

# **HAWAI'I COMMUNITY COLLEGE UNIT ANNUAL REVIEW REPORT**

## **Career and Job Development Center (CAJDC)**

**Date November 15, 2015**

**Review Period  
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*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>*

## Unit Description

**Please provide a brief description of your Unit. Include your Unit Mission statement.**

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**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.

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 in 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 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.

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 and 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—job fairs, employer forums, and resource fairs-- each year in collaboration with Big Island Workplace Connections (BIWC).

## Part I. Review of Unit Data

If ARPD data is submitted for your Unit, go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your Unit.

<http://www.hawaii.edu/offices/cc/arpd/>

## Part II. Analysis of the Unit

Provide a detailed analysis of the Unit during the review period. If ARPD data is available for your Unit, base this part on the ARPD data from Part 1 and analyze the Unit in terms of Demand, Efficiency, and Effectiveness, and include analysis of any Perkin's Core Indicator(s) for which the Unit's goal was not met. All Units should include and analyze significant Unit actions or changes (e.g., changes to the Unit's services or numbers served, gain/loss of positions, etc.). Also discuss results of prior year's action plan and include any trends or other factors (internal/external) affecting the Unit. Describe and analyze other significant information not included elsewhere.

### A. Unit Health—Demand, Efficiency, Effectiveness, and Overall Health

Though the CAJDC receives no formal ARPD data and while none of the available ARPD data is relevant to the center operations, the CAJDC does an annual assessment of its health status utilizing the same indicators that are used by programs and units that have ARPD data available. The table below indicates the health of the CAJDC in terms of Demand, Efficiency, Effectiveness, and Overall Health:

Demand Health	Efficiency Health	Effectiveness Health
Healthy  The CAJDC keeps data on its contacts with students. During the 2014 to 2015 academic year, the CAJDC assisted 837 students (unduplicated headcount) and provided 5469 services. Though 837 students only represents about 29% of our student population, the data does show that there is a demand for services and that people do utilize the services of the center.  Over time, the demand for services grew beyond the ability of the only career and job development counselor, and this	Healthy  Career exploration and job preparation appointments can prove to be extremely time, labor, and resource intensive. Several years ago, as the student population and the demand for services grew, it was realized that the sole counselor devoted to this work would not be able to provide quality services and also meet the demands of all of those students if she tried to work with students one-on-one. She therefore developed workshops that would teach the same	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 Health measure of the CAJDC is healthy. This is largely because of the economy, which has caused jobs on the island to dry up over an extended and several year period of time. At one point, unemployment in Hawaii County was at 11%, but even that was not an accurate reflection of unemployment in East Hawaii, where rates have always been higher than on the west side. Students have gotten jobs during this time, but this has been at a much lower rate than the period of time prior to the

<p>became very obvious in 2011 when enrollment numbers reached nearly 4000 students. Workshops were developed to accommodate the growing demand.</p> <p>In addition to individual and workshop sessions, 693 students utilized the Career and Job Development Center Resources in 2014-2015. 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 student loan orientations and trainings.</p>	<p>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 and fine-tune their resumes.</p> <p>Over the 2014 to 2015 academic year, the CAJDC provided a total of 77 workshops: 29 Career Exploration, 31 Resume Writing, and 17 Job Search. These workshops allowed the CAJDC to provide services for more students and they have also proven to be much more time, labor, and resource efficient.</p>	<p>economic recession.</p> <p>In addition, 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.</p> <p>Despite the poor economy, the CAJDC is committed to ensuring that students are well prepared and equipped to compete for the 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.</p>
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### Overall Health

#### Healthy

The CAJDC has grown substantially in the types of services that are offered as well as in the way services are delivered, which has led to a substantial increase in the amount of students who are served. Early intervention efforts to target students who are unsure of a career path, have allowed students to become more decisive about their careers and majors, which is supportive of college retention efforts (students are less likely to have academic problems and/or leave when they have a Career Plan).

Given the circumstances of a poor economy and high unemployment rates, the CAJDC has committed to providing quality services and to provide students with the tools that they will need to conduct successful job searches and to apply for and interview for job opportunities. The CAJDC has also worked with employers to develop and post positions for students. The CAJDC sponsors a yearly career and job fair, which has grown substantially from around 23 employers to over 65! In addition, the CAJDC works with employers to sponsor exclusive job fairs throughout the year for employers who want to recruit outside of and/or beyond the yearly job fair.

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 programs of study. Hence, the CAJDC assists students with the transition into college and 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!

## B. Internal Unit Measures

The Career and Job Development Center collects data on several aspects of its operations. The table below provides a summary of the data that was collected relevant to the services that were provided during the 2014 to 2015 academic year:

### Student Success: Matriculation, Retention, and Transition Services

<b>UNIT: CAREER AND JOB DEVELOPMENT CENTER</b>	
<b>Total Number of Career and Job Preparation Counseling Contacts</b>	
Su 14	2601
Fa 14	1480
Sp 15	1388
<b>Total for 2014-2015</b>	<b>5469</b>
<b>Unduplicated Head Count</b>	
Su 14	430
Fa 14	214
Sp 15	193
<b>Total for 2014-2015</b>	<b>837</b>
<b>Total Head Count of Students Utilizing Career and Job Development Center Resources</b>	
Su 14	332
Fa 14	210
Sp 15	151
<b>Total for 2014-2015</b>	<b>693</b>
<b>Number of Center Staff</b>	
Number of Non Student Employees	1
Average Student Employee Hours Per Week	35
Average Number of Hours Per Week Worked by Combined Non Student Employees Beyond Normal Hours	30

During 2014-2015, the CAJDC provided a total of 5,469 career and job preparation services for an unduplicated headcount of 837 students (each student is counted only once). While each student is only counted once in this statistic, it does indicate that about 30% of our students did come to the center to receive services. In addition, as indicated by the total number of services provided, many students came to the center for multiple visits and received several different types of services.

Aside from the scheduled individual and workshop appointments, students come into the center as walk-ins to conduct career exploration and job search research, work on their resumes, register for classes, and/or to work on financial aid applications, and/or the student loan process. A total of 693 students walked-in and utilized the Career and Job Development Center resources in 2014-2015.

Up to this point in time, there has been just one Counselor/Coordinator to provide career and job preparation services. The CAJDC currently has two student employees who assist with the operations of the center for a total of about 35 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 below provides a detailed list of the types of workshops offered, when they were offered, and the total number offered in each semester and for the academic year:

Semester	Total Career Exploration Workshops	Total Resume Writing Workshops	Total Job Search Workshops
Summer 2014	9	9	5
Fall 2014	9	12	5
Spring 2015	11	10	7
<b>Total</b>	<b>29</b>	<b>31</b>	<b>17</b>

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 that data for 2014-2015:

#### Career and Job Development Center—Student Evaluation/ Feedback

What did you accomplish because of your use of the Career and Job Development Center?	Summer 2014 (N=30)	Fall 2014 (N=34)	Spring 2015 (N=29)
I know more about myself	31	25	19
I know which careers match me	35	26	21
I know how to do a job search	16	17	19
I know how to create a resume	13	8	15
I know more about the work world (careers)	21	12	10
I know what <u>majors</u> will lead to my career goals	25	15	12
I know how to interview for a job	5	2	1
I have identified my career <u>goal(s)</u>	0	9	12
I developed a career <u>plan</u>	0	4	7
<b>Resources Used</b>			
Resume Writing via WinWay	4	6	13
Resume Workshop	10	2	4
Career Kokua (computers)	19	13	18
Job Search Information	13	8	8
Job Openings Info	5	4	4
Career Assessments	30	22	18
<b>How helpful were the resources? (1 – 10 Scale, 10 is the highest level of satisfaction)</b>	<b>9.24</b>	<b>9.50</b>	<b>9.90</b>
<b>How helpful were the staff members? (Helen) (1 – 5 Scale, 5 is the highest level of satisfaction)</b>	<b>4.97</b>	<b>4.94</b>	<b>5.0</b>
<b>How helpful were the staff members? (student employees) (1 – 5 Scale, 5 is the highest level of satisfaction)</b>	<b>4.75</b>	<b>4.69</b>	<b>4.46</b>

## C. Required External Measures

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 2014 (the most recent survey). The following table represents the data that was collected during the Spring 2014 semester relevant to the operations of the Career and Job Development Center:

Community College Survey of Student Engagement (CCSSE)							
Question	Responses	Your College		SamII Colleges		2014 Cohort	
		Count	Percent	Count	Percent	Count	Percent
How often do you use the following services at this college?							
13.1b Career Counseling Support	Don't Know/N.A.	68	14.6	24,449	20.3	84,419	20
	Rarely/Never	206	44.2	59,969	49.7	212,082	50.4
	Sometimes	146	31.5	28,201	23.4	97,592	23.2
	Often	45	9.7	7,933	6.6	27,039	6.4
	Total	465	100	120,551	100	421,131	100
13.1c. Job Placement Assistance	Don't Know/N.A.	149	32.3	46,215	38.6	166,046	39.7
	Rarely/Never	236	51.2	55,374	46.3	199,875	47.8
	Sometimes	56	12.2	13,363	11.2	39,085	9.3
	Often	20	4.3	4,748	4	13,131	3.1
	Total	461	100	119,699	100	418,137	100
How satisfied are you with the following services at this college?							
13.2b Career Counseling Support	N.A.	111	24.9	46,499	39.7	168,132	41.2
	Not At All	69	15.5	14,758	12.6	53,087	13
	Somewhat	159	35.7	33,242	28.4	114,6	28.1
	Very	106	23.8	22,672	19.3	72,193	17.7
	Total	446	100	117,172	100	408,012	100
13.2c. Job Placement Assistance	N.A.	213	48.3	66,854	57.7	249,418	61.8
	Not At All	80	18.2	16,002	13.8	55,246	13.7
	Somewhat	103	23.4	21,451	18.5	66,248	16.4
	Very	44	10.1	11,629	10	32,560	8.1
	Total	441	100	115,936	100	403,482	100
How important are the following services to you at this college?							
13.3b Career Counseling Support	Not At All	53	12.1	23,102	19.9	78,813	19.5
	Somewhat	143	32.7	35,048	30.2	115,519	28.6
	Very	241	55.1	57,927	49.9	209,854	51.9
	Total	438	100	116,077	100	404,186	100
13.3c. Job Placement Assistance	Not At All	101	23.2	34,251	29.8	124,897	31.3
	Somewhat	147	33.7	31,899	27.8	113,950	28.5
	Very	189	43.2	48,658	42.4	160,721	40.2
	Total	438	100	114,807	100	399,567	100

CCSSE collects and reports data specific to HawCC and it also provides comparison data. The data compares HawCC with other small colleges as well as with those that participated in the 2014 CCSSE cohort, which comprises the results from over 400,000 students across the country. In 2014, when asked how often they used the services for career counseling support, 9.7% of surveyed students reported that they often used the services, 31.5% reported that they sometimes used the services, and 44.2% reported that they rarely or never used the services. Thus, it appears that slightly over 41% of the students have used the services and this far exceeds the Small College and 2014 Cohort groups by more than 10%. Only 4.3% of the surveyed students reported that they used Job Placement services often, 12.2% reported that they sometimes used the services, and 51.2% reported that they rarely or never used the services. While frequency of use of Job Placement services seems quite low at only around 16.5%, it still exceeds the Small College and 2014 Cohort use of these services.

When asked how important the services are, nearly 88% of HawCC students reported that Career Counseling services were either very or somewhat important, while only 12.1% of students found them not to be important. When asked how important Job Placement services are, 76.9% of HawCC students found them to be either somewhat or very important. HawCC students found both Career Counseling and Job Placement Services far more important than students at Small Colleges and in the 2014 Cohort.

HawCC students were also asked how satisfied they were with the services that they received for Career Counseling and Job Placement. While 23.8% of students reported that they were very satisfied with Career Counseling Assistance and 35.7% reported that they were somewhat satisfied, 15.5% reported that they were not at all satisfied with the services. While 10.1% of students reported that they were very satisfied with Job Placement Assistance and 23.4% reported that they were somewhat satisfied, 18.2% reported that they were not at all satisfied with the assistance. Students at HawCC were far more satisfied than students at Small Colleges and in the 2014 Cohort in the area of Career Counseling Support, but they were less satisfied than the other groups when it comes to Job Placement Assistance.

While the data initially looks dim, especially when looking at HawCC data only, it is actually encouraging in the sense that the CAJDC at HawCC is actually outperforming other Small colleges and the 2014 Cohort, except in the area of Job Placement Assistance. This is the only area where HawCC scored lower in the areas relevant to career and job development. This lack of satisfaction could be due to a number of factors. In addition, the island of Hawaii has experienced very high unemployment rates for several years (since 2008) and has just barely started to recover. It is likely that the current economy has played a large role in the low 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 so that they have an edge over their competition.

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 quite possible 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 93 students during the 2014-2015 academic year. 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 4.97 (Summer 2014), 4.94 (Fall 2014), and 5.0 (Spring 2015). In



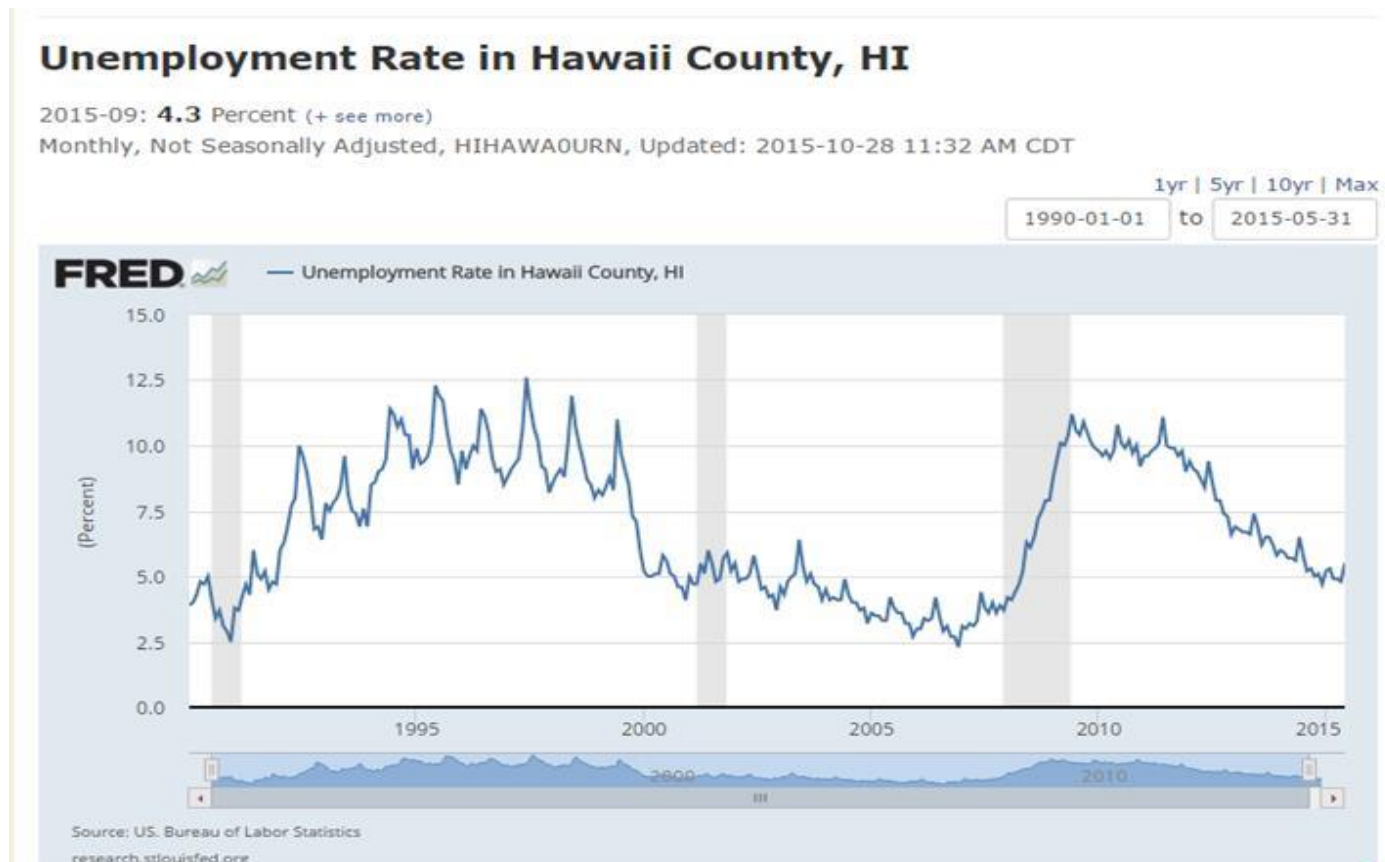
addition, during the same period, students reported a mean satisfaction rate with the resources provided by the Career and Job Development Center that ranged from 9.24 to 9.90 (on a scale of 1 to 10, with 10 being the highest).

#### **D. Trends and Other Factors (internal/external) that Affect the Unit.**

Employers and community partner agencies are also important clientele served by the CAJDC. The CAJDC counselor participates in outreach activities with Workforce Development partner agencies and is a member of Big Island Workplace Connections (BIWC), which is comprised of numerous community 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 others. Unfortunately, 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 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 vulnerable to national recessions and businesses that had been in business for many 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 below indicates the trends in unemployment rates over the past 25 years in Hawaii County as well as the national recessions (grey bar areas on the graph) that have occurred:



Though unemployment rates have gone down (4.7% in May 2015), it has taken Hawaii County some time to recover from the long recession. In addition, the unemployment rates have always been combined for the entire island and data have never been separated out or compared for the East and West sides. The problem is that this combined number is not an accurate reflection of the actual unemployment rates, especially for East Hawaii, which has always had higher unemployment rates than the west side of the island. In addition, many Hawaii County residents have been unemployed for such an extended period of time that their unemployment benefits exhausted and they are no longer counted in the unemployment numbers.

#### **E. Results of Prior Year's Action Plan**

The CAJDC had 3 Goals that it developed in 2013-2014. The table below provides a summary of the goals that were developed as well as the results of those efforts:

<b>Goal</b>	<b>Progress and Evidence of Achievement</b>
<p><b>Goal 1</b></p> <p>Expand career and job preparation services to more classes and/or programs.</p>	<p>CAJDC services were expanded to additional programs and courses. In addition, these services were extensively provided in the newly developed and taught IS 105 courses. Though this goal was achieved, the CAJDC wants to continue to expand its services to more classes and programs.</p>
<p><b>Goal 2</b></p> <p>Conduct a marketing campaign to advertise the CAJDC and its services. It is well known that students predominantly come to college to gain the skills that they will need to either gain employment or to gain upward mobility within their career. The majority of students, according to CCSSE believe that this type of assistance is important, yet they do not necessarily come for that assistance. It is probable that many students are not aware of these services. To make them aware of these services, additional efforts will be made to advertise and market these services.</p>	<p>This goal was partially achieved. The Facebook account was updated, mass e-mails were sent to students to market the services, workshops were posted on the online campus Activities and Events Calendar and flyers on bulletin boards throughout the campus, and a walk-in schedule was established. The center was unable to purchase a new sign because of budgetary constraints and it did not sponsor its own Open House Event. Though progress was made with this goal, the CAJDC wants to continue to market the services of the CAJDC and this will be a continued goal for 2015-2016.</p>
<p><b>Goal 3</b></p> <p>Expand the amount of computer stations made available for teaching in the CAJDC. Further explore possible options: 1) Relocate the CAJDC to a larger facility, or 2) Expand within the existing facility by adding portable laptops to accommodate larger groups.</p>	<p>This goal was achieved. Though the CAJDC was unable to relocate to a larger facility, it was able to obtain 25 laptops, a charging cart, and a printer. This has allowed the CAJDC to expand within the current center and/or to take the laptops directly to students in their classrooms to provide career and job preparation services.</p>

#### **F. Significant Unit Actions and Changes (e.g., changes to the Unit's services or numbers served, gain/loss of positions, etc.).**

The CAJDC has grown substantially in terms of services and numbers served. 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.

In Spring 2015, the annual Career and Job Fair was a tremendous success. Each year, the employer participation grows, but in Spring 2015, it grew to 66 employers, which is more than triple the amount of employers that participated in the first job fair in 2007.

The CAJDC collaborated with C3T staff to train them in the use of and to implement the Job Center Online website, which the CAJDC has been using for about 3 years. C3T staff were tasked to assist with recruiting employers to post jobs on the web site. The CAJDC counselor assisted C3T participants with using the website to find and apply for jobs and with resume writing and job search. As part of the grant, the CAJDC was able to secure 25 laptops, a printer, and a charging cart to use in providing job search assistance.

The CAJDC modified its evaluation tool to measure SLO acquisition and to be able to link the type of services provided with the reported outcomes from the appointment. This modification was done in Spring 2015 and will be a helpful tool for assessing students' perspectives on SLOs. These results will be used and compared in the next annual review.

In Summer 2014, the CAJDC Counselor began teaching the newly modified IS 105 course (taught as IS 197)—Career Exploration and Life Planning. In Fall 2014 and Spring 2015, it was taught by an instructor at Waiakea High School. This course is being offered as an intro to college course and is the first course that many Early College students take.

#### **G. Describe and analyze other significant information not included elsewhere.**

##### **Strengths and Weaknesses**

<b>Strength</b>	<b>Supporting Evidence of Strength</b>
<b>S1</b> 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>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.</p> <p>Student Satisfaction and their self reported outcomes from the career and job preparation services provided by the CAJDC is 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 the table on page 6.</p>
<b>S2</b> 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.	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>The CAJDC was able to provide services for 837 students (unduplicated headcount) in 2014-2015. In addition, those students received a total of over 5469 services.</p>	<p>During the 2014-2015 academic year, the CAJDC provided 29 Career Exploration workshops, 31 Resume Writing workshops, and 17 Job Search workshops. The workshops range from 1 1/2 to 2 hours in length and service several people in the time it that it would take to serve just one.</p>
<p><b>S3</b> 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, rather than just learning about writing one.</p>	<p>The CAJDC has developed two webpages— with several links-- 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—Job Center Online, 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>

Weakness	Supporting Evidence of Weakness	Possible Solutions
<p><b>W1</b> 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, are more than 13 years old, and have performance issues.</p> <p>Having one regular full time faculty dedicated to assisting with career and job development services has been the main factor that has limited further expansion of services.</p>	<p>While there are 11 computer terminals available for students to use, most classes have between 20 and 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.</p> <p>The CAJDC Counselor is spread between coordinating the operations of the CAJDC, training and supervising student workers, providing individual and group services, teaching IS 105, and collaborating with faculty and employers. Each of these activities is time and labor intensive and expansion in any one or more areas is not possible without additional staff.</p>	<p>Obtaining space for 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>The CAJDC was able to obtain 25 laptops, which have allowed her to temporarily expand the center to assist 6 more students (17 all together) in a workshop. This has also allowed her to offer workshops through outreach efforts directly in the students' classrooms. This has helped expand the services to a few more students, but is not ideal—the tables that they sit at are located a good distance from the teaching screen and instructor.</p> <p>Additional support staff would provide the additional support services that the current operations require, but most of all, it would provide the additional support services necessary for expansion.</p>

<p><b>W2</b> 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 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>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: It was discovered that students generally return at the last minute as walk-ins, when they need to submit a resume as soon as possible, and may not allow for the time needed to submit the best product possible. In 2013-2014, there was a much higher return rate—41% of students that started a résumé returned to complete it.</p> <p>Career Exploration: There has historically been a problem getting students to return, but this also improved in 2013-2014 by 6.6% over the previous year at 13.6%.</p> <p>In 2013-2014 and in 2014-2015, to improve return rates, students were given follow-up appointments at the end of their initial visit. This improved the return rates with a few students, but many others came to the appointment without having done the assigned homework and were thus unprepared for the appointment. Others did not show up for the appointment at all.</p>	<p>Aside from giving appointments at the end of the initial visit, follow-up phone calls and e-mails could be sent to determine how students are doing with the assignment and to invite them to return.</p> <p>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 that is accomplished.</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 actualization of the plan a problem.</p> <p>With the assistance of support staff, a follow-up program could be developed with e-mails and/or phone calls timed at 2 week intervals after the appointment-- to check-in and to offer a return appointment. This strategy is also intended to serve as an engagement strategy that would encourage a continuance of the career exploration process.</p>
<p><b>W3</b> 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>The CAJDC changed its name from the Career Center to the Career and Job Development Center to better reflect the services it provides. During the last review, the CAJDC expressed its intent in the Action Plan to purchase a new sign for the center, but there was an insufficient budget to support this. This has been an ongoing issue, but the CAJDC will continue to make this a priority.</p> <p>Conduct a marketing campaign to raise awareness of the CAJDC and to advertise the services that are offered.</p>

		Additional support staff would be essential to a successful marketing campaign.
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### Part III. Action Plan

**Describe in detail the Unit's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission. Include specific action plans to address any barriers or challenges that affect the Unit's efficiency, effectiveness, and operational performance.**

#### A. Goals for Next Year

Goal	Alignment with HawCC Mission	Planned Activities
<b>Goal 1</b> Expand career and job preparation services to more classes and/or programs.	In congruence with the college's mission, the CAJDC seeks to expand services to all segments of the campus community. With assistance, students will be better prepared to gain access into and to succeed in their careers.	Spring 2016: Meet with program faculty to discuss job preparation services and how CAJDC can assist the program and students.  Fall 2016: The CAJDC will collaborate with faculty to develop and implement specialized job preparation curriculum (ILO1).  Fall 2016: Plan and conduct cohort resume writing and job search workshops specialized to the needs of each major.
<b>Goal 2</b> Conduct a marketing campaign to advertise the CAJDC and its services. It is well known that students predominantly come to college to gain the skills that they will need to either gain employment or to gain upward mobility within their career. The CAJDC can assist students in their career preparation. However, it is probable that many students are not aware of these services. To make them aware of these services, additional efforts will be made to advertise and market these services using a variety of methods.	This goal seeks students out to assist them in seeking their own career excellence.	Spring 2016: Update the Facebook account to include spring workshops and Career and Job Fair Information.  Spring 2016: Send a mass e-mail to all students to inform them of the services and to invite them into the center.  Spring and Fall 2016: Plan and conduct an Open House to welcome students, raise awareness of services, and to market the services,  Spring and Fall 2016: Post workshops on the online campus Activities and Events Calendar and on flyers that will be posted on bulletin boards throughout the campus,  Fall 2016: Purchase a new sign to read: "Career and Job Development Center."
<b>Goal 3</b> Each year, employer participation and attendance continues to grow, but student attendance has not substantially grown. The goal for the next	The annual Career and Job Fair connects employers from the community with HawCC faculty and students. It is an event that provides networking opportunities	Spring 2016: Begin to advertise the Career and Job Fair in January (event is April 4 <sup>th</sup> ). Send an e-mail to students and faculty and staff every other week to advertise the event.

year (2015-2016) will be to improve student attendance at the annual Career and Job Fair in spring.	and it allows employers to learn more about the valuable product that HawCC has to offer—work ready graduates. It also gives students the opportunity to meet employers and to learn more about what they expect and are looking for.	<p>Spring 2016: Put flyers in instructors' boxes to invite them and their classes to the fair. Put flyers on bulletin boards in classes in building 388, in K building, Business Ed building, the Learning Center, Hale Kea Testing Center, and in the shop classrooms.</p> <p>Spring 2016: Make small quarter sheet invitations to hand out to students and to place in high traffic areas such as the cafeteria, classrooms, Hale Kea Testing Center, etc.</p>
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#### Part IV. Resource Implications

**Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. [HAWCC Strategic Plan](#)**

Not applicable.

#### Part V. Comprehensive Review Information

**Please provide a short summary regarding the last comprehensive review for this Unit. Discuss any significant changes to the Unit since the last comprehensive review that are not discussed elsewhere.**

The CAJDC submitted its first Comprehensive Unit Review last year (2013-2014). The College Effectiveness Review Committee had very positive feedback of the review. They found it to be informative, clear, comprehensive, and made a very strong case for the vitality of the program: "the writer provided a very informative and persuasive narrative. This unit provides an important link to employers in our community and to students with job preparation services."

CERC made a couple of suggestions, mostly relative to the assessment of the course learning outcomes for IS 105. Though it is a new course and was only first taught during this review period, the committee wanted to ensure that the course is being assessed. The course was assessed during this review period and continues to be assessed on an ongoing basis.

In addition, CERC wanted the CAJDC to "address how the IS 105 course will work with the existing non credit career exploration workshops." The CAJDC provides several services and career exploration is just one of them. The CAJDC also assists with all phases of job preparation. The workshops—Career Exploration, Job Search, and Resume Writing—are one way to deliver these necessary services and to teach these vital soft skills. IS 105 includes each of these workshop subjects, but the course expands into each of them with much

greater depth than the workshops allow for. IS 105 also explores many aspects of the self, self development, and soft skill development and the workshops come nowhere near touching upon these areas. One thing that both the workshops and IS 105 have in common is that they both assess for the same learner outcomes in the areas that they do have in common.

**Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):**

[http://hawaii.hawaii.edu/program-unit-review/docs/2014\\_cajdc\\_comprehensive\\_unit\\_review.pdf](http://hawaii.hawaii.edu/program-unit-review/docs/2014_cajdc_comprehensive_unit_review.pdf)

## Part VI. Unit Outcomes

**For all parts of this section, please provide information based on the Unit Outcomes assessed in AY 2014-15.**

### A. Assessment Strategy/Instruments

**Provide a description of the Unit's assessment strategy, including the type of work or activities assessed; type of assessment rubrics developed/adopted and used; how and when the assessment was conducted; and how the assessment was analyzed.**

The Career and Job Development Center has developed Student Learning Outcomes as well as Unit Outcomes that 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 assessed, and information on the assessment tools that are used for assessment (the highlighted outcomes represent those that were assessed in 2014-2015):

CAREER AND JOB DEVELOPMENT CENTER OUTCOMES			
Unit Outcome	Operational Definition	What To Measure	Assessment-- How Measure (Activity/Survey)
<b>(SLO1) Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals.</b>	<p>Career counselor assists students in the administration, completion, and interpretation of 2-3 career assessments.</p> <p>Assessment/inventory results are used to indentify 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>	Whether students receive the assistance they need in making decisions about career and major selection as well as in developing a Career Plan.	<p>Rubric: Develop, create, and refine a Career Plan (student is rated 1-4, with 4 being the highest level of acquisition).</p> <p>1. Identify, access, and complete a minimum of two career assessments/inventories.</p> <p>2. Utilize assessment/inventory results to indentify a minimum of three possible careers that match interests, values, and skills.</p> <p>3. Select an appropriate major based on the results of the counseling process,</p>



	Students develop and create a Career Plan-- based on decisions made around the assessment results-- that includes short and long term goals.		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.  Point of Service Survey
<b>(SLO2) Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.</b>	Students are assisted in conducting conventional and nonconventional job searches using both the internet and other resources.  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.	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?  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?	Rubric: Prepare a "Winning Resume" Using Resume Writing Software (student is rated 1-3, with 3 being the highest level of acquisition).  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.  Point of Service Survey
<b>(UO1) The Career and Job Development Center will collaborate with faculty to develop and implement job preparation curriculum.</b>	Students prepare for 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.	Whether the career and job 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?	Survey  Focus Groups composed of CTE faculty.

<p><b>(UO2) The Career and Job Development Center will conduct outreach and collaborate with employers to develop employment opportunities for students, graduates, and alumni.</b></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><b>(UO3) The Career and Job Development Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and events.</b></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>

## B. Expected Level of Achievement

For each assessment conducted during the review year, describe the rubric(s) standards and the benchmark goal(s) for successful achievement of the Unit’s Outcomes (e.g., “85% of work orders will have been filled within the original estimated completion time” or “90% of students will report satisfaction with Unit services”). Discuss why this achievement level is expected and how it compares to appropriate service industry standards.

**SLO2)** It is expected that more than 41% (the return rate for 2013-2014) of the students that began a resume will make a return visit to the CAJDC and complete Level 3. The return rates have always been low and this assessment was established to address Weakness #2. The return rates have dramatically improved over the last several years.

**(UO 1)** It is expected that the CAJDC will partner and collaborate with at least 8 **faculty members during the 2014-2015 academic year to develop and implement job preparation curriculum.** He CAJDC wants to continue to expand its services in this area and to collaborate with more faculty.

## C. Results of Unit Assessment

Provide a detailed description of the assessment(s) results. Discuss how these results collectively demonstrate achievement of the Unit's Outcomes and support of the College's Mission. Describe how the Unit's assessment results have guided the implementation of changes to improve the Unit's function(s), service(s), delivery, and/or organizational structure during the review period. If no change has been implemented for improvement based on assessment results, discuss any barriers or challenges that have hindered implementing improvements.

**(SLO2) Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.**

This outcome is assessed on an ongoing basis and is assessed for all students as they complete their resumes. Their artifacts—resumes—are evaluated based on the level of completion and employer readiness. The following table represents a summary of the results of assessment of SLO2 over a multiple year review period 2013-2014 and 2014-2015, with 2013-2014 representing the baseline year:

Resume Writing Rubric Level	Number of Students at Level (2014-2015)	Percent of Students at Level (2014-2015)	Percent of Students at Level (2013-2014)
Resume Interest—Discussion without completing assessments	256		
Resume Writing Assistance—Level 1 Identify the various resume formats and their uses. Select the appropriate format based on skills and experience.	170	100%	100%
Resume Writing Assistance- Level 2 Demonstrate the ability to complete a draft resume.	164	96.5%	94%
Resume Writing Assistance- Level 3 Assess, edit, polish, and produce a resume to submit to an employer.	95	55.8%	41%

As indicated by the table, the return rates to complete Levels 2 and 3 did exceed the levels set in the previous baseline year (2013-2014). In addition, the assessment results far exceed the expected levels of achievement. Though the expected level of achievement was 30%, 55.8% of students actually returned to complete an employer ready resume in 2014-2015.

There was one change that was made to improve the level of completion. Though it isn't possible with all appointments, rather than build a draft resume in the first appointment and having students return with their edits, where appropriate, the CAJDC Counselor now assists students in completing the highest level in just one appointment.

(UO1) The Career and Job Development Center will collaborate with faculty to develop and implement job preparation curriculum. The CAJDC collaborated with 11 faculty members to develop and deliver career and job preparation curriculum relevant to students' programs of study. Though this exceeded the expectation that was established, the

CAJDC is not satisfied with this number and would like to see the amount of collaborations increase to an even higher rate.

#### **D. Other Comments**

**Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Unit standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, graduate-leaver survey, special studies, or other assessment instruments used.**

The CAJDC also assessed IS 105, the Career Exploration and Life Planning course that it teaches as part of its services. It assessed both SLO1 and SLO2 during the 2014-2015 academic year.

During the pilot of the course, in Summer 2014, there were 18 students in the class and all were from Waiakea High School. All 18 students in the course successfully completed Level 4 of their Career Plan and they also successfully completed Level 3 of their resumes. Therefore, in IS 105 students had a 100% completion and success rate for both SLOs.

In Fall 2014 and Spring 2015, a lecturer was hired to teach IS 105 at Waiakea High School. Unfortunately, this instructor did not cooperate with the efforts made by the CAJDC Counselor to assess the course. In fall, this instructor did not produce any portfolios to assess. In spring, he reluctantly produced portfolios, but they made it very clear that the instructor was not teaching the curriculum. The instructor was not hired to teach IS 105 again and unfortunately, no assessment was done with the 2 sections that he taught.

#### **E. Next Steps**

**Based on the Unit's overall AY 2014-15 assessment results, describe the Unit's intended next steps to improve services in support of the College's Mission of promoting student learning. Discuss plans the Unit has developed for continuous improvement based on assessment results.**

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The CAJDC plans to continue to assess both SLO1 and SLO2 for both the CAJDC and IS 105. The CAJDC will also continue to develop strategies that will encourage students to return for their follow-up appointments. It is realized, however, that when students do not return to complete a Career Plan, it may not be a serious concern. It is believed that students probably learn what they need to make informed career decisions from the initial appointment and through the resources provided in the homework. The problem with students not returning is that they have an incomplete Career Plan, which could make actualization of the Plan a problem. In addition, students do seem to return to complete their resumes when they actually need them.

Efforts in the future will focus on making follow-up appointments at the end of the initial appointment (will continue this strategy), making phone calls and/or sending e-mails to students-- at two week intervals-- who have not returned for their career and resume appointments to: remind them that they have not yet completed the process, spend a few moments summarizing their initial visit, inquire whether they completed the research assignment, and determine if they are ready to make a follow-up appointment to complete the next step in the process.

In addition, perhaps trying to predict what students need and trying to get them to return should not be the focus, but perhaps the goal should be to realize that students are coming and getting what they need in the

initial appointment and may not necessarily feel that they need to return. Or, maybe it is because students have their own schedule and timing for needs and will return when they feel that they need to.

It was realized that because of the variety of services that are offered, the evaluation form that students complete at the end their appointments needed to be further modified to reflect the type of appointment that the student was evaluating. A box was added at the top for staff to check the type of appointment so that the results would be able to be linked with the outcomes expected for that particular type of appointment. In this way, the results in future evaluations will have more meaning than just the number who reported acquisition of the outcome.

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. Outreach efforts into classrooms will continue to offer CAJDC services to more students and to get the word out about services. In addition, the CAJDC will continue to post its workshops on the Activities and Events Calendar to help publicize the services.