

Quality Enhancement Grant Scheme

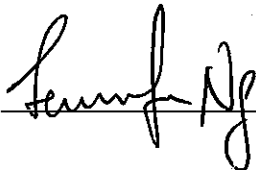
Final Evaluation Report
Project No. : 23/QEGS/A-08-09
Part A
Project Title : Comprehensive Career Guidance and Support Services for AD Students
Name of Grantee: Community College of City University
Project Period : From August 2009 (month/year) to July 2011 (month/year)

Part B

Please use separate A4-size sheets to provide an evaluation of the Project with regard to the following aspects:

1. Project activities contributing to the attainment of Project objectives, extent of attainment of the objectives, evidence or indicators attesting to the attainment of the objectives, and if applicable, reasons for not able to achieve the objectives.
2. Impact or benefits of the Project to the participants, the target institution(s) or the sector.
3. Cost-effectiveness of the Project against clear indicators, e.g. utilization of available resources, unit cost per beneficiaries, sustainability of Project activities/impacts, applicability of Project outcomes/deliverables to other institutions, or alternative approaches for equivalent benefits at less cost, etc.
4. Outcomes and deliverables of the Project.

Signature:



Organization Chop:


 Name of Authorized Person: Ms Jennifer Ng

 Name of Grantee Community College of City

 Organization: University

Position of Authorized

 Person: Principal

20 OCT 2011

Date:

Quality Enhancement Grant Scheme

With the support of the Steering Committee and staff and students of the Community College, the Project on Comprehensive Career Guidance and Support Services for AD Students, has been successfully completed with all the targets and objectives achieved in July 2011. This Final Evaluation Report gives a summary of the activities achieved, and the immediate and extended benefits of the Project. The sustainability of the Project will also be analysed.

A brief introduction of the Project

The project was to establish a Personal and Career Development (PACD) Centre to provide:

1. career-related personality assessment, personal and career development seminars, and individualized personal and career planning for AD students of CCCU
2. seminars for parents of AD students, and
3. teacher training programmes for teachers of AD programmes in Hong Kong.

This two-year Project had four phases, each with a distinct focus. Phase I signified the inception of the Project. The work in this phase included introduction of the Project to staff and students of the College, designing the project activities and trial running of the activities. At the end of the phase, a thorough review was conducted, which led to enhancement in the design of the activities and revisions in the budget and deliverables. In the second phase, services were provided to staff and students of CCCU as planned, and all the stated targets were met. The Project was in the full swing in Phase III. AD students of CCCU, their parents, teachers of CCCU and other AD institutions benefited from the Project. Phase IV marked the final stage of the Project. The focus was to consolidate the participants' experience for their continuing personal and career development.

While details of the activities conducted and the achievements in Phase I, II and III had been reported in the Progress Report of the corresponding Phase, the detailed activities held in Phase IV were listed in Appendix I to VIII.

In brief, Phase IV marked the conclusion of the Project and aimed to facilitate participants to consolidate their learning for personal and career development. AD students and teachers who were serving as trainers were main targets in this phase. The third PD Level I Facilitators Training Course was held in January 2011. Subsequent live supervision and coaching sessions were organized to help the facilitators improve and integrate their practical experience for their own personal and professional development.

In addition to the regular PACD seminars/workshops in Phase IV, an open competition on 'Reflecting on One's Experience with Colors' was held which facilitated students to consolidate their experience for future development. Participating students were required to submit a piece of work which highlighted their individual experience in the impact of "colors" on their personal and career development. Their works were presented in the presence of trainers in the closing ceremony of the Project. The participating trainers echoed the changes to the students by sharing their observations on the students as well as their personal changes in the two-year project period.

Quality Enhancement Grant Scheme

Project activities contributing to the attainment of Project objectives

Proposed objectives of the Project	Contributing Project activities
To provide personality assessment of students so that they understand their career aptitudes	<ol style="list-style-type: none"> 1. Personality Dimensions (PD) assessments 2. PD Workshops 3. Personal Plan Development Sessions 4. Individual Counseling Service
To develop students' self-knowledge and academic/social competence so that they can achieve their career plans more effectively	<ol style="list-style-type: none"> 1. Personal Plan Development Sessions 2. Personal and Career Development (PACD) Seminar I: University Learning and I 3. PACD Seminar II: Group Project Management 4. PACD Seminar III: Stress Management 5. PACD Seminar IV: Career Planning 6. PD Workshops 7. Individual Counseling Service
To educate parents with knowledge of career guidance and understanding of the needs and perspectives of their adult children	<ol style="list-style-type: none"> 1. Parents' Seminars/Workshops 2. Parents' web-page
To train teachers across institutions with knowledge and skills in career planning and personal development to help students in need	<ol style="list-style-type: none"> 1. PD Facilitators Certifying Training Courses 2. Teachers' Forum 3. Live supervision sessions for PD Facilitators who conducted workshops for AD students 4. Post-course coaching sessions for PD Facilitators

Extent of attainment of the Project activities

The Project had four objectives, and all of them have been successfully attained.

Objective 1: To provide personality assessment of students so that they understand their career aptitudes
 Students have been enabled to understand their career aptitudes through undertaking the Personality Dimensions assessments, participating in Personality Dimensions (PD) workshops and individual counseling sessions, and finally, working out individual initial plans on personal and learning for future career or future studies.

Objectives 2: To develop students' self-knowledge and academic/social competence so that they can achieve their career plan more effectively
 Students have taken part in the Personal and Career Development (PACD) seminars/workshops that enhanced their self understanding and helped them develop social

Quality Enhancement Grant Scheme

competence, manage stress in everyday life, and set action agenda for achieving their goals for career or further studies.

Objectives 3: To educate parents with knowledge of career guidance and understanding of the needs and perspectives of their adult children

Parents have been enabled to understand the developmental needs of adult children and to acquire skills in providing career guidance to their children. The general public could also benefit from this service through visiting the Parents' web-page attached to the CCCU web-site.

Objectives 4: To train teachers across institutions with knowledge and skills in career planning and personal development to help students in need

Fifty-six teachers from 11 different AD institutions have been equipped with the basic knowledge and skills in running seminars/workshops on career planning and personal development for sub-degree students. Through the Teachers' Forum, administrators and teachers of AD institutions were also encouraged to take care of the personal development of their students.

In addition to the above objectives, the Project had also:

- 1) aroused public awareness on the needs of AD students and the ways to promote their well-being through reporting the Project's outcome in newspapers and producing videos posted at Youtube
- 2) initiated collaboration among teachers of different AD institutions in taking care of the personal and career development of their students
- 3) motivated students to set goals and to make plan for their career development

In summary, all the stated objectives have been attained in full.

Evidence or indicators attesting to the attainment of the Project objectives

The attainment of the Project objectives can be attested with the following evidence/indicators.

1. Successful completion of Key Tasks

All the key tasks have been completed with some exceeded their targets by over a hundred percent. The table in below gives a summary of tasks completed. Further details are provided in Appendix IX – The Key Tasks Attainment Report.

Quality Enhancement Grant Scheme

Table 1: Attainment of the key tasks of the Project

Key Tasks	% attained	Remarks	
		Deliverables completed	Attained % at the end of the Project
1. Personality Dimensions (PD) assessments	100%	3,403 students	106%
2. Personal Plan Development Sessions	100%	1,536 students	102%
3. Personal and Career Development (PACD) Seminars	100%	6,641 participants	111%
4. Personality Dimensions (PD) Workshops	100%	524 participants	105%
5. Individualized Services	100%	104 headcounts	104%
6. Parent seminars	100%	502 participants	209%
7. Parent's web-page	100%	5,008 contacts	508%
8. Experience Sharing Forum	100%	37 teachers	123%
9. One year training and coaching programmes <ul style="list-style-type: none"> • 3 PD certifying training courses for 56 participants • 4 post-course coaching sessions + live supervision sessions 	100%	3 PD certifying courses;	100%
		56 participants	100%
		7 sessions; 106.5 hrs of live supervision	175%
Overall Project	100%		

2. Effectiveness of the Project Activities

Every activity was carefully designed to ensure that it aligned with the Project objectives. Also, there were frequent meetings with the trainers and facilitators to ascertain that they understood and were following the objectives. On-going reviews and evaluation were conducted to ensure that the Project was on the right track.

3. Positive feedback from the participants

After each activity qualitative and/or quantitative feedback were collected from the participants. The degree of satisfaction on the activities was high, ranging from 88% to 100%, with majority in 93% to 95%. Compliments were received on the effectiveness of the activities and on the high quality and commitment of the trainers/facilitators. For details, please refer to the Participants' Evaluation and

Quality Enhancement Grant Scheme

Feedback on Key Tasks Activities attached to individual Progress Reports.

Impact or benefits of the Project to the participants, the target institutions or the sector

1. *On CCCU AD Students*

After participating in the Project activities, most students reported that they had acquired better understanding of their own personality and career/academic interests. Also, they became more receptive to different characters and were able to communicate and work with different people. Those who had attended Seminars on Career Planning reported that they had acquired knowledge on career planning and practical skills in interviewing and writing resume or personal statements. In summary, they found themselves better prepared both for studying and for work.

One outstanding example was that a student changed the programme of her further studies and managed to improve her relationship with her parents and siblings, and acquired better understanding of herself and others after receiving the services. Impressed by the impact of Personality Dimensions on herself, she became a PD Facilitators after graduation.

Teachers also reported that students who had participated in the Project, particularly those studying in science or business programmes, became more accommodating when working in teams. Also, they became interested in finding out more about themselves and had the courage in self-disclosure.

2. *On parents of CCCU students*

More than 95% of the parents were satisfied with the workshops/seminars they had attended. In particular, they appreciated the experience sharing and the knowledge in parent's roles and ways of helping their children in adjusting to post-secondary studies and making choices in further studies and career. Some reported that they became more receptive to the attitude and behavior of their children and could better communicate with them. Some students also reported that they felt more relieved as their parents showed support and understanding to the changes in their learning demands and became less intrusive in their personal and career development.

3. *On CCCU*

One of the special features of this Project was to mobilize teachers as the key agent of changes. More than 20 teachers from all four Divisions of CCCU were trained as PD Facilitators and 80 students were recruited as PACD Student Ambassadors. They together created the culture of caring for the personal and career development of students in the College. Teachers' experience of going through the training and working together in providing services to students also enhanced team spirit and collegiality.

4. *On other sub-degree institutions*

Through the Experience Sharing Session – Teachers' Forum, teachers of 10 different sub-degree institutions were pulled together with a common goal of helping students in their personal growth and career development. They got a preliminary idea of how this goal can be delivered in the Forum.

Following that, consultation was given to teachers and counselors of other sub-degree institutions and a consultation session was organized for The Hong Kong College of Technology to share our experience in the Project.

Altogether, 56 PD Facilitators were trained with more than 30 from ten sub-degree providers other than CCCU. Some also attended our PD workshops and PACD seminars/workshops as observers to provide

Quality Enhancement Grant Scheme

their skills. Two PD Facilitators in another institution delivered their first PD workshop under the coaching of our Project Supervisor. The seed had been sown in various sub-degree institutions.

Cost-effectiveness of the Project

1. *Wide impact of the Project*

The Project was based in one institution, but the benefits have extended to the sub-degree sector and the general public.

Through the Teachers' Forum, the PD Facilitators Certifying Training Courses and the subsequent coaching and live supervision sessions for the trained facilitators, the experience sharing and the sharing of Project materials, teachers and/or administrators of many other sub-degree institutions have benefited from the Project. Also, Project materials have been posted on the QEGS web-site, the Project was reported by media, and a video on the Project was uploaded to Youtube, and a Parents' web-page was developed. All these were accessible by the public.

With the cost of funding this Project, the message and the knowledge and skills of guiding and support AD students in their personal and career development have been widely spread.

2. *Unit cost per beneficiaries*

As reported earlier, the tasks actually completed have exceeded the original targets. Hence, the unit cost has been reduced from HK\$174 to HK\$98.5, giving HK\$74.5 reduction per unit (see Appendix X for details).

Item	HK\$	Total output	Unit cost per beneficiaries
Budget	2,185,337.00	12,626	173.08
Actual Expenditure (with income from course fees deducted)	1,755,869.93	17,818	98.54
Cost reduction			74.54

3. *Sustainability of the Project activities*

Through engaging teachers in the Project activities, and training some of them as PD Facilitators, the culture of promoting students' personal and development has been cultivated in the College. Some academic programmes have even incorporated some of the Project activities into their co-curricular programmes. The idea of converting Project into a credit-bearing course in CCCU's AD curriculum was under consideration.

The Project has motivated other AD providers to provide similar services in their respective institutions. One of the examples was the PD Workshop set up by the School of Continuing and Professional Studies, Chinese University of Hong Kong after their staff had attended our PD Facilitators Certifying Training Course and qualified as PD Facilitators. Despite the closure of this Project, its ideas and services will be continued in CCCU and the AD sector.

Quality Enhancement Grant Scheme

Outcome and Deliverables of the Project

The key tasks of the Project were given in Table 1. Further elaboration with the deliverables identified was shown in Table 2.

Table 2: Deliverables of the Project

Key Tasks	Deliverables attained	Resources developed (samples of resources can be found in Appendix XI)
1. Personality Dimensions (PD) assessments	3,403 students	-
2. Personal Plan Development Sessions	1,536 students	Workbook for Personal Plan
3. Personal and Career Development (PACD) Seminars	6,641 students	Training materials (a set of powerpoint and worksheets) for the seminars/workshops
4. Personality Dimensions Workshops	524 participants	PD setting up materials
5. Individualized Services	104 headcounts	-
6. Parent seminars	502 participants	Training materials for the seminars
7. Parent's web-page	5,008 contacts	The web-page
8. Experience Sharing Forum	37 teachers from 10 sub-degree providers	The presentation powerpoint and the teachers' network developed among sub-degree providers
9. One year training and coaching programmes <ul style="list-style-type: none"> • 3 PD certifying training courses for 56 participants 	3 PD certifying courses, 56 participants from 11 sub-degree providers	56 qualified PD Facilitators and the network among facilitators from different sub-degree institutions
<ul style="list-style-type: none"> • 4 post-course coaching sessions + live supervision sessions 	7 coaching sessions and 106.5 hrs of live supervision	A supporting network nurtured from those close encounters

Quality Enhancement Grant Scheme

Conclusion

This two-year Project has benefited a huge population, including CCCU teaching staff, CCCU students, and their parents, teachers/administrators of other sub-degree institutions and their students, as well as the general public. Its impact on these people and on AD students in future will continue despite the completion of the Project. These results could not have been achieved without the active participation of the students and their parents, the dedication of the staff, the guidance of the Steering Committee, the support of other AD providers, and of course, the sponsorship of QEGS. It is hoped that with the concerted effort of all parties concerned, services of this kind will be widely provided to benefit all AD students.