional periods but also during breaks. Thus, we are requesting that the CCA be classified at the A-4 Student Assistant level.

Budget Summary   (Insert or delete rows as needed.)

Description		Budget				
		Total	Q1	Q2	Q3	Q4
A	**PERSONNEL** (Indicate fringe* percentage and cost as a separate line item)					
A-L						
A-1						
A-O	A-4 Student Assistant @ $10;80 per hour 20 hours per week during semester; 40 hours per week during breaks.	$12000.				
A-O	Student Assistant-Fringe Benefit – 1.08%	$125.				
	TOTAL PERSONNEL SERVICES	$12125.				
B	**OTHER CURRENT EXPENSES** (List by Object Symbol and Description)					
	Supplies					
	TOTAL OTHER CURRENT EXPENSES					
C	**EQUIPMENT** (Itemize)					
	Dedicated Server					
	TOTAL EQUIPMENT	.				
M	**MOTOR VEHICLES**					
	TOTAL OPERATING COSTS	$12125.				

April 11, 2007 WP

* 2006 Fringe Benefits Rates (updated 12/22/06)

Faculty	39.19%
Staff	36.94%
Casual Hire	2.53%
Student	1.08%
Overload	2.53%

QUARTERLY REPORT: January 1, 2007 to June 30, 2007

DATE OF SUBMITTAL: July 31, 2007

NAME OF PROJECT: Infrastructure Improvement for Job Placement and Cooperative Education Program – Career and Employment Resource Center (CERC)

AUTHORS: Wallette Pellegrino, Kimberley Newhouse, Mary Jane Salacup, Erlinda Arcangel, Cyrilla Pascual

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PROGRESS REPORT:

982S-1p –CC Infrastructure – Job and Co-Op Placement Support Project

C. Outcomes will be measured by the following criteria reported cumulatively:

Grant Goals	09/05	12/05	03/06	06/06	09/06	12/06	03/07	06/07	Total
Participants using Career and Employment Resource Center [1]					139	184	176	91	590
Participants receiving help with resumes and job applications [2]					202	209	283	129	823
Participants finding employment on Maui, and in their field of study [3]						20	13	47	80
Participants in Job Fairs [4]						154		177	331

[1] Includes the following services: Job Search, Co-op Internship Assistance, Resume & Letter Writing Assistance, Interview Skills Preparation, Completing Application Forms, Student Employment & Cooperative Education (SECE), and other.

[2] Includes total count of participants in Co-op/Job Placement workshops and outreach efforts.

[3]Includes primarily self-reported placements as well as placement in Co-op field experiences. Not inclusive of all placements occurring during the reporting period. Tracking will continue to be a challenge, however, we have included a survey instrument on our website to gather feedback and information regarding placement.

[4]Includes participants in Spring 2007 Job Fair. Besides MCC students and graduates, students from Lahainaluna High School and the Maui Job Corps were in attendance.

982S-1p –CC Infrastructure – Job and Co-Op Placement Support Project

D. Technical Assistance Needs - list any needs for the reporting quarter

1. Adjustable table (1), chairs (4) and external hard drive (1) have not been received.

982S-1p –CC Infrastructure – Job and Co-Op Placement Support Project

E. Optional - Other Comments: Best Practices, Success Stories, Awards, etc.

1. Overall usage of Career and Employment Resource Center (CERC) services has been consistent due to the efforts of the Job Developer and her support staff. Furthermore, the upgrading and maintenance of the website by the IT Specialist has made the program more visible and engaging as is evidenced by the increase in web-based inquiries about our services from businesses and individuals.

   Besides direct services to students in the CERC, the Job Developer held discussions with ABIT counselor, Crystal Alberto, which resulted in the possibility of offering career development as part of the Introduction to ABIT course; a preliminary workshop format had limited success. Further discussions are required.

   In addition, the relationship between the Academies of Hospitality and Tourism at Baldwin, Maui, and Lahainaluna high schools and our program will continue to grow through the IS 105C course. This forms a bridge by which local high school graduates transition almost seamlessly into MCC. They utilize the resources of the CERC as part of the IS 105C curriculum.

   Another successful partnership was the Business Technology Summer Academy lead by Cyrilla Pascual. Community and campus partners included Alu Like, Kamehameha Schools-Maui, Ku`ina Project, Halau A`o, County of Maui Co-op Education Partnership, and KSBE Extension Education Division. All of the fifteen participants were placed in jobs or internships and interfaced at some point with our office.

2. Spring 2007 Job Fair generated 38 employer- and 177 student-participants. A Job Fair Registration Form was designed to streamline the registration process for participating employers. More time was available for planning and offering the job fair on a larger scale. Total revenue generated from the Job Fair was $1260. This is part of a continued effort to secure funds to support and improve services.

3. A number of significant staffing changes have occurred that will have future implications and

effects on our services, both positive and negative. These include:

    a. Glenda Ramos, student assistant, was hired by the MHPCC for a full-time database position.
    b. Erlinda Arcangel, Business Technology major with strong technology skills, was hired as the student assistant to replace Ramos.
    c. Kimberley Newhouse, Lecturer/Job Developer, was hired by the Ho`okahua Project as the Student Programs Coordinator for the 2007-2008 academic year.
    d. Mary Jane Salacup, Perkins-funded IT Specialist, ended her employment on June 30, 2007 when the current Perkins grant ended.
    e. The Clerk-Typist II position remained vacant. Two attempts at hiring from the List of Eligibles were not fruitful.

The impact of the staffing changes may be mitigated by the selection of e-hires/lecturers with well-defined and relevant skills and experiences. Training will also help. Plans are being developed for a staff retreat once the hires are completed. The more important goal is to secure a permanent faculty or APT position for the job placement component of our services.

4. Tracking of placements has improved through a combination of anecdotal reporting, follow-up surveys, and phone inquiries.

5. The format for the Co-op Education and Job Placement status reports has changed based on a recommendation from the administration. Future status reports will present information in a condensed version with more visual properties.

6. The funding of the CERC infrastructure has provided students with better access to assistance and information in their career development process.

QUARTERLY REPORT: October 1, 2006 to December 31, 2006

DATE OF SUBMITTAL: February 9, 2007

NAME OF PROJECT: Infrastructure Improvement for Job Placement and Cooperative Education Program – Career and Employment Resource Center (CERC)

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PROGRESS REPORT:

982S-1p –CC Infrastructure – Job and Co-Op Placement Support Project

C. Outcomes will be measured by the following criteria reported cumulatively:

Grant Goals	09/05	12/05	03/06	06/06	09/06	12/06	03/07	06/07
Participants using Career Center Lab					139	184		
Participants receiving help with resumes and job applications					202	245		
Participants finding employment on Maui, and in their field of study						20		

[1] Includes the following services: Job Search, Co-op Internship Assistance, Resume & Letter Writing Assistance, Interview Skills Preparation, Completing Application Forms, Student Employment & Cooperative Education (SECE), and other.

[2] Includes total count of participants in Co-op/Job Placement workshops and outreach efforts.

[3] Includes self-reported placements. Not inclusive of all placements occurring during the reporting period. Tracking continues to be a challenge, however, we will begin utilizing a new survey instrument to gather feedback and information regarding placements.

982S-1p –CC Infrastructure – Job and Co-Op Placement Support Project

D. Technical Assistance Needs - list any needs for the reporting quarter

1. Adjustable table (1), chairs (4) and external hard drive (1) have not been received.

2. Plans are being made to upgrade CERC computers to MS Office 2007 when the software is available from Computing Services.

982S-1p –CC Infrastructure – Job and Co-Op Placement Support Project

E. Optional - Other Comments: Best Practices, Success Stories, Awards, etc.

1. Overall usage of Career and Employment Resource Center (CERC) services has increased, due to outreach efforts by the Job Developer who has visited a range of career and technical , ABIT, and liberal arts classes, and offered career development information.
2. Fall 2006 Job Fair generated 31 employer- and 154 student-participants.
3. Summer 2006 CfAO Akamai intern, Glenda Ramos, was hired as Co-op/Job Placement student assistant.
4. Lesley Delos Santos, UHWO BABA major and former student assistant and e-hire Co-op Education clerk-typist, was hired by the Maui Economic Development Board as a project assistant for Women In Technology.

5. Tracking of placements has improved through a combination of anecdotal reporting, follow-up surveys, and phone inquiries.

6. RDP will receive Co-op Education and Job Placement status reports on a regular basis (monthly or quarterly).

QUARTERLY REPORT: July 1, 2006 to September 30, 2006

DATE OF SUBMITTAL: October 10, 2006

NAME OF PROJECT: Infrastructure Improvement for Job Placement and Cooperative Education Program – Career and Employment Resource Center (CERC)

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PROGRESS REPORT:

- After submitting the quotes for the desired equipment and peripherals in early Fall 2005 to the RDP office, we finally took receipt of the purchases in mid-June and July 2006. See Attachment A for equipment received. Still outstanding are the chairs (4), adjustable table (1), and external hard drive (1).

- With the assistance of three student interns from the Business Technology Summer Academy, Jane Salacup was able to set up and route cables between new and old computers and printers at their designated locations: five in Ka Lama 110, one in Ka Lama 112 and two in Ka Lama 113. The Career & Employment Resource Center (CERC-Ka Lama 110) now houses 3 new IBM (with Windows XP), 2 older DELL (with Windows 2000) workstations and a shared HP printer. All are configured and connected to the Internet to provide Co-op and job placement services to the students, faculty, staff and community starting in August 2006.

- In addition to the equipment upgrades, staff increased the capability to track usage in the CERC more comprehensively and efficiently with the conversion of the database applications from MS Access and Excel to Oracle. The information provided by the improved tracking system helps to facilitate report generation to fulfill program goals and grant requirements.

- Charts A and B below show the number of student visits and service units for the months of August and September of 2005 and 2006. Service units are the type of assistance that the students received from the CERC. Assistance such as: job search, resume, letter writing, interview skills, Co-op internship, and other—for example inquiries about classes, register with sece (Student Employment & Cooperative Education), and online career development programs (Career Kokua, Career Access, and HireNet Hawaii).

As reported in our monthly data report, the month of August 2006 showed a 100% increase of student visits to the CERC. There were 40 students in 2005 and 81 in 2006. Service unit numbers have increased 175%. In August 2006, there were 118 service units compared to 43 in 2005. As for the month of September, there was a slight decrease in visits (-3%) in 2006; there were 57 visits in 2006 and 59 in 2005. Although there was a slight decrease in visits, the service units increased 25% in 2006.

- Since mid August 2006, Kimberley Newhouse has taken over the duties as the Job Developer. Cyrilla Pascual returned to full-time Business Technology faculty.

Chart A
Students Served - August 2005 & 2006

Chart B - Students Served - September 2005 & 2006
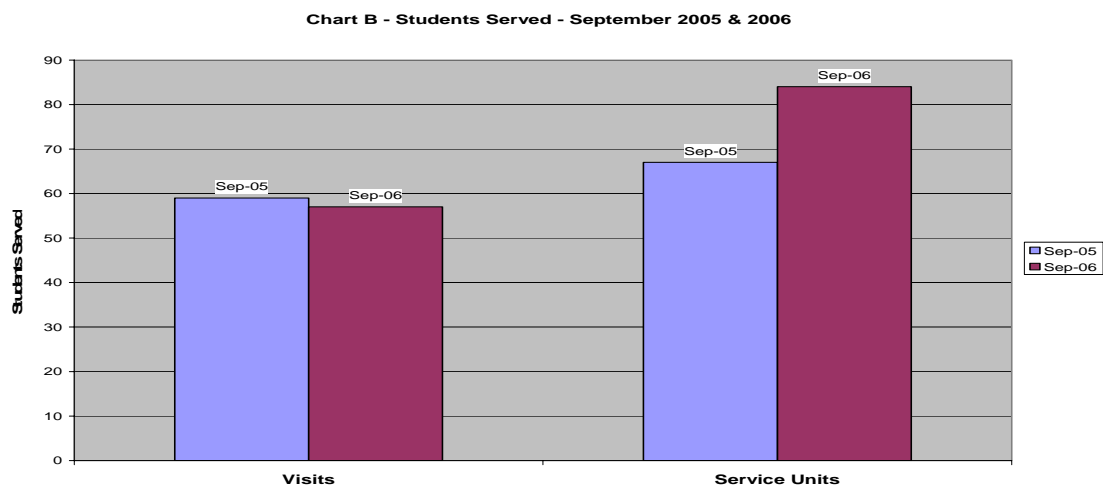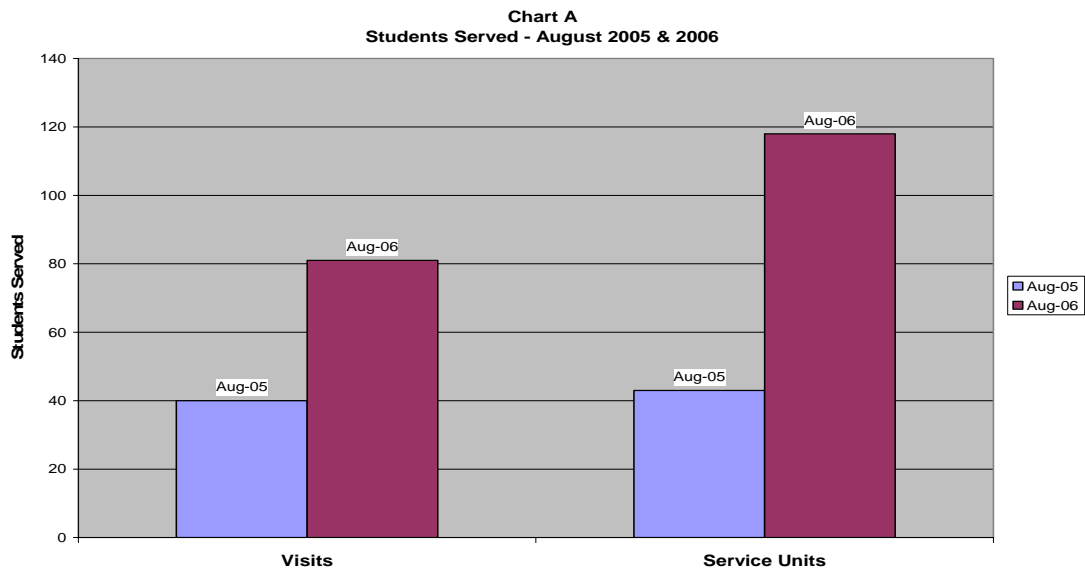
In conclusion, the data supports that having advanced computers with Intel dual-core processing technology and staff expertise available in the CERC have resulted in the increase of student flow and services. The staff is able to service more than one student at a time in the CERC. Feedback from students, faculty, and community partners also confirms the satisfaction with the facility and services provided by the Co-op and Job Placement staff.