University of Hawaiʻi Purpose First Pilot
July 19, 2018

Kaua'i Community College

Windward Community College

University of Hawai'i at Mānoa

University of Hawai'i-West O'ahu

Leeward Community College

Honolulu Community College

Kapi'olani Community College

UH Maui College

University of Hawai'i at Hilo

Hawai'i Community College
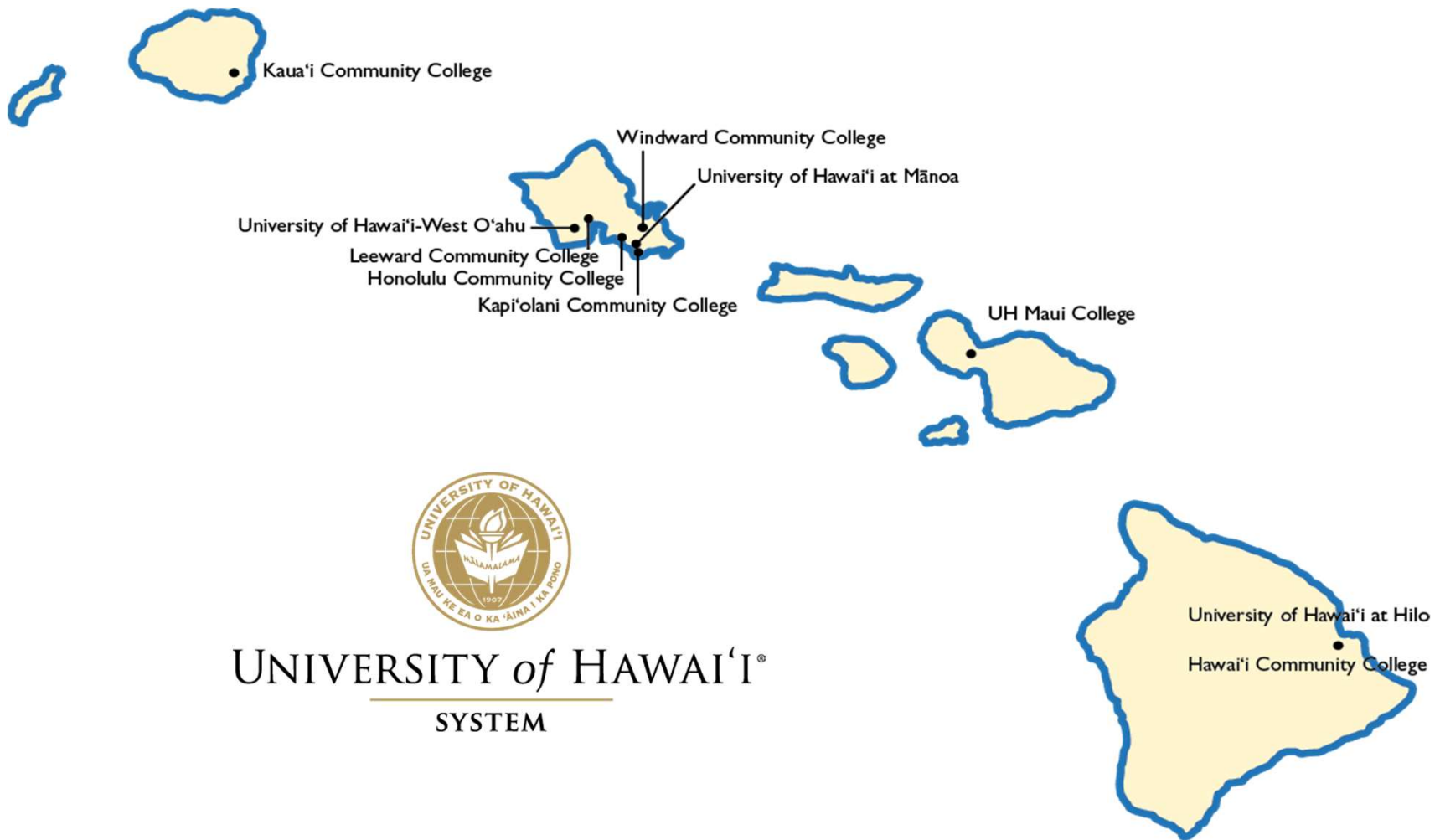
UNIVERSITY *of* HAWAI'I®

SYSTEM

University of Hawai'i System

- Sole public higher education system, founded in 1907
- 10 campuses
    - 1 research/doctoral university (Mānoa)
    - 2 regional comprehensive universities (Hilo and West O'ahu)
    - 7 community colleges on four islands (Hawai'i, Honolulu, Kapi'olani, Kaua'i, Leeward, Maui, Windward)
- Education centers throughout the islands
- Approximately 52,000 students systemwide
- No ethnic or racial majority
- All campuses designated as Native Hawaiian-serving

Purpose First Pilot

Pilot campuses:
- University of Hawaii at Mānoa
- Hawaiʻi Community College
- Honolulu Community College
- Kapiʻolani Community College
- Leeward Community College

Pilot project:
- Embed career assessment and labor market data into a Fall 2017 first-year course (UNIV 101, ENG 100, etc.)
- Introduce a quick career assessment and tools/resources in new student activities during the summer

Purpose First Pilot

Technology Tools
- Focus 2 Career (Mānoa and Kapiʻolani)
- Career Coach (Leeward)
- Career Kōkua (Hawaiʻi)
- Hawaiʻi Industry Sectors – regional workforce data

Estimated Pilot Population
- Mānoa – 450
- Hawaiʻi – 250
- Honolulu – 100
- Kapiʻolani – 280
- Leeward – 100

Purpose First Update

- Academic Advising conference held October 2017 for over 170 academic advisors and career counselors
- 7 campuses using Focus 2 Career, 1 using Career Coach
- Selection of exploratory program (meta-major) or major at time of application at UH Mānoa
- In process of revamping online admissions application
- Integrated Student Support Committee focused on Purpose First
- Continued collaboration with K-12 for 6-16 Comprehensive College and Career Guidance Program

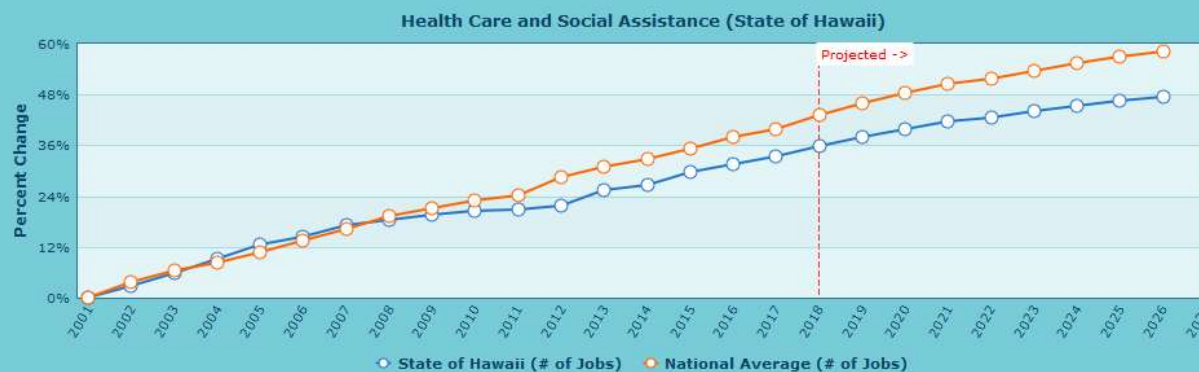# Hawaiʻi Industry Sectors Website

Hawai'i Industry Sectors Website

Health Care and Social Assistance

NAICS 62

North Amercian
Industry
Classification
System

The Health Care and Social Assistance sector comprises establishments providing health care and social assistance for individuals. The sector includes both health care and social assistance because it is sometimes difficult to distinguish between the boundaries of these two activities. The industries in this sector are arranged on a continuum starting with those establishments providing medical care exclusively, continuing with those providing health care and social assistance, and finally finishing with those providing only social assistance. The services provided by establishments in this sector are delivered by trained professionals. All industries in the sector share this commonality of process, namely, labor inputs of health practitioners or social workers with the requisite expertise. Many of the industries in the sector are defined based on the educational degree held by the practitioners included in the industry.

Historical and projected number of jobs in this sector

Health Care and Social Assistance (State of Hawaii)

Projected ->

Percent Change

○ State of Hawaii (# of Jobs)   ○ National Average (# of Jobs)

Hawai'i 70,009
Total Number of Jobs (2018)

Hawai'i is ABOVE the
National Average of jobs
in this sector

Nation 5,362
Total Number of Jobs (2018)

Tabular
Data

What does the Heath Care and Social Assistance sector's workforce look like?

HOSPITAL

PARAMEDICS
EMERGENCY MEDICAL SERVICES
DIAL 911

Hire Me

Hire Me

HIRE ME

Detailed Report

14-18
19-21
22-24
25-34
35-44
45-54
55-64
65+

Workforce Age Groups

Health Care and Social Assistance

25% 75%

Gender
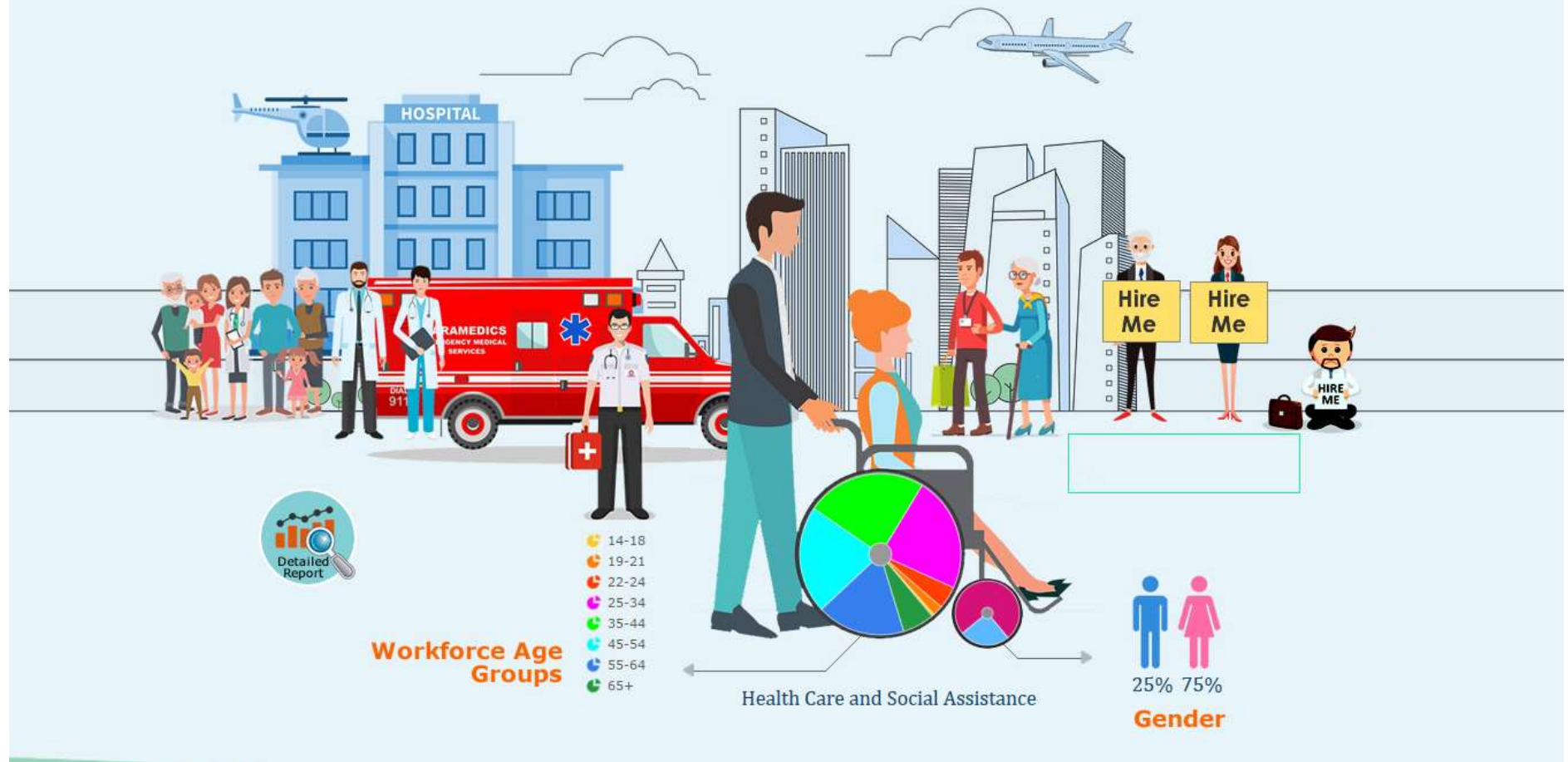
what level of education will I need to get hired?

National Summary (2018)

National

1%
23%
18%
7%
21%
5%
6%
19%

State Summary (2018)

State of Hawai'i

2%
23%
18%
7%
21%
4%
6%
19%
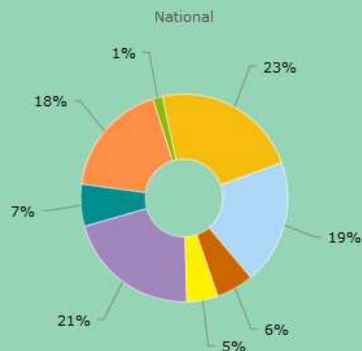
Jobs grouped by education requirements for entry level

State of Hawaii number of jobs (2018)

- No formal educational credential = 13,235
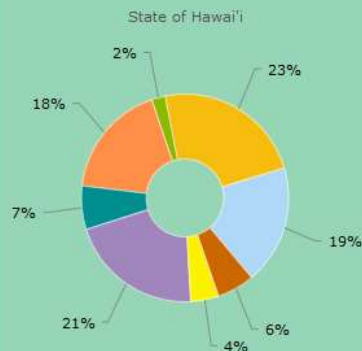- High school or equivalent = 16,688
- Some college, no degree = 1,538
- Postsecondary nondegree award = 12,760
- Associate's degree = 4,843
- Bachelor's degree = 14,962
- Master's degree = 3,113
- Doctoral or professional degree = 4,165

Entry Level Requirement for Employment

According to labor market data, 16,688 occupations within the Health Care and Social Assistance sector only require a high school education for entry level, 14,962 require a bachelor's degree (State of Hawaii).

Detailed Report

HUMAN RESOURCES

11

STAR Workforce Tab

Average Salary (Hawaii State -vs- National)

Entry Level	Average	Experienced
$71,032 (Hawaii State) / $66,914 (National)	$106,371 (Hawaii State) / $119,850 (National)	$155,875 (Hawaii State) / $259,360 (National)

Hawaii State   National

$106,371 (Hawaii State Average Salary)
is below the National Average $119,850

Skills In High Demand (Hawaii State)

Skill	# of Times Posted
Clinical Research	39
Clinical Trials	24
Data Management	19
Case Report Forms	17
Clinical Research Coordination	16
Data Collection	16
Good Clinical Practice	14
Corrective And Preventive Actions	11
Electronic Medical Record	11
Human Subject Research	11
Regulatory Compliance	11
Safety Monitoring	11
Cytology	10
Hand Hygiene	10
Histology	10
Infection Control	10

Educational Attainment

Level	Percent
No formal education	1%
High School or equivalent	1%
Some college, no degree	3%
Associate's degree	3%
Bachelor's degree	33%
Master's degree	35%
Doctoral or professional	24%

Educational attainment data for each occupation represent the highest level of education achieved by workers who are employed in this occupation (National).
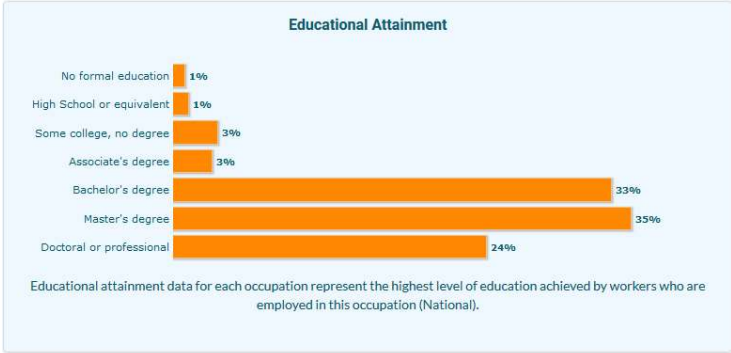
University of Hawaii Degrees and Certificates

Natural Science
Associate in Science
Bachelor of Arts

Astronomy
Bachelor of Science
Master of Science
Bachelor of Arts
Doctor of Philosophy

Biology
Bachelor of Science
Bachelor of Arts

Hawaii State - Job Market Trends
Click on the chart (below) to view employment data

Projected ->

Hawaii State (# of Jobs)   National Average (# of Jobs)

13
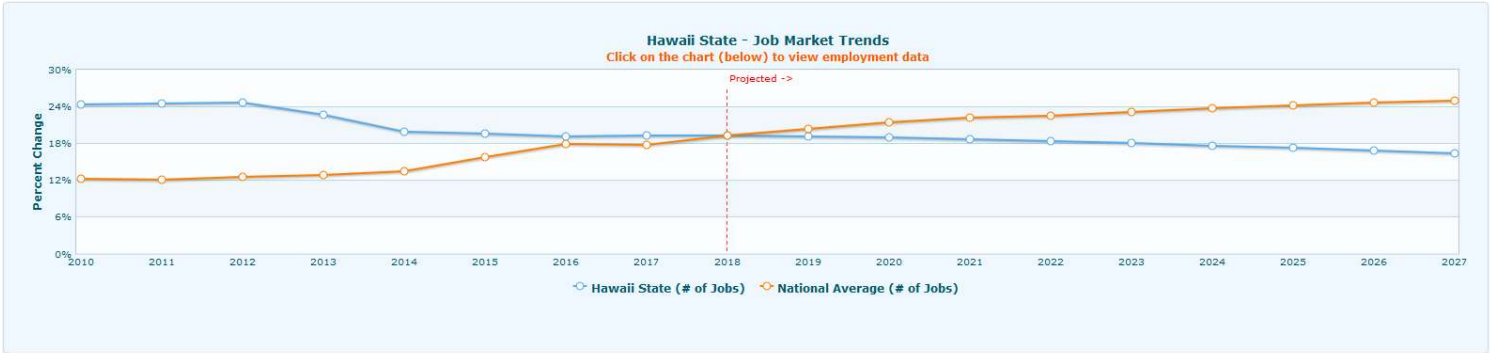
Kapiʻolani Community College Pilot

Kapiʻolani Community College

- On a 44-acre campus in Kapahulu, near Diamond Head or Leʻahi
- Enrollment: ~7990 undergraduates
- 75 degree and certificate programs in 23 subject areas
- Student-to-Faculty ratio: 18:1
- Average student age: 24 yrs.
- Gender:
  - Male: 44.6%
  - Female: 54.8%

Programs & Student Diversity

- Nationally Recognized Programs
  - Respiratory Therapy, EMT, Dental Assisting, Nursing, STEM, and Culinary
- Student Diversity
  - Hawaiian/Part-Hawaiian: 17%
  - Japanese: 15%
  - Caucasian: 11%
  - Filipino: 11%
  - Chinese: 9%
  - International: 700+ students annually

Before
Purpose First

Student Success Pathway

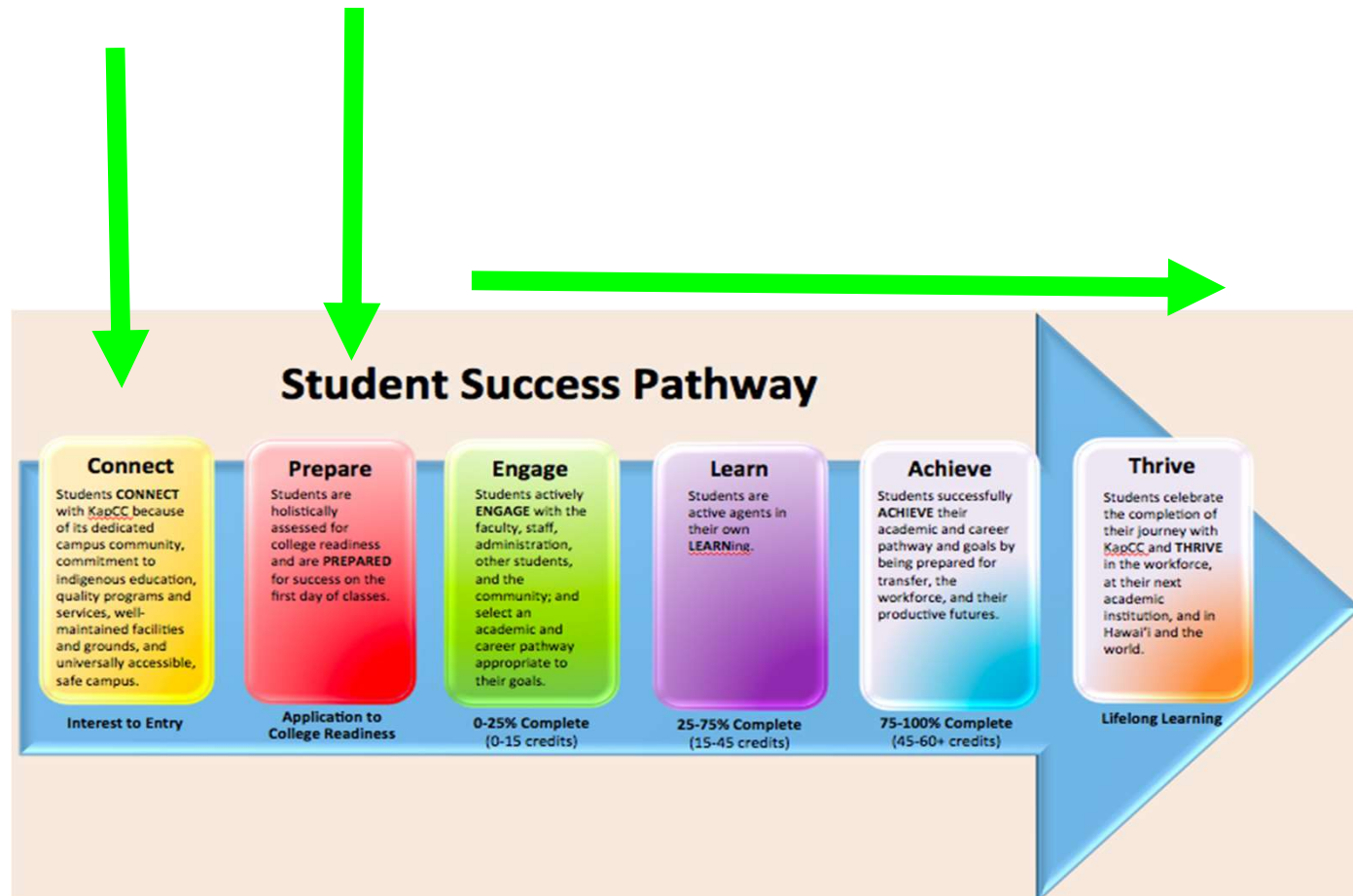| Connect	Prepare	Engage	Learn	Achieve	Thrive
Students **CONNECT** with KapCC because of its dedicated campus community, commitment to indigenous education, quality programs and services, well-maintained facilities and grounds, and universally accessible, safe campus.	Students are holistically assessed for college readiness and are **PREPARED** for success on the first day of classes.	Students actively **ENGAGE** with the faculty, staff, administration, other students, and the community; and select an academic and career pathway appropriate to their goals.	Students are active agents in their own **LEARN**ing.	Students successfully **ACHIEVE** their academic and career pathway and goals by being prepared for transfer, the workforce, and their productive futures.	Students celebrate the completion of their journey with KapCC and **THRIVE** in the workforce, at their next academic institution, and in Hawaiʻi and the world.
Interest to Entry	Application to College Readiness	0-25% Complete (0-15 credits)	25-75% Complete (15-45 credits)	75-100% Complete (45-60+ credits)	Lifelong Learning

Please note this is Kapiʻolani CC's student success pathway, a customized version of the UHCC Student Success Pathway

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So how did we
do this?

Fall 2017 Purpose First Pilot
Kapiʻolani Community College

- Our pilot involved students enrolled in the ENG 98/ ENG 100 co-requisite courses

- Total of 14 sections of ENG 98/ENG 100

- English faculty integrated career and major exploration into course writing assignments

- 14 counselors delivered career interventions in classrooms for 14 course sections

Accelerated Learning Program
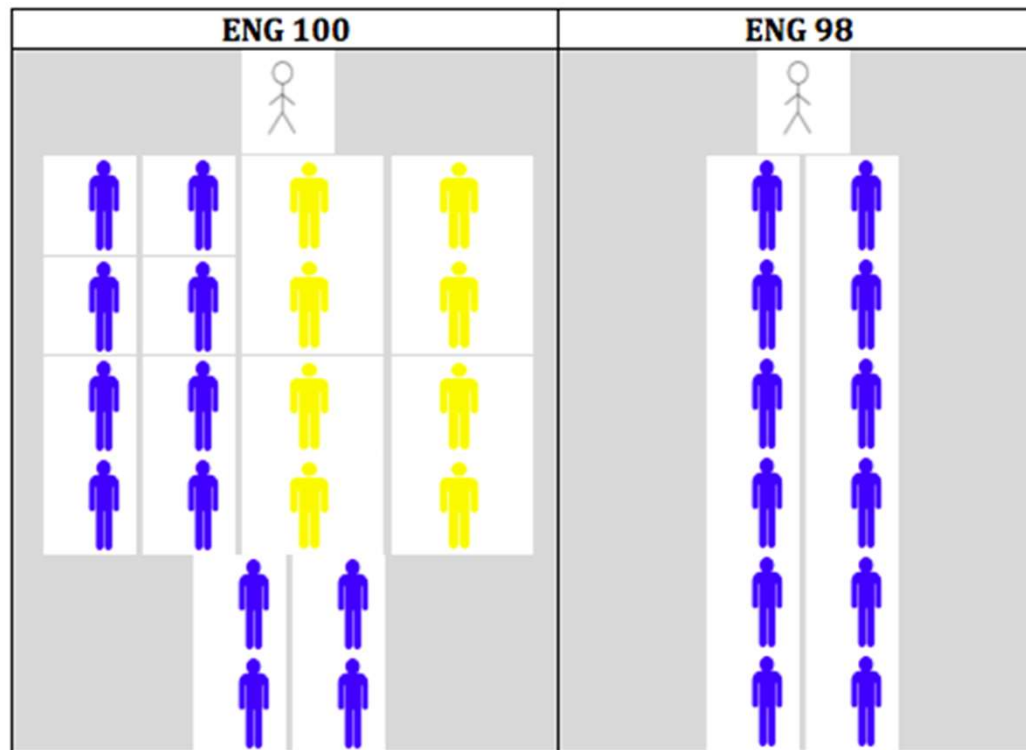
- Incorporated this CCBC model in 2011
- Same teacher for English as developmental course
- Smaller class size, more direct contact & time with students

Sharing Purpose First with English Faculty

- Fall 2017 newly designed one-level below English course: ENG 98

- Faculty designed the course to have an advising component

  - SLO: Identify and access relevant college resources that promote student success including mentoring, tutoring and advising.

- During planning retreat (May 2017) faculty agreed to use the same tools proposed in the Purpose First Plan

  - Met with counselors to plan and brainstorm about class visits

  - Focused on shared goals for teaching and counseling faculty

Course Planning and Level of Integration

Goal: Increase student awareness of major and career exploration

- Merged exploration with reflection and application

- English faculty scheduled Purpose First visits & other experiences

- Determined the level of integration, which varied across eight (8) English faculty
  - Ex: analytical essays, brief research projects, presentations in class, paragraphing, interviews.

Lessons Learned: Teachers Debrief

- "Overall, the number of visits was effective. Students got the most out of the final session when they were able to **ask questions and dig into their individual results**."
- "More time with the counselors throughout the semester to build connection and rapport previous to assn. Maybe combine this opportunity with having a "counselor for the class"--someone they come to know and now feel they can contact for whatever they need. I liked that there was **clear emphasis on not just what career the student wants, but how practical that is in terms of job market, skills, knowledge, and options.** That students needed to look at their skills, values, knowledge, etc. and apply it to the career interest."
- "More time with the counselors in class. **Greater integration of support services** for both ENG 98 & 100."

Lessons Learned: Teachers Debrief

- Timing! Not too early to cause anxiety but not too late to make it meaningful for academic planning
  - Weeks 3 - 10
- Develop a partnership with counselors
  - Devote time to discuss goals and level of integration
  - Partnering with program counselors and generalists useful
- English faculty struggled with class time
- Need for more conversations on financial & resource advising

Focus 2 Career

- A career and education planning system

- Piloted at our campus from 1997 - 1998

- Online version used at our campus since 2004

- $1,164 per year

Self Assessment

Discover majors and occupations that match your personal attributes

Work Interest Assessment	100%	**RESULTS** Review Start Over
Values Assessment	100%	**RESULTS** Review Start Over
Personality Assessment	0%	**START**
Skills Assessment	100%	**RESULTS** Review Start Over
Leisure Assessment	0%	**START**
Combine Assessments	3/5 Completed	

Assessment results identify occupations and majors at college matching personal attributes.

Classroom Visit 1

Counselors...

- Introduced career exploration and planning as a lifelong process
- Introduced Focus 2 Career
  - Complete 5 assessments in Focus 2 Career
    - Work Interests
    - Skills
    - Values
    - Personality Type
    - Leisure Activities
  - Save 3 - 5 occupations that match at least 2 personal attributes and that they would like to explore further

Classroom Visit 2

Counselors …

- Facilitated group interpretation of students' Focus 2 Career results

- Connected occupations to programs of study

- Emphasized the importance of being in the "right" major in STAR GPS and connecting with program counselor

- Introduced [Hawaii Industry Sectors](#) website and encouraged use of labor market data in decision-making process

Assessment of Counseling SLOs

Student will be able to:

SLO 1: Develop understanding of self to build and maintain a positive self-concept

SLO 2: Identify 3-4 areas of interest, strong skills, work values, and occupations to explore

	Interests	Skills	Values	Occupations
Advanced [4]	29.55% (26)	32.95% (29)	34.09% (30)	36.78% (32)
Competent [3]	18.18% (16)	54.55% (48)	56.82% (50)	28.74% (25)
Developing [2]	12.50% (11)	3.41% (3)	1.14% (1)	17.24% (15)
Emerging [1]	39.77% (35)	9.09% (8)	7.95% (7)	17.24% (15)
Total	88	88	88	87

*Note: One student did not list any occupations to explore but indicated that he/she has already decided on a goal

Assessment of Counseling SLOs

The benchmark was set at 70%.

- 87% of students were able to identify 3-4 skills
- 90% of students were able to identify 3-4 work values
- 65% were able to identify occupations to explore further

    While below the 70% benchmark, after further analysis, it was determined that this may have been attributed to students' lack of understanding of how to save occupations within Focus 2 Career.

- As for students identifying interests/occupations prior to Focus 2, the largest percentage of students were unable to identify occupations of interest

Assessment of Counseling SLOs

Select student responses to "What I learned about myself":

- "I approach projects and work with a sense of responsibility for getting the job done in a systematic way"
- "I don't want a job indoors"
- "I want to learn more about the fashion designer career"
- "... I want to love the job, have purpose and make a difference in someone's life, in the workplace, in the community, and for the planet"
- "Many of the careers that I matched into had many with bright outlooks and growing"
- "I've defined my career options to a more narrow path; more toward business/management"

Counselor Debrief: Lessons Learned

- Schedule classroom visits earlier in the semester

- Prior to classroom visit, partner with instructor to follow up with students who have not completed assignment

- Opportunity to extend beyond classroom plan to introduce syllabus, time management, etc.

- Build in counselor supports for new initiative - monthly counselor meetings, counselor/English faculty groupings

Fall 17 Purpose First Campus Survey
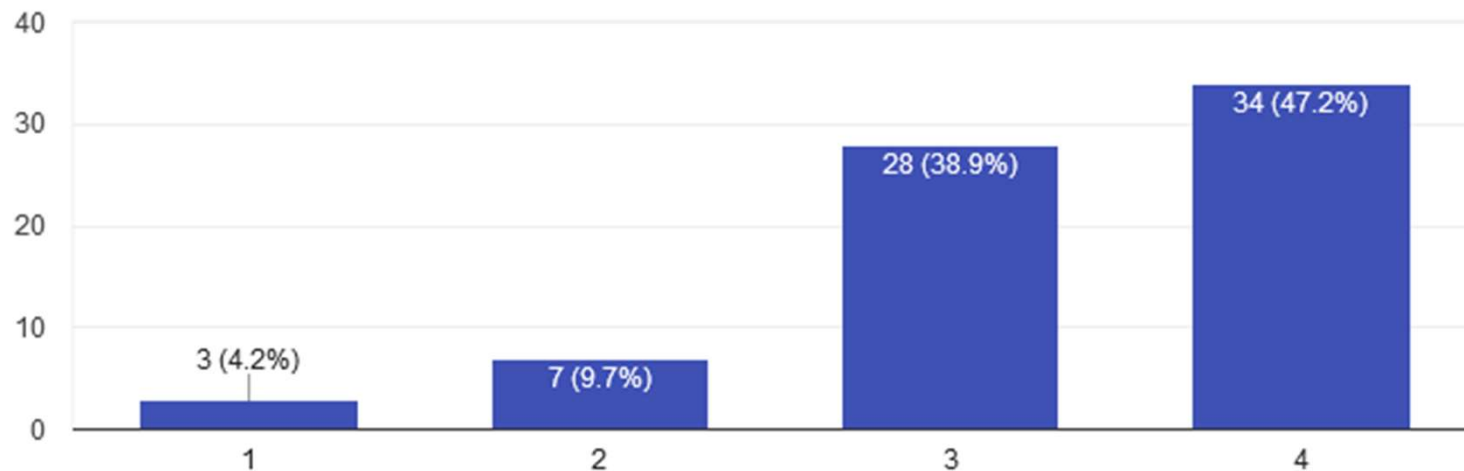
71 responses   **1 = Strongly Disagree**   **4 = Strongly Agree**

As a result of the career assignment, I now have more career options to explore.
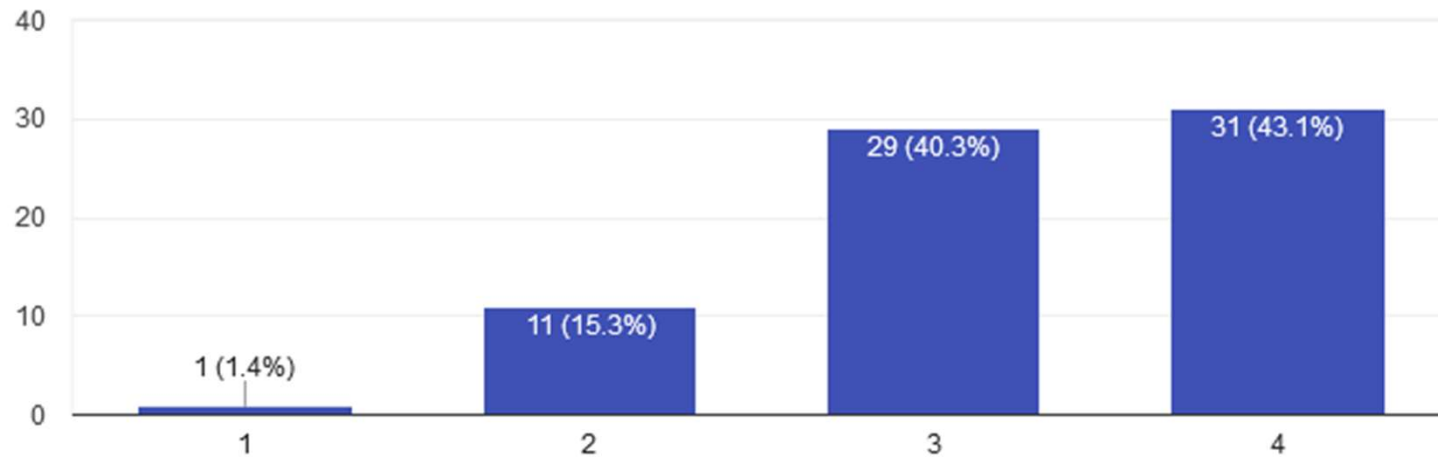
72 responses

Fall 17 Purpose First Campus Survey

As a result of the career assignment, I feel more confident about my career choice
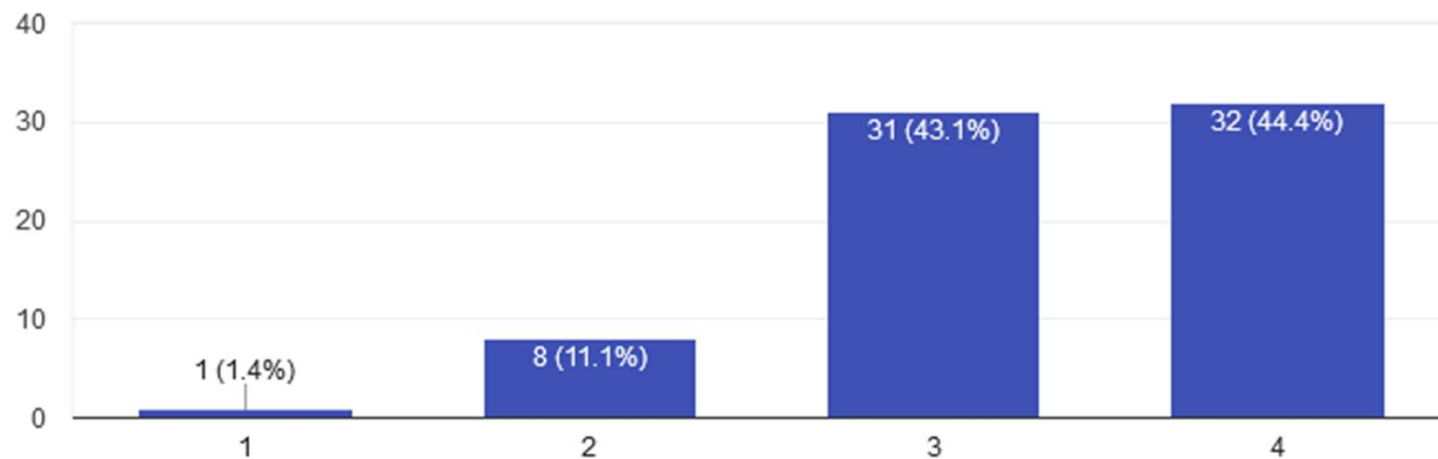
72 responses

Fall 17 Purpose First Campus Survey

As a result of the career assignment, I feel more confident about my major choice.
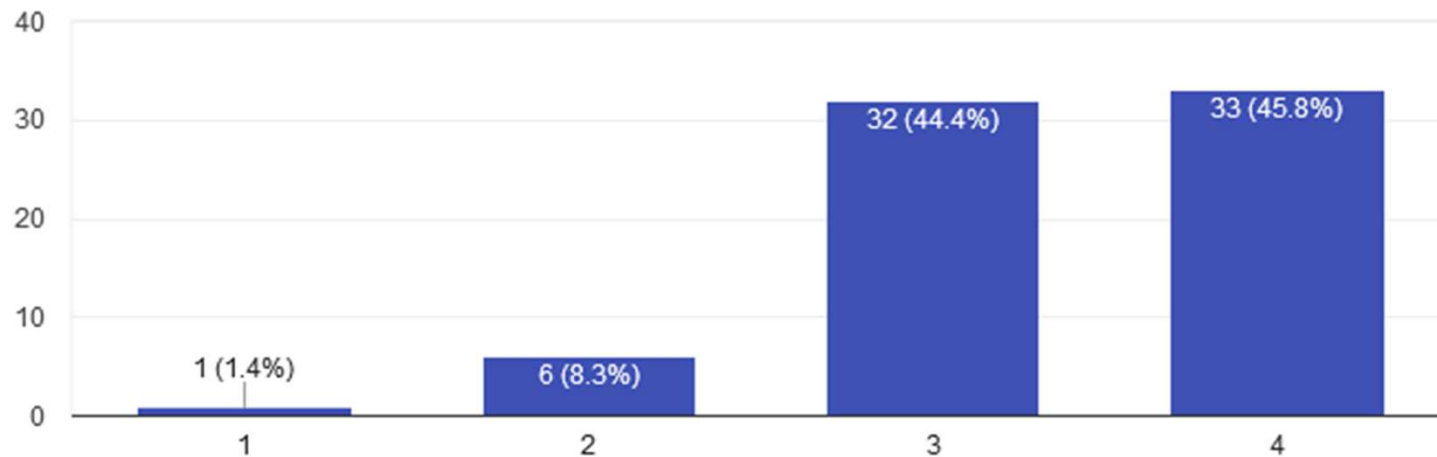
72 responses

Fall 17 Purpose First Campus Survey

As a result of the career assignment, I have an increased understanding of how careers are connected to majors.
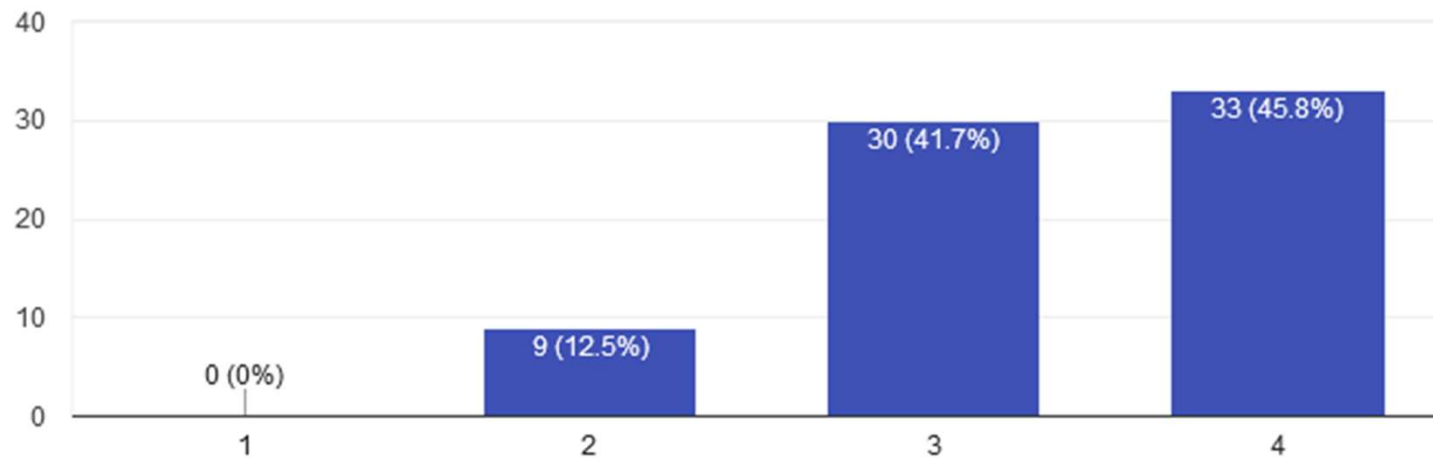
72 responses

Fall 17 Purpose First Campus Survey

As a result of the career assignment, I had meaningful exposure to career information.
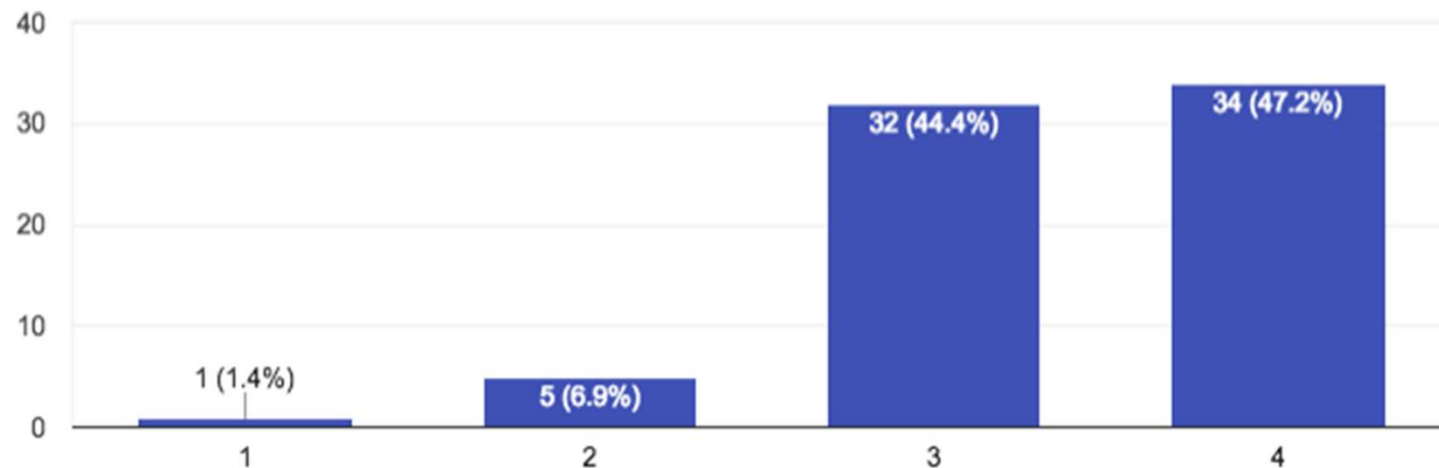
72 responses

Fall 17 Purpose First Campus Survey

As a result of the career assignment, I developed a better understanding of myself and how characteristics (interes...es) of myself relate to career choice.

72 responses

Fall 2017 Purpose First Campus Survey

What did you find most helpful or useful about this experience? *(Select comments)*

- "This experience taught me things about myself that I didn't even know and it made it easier for me to choose what major I want to go into."

- "The most useful thing was that I was able to see a lot of different jobs in Hawaii that I havent [sic] really thought about."

- "This experience has opened more opportunities for me to explore. It made me understand more about myself and what I want to study in life. It also help me to see how I can improve in my other classes by using what I have learned in this 98 class."

- "Being more confident about my career choice gave me an incentive to be focused strictly on school."

Next Steps

- Fall 2018 continue efforts and assessment
- Tackle the difficult questions:
  - How do we reinforce the partnership between counseling and teaching faculty?
  - What data do we need to gather? How do we correlate that this model is working?

Compelling Questions

-- What are the necessary touchpoints to reinforce major and career exploration?

-- Technology tools: MySuccess and STAR
How do we capture students career plans to ensure smooth transition and support into 4-year institutions?

-- How do we sustain this model? How do we know we have the resources in place?

-- How do we scale this up?

Questions?

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