Pre-major, Educational Goals, Career Interest

Functionality

2/15/07

1. Update-able by student every semester via click-through screens in UH portal. Give student three chances to update or input the information, then stop asking. Integrate with other self-service initiatives if possible. The time and point of contact of data collection still needs to be researched and discussed. Possibilities might be before or after the student registers, or when a student first logs in to self-service.

2. Students may update codes multiple times per term, but we'll keep only most current value per term per campus. These fields are term and campus specific, but will be limited to a student’s home (primary) campus and, if the student has a secondary curriculum, to the second campus. Thus if students update the fields, they will have a record at their home campus and, if they have a secondary curriculum, their secondary campus for each term they are registered for. If they are registered at any other campus, the data will not be collected at these campuses.

3. Verbiage will be added to the screen explaining reasons for collecting the data.

4. Data collection will be as follows:

<table>
<thead>
<tr>
<th></th>
<th>Manoa, Hilo, West Oahu</th>
<th>UH Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Goals</td>
<td>Undergraduates: all majors</td>
<td>All students</td>
</tr>
<tr>
<td>Career interest</td>
<td>Undergraduates: General or General A&amp;S majors Unclassifieds</td>
<td>All students</td>
</tr>
<tr>
<td>Pre-major</td>
<td>Undergraduates: General or General A&amp;S majors Unclassifieds</td>
<td>Liberal Arts majors Unclassifieds</td>
</tr>
</tbody>
</table>

5. Codesets will be systemwide, that is, the values in them will be used by all campuses. We will not need campus specific codesets.

6. Data on student ed goals, career interest, pre-major will be made accessible to advisors/counselors from Star. Will need to begin discussions with Ron Cambra and Gary Rodwell on feasibility of porting data from Banner (or from ODS) to Star and then displaying it for advising/counseling use.

7. Reports will be written from Star, e.g., report listing with student name, email, ed goal, career interest by each pre-major grouping by campus. The listing can be used to assign students to specific advisors. This is dependent on feasibility outlined in #6.

8. We'll use the user-defined fields in Banner rather than the Banner edgoal field, which doesn't give us the functionality required. We must build the functionality behind the fields ourselves. Thus the entire data collection process and outputs, including the screens, database, code tables, how students and advisors interact with the system, reporting system, security and access, deployment, etc. will be UH developed and maintained.
9. We will research the feasibility of having the system in place by August 2007.

3/16/07

10. On March 5, 2007 Harriet and Sharyn met with Charles Aoki, Banner Technical lead, and Gary Rodwell, STAR developer. The consensus was: a) the data would be collected via the portal and be populated in Banner self-service, and from Banner: b) would be ported to STAR for advising/counseling use and reporting and c) ported to ODS if needed for analytical purposes.

11. We are waiting for Banner Central to assign a priority and a programmer to this project. Harriet has brought up the subject at each of the 2 Banner team lead meetings since.

12. We received comments and feedback from the VC of Student Affairs, but none from the VC of Academic Affairs regarding the codesets for pre-major, ed goals, and career interest. The suggested changes have been included in the codesets. The more detailed version (Version 2) of the pre-majors codeset was preferred, so Version 1 has been dropped. A second version of edgoals codes has been suggested. No one had any changes to Career Interest.

3/21/07

13. Feedback and changes received from CCAO. In #4 above, Career Interest will be asked of all UHCC students, rather than only Liberal Arts and unclassifieds. Other changes were made in all three code sets, and are so noted on each.
# PRE-MAJOR CODES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Agriculture/Human Resources</td>
</tr>
<tr>
<td>2</td>
<td>Pre-Allied Medical (for example, Med Tech, Speech Pathology, etc.)</td>
</tr>
<tr>
<td>3</td>
<td>Pre-Architecture</td>
</tr>
<tr>
<td>4</td>
<td>Pre-Arts &amp; Humanities (for example, Art, History, Music, Speech, etc)</td>
</tr>
<tr>
<td>5</td>
<td>Pre-Business Admin</td>
</tr>
<tr>
<td>6</td>
<td>Pre-Career &amp; Tech 2yr (for example, Auto Mechanics, Cosmetology, Drafting, Electrical, Fashion Tech, etc.)</td>
</tr>
<tr>
<td>7</td>
<td>Pre-Dental Hygiene</td>
</tr>
<tr>
<td>8</td>
<td>Pre-Dentistry</td>
</tr>
<tr>
<td>9</td>
<td>Pre-Education (for example Elem, Secondary, Kinesiology &amp; Leisure Sci, etc.)</td>
</tr>
<tr>
<td>10</td>
<td>Pre-Engineering</td>
</tr>
<tr>
<td>11</td>
<td>Pre-Health Sciences 2yr (for example, Assoc Deg Nursing, Medical Asst, Occup Therapy Asst, etc.)</td>
</tr>
<tr>
<td>12</td>
<td>Pre-Languages, Linguistics, Lit (for example, English, Japanese, Hawaiian, Linguistics, etc.)</td>
</tr>
<tr>
<td>13</td>
<td>Pre-Law</td>
</tr>
<tr>
<td>14</td>
<td>Pre-Medicine</td>
</tr>
<tr>
<td>15</td>
<td>Pre-Natural Sciences (for example, Biology, Computer Sciences, Math, Zoology, etc)</td>
</tr>
<tr>
<td>16</td>
<td>Pre-Nursing</td>
</tr>
<tr>
<td>17</td>
<td>Pre-Pharmacy</td>
</tr>
<tr>
<td>18</td>
<td>Pre-Public Services 2yr (for example, Human Services, Fire Science, Police Science, etc.)</td>
</tr>
<tr>
<td>19</td>
<td>Pre-Social Sciences (for example, Economics, Political Sci, Psychology, etc.)</td>
</tr>
<tr>
<td>20</td>
<td>Pre-Social Work</td>
</tr>
<tr>
<td>21</td>
<td>Pre-Travel Industry Mgt (for example, Hotel Management, Tourism, etc.)</td>
</tr>
<tr>
<td>22</td>
<td>Undecided</td>
</tr>
</tbody>
</table>

Changes up to 3/15/07, Chief Student Affairs Officers  
Version 2 preferred (more detail)  
deleted pre-Business 2yr  
deleted pre-Food Services 2yr  
split pre-Nursing and pre-Dental Hygiene into 2 categories  
added pre-Language, Linguistics, Literature  
added examples to pre-Travel Industry Mgt  
changed pre-Humanities to pre-Arts & Humanities  
combined pre-Med Tech and pre-Speech Pathology under pre-Allied Medical  
included pre-Kinesiology & Leisure Sci under pre-Education  
number of codes reduced from 24 to 22

Changes 3/20/07, Chief Academic Officers  
added "for example" to all examples  
changed Pre-Health Sciences 2yr, and added examples  
changed Pre-Trades > Career & Tech 2yr
EDGOALS

2/15/07

Version 1

My highest educational goal is
1. Complete a four-year degree at UH Manoa
2. Complete a four-year degree at UH Hilo
3. Complete a four-year degree at UH West O'ahu
4. Complete a four-year degree at Maui Community College
5. Complete a two-year (Associate) degree at my home campus
6. Complete a certificate at my home campus
7. Transfer to UH Manoa, UH Hilo or UH West O'ahu
8. Transfer to a UH community college
9. Transfer to a mainland or another Hawai‘i college
10. Take courses for personal enrichment, but not work toward a degree
11. Take courses to upgrade job skills, but not work toward a degree
12. Not sure – I am not sure any of the above statements apply to me

3/20/07

Version 2

My highest educational goal is
1. Earn a certificate
2. Earn an associate degree (2-yr)
3. Earn a bachelor's degree (4-year)
4. Earn a graduate degree (masters or doctorate)
5. Earn a professional degree (MD, JD, etc.)
6. Take courses for personal enrichment, but not work toward a degree
7. Take courses to upgrade job skills, but not work toward a degree
8. Not sure – I am not sure any of the above statements apply to me

At
1. my current campus
2. another UH community college
3. UH Manoa
4. UH Hilo
5. UH West Oahu
6. a mainland college
7. a non-UH Hawaii college (Chaminade, HPU, BYUH, etc.)
8. not applicable

continued
Version 3 preferred by CCAO, is a modification of Version 2, adding immediate ed goal.

My immediate goal at my current (or home) institution is:
1. Earn a certificate
2. Earn an associate degree (2-yr)
3. Earn a bachelor’s degree (4-year)
4. Earn a graduate degree (masters or doctorate)
5. Earn a professional degree (MD, JD, etc.)
6. Take courses for personal enrichment, but not work toward a degree
7. Take courses to upgrade job skills, but not work toward a degree
8. Not sure – I am not sure any of the above statements apply to me

My highest educational goal is
1. Earn a certificate
2. Earn an associate degree (2-yr)
3. Earn a bachelor’s degree (4-year)
4. Earn a graduate degree (masters or doctorate)
5. Earn a professional degree (MD, JD, etc.)
6. Take courses for personal enrichment, but not work toward a degree
7. Take courses to upgrade job skills, but not work toward a degree
8. Not sure – I am not sure any of the above statements apply to me
CAREER INTEREST

The 16 Career Clusters were developed by the U.S. Department of Education as a way of organizing broad industry areas, economic sectors, or occupations which crosswalk to other classification systems such as Standard Occupational Codes (SOC) and Classification of Instructional Program codes (CIP). The 16 career cluster areas are:

1. **Agriculture and Natural Resources.** Activities that prepare students for a wide range of agriculturally related careers from veterinarian to underground mine mechanic.
2. **Architecture and Construction.** Activities that prepare students for careers in the construction industry such as plumber, painter, construction manager, and architect.
3. **Arts, A/V Technology and Communication.** Activities that prepare students for careers in arts and communication, including writing, editing, radio and television broadcasting, acting, and music.
4. **Business and Administration.** Activities that prepare students for careers in business-related areas, such as administrative support, accounting, management, and supervision.
5. **Education and Training.** Activities that prepare students for careers in education, such as teacher, librarian, coach, and counselor.
6. **Finance.** Activities that prepare students for careers in the financial services industry, including insurance services, financial analysis, and banking.
7. **Government and Public Administration.** Activities that prepare students for public service careers, such as legislator, urban planner, city manager, and parks/recreation director.
8. **Health Science.** Activities that prepare students for careers in the health services industry, including nursing, medicine, physical therapy, pharmacy, and medical support.
9. **Hospitality and Tourism.** Activities that prepare students for careers in the hospitality and tourism industry, such as travel agent, food preparation worker, hotel manager, and bartender.
10. **Human Services.** Activities that prepare students for careers in community services, such as social worker, religious worker, recreation worker, and clergy.
11. **Information Technology.** Activities that prepare students for careers in the information technology services area, including working with databases, designing software, and programming and repairing computers.
12. **Law and Public Safety.** Activities that prepare students for careers in legal and protective services, such as correction officer, police officer, lawyer, and judge.
13. **Manufacturing.** Activities that prepare students for careers in traditional industries such as steel and textiles or cutting-edge industries such as aerospace and electronics.
14. **Retail/Wholesale Sales and Service.** Activities that prepare students for careers in the sales and service industry, such as marketing/public relations manager, real estate agent, hairdresser, retail salesperson, and telemarketer.
15. **Scientific Research and Engineering.** Activities that prepare students for careers in science and engineering, including chemical, civil, and mechanical engineering; biological and chemical sciences; surveying; and astronomy.
16. **Transportation, Distribution, and Logistics.** Activities that prepare students for careers in the transportation industry, such as aircraft mechanic, railroad conductor, school bus driver, truck driver, and ship pilot.
17. **Undecided**

Changes 3/21/07, CCAO

Added #17 undecided so it’s known that the student made a choice