

## **Career and Job Development Center Annual Unit Review (November 2012)**

### **I: Narrative and Analysis of Data**

Last year (in November 2011), the Career and Job Development Center submitted its Comprehensive Unit Review as a subunit of the Counseling and Support Services Center. In that review, it was determined that the center and support services would become a separate unit. Thus, as of Spring 2012, the Career and Job Development Center became a separate unit and is now submitting its first separate annual review.

#### **A. The Hawai'i Community College Career and Job Development Center Mission Statement**

*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 interviewing skill development.*

#### **Summary of Services offered and Clientele Served**

The Career and Job Development Center (CAJDC) provides services for students and prospective students and assists at all stages of student development: matriculation, retention, and transition. Students who are unsure of their major are referred to the CADC for Career Exploration services. In addition, as of Summer 2012, new and returning students, at Orientation are now referred to Passport Sessions, which include an Introduction to Career Exploration.

The CAJDC also 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 the increasing enrollment of students. This first developed in response to the growing number of students and because the center only has one full time coordinator/counselor (terms may be used interchangeable throughout document) to provide services. Hence, despite having only one counselor, the CAJDC has still been able to assist far more students through the offering of workshops.

W. Hawaii has only one full time counselor and one half time counselor. Though their student enrollment numbers are low, the counselors are busy assisting students with other issues and do not have the time nor the training to assist with career and job related needs. Thus, during the Fall 2012 semester, the CAJDC counselor began providing outreach services at the W. Hawaii campus. She has gone to W. Hawaii once per month to offer the following workshops: Career Exploration, Resume Writing and Job Search. This has brought career services to the W. Hawaii campus.

In addition, the 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. This collaboration has been limited because the center is staffed by one full time counselor only, and is unable to provide this level of services for all programs.

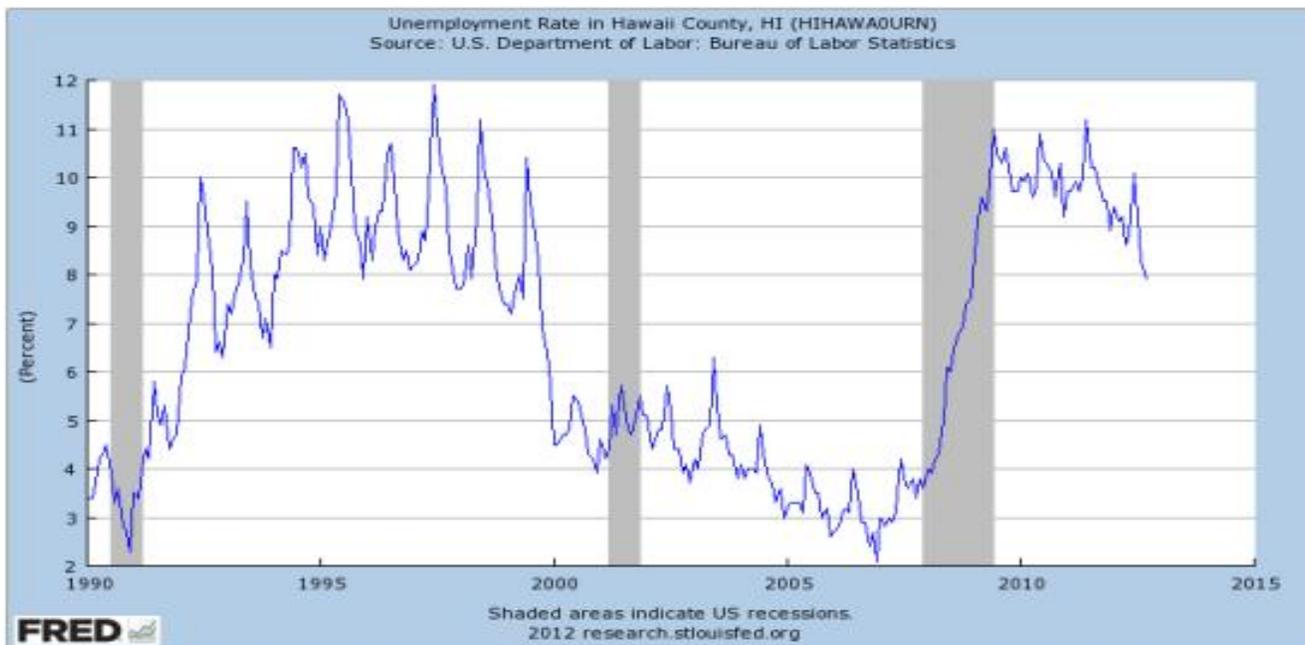
In addition to the limitations endemic to having only one counselor, the center itself has not been able to keep up with the demands of growth. While there are eleven computer terminals available for students to use, most classes have between 20 to 30 students. To provide workshops for classes the coordinator/counselor has had to offer multiple workshops to accommodate an entire class. As an example, Culinary Arts has had as many as 50 students in its first year group, so it requires four to five workshops to assist every student in the class. A larger computer lab would allow the coordinator to assist more students at a time, which would then allow her to assist more classes. The problem is that the current Career and Job Development Center has no additional space to expand to and no where to put additional computer terminals.

The CAJDC sponsors a Career and Job Fair each year in the spring semester. The 2012 HawCC Career and Job Fair had 28 employer participants and over 475 student attendees in March 2012. The counselor also participates in two Career and Job Fairs with UH Hilo each year.

**B. External factors Affecting the Unit**

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

Employment opportunities have always been limited in Hawaii County as there are limited business opportunities and limited demand for employees. Many occupations identified by the US Department of Labor don't exist in the county. In addition to the overall lack of occupational demand, Hawaii County has always been vulnerable to national recession and businesses that had been in business for decades, have recently gone out of business as a result of the most recent recession. The impact has been low employment and high unemployment rates. The following table indicates the trends in unemployment rates over the past 22 years in Hawaii County as well as the impact of the current recessions (grey bar areas on graph shown below). As indicated, the current unemployment rates in Hawaii County are at around the 11% rate, and it appears that the trend is expected to continue.



Despite the poor economy and high unemployment rates, the center coordinator has also developed collaborative relationships with numerous employers on the Big Island and has worked with them to develop jobs for HawCC students, graduates, and alumni. This too has been limited because the one faculty counselor/coordinator has to balance the needs of students, coordinate the center, collaborate

with faculty, and conduct outreach with employers and partner agencies. Growth in any one area has been challenging.

### C. Required external measures

Student Services conducts a survey that solicits feedback from both continuing and graduating students. The Continuing and Graduating Student Survey has four primary areas that focus on career and job preparation services: questions 6, 16, 17, 18. Over the period from 2008 to 2011, student satisfaction with Assistance with Choosing a Career/Major ranged from 4.2 to 4.5 (based on a 5 point scale, with 5 being the highest).

Though Financial Aid assists students with on campus student employment, the CAJDC also assists students by teaching them to navigate the Student Employment (SECE) website, obtain referrals, and prepare to apply, including applications and resume writing. Based on the Continuing and Graduating Student Survey, student satisfaction of this service from 2008 to 2011 ranged from 4.0 to 4.6 (on a 5 point scale, with 5 being the highest). Students reported on their satisfaction with off campus employment assistance as well. While satisfaction from 2008 until the recent year ranged from 4.2 to 4.6, in the 2010-2011 academic year, satisfaction dropped to 3.87 (on a 5 point scale, with 5 being the highest). This could be a reflection of the economy and the lack of jobs on the island. Students were also asked to evaluate their level of satisfaction with resume writing or job interview preparation assistance. During the period from 2008 to 2011, satisfaction ranged from 4.2 to 4.7 (on a 5 point scale, with 5 being the highest).

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

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

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

	Frequency	1.32	1.20	1.29
	Satisfaction	1.91	1.80	1.82
	Importance	2.22	2.10	2.25

While the data does not allow for a percentage comparison across the four year period, it does allow comparison based on students' report of frequency used, their satisfaction with services and the importance they place on such services. In general, the data suggests that the Frequency the services are used has improved since 2010 in both areas measured. Career Counseling had its highest Satisfaction rate in 2012 at 2.16 (on a scale of 1-3, with 3 being the highest), which reflects an improvement in this area. Job Placement Satisfaction rates in 2012 (1.82) improved a bit over 2010. The Importance placed on Career Counseling (2.48) and Job Placement Assistance (2.25) reflects the highest improvement rates, which indicates that students are increasingly placing importance in these areas.

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

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

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

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

Though CCSSE data suggests minimal satisfaction with job placement services, the Career and Job Development Center Evaluations indicate contradictory levels of satisfaction. Evaluations were collected from 145 students between 2010 and 2012. On a scale of 1 to 5, with 5 being the highest level of satisfaction, the mean satisfaction rate for services provided by the counselor were rated at 4.95. In

addition, students reported a mean satisfaction rate of 9.3 (on a scale of 1 to 10, with 10 being the highest) with the resources provided by the Career and Job Development Center.

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

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 boosted efforts to market the center and its services. In addition, because the CAJDC has grown its services over the past several years, it separated from the Counseling and Support Services Center and as of Spring 2012, it markets itself, operates, and reports as a separate unit.

## II: Unit Outcomes, Student Learning Outcomes and Assessment

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

<b>CAREER AND JOB DEVELOPMENT CENTER OUTCOMES</b>			
<b>Unit Outcome</b>	<b>Operational Definition</b>	<b>What To Measure</b>	<b>Assessment-- How Measure (Activity/Survey)</b>
<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 identify careers that match student interests, values, and skills.</p> <p>Students select an appropriate major based on the results of the counseling process, assessment tools, and the resources provided in the Career and Job Development Center and/or online resources.</p> <p>Students develop and create a Career Plan-- based on decisions made around the assessment results-- that includes short and long term goals.</p>	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> <ol style="list-style-type: none"> <li>1. Identify, access, and complete a minimum of two career assessments/inventories.</li> <li>2. Utilize assessment/inventory results to identify a minimum of three possible careers that match interests, values, and skills.</li> <li>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.</li> <li>4. Develop and create a Career Plan that includes short and long term goals.</li> </ol> <p>Point of Service Survey</p>
<b>(SLO2) Master academic, occupational, and general employability skills in order to</b>	Students are assisted in conducting conventional and nonconventional job searches using both the internet and other resources.	Whether the student attended an individual appointment or a workshop, are they able to conduct a job search using a variety of	Rubric: Prepare a “Winning Resume” Using Resume Writing Software (student is rated 1-3, with 3 being the highest level of acquisition).

<p><b>obtain, create, maintain, and/or advance in employment.</b></p>	<p>A “Winning Resume” is one that utilizes the appropriate format, highlights the student’s hard and soft skills, prior job experience (if any), and it has been polished, fine-tuned and edited. It is ready to present to a prospective employer.</p>	<p>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?</p>	<ol style="list-style-type: none"> <li>1. Identify the various resume formats and their uses. Select the appropriate format based on skills and experience.</li> <li>2. Demonstrate the ability to complete a draft resume.</li> <li>3. Assess, edit, polish, and produce a resume to submit to an employer.</li> </ol> <p>Point of Service Survey</p>
<p><b>(UO1) The Career and Job Development Center will collaborate with faculty to develop and implement job preparation curriculum.</b></p>	<p>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.</p>	<p>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?</p>	<p>Survey</p> <p>Focus Groups composed of CTE faculty.</p>
<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>

The operations of the center have grown tremendously over the past several years. The coordinator has expanded services to a level that one person is no longer able to expand and further develop services. At this point the coordinator is able to maintain the current level of services only, but is not able to outreach to: more faculty and programs, more employers, and participate in more Workforce Development activities. Despite this, the center has developed both student learning and unit outcomes. While the center would like to assess some of its unit outcomes, at the current level of operations, this would be a challenge.

### **III: Summary of Results of Action Plan, Updated Action Plan for 2012-2013, and Budget Requests**

#### **A. Unit Outcome(s) Assessed—Action Plan for 2010-2011 and 2011-2012**

The Career and Job Development Center assessed the following SLO during the 2010-2011 and 2011-2012 academic years:

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

#### **Assessment Procedure:**

To assess this outcome, students' products—resumes-- were evaluated based on the level of completion as well as for accuracy. The Resume Writing Rubric summarized in the above table was used to evaluate the completion level. Three levels were built into the SARS scheduling calendar and students' level of completion was determined and entered into SARS at the completion of the session. Students continued to be evaluated in subsequent sessions as the highest level generally requires additional and individual time with the counselor.

To assist students with writing resumes and cover letters, a resume writing software was used, WinWay Resume Deluxe. The Resume Writing Rubric for SLO2 was used --Prepare a "Winning Resume" to evaluate or assess students' artifacts—resumes. The resumes were rated on a scale of 1-3, with 3 being the highest level of skill acquisition.

First Round: Results will be tabulated to determine the percentage of students that reach the highest level of skill acquisition—Level 3. This will be the baseline and future efforts will be focused on raising the percentage of students that complete Level 3.

Second Round: The center coordinator continued to boost efforts to increase the percentage of students that returned and completed Level 3 of their resumes. Students continued to be evaluated on level of skill acquisition based on the Rubric.

The center intended to modify The Career and Job Development Center Evaluation form to collect Point of Service Survey SLO data in addition to the current evaluation, which is, in general, a satisfaction assessment.

#### **Performance rate:**

Based on Round 1 results, it was predicted that with additional efforts, Round 2 results would reflect a 10% increase over Round 1 results in Level 3 skill acquisition. The following Time Table identifies the steps and the dates in which each step in the assessment process was accomplished:

**Time Table:**

	First Round (Iteration) 2010-2011	Second Round (Iteration) 2011-2012
Outcome statements due	Sept. 1, 2011	August 2012
Assessment plan (with questions) ready	Sept. 1, 2011	August 2012
Assessment Conducted	Oct. 15, 2011  Data from 2010-2011 Academic year	done Data from 2011-2012 Academic year (includes through July 31, 2012)
Use of Results Written Up	Nov. 15, 2011 (In Unit Review)	Submitted to VC Jason Cifra 8/1/12

**Status Update 1/10/12**

The Career and Job Development Center, during the 2010-2011 academic year, assessed SLO2 using the resume writing rubric and collected data on student skill acquisition. The following table represents a summary of the data collected:

Service/Skill Acquisition	Number of students	Percent of Students
Received Job Preparation Assistance	275	100%
Level 1: Identify the various resume formats and their uses. Select the appropriate format based on skills and experience.	210	76%
Level 2: Demonstrate the ability to complete a draft resume.	190	69%
Level 3: Assess, edit, polish, and produce a resume to submit to an employer.	59	21%

The resume writing rubric results were tabulated to determine the percentage of students that reached the highest level of skill acquisition—Level 3. This percentage—21%-- will be the baseline and efforts over the next academic year—2011 to 2012-- were targeted to focus on raising the percentage of students that complete Level 3 by at least 10%. Greater efforts were made to encourage students who received job preparation services to return to fine tune, edit, and polish their resumes and to make them “employer ready.”

Based on the results of the data collected, it was obvious that first of all, the Career and Job Development Center has provided job preparation services for a mere fraction of HawCC students, i.e. only 275 out of as

many as 3815 students sought services from the center over the 2010 to 2011 academic year. Though many more students received a variety of other services from the center, the small number of students receiving resume writing assistance seemed to indicate a greater need for enhanced and diverse marketing strategies. Efforts were made to outreach to instructors and programs to assist entire classes of students. Some instructors even made this one of their course assignments, but far more time will need to be devoted to outreach and collaborating with instructors to market these services.

Individual appointments as well as several resume writing workshops were offered each month. The workshops were publicized through e-mail blasts to students and instructors, flyers throughout the campus, and publication on the HawCC Activities and Events Calendar on the homepage. The center also built and published a Facebook webpage, which has a posting of all of the scheduled workshops: Resume Writing, Job Search, and Career Exploration.

### Status Update 8/1/12

Over the 2010 to 2011 academic year, the Career and Job Development Center further developed and refined its student learning and unit outcomes and assessed SLO2. During the 2011 to 2012 academic year, the center reassessed SLO2 using the resume writing rubric and collected data on student skill acquisition. The following table represents a summary of the data collected during the 2011 to 2012 academic year:

Service/Skill Acquisition	Number of students	Percent of Students
Received Job Preparation Assistance	411	100%
Level 1: Identify the various resume formats and their uses. Select the appropriate format based on skills and experience.	205	50%
Level 2: Demonstrate the ability to complete a draft resume.	198	48%
Level 3: Assess, edit, polish, and produce a resume to submit to an employer.	85	21%

While the goal was to raise the percentage of students that completed Level 3 by at least 10%, the level remained at 21%, despite additional efforts. The trend has been that students typically start their resumes, but often leave them untouched until they need them, which is usually the same day they come in because they have an application or resume due. The center has all students' resumes stored on flash drives so that when they return, sometimes years later, they can resume where they left off. Greater efforts will be made to encourage students who receive job preparation services to return to fine tune, edit, and polish their resumes to present to employers.

In addition, the Career and Job Development Center coordinator intended to update and revise the current Evaluation form. The form was to be modified to collect Point of Service Survey data in addition to the current evaluation, which is, in general, a satisfaction assessment. This was not accomplished as it will also involve revising the Intake Form, so that they closely mirror one another and so that both include methods for measuring Student Learning Outcomes. The center did develop an online sign-in as a start to revision of the Intake form. In addition, the UH System purchased the CSO (Career Services Online) software, which has built in survey collection features. During the 2012 to 2013 academic year, the center will develop Evaluations using this software.

## **B. Unit Outcome(s) Assessed-- Action Plan for 2012-2013**

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

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

### **Assessment Procedure:**

The CAJDC has provided Career Exploration assistance for many years and would like to determine the effectiveness of this service. The question the unit is most interested in is: regardless of whether the student attended an individual appointment or a workshop, are they able to identify possible career options, eventually narrow the choices down to one or two, select a major, and develop a career plan? In addition, it has been a trend that students typically don't return for the Selecting a Major and Career Plan appointment. After the initial two hour session—when students complete the assessments-- the CAJDC counselor reviews the results with the student(s), takes notes on several choices identified by the student(s), and then generally gives students homework to research possible career options using Career Kokua and other informational resources. Students will often not return because very often, they make their decisions based on the research. The challenge for the center is to find ways to encourage students to return to select a major and to develop a Career Plan.

To assess this outcome, students will be evaluated based on the level of career decisiveness and if they have developed a Career Plan. A rubric will be designed to evaluate the various levels of career decisiveness. Four levels will be built into the SARS scheduling calendar and students' level of decisiveness will be determined at the completion of the session or appointment with the CAJDC counselor. Students will continue to be evaluated in subsequent sessions and/or appointments as the highest level—developing a Career Plan-- generally requires additional and individual time with the CAJDC counselor.

Rubric: Develop a Career Plan based on the results of career assessment inventories completed by the student (student is rated 1-4, with 4 being the highest level of acquisition). The student is able to:

1. Identify at least three possible Career options based on the results of the assessments/inventories.
2. Utilize resources in the Career and Job Development Center and online to research occupations, narrow the choices based on research, and to select one or two career options.
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.
4. Develop a Career Plan with short and long term goals that will allow her/him to stay on track toward those goals.

First Round: Over a period from May to November 2012, students who sought assistance with career exploration were evaluated on SLO1. The results were tabulated to determine the percentage of students that reached the highest level of skill acquisition—Level 4. This will be the baseline and future efforts will be focused on raising the percentage of students that complete Levels 3 and 4.

Second Round: The Career and Job Development Center Evaluation form will be modified to assess and collect Point of Service Survey data based on student learning outcomes, in addition to the current evaluation, which is a satisfaction assessment. A survey will be developed and posted on the new Hawaii Community College Online Job Center website. In addition, the Intake form will also be modified to focus on learning outcomes and to correspond with the Evaluation form, i.e. the Intake form will identify what the student wants to gain from the session and the Evaluation form will identify what the student actually gained.

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

**Performance Rate:**

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

**Time Table:**

	First Round (Iteration)	Second Round (Iteration)
Outcome statements due	Sept. 1, 2012	
Assessment plan (with questions) ready	Sept. 1, 2012	
Assessment Conducted	Nov. 13, 2012 (Data collected from 5/21/12 to 11/13/12)	
Use of Results Written Up	Nov. 15, 2012 (In Unit Review)	

**Status Update 11/13/12**

Over the past year, the Career and Job Development Center further developed and refined its student learning and unit outcomes. During the 2012-2013 academic year, the center assessed in Round 1 and will reassess in Round two SLO1, using the Career Exploration Rubric and will collect data on student skill acquisition. The following table represents a summary of the data that was collected from May 21 to November 13, 2012:

Career Exploration Rubric Level	Number of Students at Level	Percent of Students at Level
Career Interest—Discussion without completing assessments	390	
Career Exploration Assistance- Level 1 Identify at least three possible Career options based on the results of the assessments/inventories.	339	100%
Career Exploration Assistance- Level 2 Utilize resources in the Career and Job Development Center and online to select one or two career options.	337	99%
Career Exploration Assistance- Level 3 Identify a major that will allow her/him to	25	7%

gain the necessary training and/or educational experience required to pursue and gain employment in the career.		
Career Exploration Assistance- Level 4 Develop a Career Plan with short and long term goals that will allow them to stay on track toward those goals.	13	4%

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

Based on the results of the data collected, it is obvious that first of all, the Career and Job Development Center has provided Career Exploration services for a mere fraction of HawCC students, i.e. only 390 out of 3784 students sought services from the center over the past semester. Though many more students received a variety of other services from the center, the small number of students receiving career exploration assistance indicates a greater need for enhanced and diverse marketing strategies. Efforts have been made to outreach to instructors and programs to assist entire classes of students. Some instructors have even made this one of their course assignments, but far more time needs to be devoted to outreach and collaborating with instructors to market these services and to develop the specialized curriculum.

Individual appointments are offered and several Career Exploration workshops are offered each month. The workshops are publicized through e-mail blasts to students and instructors, flyers throughout the campus, and publication on the HawCC Activities and Events Calendar on the homepage. The center recently built and published a Facebook webpage, which has a posting of all of the scheduled workshops: Resume Writing, Job Search, and Career Exploration. In addition, the counselor has collaborated with the other community colleges in the UH system to build and implement Career Service Online (CSO), which is a software purchased by the system. The software was named "Job Center" by the UHCC marketing team and it allows employers to post jobs, view applicants' profiles and resumes, and hire online. Students can set up a profile, view jobs, and post their resumes.

Greater efforts will be made to encourage students who receive Career Exploration services to return to identify a major and to develop a Career Plan with short and long term goals. One strategy that the CAJDC will employ will be to give students an appointment for a return visit at the time they finish the initial appointment. In this way, students will leave with a return appointment, as opposed to asking them to call to make the return appointment when they are ready, which is how it is currently managed. The only challenge with this strategy is that the counselor is not sure that she can accommodate the flood of appointments that this strategy could potentially entail.

The Career and Job Development Center Evaluation form which was supposed to have modified last spring, will be modified during the Spring 2013 semester. The evaluation is, in general, a satisfaction assessment and while student satisfaction with services is important, it is also important to determine if students feel that they have accomplished relevant learning outcomes. Hence, the evaluation will be modified in Spring 2013 to collect SLO point of service survey data in addition to the current satisfaction data.

The Career and Job Development Center is currently identified by a sign outside of the center. The sign reads: "Career Center." It is recognized that the current name is not reflective of the types of services offered. The coordinator has modified the name of the center to "Career and Job Development Center" to more accurately reflect the services of the center and to attract more students to those services. An

official name change will be made in Spring 2013 and a new sign will be designed and hung that will read "Career and Job Development Center." This name will not only more accurately reflect the services provided, but it will also align with the terminology used in the career development discipline.

**C. Budget Request with Justification**

The CAJDC has experienced a huge growth in the demand for services. The overriding theme has been that services have grown beyond capacity and one counselor/coordinator is no longer able to meet the continually growing demand for services nor is she able to continue to focus on and develop any one area of the CAJDC. In addition, in providing services to students and classes, the CAJDC has outgrown the current facility. Time and efficiency are being sacrificed at the current level of services. To help adjust to the growth and demands for services, the unit is requesting the following budgetary items:

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

**VI: Data Chart Included**

The Career and Job Development Center collects data on several aspects of its operations. The table below summarizes the total number of contacts that the CAJDC counselor provided services for, the unduplicated head count of students that received services, and the total number of students who utilized the center in the 2011 to 2012 academic year. The table also lists the total number of CAJDC employees as well as the average hours worked each week beyond the normal hours.

**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 11	1618
Fa 11	1479
Sp 12	1752
<b>Unduplicated Head Count</b>	
Su 11	345
Fa 11	281
Sp 12	246
<b>Total Head Count of Students Utilizing Career and Job Development Center Resources</b>	
Su 11	267

Fa 11	315
Sp 12	202
Number of Center Staff	
Number of Non Student Employees	1
Average Student Employee Hours Per Week	30
Average Number of Hours Per Week Worked by Combined Non Student Employees Beyond Normal Hours	15

As previously mentioned and discussed in previous sections of this review, the CAJDC has continued to expand on its offerings of workshops in addition to its regular services. This has helped meet the growing demand for services. The table below lists the types of workshops, when they were offered and the total number offered for each semester:

Semester	Total Career Exploration Workshops	Total Resume Writing Workshops	Total Job Search Workshops
Summer 2011	8	12	13
Fall 2011	12	10	9
Spring 2012	35	7	5
<b>Total</b>	<b>55</b>	<b>29</b>	<b>27</b>