

Student Support Services- Career & Job Development Center



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

1. Program Description

The Career and Job Development Center offers free resources and assistance to students who want to choose a career, major and/or prepare for employment. Assessment questionnaires and computerized inventories are available to help students clarify their interests, favorite skills, and value preferences. This knowledge of interests, skills and values, together with career counseling can link students with compatible careers and majors. The center offers numerous resources that detail information about Hawai'i Community College majors, job titles, job duties, wages, future outlook, and the college classes/majors required to pursue them. Students will learn to navigate the channels needed to gain meaningful employment in their chosen fields. The center provides on and off campus employment assistance to students and graduates. The center's employment preparation services include: assistance with conducting a job search, listings of current job openings and internships, assistance with resume and cover letter writing, and preparation for job interviews. The coordinator also works with employers to obtain job referrals. In addition, the center offers numerous workshops and class presentations on career exploration, effective job search strategies, resume writing, and interview preparation. Services are provided through workshops and individual appointments and students must schedule an appointment for assistance.

The CAJDC has developed several Service Area and Student Learning Outcomes:

SAO #	SERVICE AREA OUTCOMES
SAO1	The Career and Job Development Center will collaborate with faculty to develop and implement job preparation curriculum.
SAO2	The Career and Job Development Center will conduct outreach and collaborate with employers to develop employment opportunities for students, graduates, and alumni.
SAO3	The Career and Job Development Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and events.
SLO#	STUDENT LEARNING OUTCOMES)
SLO1	Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals.
SLO2	Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.

2. Analysis of the Program

Unit Activities

The CAJDC has a reputation for personable services that extend from matriculation to well beyond graduation. It is not unusual for students to return five years after graduation to seek assistance with looking for work, updating their resumes, and/or to take career assessments to return to school with a well-developed career plan. To accommodate the need for services across the entire student experience, the CAJDC was required to modify and change some of its services. The major changes in the CAJDC have involved the development of classes and workshops over the past few years to be able to effectively and efficiently assist more students with more services.

The CAJDC has 24 laptops, a printer, and a charging cart to provide outreach career and job development services. The CAJDC uses these to expand the size of the CAJDC to accommodate larger groups, to take into classrooms, and sometimes to community events to assist with resume writing, career exploration, and job search.

The CAJDC was asked to become the SECE Student Employment Administrator for HawCC in July 2016. This was done to alleviate some of the back log taking place in the Financial Aid Office. Despite time constraints, this proved to be very effective and efficient for students and supervisors as much of what the CAJDC was already doing was consistent with and supportive of SECE--assist students with: navigating SECE, getting job referrals, and the application process. Students and campus employers were able to get assistance with posting and applying for campus jobs. The only challenge was that these activities involved in SECE administration have been time intensive and demanding and students and employers called and came in so frequently that it made it impossible to get any other work activities done (such as conducting assessment, writing annual and comprehensive unit reviews, promotion documents, etc...). The interim VCSA decided that this responsibility should be returned to the Student Employment Coordinator in the Financial Aid Office. This has not worked out very well for most campus employers and students.

The clientele served has remained constant, though, with the improved job market, the CAJDC has discovered that she is spending an increased amount of time assisting employers with posting and marketing their employment opportunities. More faculty are also seeking classroom support services such as: career exploration, resume writing, job search assistance, etc.

The CAJDC became a member of a UH system and campus committee: Integrated Student Support Services (ISSS) and a subcommittee: Purpose First. National research has shown that a student with a career plan is far more likely to persist and to graduate. Because of this, the system and campus are exploring methods to implement a career exploration component into the new student experience. The campus is also placing greater efforts on becoming a student ready campus.

The CAJDC counselor continued her membership with Big Island Workplace Connections (BIWC), which became America's Job Center (AJC). This is a committee

made up of community employment related agencies. BIWC members collaborate to share information, develop employment opportunities, and to sponsor employment related events and activities. The CAJDC assisted with the planning and facilitation of several BIWC related community events and with educating the BIWC partners and participants about the college, programs, and the policies and procedures relevant to HawCC.

The CAJDC has also been conducting outreach at Kulani Correctional Facility. The CAJDC Counselor provides career exploration workshops at the Kulani Educational Center and assists inmates with the development of a career plan, which will assist them in their transition from prison and back into the community. She was in discussions and planning with EDvance to expand her services at KCF and to teach resume writing and to add the 3 credit IS 105 course to the KCF curriculum.

There has been an increased demand from students and employers for internships. This is a very complex issue that has been researched in depth at the national, state, and UH system level. At this point, there are more concerns and red flags than positive benefits to be gained, which means that to do this well, the campus needs someone devoted strictly to the development, placement, and monitoring of these internship opportunities.

The CAJDC has grown substantially in terms of services and numbers served, but it has not grown in terms of personnel to provide these services. The CAJDC modified its services several years ago to compensate for the fact that the center has only one counselor, who also coordinates and provides all of the services of the center. The center does offer and provide individual appointments, but it provides most of its services through workshops. This modification in services has allowed the CAJDC to not just be able to assist more students, but it has also allowed her to assist entire classes and programs. This modification should be viewed as a temporary adaptation to less than perfect conditions as the long term solution is to provide more personnel support for career and job development services.

This unit has not received any additional funding over the past three years and has, in fact, experienced an extreme budget cut. The annual budget allocated to the CAJDC used to be \$7500 per year. By the 2017-2018 academic year, the CAJDC budget had been decreased to \$2000 and that decrease has become the new budget norm. This required numerous cuts to necessary items and there is no money to pay for repair of broken computers and equipment or to update outdated equipment. This budget needs to be able to maintain and repair 14 desktop computers, 26 laptops, and four printers. In addition, that budget also needs to cover the costs of computer licensing and software, assessment tools, ink, paper, and all other office supplies!

There have been no personnel additions to assist in the operations and services of the CAJDC. Over time, the CAJDC has also received less FWS student employment funds. An allocation of \$5000 for the year will provide an average of about 18 hours per week of student employment coverage during the fall and spring semesters. This only covers the academic year and the center was forced to request some general funds

through the VCSA to get some student employment assistance-about 20 hours per week-during the summer. In addition, student employment has not proven to be an adequate replacement for the lack of additional regular personnel. In many cases, student employees actually cause more challenges than benefits and their own personal issues and needs can make depending on them to be a challenge at times.

With only one regular employee responsible for all career exploration and job preparation services, there has been a serious challenge to any potential growth for the CAJDC. The coordinator requested an APT support position in the 2014-2015, 2015-2016, 2016-2017, 2017-2018 annual reviews and in the Comprehensive Unit Review submitted in January 2018. She also wrote a Carl Perkins grant to request the same. Neither activity has produced anything tangible and the CAJDC services and operations are still managed by one person. EDvance hired a temporary person to begin to explore internship opportunities in the construction industry, but he researched internship possibilities and resigned from his position. The campus is filling this position with a casual hire for 89 days to assist in developing internships.

The CAJDC sponsored its annual HawCC Career and Job Fair in Spring 2018. It was very well attended and was a tremendous success. Each year, the employer participation grows, but in Spring 2018, it grew to 77 employers, which is triple the amount of employers that participated in the first job fair in 2007. Only 453 participants signed in, but attendance was well above that. The CAJDC counselor was on sabbatical in Spring 2019. The event was coordinated by other campus staff and was not well publicized. Employer and student attendance was substantially lower than in previous years and the CAJDC was never able to obtain a headcount of student or employer turnout.

In addition to offering individual appointments, the unit moved to developing and offering more workshops to accommodate more students. This major change allowed the CAJDC to assist the growing numbers of students. The CAJDC also conducted outreach services into the shops and classrooms to provide career exploration and job preparation services, as well as to market services. In addition, the CAJDC heavily marketed the resume writing workshops with faculty, especially with CTE faculty. The CAJDC worked closely with faculty to develop resume writing workshops conducive to CTE program classes and students developed employer ready resumes. The CAJDC also worked closely with faculty to develop career and employment preparation curriculum relevant to their specific programs.

The CAJDC conducted a marketing campaign to educate students and faculty about the services that are offered. The CAJDC began posting all of its workshops and fairs on bulletin boards throughout the campus and in the shops. The CAJDC also used the e-mail Broadcast system to advertise activities, events, and workshops, and to send out job postings from employers.

The CAJDC is a member of a UHCC consortium committee, which is made up of career and job development people across the UHCC system. This consortium collaborated to plan, develop, and design an online job posting system— Job Center Online (JCO). The CAJDC Counselor meets from one to two times per semester with this group to

collaborate on best practices and shared use of the JCO system. The committee is currently working with the vendor to upgrade the system software and to data import our UH system students from Banner. In this way, students will already have a JCO account instead of having to set up an account first.

The CAJDC purchased, built, and launched Focus2, an online career assessment tool that allows students to take career assessments, research more about potential careers, and they are able to develop a career plan around the career decisions that they make. Focus 2 will save students' profiles and allow them to return to their results and continue to research in more depth, upload and save their resumes, cover letters, and other relevant documents. Hence, it serves as a repository for everything career and job related.

Over the past several years, the CAJDC assessed all SLOs and SAOs each year to determine the effectiveness of services. Rubrics were developed to assess the SLOs and the CAJDC explored ways to increase the student return rates for follow-up assistance and to improve the overall effectiveness of services. Those return rates changed somewhat, but were dependent on outreach and marketing strategies. Rather than assess all CLOs, SLOs, and SAOs each year, the CAJDC set up a more manageable schedule for assessment of outcomes and will no longer assess each outcome each year.

The Career and Job Development Center Evaluation form was modified to assess and collect Point of Service Survey data based on student learning outcomes, in addition to the previous evaluation, which was predominantly a satisfaction assessment. The Intake form was also modified to focus on learning outcomes and to correspond with the Evaluation form, i.e. the Intake form identifies what the student wants to gain from the session and the evaluation form identifies what the student actually gained. In addition, based on CERC feedback to include more satisfaction questions, the CAJDC added the Counselor Evaluation for students to rate their satisfaction with the CAJDC counselor.

Unit Successes and Accomplishments

The CAJDC provides a very vital and necessary service to students, programs, and the college. The CAJDC helps prepare students for career employment, which is generally the reason that students come to college to begin with. 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. The CAJDC assists students in becoming better prepared job seekers.

Student Satisfaction and their ability to achieve the learning outcomes (self-reported) from the career and job preparation services provided by the CAJDC are rated on a

scale of 1 to 5. The CAJDC has consistently received a mean score ranging from 4.91 to 5.0 (on a scale of 0 to 5, with 5 being the highest). In addition to satisfaction with the services, at the end of the appointment, students are also asked to report what they have learned from the workshops and individualized services. Students report the accomplishment of numerous outcomes as can be evidenced on the table on page 15.

The CAJDC has been able to adapt and respond to the demand for services by developing and offering workshops, which has allowed more students to be served and taught necessary skills. The CAJDC was able to provide services for 994 students (unduplicated headcount) from 2018-2019, despite the fact that the students numbers are from Summer and Fall 2018 only, as the CAJDC counselor was on sabbatical in Spring 2019. Those students received a total of 3336 services. This level of service would never be possible if all students were still receiving individual services. In addition, from 2018-2019, the CAJDC provided 40 Career Exploration workshops, 16 Resume Writing workshops, and 10 Job Search workshops.

The CAJDC works well with HawCC faculty to develop curriculum that is tailored and relevant to their individual programs of study. The focus of these is one or a combination of the following: an overview of all services provided, navigation of the various online career and job preparation tools, career exploration and labor market research, resume and cover letter writing, student employment, and job search.

Strengths and Challenges/Obstacles Meeting Unit Goals

The CAJDC services a wide range of people: prospective students, credit and noncredit students, and community members. The CAJDC assists prospective, new, and continuing students explore and identify careers. The CAJDC also assists new, continuing, and transitioning students with looking for and preparing for work. In addition, the CAJDC works with community partners to develop employment opportunities and events for members of the community.

While career exploration and counseling have never been valued as one of those essentials that all new students should participate in, career counselors across the country have long known that this is perhaps the most important first step for all new students. Complete College America, Purpose First, and Achieving the Dream started a national initiative—Integrated Student Support, which, among many other things, also embraces this very concept. Our UHCC system has also adopted this model as studies have shown that a solid career plan increases the likelihood of persistence. Because of this initiative, the importance of career counseling is finally beginning to be understood and embraced.

The CAJDC has adequate computer software to assist students, despite a very limited budget. The computers and laptops all have resume software installed on them and the center has both paper and computer generated career exploration assessment tools. Recently, the CAJDC was able to get a one year subscription of Focus 2—a

career assessment software—paid for by the UH system Purpose First committee. This software has allowed students to set up a Profile and Focus 2 saves their assessment result information, which will allow regular counselors and advisors to access and review this with students and assist them in developing a career plan. While the computer software is available, students must be exposed to it, taught to navigate it, and shown how to fully utilize and maximize on its usefulness.

The largest challenge for the CAJDC is that it is a one person operation and to fully provide all services well, it could use the assistance of at least one more person. The CAJDC provides career and job preparation services for both credit and noncredit students. The CAJDC also provides services for the community. This is usually to help prepare job seekers in the community for job fairs and/or to help them prepare to come to college. In addition, the CAJDC also provides career exploration and planning workshops in classrooms at Kulani Correctional facility. While a wide variety of services are offered to a diverse group of individuals, there is just one CAJDC counselor to provide all of these services and it becomes a challenge to do anything, except to meet with students, which is just one part of the counselor's responsibilities. The CAJDC counselor has to take all work home with her that doesn't involve assisting students as her day is full assisting students, faculty, and employers. Most reports and projects have to be done at home as there is almost no time to work on them during the regular work day. In addition, even with taking work home and putting in many hours beyond a regular work day, many projects are submitted past the deadline because there are not enough hours in the day to get it all done.

Student employment provides a bit of assistance, but very often, the efforts to obtain, provide support for, and keep student employees, are more than the benefits that they provide. The CAJDC requested an additional person to assist with the operations of the center in previous annual and comprehensive reviews and in writing a Carl Perkins grant proposal, which specifically requested the position; but to date, there has been no relief.

Besides the more recent addition of 25 portable laptops obtained through a C3T grant, the CAJDC center itself has been operating with 12 desktops since 2006. Only 4 of those desktops are on a regular rotation schedule for replacement. These were replaced a few years back. The other 8 desktops are hand-me-downs from the Learning Center. The CAJDC inquired with ACU to see if they might have any newer used desktops. ACU exchanged the desktops with newer used desktops in Summer 2017. These desktops are okay, but are not on any replacement cycle, work very slow, and the CAJDC has had to pay for numerous repairs to these and the battery back-ups that they are all plugged into.

The CAJDC budget has continued to shrink. In 2016-2017, it was reduced to \$3000 for the year and in the following year, it was reduced to \$2000. This has been the allocation since then. This is not enough to purchase: annual software subscriptions, career assessments, paper, ink, other supplies to keep the operations running, and it certainly isn't enough to maintain 38 computers and four printers.

The CAJDC facility itself presents a serious safety concern. The CAJDC counselor reported termite droppings falling from the ceiling as early as 2005. At the time, the facilities maintenance staff determined that the best way to solve the problem was to hang a piece of plastic from the ceiling to catch the droppings. The plastic is still there and it is full with droppings. In addition, the ceiling material is composed of wall board, which contains high levels of arsenic. The major concern is not just the unhealthy issues of termite droppings in the air, but also the potential for exposure to dangerous levels of arsenic, which are being emitted while the termites are eating and dropping. Recently, the apprenticeship program adopted a campus project to design and construct a drop-down ceiling in the CAJDC. The job was completed and the drop-down ceiling looks really nice and it hides the droppings, but it does nothing to address the issue of the breaking down wall board behind it, which still poses a health and safety concern.

Besides the ceiling damage, the carpet in the CAJDC is over 20 years old. Despite carpet cleanings, it is very stained and filled with accumulated dust and dirt. It also presents a health and safety concern. The toxic conditions in the CAJDC were brought to the attention of several Planning, Operations, and Maintenance Office (POM) personnel and managers, but to date, nothing has been done except for the installation of the drop-down ceiling.

The unit is also challenged with being able to pull adequate reporting data from an electronic source. In the past, the CAJDC was able to schedule and track appointments through the SARS scheduling calendar. This calendar also allowed the CAJDC to build its SLO rubrics right into the appointment calendar, and reports could later be pulled up that provided contact information as well as SLO data specific to the types of appointments that were scheduled. This made data collection quite manageable. The reports pulled up quickly and easily and it took no more than an hour to pull up all of the reports that were necessary for the annual reviews.

When the campus decided to adopt Starfish, access to the SARS calendar became less and less possible as servers operating them were not maintained. Starfish produces only one very large spreadsheet of conglomerated data and separating anything out that is meaningful is a huge challenge. The Starfish scheduling calendar does not work well for anything the CAJDC needs. It is not user friendly and the reporting system is archaic. To try to generate reports for just one year, it took days of working with Excel data that was extrapolated from the Starfish calendar for the CAJDC. The raw data submitted to the CAJDC on an Excel spreadsheet was missing data and the data that was obtained needed a lot of manipulation to get it to produce anything that could be used. Between the CAJDC counselor and 2 student workers, it took over 85 hours just to produce something that could be sorted and totaled. In addition, the calendar does not allow for the input of nonstudents into the system. To schedule an appointment with a nonstudent, the scheduler must make that person a default HawCC student. Hence, every person input in that way will only be counted as one person when pulling unduplicated headcount data (even if the CAJDC met with 200 nonstudents, it will just count it as one student).

The CAJDC has kept a dual SARS calendar to purposely use for data collection. This calendar was slowly dying and was, at times, not functional at all because the servers that operated the software were not being maintained at the campus or system level. The CAJDC had to contact a systems office to see if they could operationalize the server so the CAJDC could pull data for last year's review. This year, using SARS was not an option as all the computers in the CAJDC were replaced and the software no longer functions. This Starfish issue is something that definitely has to improve—the college needs to consider replacing Starfish or working with the UHCC system person to develop a more usable and accountable system. The CAJDC counselor has been manually collecting data, which is more accurate, but also time consuming.

Tracking employment is the most challenging aspect for any employment agency. Students and employers alike forget to report when a hire has taken place. Reporting, at best, sometimes occurs in casual encounters in the community when the CAJDC counselor happens to see someone that she has worked with and they mention the hire in casual conversation. Even employers forget this step.

There has been an increase in the amount of employers seeking student interns as well as students interested in internship opportunities. In addition, several HawCC administrators are also interested in developing internships. While at one time, the college had an internship coordinator, the position was redescribed when he retired. At this point in time, though there is a demand, for internship development, the CAJDC is unable to further develop in this direction because of all of the current demands on her schedule. While the CAJDC counselor will talk with employers and also share the information about internship opportunities with students, she does not have time to work more closely with employers and students to further develop and monitor these opportunities.

Perhaps the most challenging aspect of career and job development is the term typically associated with this business: "job placement." Everyone wants to know "how many students did you place into jobs?" The biggest challenge is that collecting this kind of data is an impossible task to complete with any accuracy. Even the US Department of Labor is only able to determine whether someone is working or not, not whether they are working in their chosen industry—the one they went to school for.

HawCC and the other UH system campuses have a website that allows employers to post jobs and students can view and apply for those jobs. The software-- Job Center Online (JCO)—has a built-in feature that allows either employers and/or students to "Report a Hire." While this is a nice feature, it does not produce the data that our UH system was hoping for. It is too reliant on individuals to actually use that website and to remember to report when a HIRE has taken place. This does not happen and the CAJDC often finds out about the hire when bumping into someone in the community. Hence, with such problematic data collection, the best strategy is to ensure that our students are adequately trained, prepared, and equipped to conduct a job search, and to prepare for and gain employment in the process.

Internal and External Data Relevant to the Operation of the Career and Job Development Center

The CAJDC collects internal and external data relevant to the services it provides. Hawaii Community College participates in the Community College Survey of Student Engagement (CCSSE) on a biennial basis. The CAJDC has two areas—Career Counseling and Job Placement-- that were addressed by CCSSE in data that was collected in 2014, 2016, and 2018 (the most recent survey). The following table represents the mean results from the data that was collected relevant to the operations of the Career and Job Development Center:

#	Community College Survey of Student Engagement (CCSSE) Means Summary (1=Not at all, Rarely, 2= Sometimes/Somewhat, 3= Often/Very; except 2018)	Survey Year 2014	Survey Year 2016	Survey Year 2018 *
3a.	Career Counseling – Frequency	1.59	1.55	0.82
3b.	Career Counseling – Satisfaction	2.11	2.18	1.42
3c.	Career Counseling – Importance	2.43	2.42	2.45
4a.	Job Placement Assistance - Frequency	1.31	1.36	0.24
4b.	Job Placement Assistance – Satisfaction	1.84	2.01	1.08
4c.	Job Placement Assistance – Importance	2.20	2.21	2.09

*** 2018 uses different scales, therefore only Importance is comparable.**

CCSSE data has always been problematic and its value is questionable. One of the problems with the current data table is that there is no scale provided for any of the CCSSE data compiled by the IRO, and because the data collected for 2018 used a different scale (except for importance), the data is not able to be compared to the previous years. Therefore, the data collected for 2018 will have to serve as a baseline to compare future CCSSE reports to. In addition, previous CCSSE reports included data from other colleges across the country, so that HawCC data could be compared to other colleges. None of this data was made available for this review.

In 2014 and 2016, using a 3 point scale, when asked how often they used the services for career counseling support, surveyed students reported a mean frequency use of 1.59 in 2014 and 1.55 in 2016. Unfortunately, the data for 2018 does not have a scale to match the data against, and therefore does not have much meaning, nor is there any ability to compare this data to previous years.

HawCC students were also asked how satisfied they were with the services that they received for Career Counseling and Job Placement. While in 2016, satisfaction increased for both Career Counseling and Job Placement, based on the scale used in 2018, it is not possible to determine if the satisfaction rates improved or if the declined.

Though the data indicates minor fluctuations from one survey period to the next, there appear to be no remarkable differences in the results over the years. HawCC students found both Career Counseling and Job Placement Services important and that has remained consistent and constant over the years. The challenge one might ask is, if it is important, why are they not seeking services? One simple and not so simple answer is, they may not be aware of services.

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 from 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 quite likely that the CCSSE satisfaction data is not completely reliable.

In addition, though CCSSE data suggests minimal satisfaction with job placement services, the Career and Job Development Center Evaluations (collected after each appointment) indicate high levels of satisfaction, which conflicts with the CCSSE data. Evaluations were collected from 161 students during the Summer and Fall 2018 semesters, which coincided with the 2018 CCSSE reporting period. On a scale of 1 to 10, with 10 being the highest, students reported a 9.62 satisfaction rate with the resources in Summer 2018 and a 9.81 rate in Fall 2018. In addition, on a scale from 1-5, with 5 being the highest level of satisfaction for services provided by the counselor, students reported a 4.91 satisfaction rate in Summer 2018 and a 4.94 satisfaction rate in Fall 2018.

Internal Unit Measures

The Career and Job Development Center collects data on several aspects of its operations. The table below summarizes the data collected relevant to the services that were provided during the 2018- 2019 academic years:

Student Success: Matriculation, Retention, and Transition Services

UNIT: CAREER AND JOB DEVELOPMENT CENTER	
Career and Job Preparation Counseling Contacts	
Su 18	735
Fa 18	2601
Sp 19 (CAJDC Counselor on sabbatical- services provided by CASSC)	0
Total Number of Career and Job Preparation Counseling Contacts	3336

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Unduplicated Head Count Contacts	
Su 18	127
Fa 18	867
Sp 19 (CAJDC Counselor on sabbatical- services provided by CASSC)	0
Total Number of Unduplicated Head Count Contacts	994
Head Count of Students Utilizing Career and Job Development Center Resources	
Su 18	85
Fa 18	138
Sp 19 (CAJDC Counselor on sabbatical- center coordinated by CASSC)	55
Total Head Count of Students Utilizing Career and Job Development Center Resources	278
Number of Center Staff	
Number of Non Student Employees	1
Average Student Employee Hours Per Week	18
Average Number of Hours Per Week Worked by Combined Non Student Employees Beyond Normal Hours	23

The CAJDC provided a total of 3336 career and job preparation services during the 2018-2019 academic year. It provided services to an unduplicated headcount of 994 students. While each student is only counted once in this statistic, it indicates that about 38% of our students (based on Fall 2018 enrollment data- 2632 students) did come to the center to receive services. Most of these students came to the center for multiple visits and received several different types of services.

In addition, students also come into the center as walk-ins to conduct career exploration, job search research, work on their resumes, register for classes, work on financial aid applications, and/or the student loan process, and for providing documentation relevant to student employment. A total of 278 students walked-in and utilized the Career and Job Development Center resources from 2018-2019. This utilization number was far below that of last year (467 students) and can be explained by the fact that the CAJDC was on sabbatical in spring and the CASSC managed the center utilization during that time. And only 55 students utilized the CAJDC in Spring 2019.

The CAJDC has just one Faculty Counselor/Coordinator to provide career and job preparation services, as well as to also manage, maintain, and coordinate the services and operations of the CAJDC. In addition, the CAJDC has one student employee who assists with the operations of the center for a total of about 18 hours per week. At the same time, this assistance is very limited as student employees are not able to assist with many of the services that are provided, and quite often, student employees need a lot of support and assistance themselves.

Group Services: Workshops, Classroom Presentations and Career & Job Fairs

As previously mentioned, in addition to its regular services, the CAJDC has continued to expand on its offerings of group services: workshops, classroom presentations, and career and job fairs. This has helped meet the demand for services. The table below provides a detailed list of the types of workshops, presentations, and fairs offered; when they were offered; and the total number that were offered each semester:

**Group Contacts with Students
 Number of Workshops, Teaching Sections, Presentations, and Fairs
 Summer 2018 to Spring 2019 (Workshops not offered in Spring 2019)**

Type of Group Contact	Summer 2018	Fall 2018	Spring 2019	Total
Career Exploration Workshops	25	15	0	40
Job Search Workshops	6	4	0	10
Resume Writing Workshops	7	9	0	16
Classroom Presentations	4	12	3	19
Career and Job Fairs	0	2	1	3
Totals	38	42	1	88

Despite the fact that the CAJDC was not on campus in spring 2019, many workshops were offered to students in Summer and Fall 2018, and in Spring, a counselor stepped in to facilitate the campus Career and Job Fair and the CAJDC counselor also conducted some outreach activities during her sabbatical.

Though attendance numbers for the Spring 2019 Career and Job Fair were not provided, the CAJDC was told that the attendance and employer participation was substantially lower than in previous years. Though participation and attendance numbers were substantially lower than in previous years, this was a great support effort and at least the event was still offered.

Career and Job Development Center- Student Evaluation/Feedback

Students who visit the Career and Job Development Center are asked to complete an evaluation at the end of their appointment. While part of the evaluation is a satisfaction survey, the beginning section asks for Student Learning Outcome information—"What did you accomplish because of your use of the Career and Job Development Center? The following table is a summary of the evaluation data that was collected and disseminated for the period from Summer 2018-Spring 2019:

Career and Job Development Center-- Student Evaluation/ Feedback			
What did you accomplish because of your use of the Career and Job Development Center?	Summer 2018 (N=63)	Fall 2018 (N=98)	Spring 2019 (N=0)
I know more about myself	42	30	0
I know which careers match me	40	28	0
I know how to do a job search	11	21	0
I know how to create a resume	19	68	0
I know more about the work world (careers)	16	26	0
I know what <u>majors</u> will lead to my career goals	38	28	0
I know how to <u>interview</u> for a job	23	43	0
I have identified my career <u>goal(s)</u>	35	28	0
I developed a career <u>plan</u>	39	28	0
Resources Used			
Resume Writing via WinWay	19	68	0
Resume Workshop	19	49	0
Career Kokua (computers)	37	26	0
Job Search Information	11	21	0
Job Openings Info	12	21	0
Career Assessments	45	30	0
How helpful were the resources? (1 – 10 Scale, 10 is the highest level of satisfaction)			
	9.62	9.81	
How helpful were the staff members? (Helen) (1 – 5 Scale, 5 is the highest level of satisfaction)			
	4.91	4.94	
How helpful were the staff members? (student employees) (1 – 5 Scale, 5 is the highest level of satisfaction)			
	4.51	4.73	

The first section of the Student Feedback/Evaluation asks students to identify outcomes learned or acquired as a result of their career and/or job preparation appointment(s). The response to the outcome is dependent on the type of appointment; i.e. students seeking assistance with resume writing would not generally have acquired the same outcomes as students who participated in a career exploration appointment. According to the table there appears to be areas of underutilized resources and services and these are often dependent on the semester. Students are more likely to seek career exploration types of services in summer and fall, and resume writing assistance in fall and spring. In the past, not many students sought assistance with interview preparation, though the ability to conduct oneself successfully at an interview is such an important skill to acquire. This became an area that the CAJDC focused more marketing strategies on and the numbers appeared to increase in summer and fall.

The feedback, based on the perception of how helpful the resources and staff were, is quite positive, with mean scores remaining consistently high across both the summer and fall semesters. Unfortunately, these student evaluations only represent a small number of students that have received services during the review period, and most are a product of individual appointments. Collecting evaluations is more challenging when working with groups as time is limited and people work at different rates, so finding a convenient time.

In addition, students who attend individual appointments with the Career and Job Development counselor are asked to evaluate the services using the evaluation criterion established by the Counseling, Advising, and Support Services Center. The table below represents a compilation of the results for Summer and Fall 2018 (does not include Spring 2019 as counselor was on sabbatical):

Career and Job Development Center – Results for Summer – Fall 2018
(161 Returns)
Counselor Evaluation for Helen Nishimoto

Please rate the services you received from the counselor listed above by checking the appropriate boxes and writing comments. The information will help counselors improve student services.

Counselor Evaluation	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. The counselor listened to me and understood my reason(s) for seeking help, then responded to my concerns.	155/ 96%	6/ 4%			
2. The counselor provided me with helpful information.	157/ 98%	4/ 2%			
3. I felt comfortable discussing my questions and concerns with the counselor.	159/ 98%	2/ 2%			
4. When needed, the counselor assisted me in getting information from another office or agency.	151/ 94%	8/ 5%			2/ 1%
5. If I need to see a counselor in the future, I would choose to see this counselor again.	160/ 99%	1/ 2%			

Reason for Visit (Check below ALL categories that apply):

<u>68</u> Career Counseling	<u>9</u> Disability Counseling	<u>85</u> Personal
<u>44</u> Course Selection	<u>128</u> General Information	<u>48</u> Registration
<u>55</u> Change/Select Major	<u>92</u> Financial Aid	<u>95</u> Resume Writing
<u>69</u> College Success Strategies	<u>80</u> Job Search/Preparation	<u>84</u> Other: _Interview Preparation, cover letter writing, withdraw from classes, job reference, transfer to UH, graduation check, course waiver substitution, payment info

The results, based on the combined feedback for Summer and Fall 2018, yielded 161 returns. All 161 students rated the CAJDC counselor on all criterion with either Strongly Agree or Agree responses, except two students felt that question #4 was not applicable for them. These results indicate that student satisfaction in having their needs met with individual appointments is very high.

Unfortunately, these student evaluations only represent a small percentage of the students that received assistance and services during the review period. Collecting evaluations from students is a challenge, but it is even more challenging when

working with groups. Time is limited and people work at different paces and rates, so finding a convenient time to ask students to complete evaluations can be a challenge. Greater efforts were put out to gather these evaluations based on the last comprehensive review. This effort did yield more returns.

The CAJDC, based on CERC's feedback, also added the Counselor Evaluation satisfaction survey to the Career and Job Development Center survey she had been using. This has yielded more data and more surveys to review, but it has also added more to what we are asking students to do and they are not enthusiastic about having to do 2 evaluations. When actually implemented, this second evaluation does not seem to be a positive recommendation from CERC, especially when we are teaching to accomplish outcomes. While an interesting exercise in frustration for all involved, the CAJDC has decided to eliminate this "merely satisfaction in nature" survey in upcoming semesters.

External Factors and Trends Affecting the Unit

Employment opportunities have always been limited in Hawaii County as there are limited business opportunities and a limited demand for employees. Many occupations identified by the US Department of Labor don't even exist in Hawaii County. In addition to the overall lack of occupational demand, Hawaii County has always been extremely vulnerable to national recessions and unemployment rates in Hawaii County have always mirrored those of the National rates, though there is sometimes a lag between a National recession and its effects on Hawaii County.

Businesses that had been in business for many decades went out of business as a result of the most recent recession. The impact for many years after the recession hit Hawaii was very limited employment opportunities and high unemployment rates. That trend has changed in the past couple years, and the CAJDC has observed a significant increase in job market opportunities and more employers have contacted the office to post job openings. This is especially true for the west side of the island, though there is also a good demand in East Hawaii as well. The employment market on the west side is "hot" and the current demand exceeds the amount of available workers.

The graph below indicates the trends in Hawaii County unemployment rates over the past 30 years. The gray bars represent the national recessions that have occurred:



While unemployment rates have risen as high as 12.5% during the 30 year period, rates have currently dropped to 4.2%, which means that our students have more employment options available to them once they graduate.

The unemployment rates also mirror campus enrollment rates. When the national, state, and county unemployment rates escalate, college enrollment rates generally increase dramatically as people decide to return to school to develop additional skills to increase their employability. As an example, student enrollment rates increased drastically between 2008-2012 when the unemployment rates reached over 11% and remained high for several years.

3. Unit/Student Learning Outcome

- a) List of the Program SLOs/SAOs
- b) Program SLOs/SAOs that have been assessed
- c) Assessment Results
- d) Changes that have been made as a result of the assessments

The CAJDC has several service area and student learning outcomes. The table below lists service area (SAOs) and student learning outcomes (SLOs), along with their alignment to the Institutional Learning Outcomes (ILOs):

SAO #	UNIT OUTCOMES	Aligned to ILO #
SAO2	The Career and Job Development Center will conduct outreach and collaborate with employers to develop employment opportunities for students, graduates, and alumni.	4

SAO3	The Career and Job Development Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and events.	
SLO#	STUDENT LEARNING OUTCOMES)	Aligned to ILO #
SLO1	Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals.	1,2,3,4
SLO2	Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.	1, 2, 4

Assessment Strategies

For each SAO/SLO assessed in 2018-2019, assessment strategies were developed, which included a description of the type of assessment tool/instrument used. The following table explains the strategies that were developed and implemented:

UO/ SLO #	Assessment Strategies
SLO1	<p>A rubric was used to assess SLO1: Develop, create, and refine a Career Plan (student is rated 1-4, with 4 being the highest level of acquisition).</p> <ol style="list-style-type: none"> 1. Identify, access, and complete a minimum of two career assessments/inventories. 2. Utilize assessment/inventory results to identify a minimum of three possible careers that match interests, values, and skills. 3. Select an appropriate major based on the results of the counseling process, assessment tools, and the resources provided in the Career and Job Development Center and/or online resources. 4. Develop and create a Career Plan that includes short and long term goals. <p>Point of Service Surveys were also administered. For individual appointments, two Point of Service surveys were administered: one measured satisfaction and outcomes (Career and Job Development Center Feedback form), and the other measured satisfaction only (Counselor Evaluation). For workshops and group sessions, the Career and Job Development Center Feedback form was used.</p>
SLO2	<p>To assess SLO2, a rubric was developed and used to determine the “employer readiness” of resumes prepared by students. Using a rubric, students’ resumes were rated from 1-3, with 3 being the highest level of skill acquisition:</p> <ol style="list-style-type: none"> 1. Identify the various resume formats and their uses. Select the appropriate format based on skills and experience. 2. Demonstrate the ability to complete a draft resume. 3. Assess, edit, polish, and produce a resume to submit to an employer. <p>Point of Service Surveys were also administered. For individual appointments, two Point of Service surveys were administered: one measured satisfaction and outcomes (Career and Job Development Center Feedback form), and the other measured satisfaction only (Counselor Evaluation). For workshops and group sessions, the Career and Job Development Center Feedback form was used.</p>

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SAO2	To assess SAO2, the CAJDC will contact at least 2 employers per week and keep a log of contacts and other information about the company, such as: what service they provide, amount of employees, the various types of positions that they employ, and whether they have any current open positions.
SAO3	To assess SAO3, the CAJDC will partner with BIWC to sponsor at least 4 events per year. A log will be kept of events, with summaries of the activities and number of attendees.

SLO1: Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals. SLO1 was assessed in 2017-2018 and in 2018-2019. The table below summarizes the results:

Career Exploration Rubric Level	Number of and Percent of Students at Level (2017-2018)	Number of and Percent of Students at Level (2018-2019)	Number of and Percent of Students at Level--Improvement?
Career Interest—Discussion without completing assessments	433	521	Yes
Career Exploration Assistance- Level 1 Identify at least three possible Career options based on the results of the assessments/inventories.	352 100%	521 100%	Yes
Career Exploration Assistance- Level 2 Utilize resources in the Career and Job Development Center and online to select one or two career options.	347 99%	515 99%	Yes
Career Exploration Assistance- 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.	226 64%	344 66%	Yes
Career Exploration Assistance- Level 4 Develop a Career Plan with short and long term goals that will allow them to stay on track toward those goals.	188 53%	322 62%	Yes

Based on the data, the student return rates to further develop their career plans have continued to improve slightly for Levels 3 and 4 and they both exceeded the previous year's levels of achievement. The return rates for Level 3 increased by 2% above the return rates of the previous year. The rates for Level 4 indicated a remarkable return rate of 62%, which was 15% higher than the previous year which, when looking at the data for the past few years, would indicate that efforts to schedule students for return/

follow up appointments at the end of their first appointment seems to have made a huge difference in their likelihood to follow up and return to develop a career plan.

In addition, it is also known that students will obtain the answers that they need based on the first appointment and the homework assignment and they may not feel they need the follow up appointment. They will then change their major and or continue to stay on track with their major, sometimes with the assistance of a counselor and other times, on their own.

SLO2: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment. SLO2 was assessed in 2017-2018 and 2018-2019. The table below summarizes the results:

Resume Writing Rubric Level	Number of and Percent of Students at Level (2017-2018)	Number of and Percent of Students at Level (2018-2019)	Number of and Percent of Students at Level--Improvement?
Resume Interest—Discussion without beginning a draft of a resume.	405	462	Yes
Resume Writing Assistance—Level 1 Identify the various resume formats and their uses. Select the appropriate format based on skills and experience.	401 100%	458 100%	Yes
Resume Writing Assistance- Level 2 Demonstrate the ability to complete a draft resume.	379 95%	452 99%	Yes
Resume Writing Assistance- Level 3 Assess, edit, polish, and produce a resume to submit to an employer.	256 64%	378 83%	Yes

The return rates dramatically improved for Level 3 over the past few years, and in 2017-2018, they exceeded the previous years' rates by 13%, which far exceeded the expected level of achievement of a 5% increase. The efforts to assist students in completing their resumes during the first visit seem to improve the amount of students that reached Level 3—an employer ready resume. The expected level of achievement was not only met, but it far exceeded that level, with 64% of students completing an Employer Ready Resume --- Level 3. It is likely that far more students completed an employer ready resume without returning to the CAJDC for assistance as the CAJDC assists students with exporting the resumes they generate to Microsoft Word and with saving them on their own flash drives or through e-mail. Many students very likely make the final edits themselves without returning for assistance.

SAO2: The Career and Job Development Center will conduct outreach and collaborate with employers to develop employment opportunities for students, graduates, and alumni.

The CAJDC has an employer database that updated based on the contacts made with employers. Employers are contacted at least once per semester to ensure that their contact information and other details are current and correct and if there are any changes, the database is updated. The database has hundreds of employers and the CAJDC contacted approximately 10 employers per week in Summer and Fall 2018. This was not done in Spring 2019 as the CAJDC Counselor was on sabbatical.

SAO3: The Career and Job Development Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and events.

The CAJDC counselor attended monthly AJC meetings and planned activities and events for the year with other employment related agencies. The CAJDC participated in two job readiness fairs (one in Hilo and one in Kona) and two Job Fairs (one in Hilo and one in Kona) with her AJC partners. In addition, she assisted several Youth Challenge and Senior Training and Employment participants with resume writing. She also conducted outreach to Kulani Correctional Facility to assist inmates with career exploration and to develop a career/life plan. She conducted this outreach four times in Summer and Fall 2018 and twice in Spring 2019.

4. Action Plan

Action Item 1: Collaborate with the Internship Coordinator, hired to implement the Learn and Earn program to assist with the operations of the CAJDC and to begin to develop internship services.

The CAJDC provides services for credit and noncredit students. As the college is moving towards separating the division between credit and non-credit, the CAJDC would like to partner with other campus services that provide workforce preparation and development types of services such as: OCET short term employment training programs, apprenticeship, and student employment. With these various employment related services, the CAJDC would ideally like to create a new division titled: Workforce Development Division. This new division would be part of Academic Affairs, as the services provided by this division are primarily instructional and instructional support. In addition, the CAJDC would like to secure longer-term funding for an Internship Coordinator to join this division.

In Fall 2019, the CAJDC will begin to collaborate with the Learn and Earn Internship Coordinator to expand upon the work started by the previous Learn and Earn Coordinator. Together, they will look for common duties, responsibilities, and services offered to students, faculty, and employers. Rather than duplicating services, they will decide upon a division of these activities to best utilize one another's skills, talents, abilities, and to avoid a duplication of services.

How this Action Item will Improve Unit and Support Student Learning and Unit Outcomes:

With these key units under the umbrella of a Workforce Development Division, the separate subunits could collaborate to share information and services, avoid duplication of services, work cooperatively towards assisting students with: making solid career decisions based on career exploration and research of labor market information, developing "employer ready" resumes and cover letters, obtaining short term job readiness training through OCET, and developing internship opportunities for students and our community. The services of the Workforce Development Division will be provided for all students and students will not be distinguished between credit and noncredit, except when they selecting programs of study based on their career exploration and planning.

The CAJDC would be able to sufficiently manage and consider expanding its services with the assistance of an Internship Coordinator. It could also find time to further develop services and modify some of its assessment evaluation tools such as the: Faculty Survey of Individualized Curriculum Developed by the CAJDC, Evaluation of Collaborative Activities with BIWC Partners, and additional assessment tools for IS 105.

Action Item 2: Develop a stronger marketing strategy to recruit students, instructors, and employers.

The CAJDC market services in various ways: flyers, email broadcasts, classroom presentations, etc. When concerted efforts are made, students contact the center and sign up for workshops and/or individual appointments. When the CAJDC contacts instructors to remind them to set up a day/time for career exploration and/or resume writing for their classes, instructors are more likely to incorporate this into their class schedules and curriculum. Some are good at contacting the CAJDC each semester, but most do need to be reminded as it is not yet a habit. The CAJDC gets very busy and is sometimes unable to conduct this type of marketing.

In Spring 2019, with the assistance of the Internship Coordinator, the CAJDC will conduct a more active marketing strategy. This marketing strategy will also include information about the services of the Internship coordinator.

How this Action Item will Improve Unit and Support Student Learning and Unit Outcomes:

This activity will yield more individual and workshop attendees as well as more classroom presentations. This means that more students will learn about and participate in services.

Action Item 3: Collaborate with the Orientation Team to offer Career Exploration- Focus 2 workshops for all new students.

Currently, the Orientation Team piloted same-day orientation and advising sessions. While some students receive academic advising, the rest of the group is introduced to Focus 2 (the online career exploration assessment tool that the CAJDC built for HawCC). This has at least exposed students to career exploration, but few students would be able to select a major based on that brief exposure. The exception would be with those students who come in fairly certain about their major. If they are able to see that the assessment results match with their own interests and major they already selected, they might be able to move forward with more confidence. If their results don't match, or if they come in unsure to begin with, they will need more time to research their results and the various aspects relevant to careers: required skills, education, work environment, match with personality type, salary, future outlook of need and demand for that career, etc.

Another problem with Focus 2 implementation at Orientation is that students are not guided to save careers and majors of interest in a Saved Careers and Saved Majors folder. Without this step, most students will forget or have trouble finding that career again, especially when it comes to meeting with generalist counselors, none of which are trained and educated career counselors.

In Spring 2020, the CAJDC will contact the Orientation Team and offer her services to ensure that students get the most out of the Focus 2 workshop.

How this Action Item will Improve Unit and Support Student Learning and Unit Outcomes:

Students will have a better Orientation experience and come away with deeper knowledge of careers, have careers and majors of interest saved in folders, and generalist counselors will be able to more effectively review the results with students as they meet with them.

5. Resource Implications

(physical, human, financial)

Replace carpet in Career and Job Development Center- Health and Safety

The CAJDC facility itself presents a serious health and safety concern. The CAJDC counselor reported termite droppings falling from the ceiling as early as 2005. At the time, the facilities maintenance staff determined that the best way to solve the problem was to hang a piece of plastic from the ceiling to catch the droppings. The plastic is still there and it is full with droppings. In addition, the ceiling material is composed of wall board, which contains high levels of arsenic. The major concern is not just the unhealthy issues of termite droppings in the air, but also the potential for exposure to dangerous levels of arsenic, which are being emitted while the termites are eating and dropping. Recently, the apprenticeship program adopted a campus

project to design and construct a drop-down ceiling in the CAJDC. The job was completed, the drop-down ceiling looks really nice and it hides the droppings, but it does nothing to address the issue of the breaking down wall board behind it, which still poses a health and safety concern.

Besides the ceiling damage, the carpet in the CAJDC is over 20 years old. Despite carpet cleanings, it is very stained and filled with accumulated dust and dirt. It also presents a health and safety concern. The toxic conditions in the CAJDC were brought to the attention of several Planning, Operations, and Maintenance Office (POM) personnel and managers, but to date, nothing has been done except for the installation of the drop-down ceiling.

The CAJDC is requesting that the college replace the dust-ridden and stained carpet in the CAJDC and in the adjoining CAJDC counselor's office. In addition, the college needs to make plans to remove the wall board in the ceiling and replace it with nontoxic materials.

Appendix: Community College Survey of Student Engagement (CCSSE)

Data last updated: 10/4/2019

#	Community College Survey of Student Engagement (CCSSE)	Survey Year 2014	Survey Year 2016	Survey Year 2018 *
3a.	Career Counseling – Frequency	1.59	1.55	0.82
3b.	Career Counseling – Satisfaction	2.11	2.18	1.42
3c.	Career Counseling – Importance	2.43	2.42	2.45
4a.	Job Placement Assistance - Frequency	1.31	1.36	0.24
4b.	Job Placement Assistance – Satisfaction	1.84	2.01	1.08
4c.	Job Placement Assistance – Importance	2.20	2.21	2.09

* 2018 uses different scales, therefore only Importance is comparable.



HawCC Career & Job Placement Center Feedback Form—Summer 2018
 N = 63

45 Career Exploration
 19 Resume Writing
 11 Job Search

- What did you accomplish because of your use of the Career Center? (Check all that apply)

42 - I know more about <u>myself</u>	38 - I know what <u>majors</u> will lead to my career goals
40 - I know which <u>careers</u> match me	23 - I know how to <u>interview</u> for a job
11 - I know how to do a <u>job search</u>	35 - I have identified my career <u>goal(s)</u>
19 - I know how to create a <u>resume</u>	39 - I developed a career <u>plan</u>
16 - I know more about the <u>work world (careers)</u>	
- Please indicate which resources you used (circle all that apply)

19 - Resume Writing via WinWay	19 - Resume Workshop	37 - Career Kokua (computers)
11 - Job Search Information	12 - Job Openings Info	45- Career Assessments
- How helpful were the resources? (1=not helpful, 10=very helpful)

1) 0 2) 0 3) 0 4) 0 5) 0 6) 0 7) 2 8) 5 9) 8 10) 48 **Average 9.62**
- How helpful were the staff members? (1=not helpful, 5=very helpful)

Helen Nishimoto – 1 2 3 4 5 (student employee) – 1 2 3 4 5
 1) 0 2) 0 3) 0 4) 6 5) 57 **Average 4.91** 1) 0 2) 0 3) 2 4) 22 5) 29 **Average 4.51**

Please use the back of this form to write suggestions for how we could improve the HawCC Career Center. Thanks for taking time to complete this feedback form.

2019 Hawai'i Community College ARPD
 Student Support Services- Career and Job Development Center

Career and Job Development Center – Results for Summer 2018
 (53 Returns)

Counselor Evaluation for Helen Nishimoto

Please rate the services you received from the counselor listed above by checking the appropriate boxes and writing comments. The information will help counselors improve student services.

Counselor Evaluation	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. The counselor listened to me and understood my reason(s) for seeking help, then responded to my concerns.	50/ 95%	3/ 5%			
2. The counselor provided me with helpful information.	52/ 98%	1/ 2%			
3. I felt comfortable discussing my questions and concerns with the counselor.	52/ 98%	1/ 2%			
4. When needed, the counselor assisted me in getting information from another office or agency.	49/ 93%	4/ 7%			
5. If I need to see a counselor in the future, I would choose to see this counselor again.	52/ 98%	1/ 2%			

Reason for Visit (Check below ALL categories that apply):

<u>29</u> Career Counseling	<u>3</u> Disability Counseling	<u>31</u> Personal
<u>18</u> Course Selection	<u>39</u> General Information	<u>20</u> Registration
<u>22</u> Change/Select Major	<u>31</u> Financial Aid	<u>27</u> Resume Writing
<u>26</u> College Success Strategies	<u>32</u> Job Search/Preparation	<u>35</u> Other: <u> </u> Interview Preparation, cover letter writing, withdraw from classes, job reference, transfer to UH, graduation check, course waiver substitution, payment info



Please share any additional comments you wish to make below or on the back of this page.

ADDITIONAL COMMENTST:

Came in for job preparation and was pleased to find a fully welcoming and accommodating experience.

Helen showed me a great example of ALOHA. I look forward to my term as a HCC student.



HawCC Career & Job Placement Center Feedback Form—Fall 2018
N = 98

1. **What did you accomplish because of your use of the Career Center?** (Check all that apply)
- | | |
|--|---|
| 30 - I know more about <u>myself</u> | 28 - I know what <u>majors</u> will lead to my career goals |
| 28 - I know which <u>careers</u> match me | 43 - I know how to <u>interview</u> for a job |
| 21 - I know how to do a job <u>search</u> | 28 - I have identified my career <u>goal(s)</u> |
| 68 - I know how to create a <u>resume</u> | 28 - I developed a career <u>plan</u> |
| 26 - I know more about the <u>work world (careers)</u> | |

2. **Please indicate which resources you used** (circle all that apply)

68 - Resume Writing via WinWay	49 - Resume Workshop	26 - Career Kokua (computers)
21 - <u>Job Search Information</u>	21 - Job Openings Info	30 - Career Assessments

3. **How helpful were the resources?** (1=not helpful, 10=very helpful)

1) 0 2) 0 3) 0 4) 0 5) 0 6) 0 7) 1 8) 2 9) 12 10) 83 **Average 9.81**

4. **How helpful were the staff members?** (1=not helpful, 5=very helpful)

Helen Nishimoto – 1 <u>2</u> 3 4 5	Student Employee) – 1 2 3 4 5
1) <u>0</u> 2) <u>0</u> 3) <u>0</u> 4) <u>6</u> 5) <u>92</u> Average 4.94	1) <u>0</u> 2) <u>0</u> 3) <u>7</u> 4) <u>12</u> 5) <u>79</u> Average 4.73

Please use the back of this form to write suggestions for how we could improve the HawCC Career Center. Thanks for taking time to complete this feedback form.

2019 Hawai'i Community College ARPD
 Student Support Services- Career and Job Development Center

|

Career and Job Development Center – Results for Fall 2018
(108 Returns)
Counselor Evaluation for Helen Nishimoto

Please rate the services you received from the counselor listed above by checking the appropriate boxes and writing comments. The information will help counselors improve student services.

Counselor Evaluation	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. The counselor listened to me and understood my reason(s) for seeking help, then responded to my concerns.	105/ 97%	3/ 3%			
2. The counselor provided me with helpful information.	105/ 97%	3/ 2%			
3. I felt comfortable discussing my questions and concerns with the counselor.	107/ 99%	1/ 1%			
4. When needed, the counselor assisted me in getting information from another office or agency.	102/ 95%	4/ 3%			2/ 2%
5. If I need to see a counselor in the future, I would choose to see this counselor again.	108/100%				

Reason for Visit (Check below ALL categories that apply):

<u>39</u> Career Counseling	<u>6</u> Disability Counseling	<u>54</u> Personal
<u>26</u> Course Selection	<u>89</u> General Information	<u>28</u> Registration
<u>33</u> Change/Select Major	<u>61</u> Financial Aid	<u>68</u> Resume Writing
<u>43</u> College Success Strategies	<u>48</u> Job Search/Preparation	<u>49</u> Other: _Interview Preparation, cover letter writing, withdraw from classes, job reference, transfer to UH, graduation check, course waiver substitution, payment info

Please share any additional comments you wish to make below or on the back of this page.

ADDITIONAL COMMENT:

I love working with Helen. She understands me and is able to connect me with services when I need them.
 Helen is one of the few people left who really are willing to help when I need it. Others will help with one thing, but I still need help with so many other things.
 She is always welcoming, even if she is in the middle of something else.
 Thanks Helen! I definitely recommend you to all students.