

HAWAI'I COMMUNITY COLLEGE UNIT ANNUAL REVIEW REPORT

Career and Job Development Center

Date March 16, 2017

**Review Period
July 1, 2015 to June 30, 2016**

Initiator: Dorinna Manuel-Cortez

Writer(s): Helen Nishimoto

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 and Institutional 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/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

UNIT DESCRIPTION

Describe the Unit	
Provide the short description as listed in the current catalog.	<p>The Career and Job Development Center offers free resources and assistance to students who want to choose a career or major 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.</p>
Provide and discuss the unit's mission (or goals and objectives if no unit mission statement is available).	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

	<p>more students through the offering of workshops.</p> <p>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.</p> <p>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.</p> <p>The CAJDC sponsors a Career and Job Fair each year in the spring semester. The counselor also participates in several community events each year —job fairs, employer forums, and resource fairs-- in collaboration with Big Island Workplace Connections (BIWC).</p>
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Comprehensive Review information

Provide the year and URL for the location of this unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2014
URL	Career and Job Development Center
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 in this review.	<p>CAJDC separated from the Counseling and Support Services Center (CASSC) in 2011 and became a separate unit in Spring 2012. This transition was positive as it has made reporting, assessment, and the writing of future unit reviews much more manageable, understandable, and meaningful for both units.</p> <p>Over the next three years, in addition to offering individual appointments, the unit moved to developing and offering workshops as well. This 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 CTE faculty. The CAJDC worked closely with faculty to develop resume writing workshops conducive to CTE program classes and students developed a work in progress resume that was saved on jump drives and ready for them whenever they needed a resume to apply for a job. The CAJDC also worked closely with faculty to develop career and employment preparation curriculum relevant to their specific programs.</p> <p>The CAJDC also conducted a marketing campaign to educate students and faculty about the services that are offered. In addition, the CAJDC began posting all of its workshops and fairs on the Activities and Events Calendar and used the e-mail Broadcast system to advertise activities, events, and workshops, and to send out job postings from employers. The CAJDC also joined a UHCC consortium committee,</p>

	<p>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.</p> <p>During this period, the CAJDC counselor modified the curriculum on a one credit Career Exploration course, which was part of the services provided by the CAJDC. The course became IS 105—Career Exploration and Life Planning. It was passed by the Academic Senate and signed by the Chancellor. The course appeared in the 2014-2015 Catalog and was taught as an experimental course in Summer 2014. It was assessed and reported on in 2014-2015 and 2015-2016.</p> <p>The CAJDC counselor became a member of Big Island Workplace Connections (BIWC), which 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. During the 2015-2016 academic year, the CAJDC counselor also became the chairperson for BIWC.</p> <p>Over the past several years, the CAJDC assessed all SLOs and UOs 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.</p> <p>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.</p> <p>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. It was cut to \$3,000 per year and VCSA approval is required to exceed that amount. This has required numerous cuts to necessary items and there is no money to pay for broken or outdated equipment.</p>
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QUANTITATIVE INDICATORS

ARPD Data

IF ARPD data is available for the unit, please attach a copy of the ARPD data and submit with the Unit Review document.

If no ARPD data is available for the unit, please provide and discuss relevant and/or comparable data as available from the unit's records.

- a) If you will be submitting the Unit Review document in hard copy, print and staple a copy of the ARPD data tables, if available, or other unit data as applicable, to the submission; the icon to print the ARPD data tables is on the upper right side, just above the data tables.

OR

- b) If you will be submitting the Unit Review document in digital form, attach a PDF copy of the ARPD data tables, if available, or other unit data as applicable, along with the digital submission; the icon to download the ARPD data tables as a PDF is in the upper right side, just above the data tables.

Unit ARPD data, if available, can be found on the ARPD website:
<http://www.hawaii.edu/offices/cc/arpd/>

ANALYSIS OF THE UNIT'S DATA

Describe, discuss, analyze, and provide context for the unit's data.		
Discuss, analyze, and provide context for the unit's ARPD health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories as applicable.		
Unit Health—Demand, Efficiency, Effectiveness, and Overall Health		
<p>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:</p>		
Demand Health	Efficiency Health	Effectiveness Health
<p>Healthy</p> <p>Over time, the demand for services in the CAJDC has grown beyond the ability and capacity of the only career and job development counselor, and this became very obvious in 2011 when enrollment numbers reached nearly 4000 students. Workshops were developed to accommodate the growing demand and they continue to be offered as a mechanism for reaching out to and assisting more students.</p> <p>The CAJDC keeps data on its contacts with students. During the 2015 to 2016 academic year, the CAJDC assisted 505 students (unduplicated headcount) and provided 5430 services. Though 505 students only represents about 17% of our student population, the data does indicate that there is a demand for services and that people do utilize the services of the</p>	<p>Healthy</p> <p>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 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 2015 to 2016 academic year, the CAJDC provided a total of 116 workshops: 39 Career Exploration, 51</p>	<p>Healthy</p> <p>The most obvious effectiveness measure for a career and job development center is whether students are getting jobs. Though the CAJDC, the college, the county, and the state have no formal and effective mechanisms in place to collect data relevant to employment, our students have gotten jobs both while in school and after they graduate from their programs. While program instructors also assist with referring their students to employment opportunities, the CAJDC works with employers to develop those opportunities and to assist students in preparing to apply and gain those positions.</p> <p>This indicator is largely dependent on the economy, which has, at times, caused job opportunities on the island to disappear.</p>

center. In addition to individual and workshop sessions, 433 students utilized the Career and Job Development Center Resources in 2015-2016.	Resume Writing, and 26 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.	
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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!

Describe, discuss, analyze, and provide context for unit data that was collected based on its specific operations and functions. Examples could include, but are not limited to, work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.

Internal Unit Measures

The Career and Job Development Center collects data on several aspects of its operations. The table below provides a detailed summary of the data that was collected relevant to the services that were provided during the 2015 to 2016 academic year:

Student Success: Matriculation, Retention, and Transition Services

UNIT: CAREER AND JOB DEVELOPMENT CENTER	
Total Number of Career and Job Preparation Counseling Contacts	
Summer 2015	1827
Fall 2015	2585
Spring 2016	1018

Total for 2015-2016	5430
Unduplicated Head Count	
Summer 2015	123
Fall 2015	171
Spring 2016	211
Total for 2015-2016	505
Total Head Count of Students Utilizing Career and Job Development Center Resources	
Summer 2015	86
Fall 2015	169
Spring 2016	178
Total for 2015-2016	433
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	25

The CAJDC provided a total of 5,430 career and job preparation services during the 2015-2016 academic year. It provided services to an unduplicated headcount of 505 students. While each student is only counted once in this statistic, it indicates that about 17% of our 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 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. A total of 433 students walked-in and utilized the Career and Job Development Center resources in 2015-2016.

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 18 hours per week.

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

	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Total
Class-- IS 105	3	1	0	1	5
Career Exploration Workshop	9	7	12	11	39
Job Search Workshop	7	6	6	7	26
Resume Writing Workshop	8	15	18	10	51
Classroom Presentations		4	5		9
Career and Job Fair		2	1		3
Resource Match Workshop				1	1
Totals	27	35	42	30	134
Assessed					

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 2015-2016:

Career and Job Development Center-- Student Evaluation/ Feedback			
What did you accomplish because of your use of the Career and Job Development Center?	Summer 2015 (N=17)	Fall 2015 (N=26)	Spring 2016 (N=48)
I know more about myself	16	17	17
I know which careers match me	10	18	16
I know how to do a job search	10	13	9
I know how to create a resume	5	11	31
I know more about the work world (careers)	8	7	5
I know what <u>majors</u> will lead to my career goals	7	11	8
I know how to <u>interview</u> for a job		2	0
I have identified my career <u>goal(s)</u>	9	6	6
I developed a career <u>plan</u>	7	4	2
Resources Used			
Resume Writing via WinWay	2	9	32
Resume Workshop	3	4	26
Career Kokua (computers)	3	5	8
Job Search Information	10	7	5
Job Openings Info	3	3	3
Career Assessments	10	16	14
How helpful were the resources? (1 – 10 Scale, 10 is the highest level of satisfaction)	9.7	9.8	9.8
How helpful were the staff members? (Helen) (1 – 5 Scale, 5 is the highest level of satisfaction)	5	5	5
How helpful were the staff members? (student) (1 – 5 Scale, 5 is the highest level of satisfaction)	3.6	4.6	4.8

These student evaluations only represent a small number of students that have received services over the review period, and most are a product of individual appointments. Evaluations are more challenging when working with groups as time is limited and people work at different rates, so finding a convenient time to ask students to complete them can be a challenge.

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		Samll 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 were a 5 each semester-- Summer 2015, Fall 2015, and Spring 2016. 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 9.7 to 9.8 (on a scale of 1 to 10, with 10 being the highest).

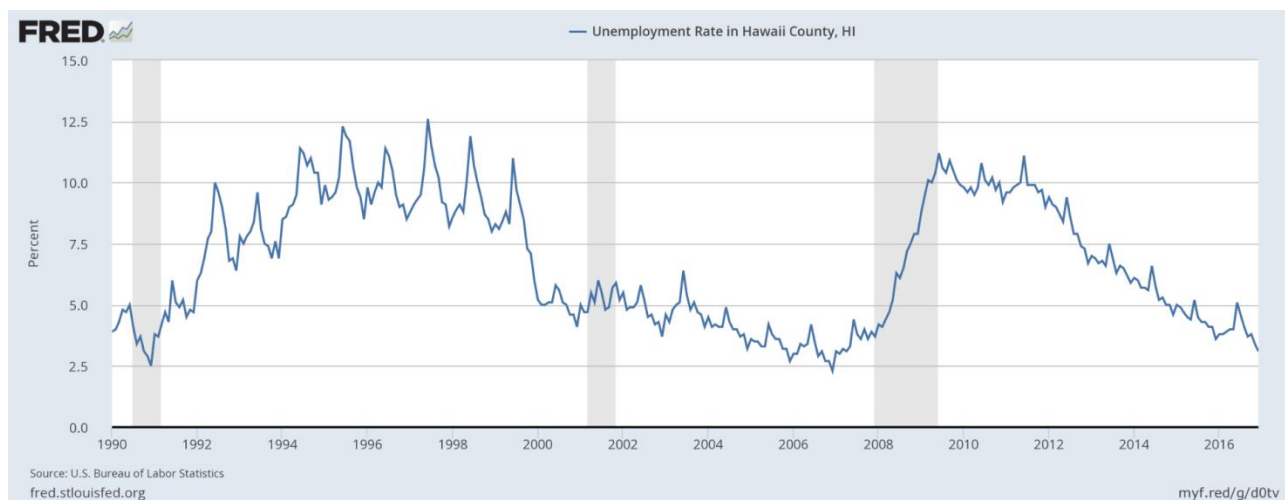
Describe any trends, and any internal and/or external factors that are relevant to understanding the unit's activities during the review period.

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

is the chairperson for BIWC and also 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 extremely 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 for many years was low employment opportunities and high unemployment rates. That trend has recently changed 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. The employment market on the west side is "hot" and the current demand exceeds the amount of available workers.

The table below indicates the trends in unemployment rates over the past 26 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 (5.1% in June 2016), 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.

The unemployment rate in Hawaii County as of June 2016 was at 5.1%. Because the west side has many more employment opportunities, unemployment was actually much lower on the west side and higher on the east side. Unfortunately, it is not possible to separate unemployment data between the east and west sides of the island. What the increase in employment means for the college is that more of our students will be able to gain employment both during and after their education. It also explains why the college has seen a decrease in enrollment- student enrollment tends to increase during periods of high unemployment and it decreases during periods of high employability.

Discuss other strengths and challenges of the unit that are relevant to understanding the unit's

activities during the review period.

There has been a trend towards interest in the development of internship opportunities. 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 reassigned when he retired. At this point in time, though there is a demand, this is an area that the CAJDC is unable to further develop. While the CAJDC counselor will share the information about opportunities, she does not have time to work more closely with employers and students to further develop these opportunities.

Perhaps the most challenging aspect of career exploration and job preparation and development are the words typically associated with this business: “job placement.” Everyone wants to know “how many students did you place into jobs?” The biggest challenge is that this collecting the 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 where employers can post and hire our students and students can view and apply for 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 gain employment from the process.

Report and discuss all major/meaningful actions and activities that occurred in the unit during the review period. For example:

Changes to the unit’s services, functions, and/or operations.	<p>As stated in previous sections, the major changes have involved the development of classes and workshops to better be able to assist more students with more services.</p> <p>As part of a C3T grant, the CAJDC was able to secure 25 laptops, a printer, and a charging cart to use in providing outreach services. The CAJDC uses these to expand the size of the CAJDC and to take into classrooms and sometimes to community events to assist with resume writing, career exploration, and job search.</p> <p>The CAJDC was asked to become the SECE Student Employment Administrator for HawCC this past academic year. This was done to alleviate some of the back log taking place in the Financial Aid Office. Despite time constraints, this has proven to be very effective and efficient for students and supervisors as much of what the CAJDC did before was already consistent with and supportive of SECE--assist students with: navigating SECE, getting job referrals, and the application process.</p>
Changes to the clients it serves (students, faculty, staff, community, UH System etc.).	<p>The clientele served has remained constant, though with the improved job market, the CAJDC has discovered that she is spending more 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 has become more involved with community partner agencies and BIWC committee activities.</p> <p>The CAJDC also assists at more community events and with educating some of the BWIC</p>

	<p>partners on the college, programs, and policies, and procedures relevant to students. The CAJDC has also begun to conduct outreach to Kulani Correctional facility. She 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 into the community.</p> <p>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. 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 opportunities.</p>
Personnel and position additions and/or losses.	<p>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.</p> <p>There have no personnel additions, but the CAJDC currently receives less FWS student employment funds to work with. The center received less than \$5000 last year, which averages to about 18 hours per week of student employment coverage. This only covers the academic year and the center is forced to request some general funds through the VCSA to get some 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 have actually caused more challenges than benefits and their work ethic\has been extremely challenging.</p> <p>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 annual review. She also wrote a Carl Perkins grant request. Neither activity produced anything tangible.</p>
Other major/meaningful activities, including responses to previous CERC feedback, if applicable.	<p>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.</p> <p>In Spring 2016, the annual HawCC Career and Job Fair was a tremendous success. Each year, the employer participation grows, but in Spring 2016, it grew to 68 employers, which is more than triple the amount of employers that participated in the first job fair in 2007. Student attendance has ranged from 500 to 600 attendees.</p> <p>CERC indicated that IS 105: Career Exploration and Life Planning had no previous assessment results. That was because the course was not yet fully approved when the comprehensive review was written. It was offered experimentally and as a regular course starting in Fall 2014. CERC was “looking forward to the IS 105 assessment findings in the next review.” IS 105 was assessed last year as well as this year. CERC also wanted an explanation of how IS 105 “will work with existing non-credit Career Exploration</p>

	<p>workshops.” Though the request is vague, it appears that CERC may have envisioned a conflict between the two. IS 105 includes a career exploration component, but goes into far more depth and assists students with fully developing a career plan. It also includes all phases of job preparation: job search, resume and cover letter writing, preparing for interviews, employer expectations, etc. In addition, IS 105 assists students in learning about and further developing key “soft skills” that are more important to employers than the “hard skills” (the technical skills). IS 105 is the only course that students will ever take where the subject matter is “all about them” and their growth as students and as productive members of the community. Currently, IS 105 is offered as an intro to college course and is the first course that many Early College students take. The Sustainability Committee would also like to make IS 105 a core course requirement for the CA in Sustainability.</p> <p>CERC also supported the request for additional personnel—an APT—to assist with the operations of the CAJDC. In addition, CERC felt that the CAJDC “provides an important link to employers in our community and to students with job preparation services.”</p>
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Describe, analyze, and celebrate the unit’s successes and accomplishments. (For example, *more students were served* OR *the unit successfully integrated new strategies/technologies.*)

Discuss what the unit has been doing well that needs to be maintained and strengthened.	<p>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 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.</p> <p>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 of 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 seen on the table on page 8.</p> <p>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 505 students (unduplicated headcount) in 2015-2016. In addition, those students received a total of over 5430 services. 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. During the 2015-2016 academic year, the CAJDC provided 39 Career Exploration workshops, 51 Resume Writing workshops, and 26 Job Search workshops. The workshops range from 1 to 2 hours in length and service several people in the time that it would take to serve just one.</p> <p>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</p>
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	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. To add to and highlight these very successful collaborative efforts, the CAJDC plans to develop an evaluation survey for program instructors to complete after the CAJDC has provided the individualized class workshops/activities/presentations.
<p>Validate these successes by discussing positive improvements in the unit.</p> <p>Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).</p>	<p>Unit data reports were provided in a previous section. Please refer to pages 6-9 for a review of the tables and successes. The tables indicate high satisfaction rates with services, attainment of skill acquisition through SLO assessment, and a huge increase in the amount of workshops that are now being offered.</p> <p>The following URL is a link to the CAJDC's Online Job Search Services webpage: http://www.hawaii.hawaii.edu/career-job/job-search</p> <p>The webpage also contains a link to the workshop schedule. Students can call or e-mail to schedule an appointment for one or more of these. This, along with other marketing strategies has led to more students signing up for more workshop services.</p> <p>The CAJDC also has a main webpage: Career and Job Development Center. This page provides an overview of all of the services provided for: students, faculty, and employers. The page also includes an electronic version of the CAJDC brochure. The following is a link to that webpage: http://www.hawaii.hawaii.edu/career-job</p>

Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.	
Identify and discuss the unit's challenges/obstacles.	<p>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 two more people. 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.</p> <p>Besides the recent addition of 25 portable laptops, the CAJDC center itself has been operating with 12 desktops since 2006. Only 4 of those desktops are on a regular rotation for replacement. These were replaced a few years back. The other 8 desktops are the remaining hand-me-downs from the Learning Center that the CAJDC received in 2006. These desktops get very loud and though they have been repaired and updated over the years, they have been on their last leg for years.</p> <p>The CAJDC facility itself is a 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</p>

	<p>dropping. Besides the ceiling damage, the carpet in the CAJDC is over 15 years old. Despite carpet cleanings, it is very stained and filled with accumulated dust and dirt. It also presents a health and safety concern.</p> <p>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 their SLO rubrics right into the appointment calendar, and reports could later be pulled up that provided the SLO data specific to the types of appointments that were scheduled. This made data collection quite manageable. 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.</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>
Discuss changes and actions taken to address those challenges.	<p>The CAJDC has requested an additional person to assist with the operations of the center in previous unit reviews and in writing a Carl Perkins grant proposal, which specifically requested the position.</p> <p>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. The CAJDC wrote a proposal for a C3T grant to renovate the CAJDC, which would have also included a sign. The grant coordinator did not make the proposal a priority and the funding was lost.</p> <p>The CAJDC inquired with ACU to see if they might have any newer used desktops. ACU will exchange the desktops with newer used desktops. These replacements are much smaller units and will be able to free up space currently filled by large desktops.</p> <p>The CAJDC has kept a dual SARS calendar to purposely use for data collection. This calendar is slowly dying and is sometimes not functional at all. The CAJDC had to contact a systems office to see if they could operationalize the server so the CAJDC could pull data for this review.</p>
Describe and explain the results of these actions.	<p>To date, no additional staff has been hired. Hence, workshops were developed so that students could still be assisted.</p> <p>The CAJDC made it a point to show and explain the termite and possible arsenic situation to the new POM manager. To date, nothing has been done.</p>
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	<p>An APT Band B needs to be hired to develop and coordinate internships and to also assist with the operations of the CAJDC.</p> <p>Over the next review period, the CAJDC will have to develop a better system for data collection.</p>

	The termite damage in the ceiling needs to be repaired. The air quality should be tested for the possible presence of arsenic and an environmentally safe ceiling replacement needs to be installed. In addition, the carpet needs to be removed and replaced with carpet or another flooring material.
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UNIT ACTION PLAN

Discuss the unit's prior year's (AY14-15) action plan and results.	
Describe the unit's action plan from the prior review period and discuss how it was implemented in AY15-16.	<p>Goal 1 Expand career and job preparation services to more classes and/or programs.</p> <p>Goal 2 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 advertise and market these services using a variety of methods.</p> <p>Goal 3 Each year, employer participation and attendance continues to grow, but student attendance has not substantially grown. The goal for the next year (2015-2016) will be to improve student attendance at the annual Career and Job Fair in spring.</p>
Discuss the results of the action plan and the unit's success in achieving its goals.	<p>Goal 1 Spring 2016: Meet with program faculty to discuss job preparation services and how CAJDC could assist the program and students. Accomplished. Fall 2016: The CAJDC collaborated with faculty to develop and implement specialized job preparation curriculum (ILO1). Accomplished. Fall 2016: Plan and conduct cohort resume writing and job search workshops specialized to the needs of each major. Accomplished.</p> <p>Goal 2 Spring 2016: Update the Facebook account to include spring workshops and Career and Job Fair Information. Was updated, but is not currently updated. Spring 2016: Send a mass e-mail to all students to inform them of the services and to invite them into the center. Accomplished—this is done frequently. Spring and Fall 2016: Plan and conduct an Open House to welcome students, raise awareness of services, and to market the services. Not accomplished, but CAJDC has joined in Welcome Back activities with other Student Services Offices. 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. Accomplished, but Activities and Events Calendar no longer exists. CAJDC posts flyers on bulletin boards, on online, and on the CAJDC webpage. Fall 2016: Purchase a new sign to read: "Career and Job Development Center." Not accomplished—CAJDC did not receive sufficient funds to purchase a sign.</p> <p>Goal 3</p>

	<p>Spring 2016: Begin to advertise the Career and Job Fair in January (event is April 4th). Send an e-mail to students and faculty and staff every other week to advertise the event. Frequency was not accomplished and advertising only began in January with employers.</p> <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. Accomplished.</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. Accomplished. In addition, individual invitations were made for instructors to distribute to students in their classes.</p>
Discuss any challenges the unit had in implementing that action plan or achieving its goals.	<p>The greatest challenges for the CAJDC were caused by the time constraints and problems that developed because one counselor provides all services for all students, faculty, and employers. It is very challenging to do any one thing really well when there is so much to try to get done.</p> <p>An additional challenge was because of limited resources. The CAJDC does not receive an adequate budget to keep a center with twelve desktops, 25 laptops, a projector, and three printers fully operational and well maintained. In addition, because the center is open for use by other units and departments, there is an additional demand placed on the computers and printers—ink, paper, wear and tear—that is not compensated with any additional resources.</p>

- Did the unit review its website during AY15-16? Please check the box below that applies.

☐ Reviewed website, no changes needed.

☐ Reviewed website and submitted change request to webmaster on ____ (date) ____.

☒ The CAJDC website is updated at least once per semester by the CAJDC Counselor. The Job Search webpage and the career links on the Career and Job Development Center webpage are updated more frequently.

☐ Reviewed website and will submit change request to webmaster.

☐ Unit does not have a website.

Please note that requests for revisions to unit websites must be submitted directly to the College's webmaster at

<http://hawaii.hawaii.edu/web-developer>

<p>Discuss the unit's overall action plan for AY16-17, based on analysis of the unit's data and the overall results of unit outcomes assessments conducted during AY15-16.</p>	<p>Benchmarks and Timelines for implementation and achievement of goals.</p>
<p>Action Goal 1: The CAJDC would like to participate in a campus reorganization to better align the services it provides with other campus constituencies that participate in similar types of activities. Because OCET provides many workforce preparation and development types of services, the CAJDC would like to partner with them and create a new division titled: Workforce Development Division. This new division would be part of Academic Affairs as the services provided by the division are primarily instructional. In addition, the CAJDC would like to secure funding for an Internship Coordinator to join this division.</p>	<p>Benchmarks/Timelines:</p> <p>Spring 2017: Begin discussions with the Director of OCET.</p> <p>Spring 2017: Meet with ad hoc committee members-- Marty Fletcher and Jessica Yamamoto-- to develop a plan to build internship opportunities into the HawCC curriculum and to create a position for an internship coordinator.</p> <p>Fall 2017: Check with administrators to determine whether they continue to support the reorganization plan and if they have been able to secure funds to develop an Internship Coordinator position.</p>
<p>How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?</p> <p>With these key units under the umbrella of the 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 (noncredit students could also receive the services that the CAJDC has provided for credit students), obtaining short term job readiness training through OCET, and developing internship opportunities for students and our community.</p> <p>The CAJDC would be able to sufficiently grow and expand its services with the assistance of the new Internship Coordinator and the additional collaboration and support provided by OCET. It could also find time to develop some of its assessment evaluation tools: Faculty Survey of Individualized Curriculum Developed by the CAJDC, Evaluation of Collaborative Activities with BIWC Partners, additional assessment tools for IS 105.</p>	
<p>Action Goal 2: Develop an evaluation tool for instructors to complete to evaluate specialized curriculum developed for their programs.</p>	<p>Benchmarks/Timelines:</p> <p>Summer 2017: Draft the evaluation-- Faculty Survey of Individualized Curriculum Developed by the CAJD.</p> <p>Fall 2017: Pilot the evaluation tool in Fall 2017.</p> <p>Spring 2018: Fine tune and implement evaluation tool</p>

	with all faculty that CAJDC worked with to develop individualized curriculum.
<p>How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?</p> <p>This Goal would support UO1: The Career and Job Development Center will collaborate with faculty to develop and implement job preparation curriculum. It would allow for the CAJDC to determine how well it is meeting the individualized career and job preparation needs of programs and students.</p>	
<p>Action Goal 3: Collaborate with the Sustainability Committee to apply for and receive a Sustainability Designation for IS 105, which has been identified as a core course for the Sustainability CA that is being developed.</p>	<p>Benchmarks/Timelines: Spring 2017: Revise Syllabus and submit to Sustainability Committee to evaluate and grant the "S" designation to the course.</p>
<p>How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?</p> <p>This course, with the "S" designation and as part of the CA in Sustainability, would teach students sustainable life skills in career development and planning, job preparation, goal setting, self-management, life planning, and becoming civic minded and responsible members of the Hawaii Island community.</p>	

RESOURCE IMPLICATIONS

<p><i>NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.</i></p>

Please provide a brief statement about any implications of or challenges with the unit's current operating resources.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	<p>Internship Coordinator—APT Band B Step 1 (Emergency). HawCC needs an internship coordinator to work with: employers to develop meaningful internship opportunities, students to assist in identifying and placing them in meaningful internship opportunities, and supervision of the internship sites and student interns. The coordinator would also assist in the operations of the Career and Job Development Center. This is an emergency because the CAJDC Counselor has had to provide all career exploration, job preparation, and internship referrals up to this point. This is a job that requires two or more people to be done effectively, efficiently, and responsibly.</p>

	<p>Replacement of 8 desktop computers. (Health and Safety and Emergency). The current desktops are over 12 years old, are very loud (sound like a jet engine starting up before takeoff), and need to be repaired frequently. The noise presents a health and safety issue.</p> <p>The termite eaten ceiling and the carpet in the CAJDC present a health and safety hazard (Health and Safety and Emergency). Not only are termite droppings flying around in the air, propelled by the air conditioning not sanitary and safe to breath, but the possible arsenic emissions could be causing longer term health and safety concerns. The ceiling needs to be replaced, with the wall board removed, and a safer surface installed.</p>
Include estimated cost(s) and timeline(s) for procurement.	<p>Internship Coordinator—APT Band B Step 1 \$50,352 plus fringe benefits (50.79%) Timeline: Position could be filled within 3 months of position approval.</p> <p>Replacement of 8 desktops \$4,000 Timeline: as soon as possible.</p> <p>Replacement of Ceiling and Carpet Cost ? Timeline: as soon as possible.</p>
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	<p>Internship Coordinator—APT Band B Step 1 This request aligns with HI2 Action Strategy 2: “Advance innovation and entrepreneurship within UH and the community. Tactics • Integrate entrepreneurship and innovation throughout the Hawai‘i CC educational experience for students by strengthening credit and noncredit education, internships, employment opportunities, and extracurricular/co-curricular activities in partnership with the community and businesses. • Strengthen existing partnerships and form new ones to enhance high quality job creation on Hawai‘i Island by enhancing meaningful collaborations with state agencies, incubators and accelerators, national and international agencies, and collaborators.” Though the CAJDC works closely with employers and community partners to develop jobs, internship development has not been well and fully developed. With the assistance of an Internship coordinator, the CAJDC could move forward to more strongly support and develop these strategies.</p> <p>HI2 Action Strategy 3: Tactics: “Continue to support programs that suit Hawai‘i Island’s location and environment as well as address critical gaps. • Strengthen existing partnerships and form new ones to enhance high quality job creation in Hawai‘i. • Work closely with employers to increase the qualified and skilled workforce base. • Obtain accurate information about workforce and employment insight from data gathered from the Department of Labor, UHERO, and EMSI.” With the assistance of an Internship Coordinator, the CAJDC could further strengthen partnerships with employers and community partners. A centralized and shared method of data collection would benefit all Workforce Development Division partners and they could work together to gather, disseminate, and analyze the data to develop shared and meaningful strategies.</p>

	<p>Replacement of 8 desktops Replacement of Ceiling and Carpet</p> <p>Both budget items align with HI2 Action Strategy 3: 21st Century Facilities (21CF) - Modern Teaching and Learning Environments Goal: “Eliminate the university’s deferred maintenance back log and modernize facilities and campus environments to be safe, sustainable, and supportive of modern practices in teaching, learning, and research.”</p> <p>The outdated and noisy desktops present a health and safety issue because of the loud high-pitched sound they make (like a jet engine taking off). In addition, newer computers would help bring the CAJDC up to more modern standards of technology and would also help save space at the desks where students work. Currently, the space is quite cramped and when every computer is being used, students get uncomfortable. Smaller desktops would allow for more space for students’ comfort and use.</p> <p>The request for a replacement of the ceiling and carpet in the CAJDC would align with the elimination of the “deferred maintenance backlog” and would also eliminate the current health and safety hazards of the CAJDC.</p>
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<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

UNIT OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on unit outcomes (UO) assessments conducted in AY 2015-16.

Unit Outcomes Assessed

- List all unit outcomes assessed during AY 2015-16.

Assessed Outcome #	Unit	Unit Outcome Text
(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.
(UO2)		The Career and Job Development Center will conduct outreach and collaborate with employers to develop employment opportunities for students, graduates, and alumni.
(UO3)		The Career and Job Development Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and events.

Assessment Strategies

For each UO assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:

<p>a description of the type of <u>unit work or activity</u> assessed, including unit service records, client satisfaction surveys, and other types of assessment instruments.</p>	<p>SLO1</p> <p>To assess SLO1, a rubric was developed and used to determine the level of success that students experience in the development of their 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> <p>A Point of Service Satisfaction Survey is also administered.</p> <p>SLO2</p> <p>To assess SLO2, a rubric was developed and used to determine the “employer readiness” of resumes prepared by students.</p> <p>A Point of Service Satisfaction Survey is also administered.</p> <p>UO2</p> <p>To assess UO2, 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.</p> <p>UO3</p> <p>To assess UO3, 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.</p>
<p>a description of <u>who conducted the assessment</u>, (e.g., an individual unit faculty/staff member, <u>OR</u> a group of unit faculty/staff).</p>	<p>The assessment was conducted by the only faculty member in the CASSC. The counselor assessed SLOs as students completed their Career Plan and/or resume. The results were logged in the SARS scheduling calendar and later pulled up in a report of conglomerate data.</p> <p>The CAJDC counselor also conducted the assessment result tabulations of UO2 and UO3.</p>
<p>a discussion of the <u>assessment rubric/scoring guide</u> that identifies</p>	<p>SLO1</p> <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</p>

criteria/categories and standards used in the assessment.	<p>assessments/inventories.</p> <p>2. Utilize assessment/inventory results to identify 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, assessment tools, and the resources provided in the Career and Job Development Center and/or online resources.</p> <p>4. Develop and create a Career Plan that includes short and long term goals.</p> <p>SLO2</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> <p>1. Identify the various resume formats and their uses. Select the appropriate format based on skills and experience.</p> <p>2. Demonstrate the ability to complete a draft resume.</p> <p>3. Assess, edit, polish, and produce a resume to submit to an employer.</p>
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Expected Levels of Achievement

- For each unit outcome (UO) assessed in AY 2015-16, indicate the benchmark goal for unit success.
 - example 1: “85% of students surveyed will rate the unit’s services as meeting or exceeding their expectation”;
 - example 2: “95% of service requests will be completed on time and to the satisfaction of the requester.”

Assessed UO#	Benchmark Goal for Unit Success for Each UO Assessed
SLO1	It is expected that more than 5% (the return rate for 2014-2015) of the students that began a career assessment will make a return visit to the CAJDC and complete Levels 3 and 4. The return rates have always been low in this area.
SLO2	It is expected that more than 41% (the return rate for 2014-2015) 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 in this area.
UO2	CAJDC will contact at least 2 employers per week.
UO3	The CAJDC will partner with BIWC to sponsor at least 4 events per year

Results of Unit Assessments

For each UO assessed in AY 2015-16: provide a description of the assessment results in terms of unit's attainment of the UOs.

SLO1

Career Exploration Rubric Level	Number of Students at Level (2015-2016)	Percent of Students at Level (2015-2016)
Career Interest—Discussion without completing assessments	497	
Career Exploration Assistance- Level 1 Identify at least three possible Career options based on the results of the assessments/inventories.	320	100%
Career Exploration Assistance- Level 2 Utilize resources in the Career and Job Development Center and online to select one or two career options.	301	94%
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.	177	55%
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.	123	38%

The return rates have dramatically improved for Levels 3 and 4 and this far exceeded the expected level of achievement of 5%! The efforts to schedule students for return/follow up appointments at the end of their first appointment seemed to have made a huge difference.

SLO2

Resume Writing Rubric Level	Number of Students at Level (2015-2016)	Percent of Students at Level (2015-2016)
Resume Interest—Discussion without completing assessments	465	
Resume Writing Assistance—Level 1 Identify the various resume formats and their uses. Select the appropriate format based on skills and experience.	319	100%
Resume Writing Assistance- Level 2 Demonstrate the ability to complete a draft resume.	295	92.5%

Resume Writing Assistance- Level 3 Assess, edit, polish, and produce a resume to submit to an employer.	158	50.00%
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The return rates have dramatically improved for Level 3 and 4 and this far exceeded the expected level of achievement of 41%! The efforts to attempt to assist students in completing their resumes during the first visit seemed to improve the amount of students that reached Level 3—an employer ready resume.

UO2

The CAJDC contacted at least 2 employers per week, and many weeks, the CAJDC had conversations with over 10 employers per week. This is predominantly because the job market improved in Hawaii County and rather than the CAJDC having to reach out to them, employers are now contacting the CAJDC to post positions, discuss job opportunities, and to develop internships.

UO3

The CAJDC partnered with BIWC to sponsor four events during the 2015-2016 academic year:

Veterans Job Fair

Job Readiness Fair

BIWC Job Fair

Hawaii Community College Career and Job Fair

Other Comments: Include any additional information that will help clarify the unit's UO assessment results.	
Include comparisons to any applicable College or related UH-System service-unit standards, or to any national standards from industry, professional organizations, or accrediting associations, as applicable.	<p>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 2015-2016 academic year.</p> <p>Though just one section of the course was taught in 2015-2016, all 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.</p>

Next Steps – Assessment Action Plan

Describe the unit's intended next steps to improve assessment of the UOs based on the unit's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for revisions to assessment practices, and/or service or operational change, or increased student support:	
Changes to assessment	The CAJDC will develop a new survey for faculty to assess UO1. In addition,

practices, activities, or projects.	the CAJDC will stagger its assessments and not try to assess every outcome every year. To do so is far too ambitious for a one person unit.
Modifications to the unit's services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.	<p>The unit also absorbed the administration of Student Employment this past year. It is likely that this will continue for quite a while longer.</p> <p>The unit has had some serious issues with the work ethic and retention of student employees. Rather than hire students transitioning from drug treatment programs and incarceration, the CAJDC will focus on hiring and retaining better qualified student workers.</p> <p>As discussed in previous sections, the CAJDC plans to join with OCET and the proposed Internship Coordinator to develop a new division—Workforce Development.</p>
Increases or changes in student support activities and services to support student learning and achievement.	The CAJDC will make better efforts, despite time constraints, to have workshop attendees complete the post Satisfaction Survey at the end of workshops, so that workshop SLOs can also be assessed.