

**Appendix Career and Job Development Center
Annual Unit Review (November 2013)**

Part II: Annual Report of Unit Data

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 2012 to 2013 academic year.

Student Success: Matriculation, Retention, and Transition Services

UNIT: CAREER AND JOB DEVELOPMENT CENTER	
Total Number of Career and Job Preparation Counseling Contacts	
Su 12	2601
Fa 12	1480
Sp 13	1388
Unduplicated Head Count	
Su 12	430
Fa 12	214
Sp 13	193
Total Head Count of Students Utilizing Career and Job Development Center Resources	
Su 12	332
Fa 12	210
Sp 13	151
Number of Center Staff	
Number of Non Student Employees	1
Average Student Employee Hours Per Week	20
Average Number of Hours Per Week Worked by Combined Non Student Employees Beyond Normal Hours	15

The table below lists the types of workshops offered, when they were offered, and the total number offered for each semester:

Semester	Total Career Exploration Workshops	Total Resume Writing Workshops	Total Job Search Workshops
Summer 2012	39	7	5
Fall 2012	9	18	10
Spring 2013	11	14	9
Total	59	39	24

Part II: Narrative and Analysis of the Unit

A. Trends and Other Factors-- Internal Factors Affecting the Unit

Career and Job Development Center-- Student Evaluation/ Feedback

What did you accomplish because of your use of the Career and Job Development Center?	Summer 2012 (N=36)	Fall 2012 (N=27)	Spring 2013 (N=53)
I know more about myself	29	16	36
I know which careers match me	27	15	35
I know how to do a job search	18	18	27
I know how to create a resume	11	12	19
I know more about the work world (careers)	18	10	19
I know what <u>majors</u> will lead to my career goals	20	12	19
I know how to <u>interview</u> for a job	5	3	6
I have identified my career <u>goal(s)</u>	22	4	19
I developed a career <u>plan</u>	4	3	8
Resources Used			
Resume Writing via WinWay	3	8	21
Resume Workshop	6	6	9
HawCC Major Books	1		
Career Kokua (computers)	17	7	13
Job Search Information	15	10	17
Job Openings Info	7	5	12
Scholarship Info	1	1	1
Career Assessments	16	9	22
College Info	6	1	
How helpful were the resources?	8.8	9.88	9.8
How helpful were the staff members? (Helen)	4.92	5	4.94
How helpful were the staff members? (student employees)	4.3	5	4.85

B. Required external measures

The 2012 CCSSE report has been released, but the data provided is not complete and does not give data on a percentage basis. The following tables reflect the most current CCSSE data based on the data provided thus far:

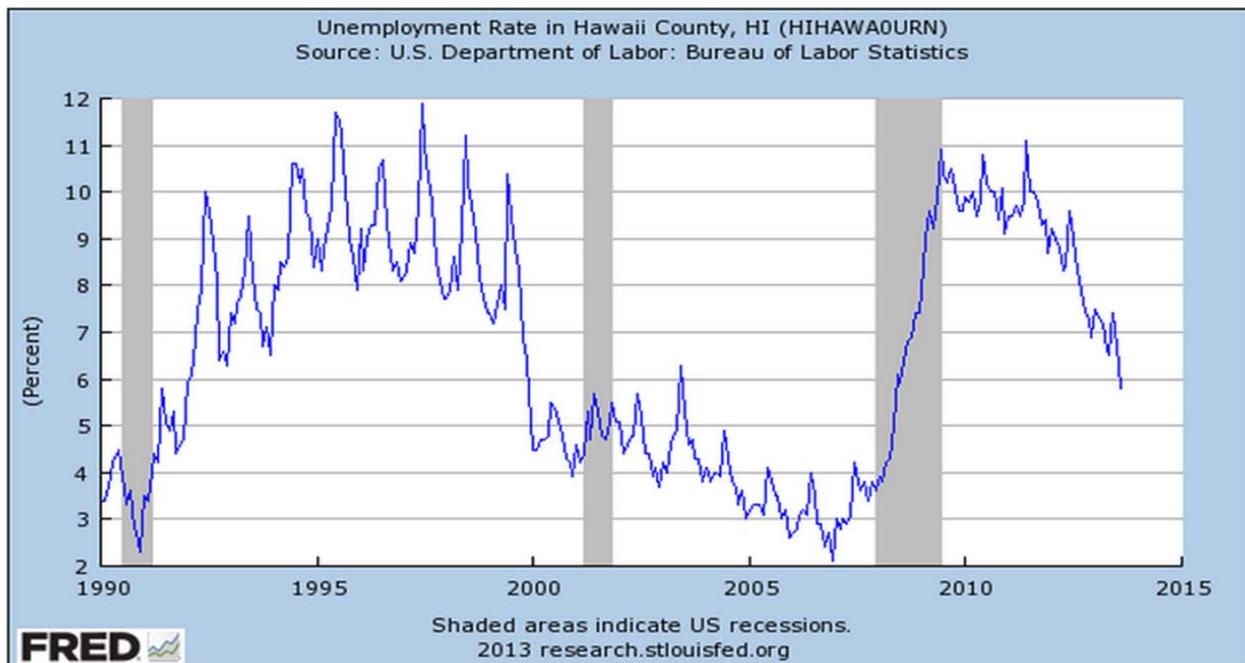
Community College Survey of Student Engagement (CCSSE)		Survey Year		
		2008	2010	2012
Support for Learners Benchmark (Percentile)		80	90	70
Means Summary All Students (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)				
Career Counseling				
	Frequency	1.53	1.40	1.51
	Satisfaction	2.14	2.10	2.16
	Importance	2.41	2.30	2.48
Job Placement Assistance				
	Frequency	1.32	1.20	1.29
	Satisfaction	1.91	1.80	1.82
	Importance	2.22	2.10	2.25

In the following table, CCSSE 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:

Item 13.1: How often do you use the following services at this college?							
13.1b. Career Counseling	Your College		Small Colleges		2012 Cohort		
	Responses	Count	Percent	Count	Percent	Count	Percent
	Don't Know/NA	52	12.0	26,602	20.8	87,947	20.3
	Rarely/Never	217	50.3	64,254	50.3	220,540	50.9
	Sometimes	133	30.8	29,379	23.0	98,922	22.8
	Often	30	7.0	7,543	5.9	25,681	5.9
	Total	433	100.0	127,778	100.0	433,090	100.0

C. External factors Affecting the Unit

Graph: Unemployment Rate in Hawaii County



Part V: Unit Outcomes

The Career and Job Development Center has developed Student Learning Outcomes as well as Unit Outcomes, which focus on the unit's outreach efforts in the community. The following table is a list of SLOs and UOs, their operational definitions, explanations of what is being assessed, and information on the assessment tools that are used for assessment:

CAREER AND JOB DEVELOPMENT CENTER OUTCOMES			
Unit Outcome	Operational Definition	What To Measure	Assessment-- How Measure (Activity/Survey)
(SLO1) Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals.	<p>Career counselor assists students in the administration, completion, and interpretation of 2-3 career assessments.</p> <p>Assessment/inventory results are used to identify careers that match student interests, values, and skills.</p> <p>Students 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.</p> <p>Students develop and create a Career Plan-- based on decisions made around the assessment results-- that includes short and long term goals.</p>	<p>Whether students receive the assistance they need in making decisions about career and major selection as well as in developing a Career Plan.</p>	<p>Rubric: 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 Survey</p>
(SLO2) Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.	<p>Students are assisted in conducting conventional and nonconventional job searches using both the internet and other resources.</p> <p>A "Winning Resume" is one that utilizes the appropriate format, highlights the student's hard and soft skills, prior job experience (if any), and it has been polished, fine-tuned and edited. It is ready to present to a prospective employer.</p>	<p>Whether the student attended an individual appointment or a workshop, are they able to conduct a job search using a variety of methods—both conventional and unconventional?</p> <p>Whether the student attended an individual appointment or a workshop, are they able to select the appropriate resume format, produce a draft version of their resume, and have they taken the next step to fine-tune, polish and submit a resume to an employer?</p>	<p>Rubric: Prepare a "Winning Resume" Using Resume Writing Software (student is rated 1-3, with 3 being the highest level of 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 Survey</p>
(UO1) The Career and	Students prepare for	Whether the career and job	Survey

<p>Job Development Center will collaborate with faculty to develop and implement job preparation curriculum.</p>	<p>employment through the Career and Job Development Center as well as with their program instructors. Collaboration could eliminate duplication of services and ensure that the CAJDC provides assistance and instruction in areas not currently taught.</p>	<p>development services provided in the Counseling and Support Services Center align with the needs of our students as reflected through CTE faculty. What are the weaknesses in the services?</p>	<p>Focus Groups composed of CTE faculty.</p>
<p>(UO2) The Career and Job Development Center will conduct outreach and collaborate with employers to develop employment opportunities for students, graduates, and alumni.</p>	<p>HawCC assists students in gaining employment through both an informal and formal process. For many years, employers who were looking for employees have contacted CTE instructors to recommend their “best students.” The CAJDC provides formal employment services and works with employers to post and market their employment opportunities. CAJDC posts the positions online, on job boards, and by contacting potential applicants.</p>	<p>In what ways can CAJDC develop better partnerships with employers? (so that employers contact CAJDC with potential employment opportunities).</p> <p>Is it possible to gather valid data on employment statistics, i.e. how do we get employers and applicants to notify us when someone has been hired? (generally this step is forgotten by both).</p>	<p>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.</p>
<p>(UO3) The Career and Job Development Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and events.</p>	<p>CAJDC is a member of Big Island Workplace Connections (BIWC), which meets once per month. BIWC is composed of other community employment agencies. BIWC agencies partner to sponsor and facilitate employment related workshops and conferences.</p> <p>CAJDC will make further outreach efforts to develop relationships with members of the Japanese Chamber of Commerce and the Hawaii Island Chamber of Commerce.</p>	<p>CAJDC participation in BIWC sponsored events and activities.</p>	<p>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 the number of attendees.</p>

A. Unit Outcome(s) Assessed—Action Plan for 2012-2013

The Career and Job Development Center assessed the following SLO 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.

The following table represents a summary of the data that was collected from May 21 to November 13, 2012:

Career Exploration Rubric Level	Number of Students at Level	Percent of Students at Level
Career Interest—Discussion without completing assessments	390	
Career Exploration Assistance- Level 1 Identify at least three possible Career options based on the results of the assessments/inventories.	339	100%
Career Exploration Assistance- Level 2 Utilize resources in the Career and Job Development Center and online to select one or two career options.	337	99%
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.	25	7%
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.	13	4%

The Career Exploration Rubric results were tabulated to determine the percentage of students that reached the highest levels of skill acquisition—Levels 3 and 4. These percentages—7% and 4%-- will represent the baseline and efforts over the next academic year will be focused on raising the percentage of students that complete Level 3 by at least 5% and Level 4 by at least 3%.

The following table represents a summary of the data that was collected from January 1 to August 23, 2013:

Career Exploration Rubric Level	Number of Students at Level	Percent of Students at Level
Career Interest—Discussion without completing assessments	152	
Career Exploration Assistance- Level 1 Identify at least three possible Career options based on the results of the assessments/inventories.	95	100%
Career Exploration Assistance- Level 2 Utilize resources in the Career and Job Development Center and online to select one or two career options.	93	98%
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.	15	16%

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.	5	5%
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Budget Request with Justification

The CAJDC has outgrown the current facility. Time and efficiency are being sacrificed at the current level of services. To help adjust to the growth and demands for services, the unit is requesting the following budgetary items:

Budget Item Requested	Itemized Expense	Cost	Total Cost
APT to assist with the coordination, operations, and budget for the CAJDC and to assist with the supervision of student workers.	Salary	36,684	\$51,449
	Fringe	14,765	
Expand location of current CAJDC or relocate to a larger facility with a nearby office for counselor.		?	?
Computers, tables, printer and chairs for 12 additional computer terminal stations. This addition would allow CAJDC to service 23-- instead of the current 11 students- at a time.	12 Computers/ Monitors with Software	18,000	\$23,400
	Tables	3,000	
	Chairs	1,200	
	Printer	1,200	
Total			\$74,849