

HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Career and Job Development Center

November 27, 2013

July 1, 2012 to June 30, 2013

Initiator: Jason Cifra

Writer(s): Helen Nishimoto

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

In November 2011, the Career and Job Development Center submitted its Comprehensive Unit Review as a subunit of the Counseling and Support Services Center. In that review, it was determined that the center and support services would become a separate unit. Thus, as of Spring 2012, the Career and Job Development Center became a separate unit and is now submitting its second separate annual review, but has not yet submitted a Comprehensive Unit Review.

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

A. Summary of Services Offered and Clientelle Served

The Career and Job Development Center (CAJDC) provides services for students and prospective students and assists at all stages of student development: matriculation, retention, and transition.

Students who are unsure of their major are referred to the CAJDC for Career Exploration services, which requires that students complete assessment inventories based on their strengths, interests, and preferred work environments. The results are then interpreted to match students with potential careers. The college is now proactively identifying students without a major or unsure of their major early. New and returning students are referred to Career Exploration workshops, which are introduced as part of the New Student Orientation.

The CAJDC provides job preparation services, which include assistance with: writing, developing and further refining resumes and cover letters; job search strategies and online job search links for both on and off campus jobs; and interview preparation.

The CAJDC also assists students with developing a Career Plan, selecting and/or changing their major; selecting and registering for courses on a limited basis; checking on financial aid status, and with developing goals and plans for the implementation of their college and career goals based on their Career Plan.

The CAJDC provides both individual and group services (workshops). The CAJDC counselor has expanded services to include the offering of more group workshops to streamline operations and accommodate more students. Group workshops were first developed in response to the growing number of students and because the center only had one full time coordinator/counselor (terms may be used

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

interchangeable throughout document) to provide services. Hence, despite limited human resources, the CAJDC has still been able to assist far more students through the offering of workshops.

W. Hawaii has only one regular full time counselor and one half time counselor. Though their student enrollment numbers are low, the counselors are busy assisting students with other issues and do not have the time nor the training to assist with career and job related needs. Thus, the CAJDC counselor began providing outreach services at the W. Hawaii campus. She has gone to W. Hawaii to offer the following workshops: Career Exploration, Resume Writing and Job Search. This expanded career and job preparation services to the W. Hawaii campus.

In addition, the CAJDC counselor collaborates with faculty to develop program/course specific curriculum and to provide class workshops focusing on Career Exploration, Job Search, Resume Writing, and interview preparation. Workshops are then tailored for the individualized needs of students based on the program and/or career that they are preparing for.

In addition to the limitations endemic to having only one counselor to provide services, the center itself has not been able to keep up with the demands of growth. While there are eleven computer terminals available for students to use, most classes have between 20 to 30 students. To provide workshops for classes, the coordinator/ counselor has had to offer multiple workshops to accommodate an entire class. As an example, Culinary Arts has had as many as 50 students in its first year group, so it requires four to five workshops to assist every student in the class. A larger computer lab would allow the coordinator to assist more students at a time, which would then allow her to assist more classes. The problem is that the current Career and Job Development Center has limited space to expand to and nowhere to put additional computer terminals.

The CAJDC sponsors a Career and Job Fair each year in the spring semester. The counselor also participates in several community events each year in collaboration with Big Island Workplace Connections (BIWC).

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Unit Mission:

The mission of the HawCC Career and Job Development Center is to assist and support students and prospective students in clarifying and planning purposeful career and educational goals through the use of informational resources and career counseling and to enhance employability via assistance with job preparation-- resumes, job search, and interview skill development.

Describe how this unit supports the College's mission.

The CAJDC supports and assists with the growth and development of all students at HawCC. The CAJDC provides a high level of job preparation instruction, which ensures job and/or career readiness. Students develop draft resumes and cover letters and are assisted in editing them so that they are employer ready. Hence, very much like the college itself, the CAJDC inspires growth in the spirit of E 'Imi Pono. In addition, through outreach efforts with employers as well as community partner employment agencies, the CAJDC expands its services to the greater community. This is done through collaborative activities and events.

Describe how this unit supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Unit supports ILO1:

The center provides individual appointments as well as workshops that assist students in preparing for employment and career opportunities. They learn to communicate with employers through the development of resumes and cover letters, which serve as the first and sometimes only communication they have with employers. They are also assisted in learning interview preparation skills as well as telephone communication skills, which they use to initially communicate with employers, to follow-up on submitted resumes, at the interview, and to discuss and negotiate the final job offer.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how the Unit supports ILO 2:

The center provides individual appointments as well as workshops that assist students in career exploration. Students complete assessments, which match them with potential careers based on their interests, strengths, values, and preferred work environments. Students conduct research on careers of interest, narrow their options, and eventually select a career and major that will lead them to satisfying employment-- "when I am doing the work I love, it hardly feels like I am working" (Nishimoto, 2005). The CAJDC assists students in identifying and preparing for careers, which is done through a process of self- examination, research, evaluation, analysis, and decision making.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Describe how the Unit supports ILO 3:

Students develop the career and employment preparation knowledge, skills, values, and success strategies that assist them in the transition from college to employment, and on to making meaningful contributions to their families and community.

Students often discuss their previous jobs when visiting the center and they share their stories. They have disclosed situations where they have faced workplace discrimination. They often also share that when they have been in work environments where diversity is honored, not only were they happy, but the entire work environment was more comfortable for everyone. The center assists them in processing and working through the emotions associated with the discriminatory situation. They learn about EEO laws, which make these practices illegal, and they often reflect on the impact of discrimination on the individual as well as the community.

Annual Report of Unit Data (ARPD)

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.

Overall Health-- Healthy

Demand -- Healthy

The Career and Job Development Center keeps data on contacts with students. During the 2012 to 2013 academic year, the CAJDC assisted 837 students (unduplicated headcount) and provided 5469 contact time services (Appendices, p.1). Though 837 students only represents about 25% of our student population, the data does show that there is a demand. The demand for services grew beyond the ability of the only career and job development counselor, and this became very obvious a few years ago when enrollment numbers reached nearly 4000 students. Workshops were developed to accommodate the growing demand.

In addition to individual and workshop sessions, 693 students utilized the Career and Job Development Center Resources in 2012-2013. The most common resources utilized in the center are the computers to: search and apply for jobs; write, update, and print resumes; complete assessments; conduct career-related research; research and apply for scholarships, and work on financial aid applications and loan orientation and trainings.

Efficiency -- Healthy

Career exploration and job preparation appointments can prove to be time intensive. Several years ago, as the student population and the demand for services grew, it was realized that the sole counselor

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

devoted to this work would not be able to provide quality services to all if she tried to work with students one-on-one. She therefore developed workshops that would teach the same concepts and lead to the same outcomes as individual appointments. She was then able to meet one-on-one with students post workshop for much shorter appointments to finalize career and major decisions and/or to edit their resumes.

Over the 2012 to 2013 academic year, the CAJDC provided a total of 122 workshops: 59 Career Exploration, 39 Resume Writing, and 24 Job Search (Appendices, p. 1).

Effectiveness -- Cautionary

The most obvious effectiveness measure for a career and job development center is whether students are getting jobs and so it would be difficult to claim that the effectiveness of the CAJDC is healthy. This is largely because of the economy, which has caused jobs on the island to dry up over a several year period. Students have gotten jobs during this time, but this has been at a much lower rate than had ever been experienced.

Despite the poor economy, the CAJDC committed to ensuring that students were well prepared and equipped to compete for a few jobs. Thus, despite the poor economy, students who received services were far better prepared to enter the workforce. The labor market has started to show signs of improvement and the center has received many new job listings from employers.

Other Data

The CAJDC is supportive of the health of all programs at HawCC. The CAJDC provides support services for programs by assisting students to: prepare for their careers, search and apply for jobs, complete applications, write resumes and cover letters, and prepare for interviews. Many of these career and job preparation skills are reflected in or supportive of several of HawCC's program PLOs and CLOs and the center assists programs with the implementation of these. When students receive adequate career preparation assistance, they are more likely to get the position, which will ultimately reflect in the outcomes (PLOs, CLOs) for their program of study. Hence, the CAJDC assists students with the transition from their program and college to the workplace. This transition very often represents the entire reason that the student is in college-- to get a job!

Previous Unit Actions

From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate "Delete" if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation
--------------	---------------------

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Increase the number of students who return to fine tune, polish, and make their resumes employer-ready.	Action Plan for 2010-2011 and 2011-2012. Completed, though strategies implemented to improve return rate were unsuccessful. Despite interventions, the return rate remained at 21%.
Increase the number of students who return to develop a Career Plan after completing assessment inventories.	Action Plan for 2012-2013. Completed; strategies implemented to improve return rate were somewhat successful. The amount of students who reached Level 3 exceeded the performance benchmark, which was set to increase by 5%. The baseline was 7% and on Round 2, the return rate reached 16 %. The goal at Level 4 was to exceed the benchmark--4 %-- by 3%. But the return rate only improved by 1% at 5%.
The Career and Job Development Center Evaluation form will be modified to assess and collect Point of Service Survey data based on student learning outcomes, in addition to the current evaluation, which is a satisfaction assessment.	Accomplished; it was modified to reflect outcomes. The Evaluation Form will be further modified in 2014.
The Intake form will also be modified to focus on learning outcomes and to correspond with the Evaluation form, i.e. the Intake form will identify what the student wants to gain from the session and the Evaluation form will identify what the student actually gained.	Did not accomplish. It was hoped that this could be developed with an online platform and research was done, but necessary resources to accomplish this were not made available. The Intake will be evaluated and modified (at least the paper version) in 2014.
The CAJDC will partner with BIWC (Big Island Workforce Connections) to sponsor at least 4 events per year. A log will be kept of events, with summaries of the activities and the number of attendees.	Accomplished. The CAJDC Counselor partnered with BIWC agencies to sponsor: the Construction Apprenticeship Expo, HawCC Career and Job Fair (BIWC partners set-up booths at HawCC's fair), the Veteran's Job Fair, Resource Match, and the Entrepreneur Expo.
Replace the sign at the entrance of the Career and Job Development Center as the old sign is small, reads merely Career Center, and it has the old HawCC logo on it.	Did not accomplish. There were not sufficient funds to implement this activity.

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1. CAJDC lost a significant amount of work study funds, which were \$4000 less than last year. The amount received was \$5000, which will almost fund 20 hours per week of student employment assistance for the center. This puts additional operational demands on the counselor/coordinator.
2. An Internship Coordinator was funded and hired as part of the C3T2 grant. The coordinator is working with employers to develop internships. She is also developing policies and procedures for

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

students and employers. It is unsure at this point whether this position and services will become a part of the Career and Job Development Center or not.

3. A Career Specialist was funded and hired as part of the C3T2 grant. The Career Specialist has developed some interview preparation workshops. It is unsure at this point whether this position and services will become a part of the Career and Job Development Center or possibly, the Career Specialist might provide services for the Office of Continuing Education and Training.

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
<p>S1. The CAJDC provides a very vital and necessary service to students, programs, and the college. The CAJDC helps prepare students for employment in careers, which is generally the reason that they came to college.</p>	<p>Job Placement statistics have shown that it isn't always the most experienced person that gets the job, it's the most prepared job seeker. This is especially important to consider in a poor economy, with high unemployment rates. In the past few years, HawCC graduates have had to enter the job market and often compete with experienced workers for entry level positions. With adequate preparation, they can have an edge on the competition.</p> <p>Student Satisfaction with the career and job preparation services provided by the CAJDC was rated on a scale of 1 to 5. The CAJDC has consistently received a mean score ranging from 4.94 to 5.0 (with 5 being the highest). At the end of the appointment, students are asked to report what they have learned from the workshops and individualized services. Students report numerous outcomes as can be seen on page 2 of the Appendices.</p>
<p>S2. The CAJDC has been able to adapt and respond to the demand for services by developing and offering workshops that has allowed more students to be served and taught.</p> <p>The CAJDC was able to provide services for 837 students (unduplicated headcount) in 2012-2013. In addition, those students received a total of over 5469 services (Appendices, p.2).</p>	<p>This level of service would never be possible if all students were still receiving individual services. While piloting these workshops, it was discovered that a majority of what is done with students, could be done in groups, and then shorter amounts of individualized time could be maximized through a shorter follow-up visit.</p> <p>During the 2012-2013 academic year, the CAJDC provided 59 Career Exploration workshops, 39 Resume Writing workshops, and 24 Job Search workshops. The workshops range from 1 1/2 to 2 hours in length and service several</p>

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

	people in the time it that it would take to serve one.
<p>S3. The CAJDC has access to and has developed and expanded the use of technology to deliver, market, and expand the services of the CAJDC. The CAJDC has developed webpages that provide links to several career and job search websites, as well as other career services.</p> <p>The CAJDC computer lab has resume and career software installed on all computers so that students can complete assessments and actually write resumes during the workshops, not just learn about writing one.</p>	<p>The CAJDC has developed two webpages to market services. The main CAJDC website has links for students, employers, and faculty. There is also a separate Online Job Search Services webpage that has numerous links to online job search sites. The CAJDC was also able to acquire a job posting and referral website, which is a UHCC system project. Employers can post jobs on this site and students can view and apply for jobs through the site as well.</p> <p>The CAJDC developed a Facebook account and webpage several years ago to market services and to announce activities and events. In addition, the CAJDC posts all workshops on the Facebook webpage as well as on the HawCC Activities and Events Calendar, which is at the bottom of the HawCC homepage.</p>

Weaknesses	Using supporting evidence, describe why this is a Weakness
<p>W1. The CAJDC itself has not been able to keep up with the demands of growth. The center has limited space and limited resources, which makes expansion a challenge. The problem is that the current Career and Job Development Center has no additional space to expand to and nowhere to put additional computer terminals without sacrificing other student work areas. In addition, 8 of the 12 computers were recycled computers and have performance issues.</p>	<p>While there are 11 computer terminals available for students to use, most classes have between 20 to 30 students. To provide workshops for classes, the counselor/coordinator has had to offer multiple workshops to accommodate an entire class. As an example, Culinary Arts has had as many as 50 students in its first year group, so it requires four to five workshops to assist every student in the class. A larger computer lab would allow the coordinator to assist more students at a time, which would then allow her to assist more classes.</p>
<p>W2. There is a low return rate for all appointments that require follow-up appointments: career exploration and resume writing.</p> <p>In the initial resume writing session, students are generally able to build and complete a draft resume and at the same time, accomplish Level 2 on the Resume Writing Rubric. They are invited to return to work one-on-one with the CAJDC counselor to polish, fine tune, and make their resume employer-ready. The</p>	<p>The challenge for the center has been to find ways to encourage students to return to complete a resume, select a major, and to develop a Career Plan.</p> <p>Resume Writing: After a first round indicated a 21% rate of return, and despite efforts to raise this rate, the return rate to complete resumes remained at 21% (Assessed in 2010 - 2011). It has been discovered that students generally return when they need to submit a resume as soon as possible, and thus may not submit the best possible artifact.</p> <p>Career Exploration: In the first round of conducting career exploration, there was only a 7% return rate to complete</p>

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

<p>majority don't return.</p> <p>When conducting Career Exploration, it has been a trend that students typically don't return for the Level 3-- Selecting a Major and Level 4-- Developing a Career Plan appointment. After the initial two hour session—when students complete the assessments-- the CAJDC counselor reviews the results with students and gives them homework to research possible career options using Career Kokua and other informational resources. They are instructed to return when they have completed their research/homework. Students often don't return.</p>	<p>Level 3 and a 4% return rate to complete Level 4-- Develop a Career Plan. Round 2 actually showed an improved return rate for Level 3 at 16%, but the return rate for Level 4 was just 5%, an increase of only 1% (Appendices, p. 6-7).</p> <p>This may not be a serious concern because it is believed that students probably learn what they need to make informed career decisions from the resources provided in the homework. The problem with students not returning is that they have an incomplete Career Plan, which could make realization of the Plan a problem.</p>
<p>W3. Despite the fact that the college has had a career center for many years, there is still a lack of knowledge and awareness of its existence and services. The CAJDC has its own telephone line and it is published on the CAJDC website, in brochures, on the Activities and Events Calendar at the bottom of the home page, and in e-mails.</p> <p>Despite concerted marketing efforts, the Counseling and Support Services Center still gets a lot of phone calls intended for the CAJDC.</p>	<p>The CAJDC was, for many years, considered part of the Counseling and Support Services Center (CSSC). As the center grew, along with services for students, it became apparent that the CAJDC needed to become a separate unit, independent of CSSC. The CAJDC has made strong efforts to establish its own identity and to market its services.</p> <p>Last year, the CAJDC changed its name from the Career Center to the Career and Job Development Center to better reflect the services it provides. In 2011 to 2012, the CAJDC expressed its intent in the Action Plan to purchase a new sign for the center. There was an insufficient budget to support this last year.</p>

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

A. Internal Unit Measures

The Career and Job Development Center collects data on several aspects of its operations. The table on page 1 of the Appendices provides a detailed summary of the data that was collected relevant to the

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

services that were provided during the 2012 to 2013 academic year.

The CAJDC provided a total of 5,469 career and job preparation services during the 2012-2013 academic year. It provided services to an unduplicated headcount of 837 students. While each student is only counted once in this statistic, it does indicate that about 25% of our students did come to the center to receive services. In addition, many students came to the center for multiple visits and received several different services.

In addition, students come into the center as walk-ins to conduct career exploration and job search research and to work on their resumes. A total of 693 students walked-in and utilized the Career and Job Development Center resources in 2012-2013.

Up to this point in time, there has been just one Counselor/Coordinator to provide career and job preparation services. Under the C3T2 Grant, an Internship Coordinator and Career Specialist were hired. It is unknown at this point whether they will join the operations of the Career and Job Development Center or another unit, such as OCET, or possibly, the W. Hawaii campus. The CAJDC currently has one student employee, who assists with the operation of the center for 20 hours per week.

As previously mentioned, in addition to its regular services, the CAJDC has continued to expand on its offerings of workshops. This has helped meet the growing demand for services. The table on page 1 of the Appendices provides a detailed list of the types of workshops offered, when they were offered, and the total number offered in each semester. In summary, over the 2012-2013 academic year, the CAJDC provided 59 Career Exploration Workshops, 39 Resume Writing Workshops, and 24 Job Search Workshops.

B. Required External Measures

Hawaii Community College participates in the Community College Survey of Student Engagement (CCSSE) on a biennial basis. The Career and Job Development Center has two areas—Career Counseling and Job Placement-- that were addressed by CCSSE in 2008, 2010, and 2012 (Appendices, p.3). In 2008, 7% of surveyed students reported that they frequently used the services, 31% reported they sometimes used the services and 45% reported that they rarely or never used the services. The numbers were identical in 2010, except 48% reported that they rarely or never used the services. In 2008, only 3% of the surveyed students reported that they used Job Placement services often, 16% sometimes, and 50% reported that they rarely or never used the services. The use of services slightly improved in 2010, with 4% of students reporting that they often used Job Placement services, 14% sometimes, and 45% reporting that they rarely or never used the services.

While the data does not allow for a percentage comparison across the four year period, it does allow comparison based on students' report of frequency used, their satisfaction with services and the importance they place on such services. In general, the data suggests that the Frequency the services

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

are used has improved since 2010 in both areas measured. Career Counseling had its highest Satisfaction rate in 2012 at 2.16 (on a scale of 1-3, with 3 being the highest), which reflects an improvement in this area. Job Placement Satisfaction rates in 2012 (1.82) improved a bit over 2010. The Importance placed on Career Counseling (2.48) and Job Placement Assistance (2.25) reflects the highest improvement rates, which indicates that students are increasingly placing importance on these service areas.

CCSSE data for Frequency of Use of Services was made available for Career Counseling Services in 2012, but not for Job Placement Assistance. The table on page 3 of the Appendices compares HawCC student responses to the responses of students at other Small Colleges, as well as responses from students in the combined 2012 Cohort of students surveyed.

When asked "how often do you use these services at this college," HawCC, in most cases, actually surpassed the other Small Colleges and the 2012 Cohort in all areas except one. In 2012, only 12.0% of HawCC students reported that they Don't Know about the services compared to students at other Small Colleges (20.8%) and the 2012 Cohort (20.3%). This is encouraging as it indicates that HawCC students are gaining awareness of the services, especially when compared to other colleges. HawCC matched the other Small Colleges, with 50.3% of students reporting that they rarely or never used the services. Far more (30.8%) of the HawCC students surveyed reported that they Sometimes use the services compared to students at other Small Colleges (23.0%) and the 2012 Cohort (22.8%). HawCC also surpassed the students from other Small Colleges and the 2012 Cohort in the Often category. While 5.9% of students from Small Colleges and the 2012 Cohort Often use the services, 7.0% of HawCC students reported that they Often use the services. While the data initially looks dim, especially when looking at HawCC data only, it is actually encouraging in the sense that HawCC is actually outperforming other Small colleges and the 2012 Cohort as well.

The CCSSE data itself is a bit confusing as a large number of students reported that they did not use the services, yet a large number of them still evaluated the services. In addition, many students receive job placement assistance from other sources, such as their program instructors and this is particularly true in the career and technical programs. Thus, it is possible that students also evaluated others who provided these types of services and it is possible that the CCSSE satisfaction data is not completely reliable.

Though CCSSE data suggests minimal satisfaction with job placement services, the Career and Job Development Center Evaluations indicate contradictory levels of satisfaction. Evaluations were collected from 145 students between 2010 and 2012. On a scale of 1 to 5, with 5 being the highest level of satisfaction, the mean satisfaction rates for services provided by the counselor ranged from 4.92 (Summer 2012), 5 (Fall 2012), and 4.94 (Spring 2014). In addition, students reported a mean satisfaction rate of 9.3 (on a scale of 1 to 10, with 10 being the highest) with the resources provided by the Career and Job Development Center.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

The current economy seems to have had a large effect on survey satisfaction results. When there is a high level of unemployment and jobs are scarce, it is very challenging to satisfy someone who “just wants a job” when there are few. In response, the CAJDC has worked diligently to assist students in developing strong job preparation skills.

C. External factors Affecting the Unit

Employers and community partner agencies are also important clientele served by the CAJDC. The counselor participates in outreach activities with Workforce Development partner agencies and is a member of Big Island Workplace Connections (BIWC), which is comprised of partner agencies. BIWC sponsors numerous community employment and related events, workshops and conferences. The CAJDC counselor assists with the implementation of some of the events and participates in several. Participation with BIWC and other partner agencies has been limited because the center has only one full time faculty to provide direct services to students, collaborate with faculty to develop curriculum, develop relationships with employers, and collaborate with partner agencies.

Employment opportunities have always been limited in Hawaii County as there are limited business opportunities and limited demand for employees. Many occupations identified by the US Department of Labor don't exist in the county. In addition to the overall lack of occupational demand, Hawaii County has always been vulnerable to national recession and businesses that had been in business for decades, have gone out of business as a result of the most recent recession. The impact has been low employment and high unemployment rates.

The table on page 2 of the Appendices indicates the trends in unemployment rates over the past 22 years in Hawaii County as well as the impact recessions (grey bar areas on graph). As indicated, the unemployment rate in Hawaii County in 2012 was at around the 11% rate, but it has started to steadily decline over the past year to 6% in 2013. This number includes both sides of the island and may not compensate for other factors. Nonetheless, this is highly encouraging because if the trend continues, the economy and employment rates could dramatically improve in Hawaii County and for Hawaii Community College students and graduates. In addition to the encouraging data from Hawaii County, the CAJDC has received an increase in job listings from employers over the past few weeks.

Despite the poor economy and high unemployment rates, the CAJDC coordinator has developed collaborative relationships with numerous employers on the Big Island and has worked with them to develop jobs for HawCC students, graduates, and alumni. Unfortunately, this too has been limited because the one faculty counselor/coordinator has to balance the needs of students, coordinate the center, collaborate with faculty, and conduct outreach with employers and partner agencies. Substantial growth in any one area has been challenging.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Expand career and job preparation services to more classes and/or programs, specifically with majors that lead to high demand occupations.	Workforce	ILO 1	D.3	None	
	Program Develop	ILO 2	None	New Strategy	
	Graduation	ILO 3	None	New Strategy	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. D.4 Increase the level of employment preparation support services for two year degree students preparing to go into occupations identified by the National Commission on Community Colleges as having the highest demand and that require AA, AS, or AAS degrees.

The commission identified several short term training careers that are in high demand (Table 2, HawCC Strategic Plan 2008-2015, p.7). HawCC has several of the majors that lead to these careers. As the economy has started to improve and jobs begin to open up, students need to be prepared to: conduct job searches, write resumes, complete applications, interview for jobs, and to transition to employment.

Very often, the demand in the high demand occupations seems to open up all at once, and applicants need to act quickly to meet closing dates and other deadlines. If students are identified and assisted through their program, they can be assisted in developing a resume and cover letter early in their admission to the program. That way, once the student is ready to apply for a position, they only need to update and tailor their resume and cover letter for each position that they are applying for. They can be assisted and taught to do this through the services of the CAJDC.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

2. D.3 c. (HawCC Action Strategy) Increase the amount of students that have demonstrated career readiness and decisiveness-- chosen a major that they are sure of-- by 10%.

This strategy sounds basic, but if we can increase the level of career readiness and decisiveness, students are less likely to get into academic and financial aid trouble and we are far more likely to retain them. The CAJDC has met with many students who already have college degrees; several have bachelors degrees and a few have a higher degree. The common theme among those who have come for Career Exploration is that, for some reason, they "didn't get it right the first time." There are also students that are returning to HawCC with previously completed coursework from a major that no longer holds interest for them.

With the ever-shortening amount of time that students are able to collect financial aid, it is imperative that they make informed decisions about their choice of career and major and to stay on-track to that degree and career.

To ensure that students are career ready and decisive, the CAJDC would like to see a short career assessment administered with every new student orientation. Students who are indecisive could be referred for additional services with the CAJDC.

3.

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Expanding the services of the CAJDC, particularly to majors that lead to high demand occupations aligns with the Strategic Plan, Goal D.3: "Increase CCSSE Support for Learners Benchmark. Research shows that services that target, support, and assist students with academic and career planning, academic skill development and other issues affect both learning and retention." The strategy also addresses a study and report conducted by the National Commission on Community Colleges: Projected Job Growth-- Occupations with Largest Growth-- Jobs Requiring Short Term Training. Many of HawCC's majors lead to the occupations listed on Table 2 (p.7) of the commission's report within the Strategic Plan. The CAJDC provides the support services described in Goal D.3 of the Strategic Plan.

This strategy is supportive of all three ILOs. Career and job development services assist students in developing the written and verbal communication skills required to obtain and ultimately keep a job (ILO1). This is done through developing a draft resume and cover letter, continuing to update and edit as necessary, and using them to apply for specific jobs. Students also learn and further develop their interview communication skills.

This strategy is also supportive of ILO2. Most specifically, to assess SLO1-- conducting career exploration to develop a career plan-- students take assessments, conduct research based on the results of the assessments, and analyze and evaluate information to make informed career and choice of major decisions.

This strategy is supportive of ILO3 in the sense that career and job preparation services assist students in transitioning from college into careers, which will then allow them to contribute to their families and

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

communities.

The CAJDC assists students in conducting career exploration and in making career and choice of major decisions as they prepare to transition to UH Hilo. Though this is not a formal collaboration, it does assist in a smoother transition to UH Hilo.

Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity(ies)	When will the activity take place
Example: Fire Drill	Fall 2014
Further research and identify high demand occupations specific to Hawaii County.	Fall 2014
Meet with program faculty in majors related to high demand occupations to discuss job preparation services and how CAJDC could assist the program and students.	Spring 2014
The Career and Job Development Center will collaborate with faculty to develop and implement program specific job preparation curriculum (UO1).	Spring 2014
Plan and conduct cohort resume writing and job search workshops specific to majors that lead to high demand occupations.	Spring 2014
Expand the amount of computer stations made available for teaching in the CAJDC (explore options: 1) if the center is able to relocate to a larger facility, and 2) if it needs to expand within the existing facility).	Summer 2014

Unit Action 2	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Develop strategies that will improve the return rate for career exploration and resume writing services.	Program Development	ILO 1	D.3	None	
	Workforce	ILO 2	None	New Strategy	
	Graduation	None	None	New Strategy	

Narrative of New Action Strategy for Strategic Plan:

1. D.3c. is listed and discussed in Unit Action 1.
2. D.4 is listed and discussed in Unit Action 1.
3.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Improving the return rate of students receiving career and job development services aligns with the Strategic Plan, Goal D.3: "Increase CCSSE Support for Learners Benchmark. Research shows that services that target, support, and assist students with academic and career planning, academic skill development and other issues affect both learning and retention." The CAJDC provides the support services described in Goal D.3 of the Strategic Plan. Developing strategies to encourage a higher return rate will help ensure that students receive the career and job development services needed for gainful employment.

This strategy is supportive of all three ILOs. Career and job development services assist students in developing the written and verbal communication skills required to obtain and ultimately keep a job (ILO1). This is done through developing a draft resume and cover letter, continuing to update and edit as necessary, and using them to apply for specific jobs. Students also learn and further develop their interview communication skills.

This strategy is also supportive of ILO2. Most specifically, to assess SLO1-- conducting career exploration to develop a career plan-- students take assessments, conduct research based on the results of the assessments, and analyze and evaluate information to make informed career and choice of major decisions.

This strategy is supportive of ILO3 in the sense that career and job preparation services assist students in transitioning from college into careers, which will then allow them to contribute to their families and communities.

The CAJDC assists students in conducting career exploration and in making career and choice of major decisions as they prepare to transition to UH Hilo. Following up with those who haven't returned to complete the career exploration process will help ensure that the student has selected a career and major before transitioning to UH Hilo, where receiving those types of services is more challenging. Though this is not a formal collaboration, it does assist in a smoother transition to UH Hilo.

Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	When will the activity take place
Continue to assess SLO1 and SLO2 to observe for trends and/or strategies that indicate a higher return rate.	Fall - Spring 2014
Strategy: Make a follow-up appointment with students upon completion of the first appointment. Remind student workers to make appointment reminder phone calls.	Spring 2014

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Strategy: E-mail students after two weeks to inquire how their homework-- research-- is going and to see if they have any questions. Invite them to return with questions and to complete their assessments and to develop a Career Plan.	Spring 2014
Strategy: E-mail students within a month of completion of the draft resume to remind/invite them to return to edit and make their resume employer ready and to see if they have any questions.	Spring 2014
Strategy: Develop a certificate that will be awarded for the completion of career and job preparation services. A stamp will be placed on the certificate as each level of the rubric is accomplished.	Summer 2014

Unit Action 3	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Conduct a Marketing Campaign to advertise the CAJDC and its services.	Workforce	ILO 1	D.3	New Strategy	
	None	None	None	New Strategy	
	None	None	None	None	

Narrative of New Strategy for Strategic Plan:

1. D.3c. is listed and discussed in Unit Action 1.
2. D.4 is listed and discussed in Unit Action 1.
3.

Briefly explain how Unit Action 3 aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

<p>Marketing the services of the CAJDC aligns with the Strategic Plan, Goal D.3: "Increase CCSSE Support for Learners Benchmark. Research shows that services that target, support, and assist students with academic and career planning, academic skill development and other issues affect both learning and retention." The CAJDC provides the support services described in Goal D.3 of the Strategic Plan and putting greater efforts into marketing the services will better ensure that students are aware of the services and that they will contact the center for those services.</p> <p>This strategy is supportive of ILO1. Career and job development services assist students in developing the written and verbal communication skills required to obtain and ultimately keep a job (ILO1). This is done through developing a draft resume and cover letter, continuing to update and edit as necessary, and using them to apply for specific jobs. Students also learn and further develop their interview communication skills.</p>

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

This strategy will reach out to communicate with students; it is a public relations campaign strategy to market the services of the CAJDC. The CAJDC will also learn and practice communication at a much higher level, to a much broader group, in completely new ways, and at the same time, taking advantage of the opportunities to use social media to do this.

Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place
Establish a strong presence and identity. Order a new sign that reads: Career and Job Development Center.	Spring 2014
Sponsor an Open House for the Career and Job Development Center. Invite students, faculty, and staff.	Possibly during Welcome Back Week in Spring 2014.
Establish a walk-in schedule to accommodate students that need to complete "last minute" resume updates and for other assistance.	Spring 2014
Update Career and Job Development Center Facebook account. Add current workshops and Career and Job Fair information. Send an e-mail blast to students with a link to the CAJDC Facebook site and invite them to "Like" us on Facebook. Have Media Specialist link CAJDC Facebook page with the HawCC Facebook page.	Spring 2014
Send a mass e-mail to students to inform them of the services of the CAJDC and to provide the link to the Online Job Center website, where they can set up a Profile and search and view jobs.	Spring 2014

Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		AMP Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
Expand within	Facility		D.3	None	New Strategy	S1	W1

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

the current CAJDC or relocate to a larger facility with nearby office space.			D.3	c.		S2	W3
			None	New Strategy		S3	None

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

This cost item seeks to relocate the CAJDC to a larger classroom size facility with nearby office space or to redesign the current facility to accommodate more computer stations (this would eliminate the meeting tables used to meet with students and for them to do research and assessments not requiring a computer). The second option is not the ideal option.

This Cost Item addresses all 3 strengths as well as W1 and W3 and it also addresses the highest priority of the unit: to expand the services of the CAJDC through marketing and through cohort workshop services for classes and programs. The CAJDC provides a very vital and necessary service to students, programs, the college, and even the community. The CAJDC helps prepare students for employment in careers, which is generally the reason that students come to college (S1).

In a challenging economy, where graduates have to compete with experienced employees for a few jobs, adequate preparation is even more crucial. The CAJDC has been responsive to the growing demand for services through the development and offering of workshops to: administer and interpret career assessments, teach students to conduct an effective job search, and assist them with resume and cover letter writing (S2).

This strategy also supports S3. Technology has been integral to the development of workshops and for the growth in demand for services over the years. The computer lab, career and resume writing software and websites, the UH system Online Job Center website, SARS scheduling calendar to schedule appointments and track data, and social media have contributed to the growth of the center thus far, and it is expected that the technological needs will continue to grow.

In addition to supporting the strengths, this strategy also addresses two of the weaknesses: W1 and W3. W1 directly addresses the issue: "The CAJDC itself has not been able to keep up with the demands of growth. The center has limited space and limited resources, which makes expansion a challenge. The problem is that the current Career and Job Development Center has no additional space to expand to and nowhere to put additional computer terminals without sacrificing other student work areas. In addition, 8 of the 12 computers were recycled computers and have performance issues."

In addition, this strategy has the potential to impact W3: not everyone is aware of the services of the CAJDC and we are only assisting about 25% of the students at HawCC. By expanding the center or

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

relocating to a larger facility, the CAJDC would be able to accommodate entire classes at the same time, as well as service more students, programs and classes. Marketing efforts, an Open House, and collaboration with faculty to develop services for classes and programs would not only increase the amount of students receiving services, but at the same time, these efforts would further market the services.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
12 computers, 4 tables, printer, 12 chairs, and 2 large wall mounted monitors.	Equipmen	\$26,000	D.3	New Strategy	New Strategy	S1	W1
			D.3	c.		S2	W3
			None	New Strategy		S3	None

Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

This cost item requests the purchase of the technology necessary to accommodate more students in one session at the CAJDC: 12 computers, 4 tables, printer, 12 chairs, and 2 large wall mounted monitors. With the current 11 computers, this would allow the CAJDC to accommodate a total of 23 students.

This cost item addresses all 3 strengths as well as W1 and it is also integral to the highest priority of the unit: to expand the services of the CAJDC. The CAJDC provides a very vital and necessary service to students, programs, the college, and even the community. The CAJDC helps prepare students for employment in careers, which is generally the reason that students come to college (S1).

In a challenging economy, where graduates have to compete with experienced employees for a few jobs, adequate preparation is even more crucial. The CAJDC has been responsive to the growing demand for services through the development and offering of workshops to: administer and interpret career assessments, teach students to conduct an effective job search, and assist with resume and cover letter writing (S2).

This strategy also supports S3. Technology has been integral to the development of workshops and for the growth in demand for services over the years. The computer lab, career and resume writing software and websites, the UH system Online Job Center website, SARS scheduling calendar to schedule appointments and track data, and social media have contributed to the growth of the center thus far, and it is expected that the technological needs will continue to grow.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

In addition to supporting the strengths, this strategy also addresses W1. W1 directly addresses the issue: "The CAJDC itself has not been able to keep up with the demands of growth. The center has limited space and limited resources, which makes expansion a challenge. The problem is that the current Career and Job Development Center has no additional space to expand to and nowhere to put additional computer terminals without sacrificing other student work areas. In addition, 8 of the 12 computers were recycled computers and have performance issues."

In addition, this strategy has the potential to impact W3: not everyone is aware of the services of the CAJDC and we are only assisting about 25% of the students at HawCC. By expanding the center or relocating to a larger facility and installing more computer work stations, the CAJDC would be able to accommodate entire classes at the same time, as well as service more students, programs and classes. Collaboration with faculty to develop program specific curriculum and services for classes and programs would not only increase the amount of students receiving services, but at the same time, these efforts would further serve to market the services.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Action from AMP (ie 4.3) or write "New Strategy"		
Replace the 8 recycled computers in the CAJDC with new computers and software.	Equipment	\$12,000	D.3	New Strategy	New Strategy	S1	W1
			D.3	c.		S2	None
			None	New Strategy		S3	None

Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

This Cost Item seeks funding to replace the 8 computers that were obtained from the Learning Center when they replaced their computers a few years back. These computers were recycled, are getting to be really old, have performance issues, and they are very large-- they take up valuable space that could be used for additional student work space. Replacement of the aged recycled computers would support the expansion of the center and make the most efficient use of limited space.

This cost item addresses all 3 strengths as well as W1 and it is also integral to the highest priority of the unit: to expand the services of the CAJDC. The CAJDC provides a very vital and necessary service to students, programs, the college, and even the community. The CAJDC helps prepare students for employment in careers, which is generally the reason that students come to college (S1).

In a challenging economy, where graduates have to compete with experienced employees for a few

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

jobs, adequate preparation is even more crucial. The CAJDC has been responsive to the growing demand for services through the development and offering of workshops to: administer and interpret career assessments, teach students to conduct an effective job search, and to assist them with resume and cover letter writing (S2).

This strategy also supports S3. Technology has been integral to the development of workshops and for the growth in demand for services over the years. The computer lab, career and resume writing software and websites, the UH system Online Job Center website, SARS scheduling calendar to schedule appointments and track data, and social media have contributed to the growth of the center thus far, and it is expected that the technological needs will continue to grow.

This cost item directly addresses W1. W1 addresses the issue: "The CAJDC itself has not been able to keep up with the demands of growth. The center has limited space and limited resources, which makes expansion a challenge. The problem is that the current Career and Job Development Center has no additional space to expand to and nowhere to put additional computer terminals without sacrificing other student work areas. In addition, 8 of the 12 computers were recycled computers and have performance issues." This Cost Item seeks to replace the 8 computers referred to in the weakness. Replacement of the 8 recycled computers would allow the center to maximize on the limited work space, stay abreast with technology, and at the same time, have reliable computers that are free of performance issues.

Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	<input checked="" type="checkbox"/>	(SLO1) Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals.
2	<input type="checkbox"/>	(SLO2) Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.
3	<input type="checkbox"/>	(UO1) The Career and Job Development Center will collaborate with faculty to develop and implement job preparation curriculum.
4	<input type="checkbox"/>	(UO2) The Career and Job Development Center will conduct outreach and collaborate with employers to develop employment opportunities for students, graduates, and alumni.
5	<input checked="" type="checkbox"/>	(UO3) The Career and Job Development Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

		events.
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success. i.e. 85% of students will achieve good or excellent in the assessed activity

The Career and Job Development Center assessed the following SLO and UO during the 2012-2013 academic year:

SLO1. Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals.

UO3. The Career and Job Development Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and events

To assess SLO1, a Rubric was developed and used to evaluate the level of career decisiveness reached by students. Students were rated from 1-4, with 4 being the highest level of decisiveness. Listed below is a description of each level of skill acquisition and decisiveness, based on the rubric.

Rubric: As a result of participating in Career Exploration, the student is able to:

Level 1. Identify at least three possible Career options based on the results of the assessments/inventories.

Level 2. Utilize resources in the Career and Job Development Center and online to research occupations, narrow the choices based on research, and to select one or two career options.

Level 3. Identify a major that will allow her/him to gain the necessary training and/or educational experience required to pursue and gain employment in the career.

Level 4. Develop a Career Plan with short and long term goals that will allow her/him to stay on track toward those goals. (Appendices, pages. 4-5)

First Round: Over a period from May to November 2012, students who sought assistance with career exploration were evaluated on SLO1. The results were tabulated to determine the percentage of

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

students that reached the highest level of skill acquisition—Level 4. This established the baseline and future efforts were then focused on raising the percentage of students that completed Levels 3 and 4.

Second Round:

The CAJDC will boost efforts to increase the percentage of students that return and complete Levels 3 and 4, Selecting a Major and Developing a Career Plan. Students will continue to be evaluated on their level of career decisiveness based on the Rubric.

Performance Rate:

Round 2 results will reflect a 5% increase in Level 3-- Major Selection-- and a 3% increase in Level 4-- Developing a Career Plan-- over Round 1 results.

The CAJDC also assessed UO3-- the Career and Job Development Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and events-- during the 2012-2013 academic year. The goal was: the CAJDC will partner with BIWC to sponsor at least 4 events per year.

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

Assessment Procedure:

The CAJDC has provided Career Exploration assistance for many years and wanted to determine the effectiveness of this service. The unit was most interested in answering the question: regardless of whether the student attended an individual appointment or a workshop, are they able to identify possible career options, eventually narrow the choices down to one or two, select a major, and develop a career plan?

In addition, it has been a trend that students typically don't return for the Selecting a Major and Career Plan appointment. After the initial two hour session—when students complete the assessments-- the CAJDC counselor reviews the results with the student(s), takes notes on several choices identified by the student(s), and then generally gives students homework to research possible career options using Career Kokua and other informational resources. There is a very high rate of students that do not return for the follow-up appointment because very often, they make their decisions based on the homework-- research. The challenge for the center is to find ways to encourage students to return to select a major and to develop a Career Plan.

To assess this outcome, students were evaluated based on the level reached towards career decisiveness and if they had developed a Career Plan. A rubric was designed to evaluate the various levels of career decisiveness. Four levels were built into the SARS scheduling calendar and students' level of decisiveness was determined at the completion of the session or appointment with the CAJDC counselor. Students continued to be evaluated in subsequent sessions and/or appointments as the

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

highest level—developing a Career Plan-- generally requires additional and individual time with the CAJDC counselor.

C) Results of Unit Assessment

The amount of students who reached Level 3 exceeded the performance benchmark, which was set to reach a 5% higher return rate. The baseline was 7% and on Round 2, the return rate reached 16 %. The goal at Level 4 was to exceed the benchmark--4 %-- by 3%. But the return rate only improved by 1% at 5% (Appendices, pages 6-7).

D) Other Comments – Include any information that will clarify the assessment process report.

E) Next Steps – Describe what the unit will do to improve the results.

The CAJDC plans to continue to assess both SLO1 and SLO2 and to develop strategies that will encourage students to return for their follow-up appointments. Such strategies might include making the follow-up appointment before the students leaves from their first appointment, sending them an e-mail follow-up with an invitation to return, include a rotating walk-in schedule to accommodate walk-ins, and a follow-up phone call.

The overriding theme across several of the assessments (especially CCSSE) is that many of our students are still not aware of the Career and Job Development Center and its services. In response, the CAJDC has plans to boost efforts to market the center and its services.