

Quality Enhancement Grant Scheme

Progress Report	Project No. : 3030900
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Reporting Period: From August 2009 (month/year) to December 2009 (month/year)

Part A

Project Title: Comprehensive Career Guidance and Support Services for AD students

Name of Grantee: Community College of City University

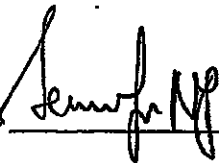
Project Period: From August 2009 (month/year) to July 2011 (month/year)

Part B

Please use separate A4-size sheets to report the progress with regard to the following aspects:

1. Types and brief descriptions of Project activities held/completed during the reporting period (the information may be presented in the form of a table).
2. The dates, time, venues and number of participants / beneficiaries of Project activities held, and resources (e.g. equipment, manpower) used for the implementation of Project activities.
3. Project milestone(s) and deliverables attained at the end of the reporting period and evidence showing the attainment of milestones and deliverables.
4. The percentage, in terms of key tasks, of the Project completed at the end of each reporting period.
5. Project variation*, if any, during the reporting period, together with details and justifications.

Signature: _____



Organization Chop: _____



Name of Authorized Person: Ms Jennifer Ng

Name of Grantee: Community College

Organization: of City University

Position of Authorized

Person: Principal of CCCU

Date: 01 FEB 2010

* A separate written application should be submitted to the Grant for prior written approval.

Part B

This report presents the progress of the Project, Comprehensive Career Guidance and Support Services for AD Students, for the period of August to December 2009. The major part of the report will be on the activities completed and the targets achieved during the reporting period. Obstacles encountered and adjustments to the original proposal will be identified.

Descriptions of Project Activities Held

1. Setting up of the Personal and Career Development (PACD) Centre

The Personal and Career Development (PACD) Centre is the operation arm of the Project on Comprehensive Career Guidance and Support Services for AD Students. The Service Supervisor was appointed in July and the recruitment exercise of the Centre Manager and clerical support staff was completed in August and September respectively through open recruitment.

Some of the basic materials, including Dimensions Cards, Picture Cards, decoration materials and Participant Packs, for delivering Personality Dimensions (PD) workshops and training course for Level I Facilitators have been made available.

The Online PD assessment tool was found not effective or efficient, the Project team decided to use hardcopy as a temporary measure. The hardcopy of PD Participant Packs were ordered from the Hong Kong franchised office of the Career/LifeSkills Inc. and are in Chinese which are more user friendly for our target beneficiaries.

A team of teaching staff who had expertise in selected fields were involved in developing the training materials for the PACD Seminars or workshops for students and parents respectively. Four themes had been developed for students: (i) University Learning and I, (ii) Group Project Management, (iii) Stress Management, and (iv) Career Planning. The theme of 'Adjustment to University Life' was developed for the parents' seminars.

2. Promotion of the Services of the PACD Centre

To publicize the services to prospective students and parents, who would become beneficiaries of the Project, a press conference was held in May 2009 after seeking consent from EDB. Three newspapers reported the Project with illustrative photos and descriptions of the Project.

Before the New Students' Orientation Days of 2009, a total of 29 PACD Ambassadors who had participated in the PD Workshop and the knowledge about Personality Dimensions, were recruited. to assist in future tasks of PACD Centre.

A video on PD activities and services provided by PACD Centre was presented to freshmen of each programme during the New Students' Orientation Day. All the PACD Ambassadors and staff of the PACD Centre were involved. Over 30 presentations were made.

Resources of CCCU and CityU were mobilized for setting up Blackboards, a software for AD students to register for the PACD activities, receive results on PD assessment online, and share community information. Participants could access the necessary information with privacy protected.

3. *Activities for target beneficiaries* (for details, please refer to Attachment I: Project Activities)

PD Assessments

Through such activities, students acquired better understanding of their own personality traits and inclination online or hardcopy PD assessments for AD students in the College were conducted. Some of the participants also attended the seminars or workshops afterwards.

The PD assessment sessions were conducted by trained PD facilitators. The Centre Supervisor and the Centre Manager were responsible for delivering all the assessment in the reporting period.

PACD Seminars/workshops

PACD seminars/workshops were delivered to both Year 1 and Year 2 students of CCCU. Through the activities, the participants acquired the knowledge, attitude and skills on university learning, group project management, stress management and career planning from attending each. Parents' seminar was tailor-made to address the concerns of parents of Year 1 students and were held in the afternoon of Saturdays.

PD Workshops and Individual Counselling Service

PD Workshops lasted for 6 to 7 hours, and were designed to enable students to have a better mastery of their personality. PD workshops were delivered by trained PD facilitators, that is, the Centre Supervisor and the Centre Manager. The Centre Manager was also responsible for offering individual counseling services to students with personal needs.

Seminars for parents

Parents of students in five AD programmes were invited to join seminars on adjustment to university learning to enhance their understanding of the changes in the learning environment, style, expectations and mode of assessments of their children. Programme leaders of the respective programmes were involved in meeting the participating parents.

All activities were positively evaluated by the participants. The evaluation reports with qualitative feedback are given in Attachment II: Participants' evaluation and feedback.

Project Milestones Completed at the End of the Reporting Period (Attachment III: Key Task Attainment Report)

1. Establishing the Centre

The Personal and Career Development (PACD) Centre was established with one part-time Centre Supervisor, one full-time Centre Manager and one clerical support staff.

2. Providing student guidance services and parent seminars

- PD assessment services to students have been launched
- Personal and Career Development Seminars/workshops
PACD seminars/workshops on different themes have been made available to students
- Personality Dimensions Workshops
Whole-day PD Workshops have been organized to enhance students' understanding of their personality preference and its impact on them.
- Individualized Services
Individualized tailor-made advice has been provided by the Centre.
- Recognition to Participants
To encourage students' participation in the Centre's activities, certificates were issued to active participants.
- Services for parents of students
Seminars to parents have been organized.

The activities completed in the reporting period are in line with the milestones laid down in the Project proposal. With the joint effort of the Project team and support of the management of CCCU and CityU, it is estimated that 25% of the Project has been completed.

Project Variation (Attachment IV)

- Budget for manpower
Approval from EDB has been sought for the variations in the manpower.
- Schedule of the training course for PD Level I Facilitators
Approval has been sought for moving the training course for PD Level I Facilitators from the 2nd project year to the 1st. This training course will be conducted in mid-January to fit the teaching time-table of the teachers.

Difficulties encountered

1. *The Online Assessment Tools*

The tool requires participants to read the Dimension Cards via the Internet. More than half of the participating students did not complete all the items and hence the results could not be compiled.

There were communication problems with the mother agency of PD online assessments and the Project team was not satisfied with the long delay in reporting the assessment results. The Project team decided to order the hardcopy of PD participant packs from its HK franchised office. The change made it possible to conduct PD assessments before participants involve in other Project activities. However, the change drew much resource from the Project in terms of manpower, venue and contact time with students, etc.

2. *Duration of each seminar/workshop*

The seminars/workshops were conducted in the time slots when students did not have class and when venue was available. Hence each seminar/workshop could only last for 1 to 2 hours to suit the different time-tables of the participating students.

3. *Number of participants of seminars/workshops*

With the constraints stated in the above, the number of participants in the activities varied. Some seminars had a handful of participants but some had over a hundred.

Thoughts on future adjustments

As students' participation to the project activities is on voluntary basis, and due to the constraints in student time tables, venue, and other resources such as PACD Ambassadors and trainers/facilitators, the originally targeted number of participants and activities are too ambitious. These two numbers have to be reduced to make them achievable.

There were quite a number of parents who were not able to attend the parents' seminar or who had registered but not able to show up for various personal reasons. Hence the response rate was relatively low. On the other hand, those parents who had attended the seminar gave very positive feedback on the activity and reported that the seminar was useful in helping them to better understand and communicate with their children through knowing more about university learning and the further studies or career opportunities of our students. In the light of this, the Project team might need to work out alternative ways to achieve the purposes of the seminars for parents.

The Personality Dimensions (PD) Workshops were well-received by students and their feedback on the workshops was very positive. The Project team might consider increasing the number of workshops.

In accordance with the changes proposed in the above, the work plan and budget have to be revised and approval will be sought in due course.