

# **HAWAII COMMUNITY COLLEGE UNIT REVIEW REPORT**

## **Career and Job Development Center**

**March 2, 2015**

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*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.*

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## Unit Description

*(Official Description - then provide more in depth explanation of what this unit does, who it serves and generally describe its accomplishments)*

### A. 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 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 as part of the New Student Orientation.

The CAJDC provides job preparation services, which include assistance with: writing, developing and further refining resumes and cover letters; job search strategies and online job search links for both on and off campus jobs; and interview preparation.

The CAJDC also assists students with developing a Career Plan, selecting and/or changing their major; selecting and registering for courses on a limited basis; checking on financial aid status, and with developing goals and plans for the implementation of their college and career goals based on their Career Plan.

The CAJDC provides both individual and group services (workshops). The CAJDC counselor has expanded services to include the offering of more group workshops to streamline operations and accommodate more students. Group workshops were first developed in response to the growing number of students and because the center only had one full time coordinator/counselor (terms may be used interchangeably throughout document) to provide services. Hence, despite limited human resources, the CAJDC has still been able to assist far more students through the offering of workshops.

In addition, the CAJDC counselor collaborates with faculty to develop program/course specific curriculum and to provide class workshops focusing on Career Exploration, Job Search, Resume Writing, and interview preparation. Workshops are then tailored for the individualized needs of students based on the program and/or career that they are preparing for.

In addition to the limitations endemic to having only one counselor to provide services, the center itself has not been able to keep up with the demands of growth. While there are eleven computer terminals available for students to use, most classes have between 20 and 30 students. To provide workshops for classes, the coordinator/ counselor has had to offer multiple workshops to accommodate an entire class. As an example, Culinary Arts has had as many as 50 students in its first year group, so it requires four to five workshops to assist every student in the class. A larger computer lab would allow the coordinator to assist more students at a time, which would then allow her to assist more classes. The problem is that the current Career and Job Development Center has limited space to expand to and nowhere to put additional computer terminals. The CAJDC sponsors a Career and Job Fair each year in the spring semester. The counselor also participates in several community events each year in collaboration with Big Island Workplace Connections (BIWC).

## Unit Mission

*(Official Unit Mission)*

The mission of the HawCC Career and Job Development Center is to assist and support students and prospective students in clarifying and planning purposeful career and educational goals through the use of informational resources and career counseling and to enhance employability via assistance with job preparation-- resumes, job search, and interview skill development.

**3yr Review Report Summary**— *If this Unit is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the function of the unit in the past 3 years; funding received since last 3 years and results from funding, etc.*

CAJDC separated from the Counseling and Support Services Center (CASSC) after the last Comprehensive Unit Review (2011) and it became a separate unit in Spring 2012. This transition was positive as it has made reporting, assessment, and the writing of the unit reviews much more manageable, understandable, and meaningful for both units.

Over the three year period, the unit moved from scheduling individual appointments only to developing and offering workshops in addition to the individual appointments. 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. This also assists faculty in assisting their students for employment readiness and in their own assessment efforts. The CAJDC also worked closely with faculty to develop career and employment preparation curriculum relevant to their specific programs.

The CAJDC also conducted a marketing campaign to educate students and faculty about the services that are offered. As previously mentioned, the CAJDC counselor conducted outreach into the classrooms. In addition, the CAJDC began posting all of it's workshops and fairs on the Activities and Events Calendar. The CAJDC was given access to the e-mail Broadcast system and used it to advertise activities, events, workshops, and to send out job postings from employers. The CAJDC also joined a UHCC consortium committee, which is made up of career and job development people across the UHCC system. This consortium collaborated to plan, develop, and design an online job posting system— Job Center Online.

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. It was one section of 3 courses—IS 105 B, C, and D-- that were one credit each. She modified the curriculum to collapse all three separate courses into one 3 credit course, which combined the curriculum from all three. 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 will be assessed and reported on in the next annual review (2014-2015).

The CAJDC counselor became a member of Big Island Workplace Connections (BIWC), which is a committee made up of community employment related agencies. We collaborate to share information,

develop employment opportunities, and to sponsor employment related events and activities.

In the past three years, the CAJDC developed SLOs and UOs to assess the effectiveness of services. Rubrics were developed to assess the SLOs and the CAJDS explored ways to increase the student return rates for follow-up assistance and to improve the overall effectiveness of services.

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.

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 \$1500 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.

## CERC Comments and Feedback

*CERC Comments as listed in most recent Comprehensive Review:*

CERC has not yet reviewed this unit.

*CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.*

- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review."*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

CERC has not yet reviewed this unit.

## Part I: Quantitative/Qualitative Indicators

### A. Annual Report of Program Data (ARPD) Data Grid -- **Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.**

Look up 2014ARPD data at: <http://www.hawaii.edu/offices/cc/arpd/index.php>

List below any data elements related to the Unit.

N/A	2011-2012	2012-2013	2013-2014
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### B. ARPD Data Analysis -- **Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.**

Based on the data from the ARPD, analyze the unit's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

- Based on data, determine and justify Health Calls – Healthy, Cautionary, Unhealthy
- If this Unit is scheduled for Comprehensive Review, analyze Unit over 3 years.

Demand Health	Efficiency Health	Effectiveness Health
<p>Healthy</p> <p>The Career and Job Development Center keeps data on contacts with students. During the 2013 to 2014 academic year, the CAJDC assisted 1283 students (unduplicated headcount) and provided 4312 services. Though 1283 students only represents about 38% of our student population, the data does show that there is a demand for services and that people do utilize the services of the center. The demand for services grew beyond the ability 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.</p> <p>In addition to individual and workshop sessions, 651 students utilized the Career and Job Development Center Resources in 2013-2014. The most common resources utilized in the center are the computers to: search and apply for jobs; write, update, and print resumes; complete assessments; conduct career-related research; research and apply for scholarships; and work on financial aid applications and student loan orientations and trainings.</p>	<p>Healthy</p> <p>Career exploration and job preparation appointments can prove to be time 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 to 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 2013 to 2014 academic year, the CAJDC provided a total of 85 workshops: 32 Career Exploration, 29 Resume Writing, and 24 Job Search. These workshops allowed the CAJDC to provide services for more students and it also was time efficient.</p>	<p>Cautionary</p> <p>The most obvious effectiveness measure for a career and job development center is whether students are getting jobs and so it would be difficult to claim that the effectiveness of the CAJDC is healthy. This is largely because of the economy, which has caused jobs on the island to dry up over a several year period. At one point, unemployment in Hawaii County was at 11%, but even that was not an accurate reflection of unemployment in East Hawaii, where rates have always been higher than on the west side. Students have gotten jobs during this time, but this has been at a much lower rate than had ever been experienced.</p> <p>In addition, tracking employment is the most challenging aspect for any employment agency. Students and employers alike forget to report when I hire has taken place. Reporting, at best, sometimes occurs in casual encounters in the community when the CAJC counselor happens to see someone that she has worked with.</p> <p>Despite the poor economy, the CAJDC committed to ensuring that students were well prepared and equipped to compete for the few jobs. Thus, despite the poor economy, students who received services were far better prepared to enter the workforce. The labor market has started to show signs of improvement and the center has received many new job listings from employers.</p>

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 a 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 nearly 50! In addition, the CAJDC works with employers to sponsor exclusive job fairs throughout the year for employers who want to recruit outside of 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 program of study. Hence, the CAJDC assists students with the transition 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!

## C. Other Data, Trends & Factors -- *Report non-ARPD data, trends or factors that can be used to analyze the unit's strengths and weaknesses.*

- *Provide any non-ARPD data and a brief analysis in terms of the Unit's demand, efficiency and effectiveness, e.g., a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc.*
- *Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc.*
- *Describe any external factors affecting the unit or additional unit changes not included elsewhere.*

### *Example:*

*There is a national trend toward on-line training, which requires expensive technological advancements and curriculum development.*

*Bureaucratic restrictions limit OCET's flexibility to be innovative, collaborative and entrepreneurial.*

### A. 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 2013 to 2014 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 2013	1626
Fall 2013	1404

Spring 2014	1568
Total for 2013-2014	4598
Unduplicated Head Count	
Summer 2013	344
Fall 2013	485
Spring 2014	454
Total for 2013-2014	1283
Total Head Count of Students Utilizing Career and Job Development Center Resources	
Summer 2013	180
Fall 2013	236
Spring 2014	235
Total for 2013-2014	651
Number of Center Staff	
Number of Non Student Employees	1
Average Student Employee Hours Per Week	35
Average Number of Hours Per Week Worked by Combined Non Student Employees Beyond Normal Hours	15

The CAJDC provided a total of 4,598 career and job preparation services during the 2013-2014 academic year. It provided services to an unduplicated headcount of 1283 students. While each student is only counted once in this statistic, it does indicate that about 38% of our students did come to the center to receive services. In addition, many 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 651 students walked-in and utilized the Career and Job Development Center resources in 2013-2014.

Up to this point in time, there has been just one Counselor/Coordinator to provide career and job preparation services. The CAJDC currently has two student employees who assist with the operations of the center for a total of about 35 hours per week.

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

Semester	Total Career Exploration Workshops	Total Resume Writing Workshops	Total Job Search Workshops
Summer 2013	13	10	8
Fall 2013	9	12	9
Spring 2014	10	7	7
<b>Total</b>	<b>32</b>	<b>29</b>	<b>24</b>

In summary, over the 2013-2014 academic year, the CAJDC provided 32 Career Exploration Workshops, 29 Resume Writing Workshops, and 24 Job Search Workshops.

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 2013-2014:

<b>Career and Job Development Center-- Student Evaluation/ Feedback</b>			
<b>What did you accomplish because of your use of the Career and Job Development Center?</b>	<b>Summer 2013 (N=47)</b>	<b>Fall 2013 (N=39)</b>	<b>Spring 2014 (N=27)</b>
I know more about myself	29	23	14
I know which careers match me	24	25	12
I know how to do a job search	23	21	11
I know how to create a resume	22	11	16
I know more about the work world (careers)	18	16	7
I know what <u>majors</u> will lead to my career goals	18	19	11
I know how to <u>interview</u> for a job	2	5	2
I have identified my career <u>goal(s)</u>	10	12	6
I developed a career <u>plan</u>	7	8	3
<b>Resources Used</b>			
Resume Writing via WinWay	10	9	11
Resume Workshop	12	3	7
Career Kokua (computers)	16	14	7
Job Search Information	22	17	3
Job Openings Info	7	7	1
Career Assessments	17	20	9
<b>How helpful were the resources?</b>	9.51	9.54	9.7
<b>How helpful were the staff members? (Helen)</b>	4.89	4.97	4.96
<b>How helpful were the staff members? (student employees)</b>	4.83	4.63	4.94

This evaluation tool is helpful in determining: how satisfied students are with the services that they received, the resources that they used, as well as how effective the appointment was in meeting their needs. It also gives a glimpse at SLOs, but the CAJDC realized that there was a missing piece to this survey. Without knowing why the student came in, it is difficult to determine if the SLOs were met or not. The evaluation form is thus being modified to include a check box at the top of the form to indicate the type of appointment/ services the student came in for. The data will then be more meaningful and services can be linked to outcomes.

#### B. Required External Measures

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 2014. The following table represents the data that was collected during the spring 2014 semester that is 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—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 to 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 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 about 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 possible that the CCSSE satisfaction data is not completely reliable.

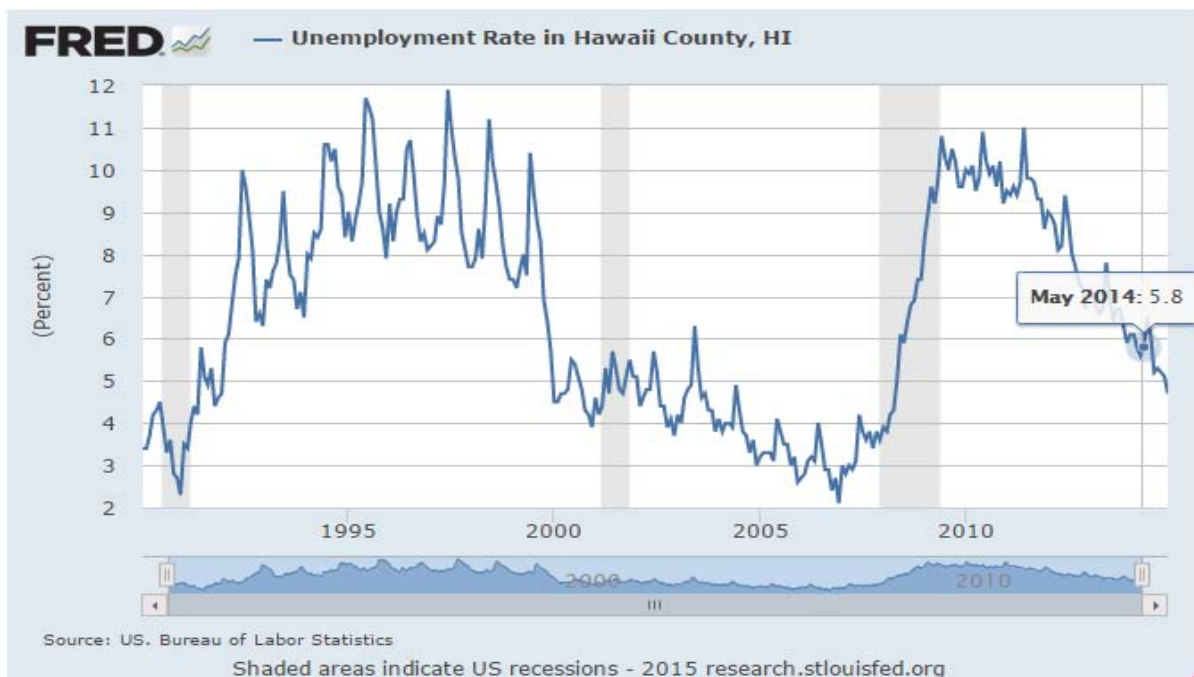
Though CCSSE data suggests minimal satisfaction with job placement services, the Career and Job Development Center Evaluations indicate contradictory levels of satisfaction. Evaluations were collected from 113 students during the 2013-2014 academic year. On a scale of 1 to 5, with 5 being the highest level of satisfaction, the mean satisfaction rates for services provided by the counselor ranged from 4.89 (Summer 2013), 4.97 (Fall 2013), and 4.96 (Spring 2014). In addition, during the same period, students reported a mean satisfaction rate that ranged from 9.51 to 9.7 (on a scale of 1 to 10, with 10 being the highest) with the resources provided by the Career and Job Development Center.

### C. External factors Affecting the Unit

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

Employment opportunities have always been limited in Hawaii County as there are limited business opportunities and a limited demand for employees. Many occupations identified by the US Department of Labor don't even exist in Hawaii County. In addition to the overall lack of occupational demand, Hawaii County has always been vulnerable to national recession and businesses that had been in business for decades have gone out of business as a result of the most recent recession. The impact has been low employment and high unemployment rates.

The table below indicates the trends in unemployment rates over the past 24 years in Hawaii County as well as the national recessions (grey bar areas on the graph) that have occurred.



As indicated, the unemployment rate in Hawaii County in 2012 was at around the 11% rate, but it has started to steadily decline over the past year to 6% in 2013 and 5.8% in May 2014. In addition, the unemployment rates include both sides of the island and may not compensate for other factors, such as the fact that unemployment is always higher on the east side of the island. Nonetheless, the statistics are highly encouraging because if the trend continues, the economy and employment rates could dramatically improve in Hawaii County and for Hawaii Community College students and graduates. In addition to the encouraging data from Hawaii County, the CAJDC has received an increase in job listings from employers over the past few months and nearly 50 employers participated in the 2014 Career and Job Fair.

Despite the poor economy and high unemployment rates, the CAJDC counselor has developed collaborative relationships with numerous employers on the Big Island and has worked with them to develop jobs for HawCC students, graduates, and alumni. Unfortunately, this too has been limited because there is only one CAJDC counselor and she has been forced to balance: the needs of students, coordinate the center, collaborate with faculty, and conduct outreach with employers and partner agencies. Substantial growth in any one area has been challenging.

## Part II: Analysis of the Unit

### A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

#### 1) College Mission Alignment

*Hawai'i Community College (HawCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.*

**Copy/Paste from your 2012-2013 Unit Review, your description of how this Unit supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.**

*Example:*

*The unit supports the UH Community College's mission by providing:*

- *access to post-secondary education in Hawaii*
- *training workforce needed in the State, the region, and internationally*
- *opportunities for personal enrichment, occupational upgrading and career mobility through non-credit courses and activities*
- *contributions that stimulate the cultural and intellectual life of the community*

The CAJDC supports and assists with the growth and development of all students at HawCC. The CAJDC provides a high level of job preparation instruction, which ensures job and/or career readiness. Students develop draft resumes and cover letters and are assisted in editing them so that they are employer ready. Hence, very much like the college itself, the CAJDC inspires growth in the spirit of E 'Imi Pono. In addition, through outreach efforts with employers (in developing employment opportunities) as well as community partner employment agencies, the CAJDC expands its services to the community. This is done through collaborative activities and events. Thus, the CAJDC is committed to serving all segments of the Big Island community.

## **2) ILO Alignment**

**a) ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

**Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO1. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO1."**

*Example:*

*OCET provides a wide range of professional development workshops that help participants improve their communication skills as well as many online classes with topics such as Keys to Effective Communication and Grant Writing. Test preparation classes include a review of written communication skills. Short-term international programs for students visiting from abroad focus on basic communication skills in English.*

The center provides individual appointments as well as workshops that assist students in preparing for employment and career opportunities. They learn to communicate with employers through the development of resumes and cover letters, which serve as the first and sometimes only communication they have with employers. They are also assisted in learning interview preparation skills as well as telephone communication skills, which they use to initially communicate with employers, to follow-up on submitted resumes, at the interview, and to discuss and negotiate the final job offer.

**b) ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

**Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO2. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO2."**

The center provides individual appointments as well as workshops that assist students in career exploration. The CAJDC assists students in identifying and preparing for careers, which is done through a process of self-examination, research, evaluation, analysis, and decision making. Students complete assessments, which match them with potential careers based on their interests, strengths, values, and preferred work environments. Students conduct research on careers of interest, narrow their options, and eventually select a career and major that will lead them to satisfying employment-- "when I am doing the work I love, it hardly feels like I am working" (Nishimoto, 2005).

**c) ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

**Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO3. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO3."**

Students develop the career and employment preparation knowledge, skills, values, and success strategies that assist them in the transition from college to employment, and on to making meaningful contributions to their families and community.

Students often discuss their previous jobs when visiting the center and they share their stories. They have disclosed situations where they have faced workplace discrimination. They often also share that when they have been in work environments where diversity is honored, not only were they happy, but the entire work environment was more comfortable for everyone. The center assists them in processing and working through the emotions associated with the discriminatory situation. They learn about EEO laws, which make these practices illegal, and they often reflect on the impact of discrimination on the individual as well as the community. They learn to refrain from these types of behaviors when they themselves are employees working in the community and also so that they become contributors to that community-- an asset rather than a liability.

## B. Strengths and Weaknesses

### 1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<i>Example:</i> OCET hires knowledgeable and responsive instructors	<i>Example:</i> Class evaluations showed that 98% of students agreed or strongly agreed that the instructors were knowledgeable about the class subject matter and 96% agreed or strongly agreed that the instructors were responsive to their learning needs.
<b>S1</b> The CAJDC provides a very vital and necessary service to students, programs, and the college. The CAJDC helps prepare students for employment in careers, which is generally the reason that they came to college.	<p>Job Placement statistics have shown that it isn't always the most experienced person that gets the job, it's the most prepared job seeker. This is especially important to consider in a poor economy, with high unemployment rates. In the past few years, HawCC graduates have had to enter the job market and often compete with experienced workers for entry level positions. With adequate preparation, they can have an edge on the competition.</p> <p>Student Satisfaction with the career and job preparation services provided by the CAJDC was rated on a scale of 1 to 5. The CAJDC has consistently received a mean score ranging from 4.94 to 5.0 (with 5 being the highest). At the end</p>

	of the appointment, students are asked to report what they have learned from the workshops and individualized services. Students report numerous outcomes as can be seen on the table on page 9.
<p><b>S2</b> The CAJDC has been able to adapt and respond to the demand for services by developing and offering workshops, which has allowed more students to be served and taught.</p> <p>The CAJDC was able to provide services for 1283 students (unduplicated headcount) in 2013-2014. In addition, those students received a total of over 4598 services.</p>	<p>This level of service would never be possible if all students were still receiving individual services. While piloting these workshops, it was discovered that a majority of what is done with students, could be done in groups, and then shorter amounts of individualized time could be maximized through a shorter follow-up visit.</p> <p>During the 2013-2014 academic year, the CAJDC provided 32 Career Exploration workshops, 29 Resume Writing workshops, and 24 Job Search workshops. The workshops range from 1 1/2 to 2 hours in length and service several people in the time it that it would take to serve just one.</p>
<p><b>S3</b> The CAJDC has access to and has developed and expanded the use of technology to deliver, market, and expand the services of the CAJDC. The CAJDC has developed webpages that provide links to several career and job search websites, as well as other career services.</p> <p>The CAJDC computer lab has resume and career software installed on all computers so that students can complete assessments and actually write resumes during the workshops, rather than just learning about writing one.</p>	<p>The CAJDC has developed two webpages— with several links-- to market services. The main CAJDC website has links for students, employers, and faculty. There is also a separate Online Job Search Services webpage that has numerous links to online job search sites. The CAJDC was also able to acquire a job posting and referral website, which is a UHCC system project. Employers can post jobs on this site and students can view and apply for jobs through the site as well.</p> <p>The CAJDC developed a Facebook account and webpage several years ago to market services and to announce activities and events. In addition, the CAJDC posts all workshops on the Facebook webpage as well as on the HawCC Activities and Events Calendar, which is at the bottom of the HawCC homepage.</p>

## 2)Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<p><i>Example:</i> Lack of island-wide professional staffing</p>	<p><i>Example:</i> Program coordinators are based in East Hawaii which makes it difficult to design classes for the West Hawaii community. Many classes are cancelled due to not knowing the community as well as best ways to market classes in Kona. 47% of the classes scheduled in Kona were cancelled due to low enrollment.</p>	<p><i>Example:</i> Hire a program coordinator for West Hawaii (see Resource Implication).</p>



<p><b>W1</b> The CAJDC itself has not been able to keep up with the demands of growth. The center has limited space and limited resources, which makes expansion a challenge. The problem is that the current Career and Job Development Center has no additional space to expand to and nowhere to put additional computer terminals without sacrificing other student work areas. In addition, 8 of the 12 computers were recycled computers and have performance issues.</p>	<p>While there are 11 computer terminals available for students to use, most classes have between 20 and 30 students. To provide workshops for classes, the counselor/coordinator has had to offer multiple workshops to accommodate an entire class. As an example, Culinary Arts has had as many as 50 students in its first year group, so it requires four to five workshops to assist every student in the class</p>	<p>Obtaining space for a larger computer lab would allow the coordinator to assist more students at a time, which would then allow her to assist more classes.</p> <p>Another possible option would be to purchase laptops to allow for a temporary expansion of the CAJDC, as necessary; or offer workshops with the more portable laptops through outreach efforts directly in the students' classrooms.</p> <p>Additional support staff would provide the additional support services that the current operations require, but most of all, it would provide the additional support services necessary for expansion.</p>
<p><b>W2</b> There is a low return rate for all appointments that require follow-up appointments: career exploration and resume writing.</p> <p>In the initial resume writing session, students are generally able to build and complete a draft resume and at the same time, accomplish Level 2 on the Resume Writing Rubric. They are invited to return to work one-on-one with the CAJDC counselor to polish, fine tune, and make their resume employer-ready. The majority don't return.</p> <p>When conducting Career Exploration, it has been a trend that students typically don't return for the Level 3-- Selecting a Major and Level 4-- Developing a Career Plan appointment. After the initial two hour session—when students complete the assessments-- the CAJDC counselor reviews the results with students and gives them</p>	<p>The challenge for the center has been to find ways to encourage students to return to complete a resume, select a major, and to develop a Career Plan.</p> <p>Resume Writing: After a first round of assessment indicated a 21% rate of return, there were efforts to raise this rate, the return rate to complete resumes remained at 21% (assessed in 2010 – 2011 and in 2011-2012). It was discovered that students generally return when they need to submit a resume as soon as possible, and thus may not allow for the submittal of the best possible resume artifact.</p> <p>Career Exploration: In the first round of assessment indicated that there was only a 7% return rate to complete Level 3 and a 4% return rate to complete Level 4-- Develop a Career Plan.</p> <p>In 2013-2014, to improve return rates, students were given follow-up appointments at the end of</p>	<p>Aside from giving appointments at the end of the initial visit, follow-up phone calls and e-mails could be sent to determine how students are doing with the assignment and to invite them to return.</p> <p>Develop a certificate that will be awarded for the completion of career and job preparation services. A stamp will be placed on the certificate as each level of the rubric that is accomplished.</p> <p>This may not be a serious concern because it is believed that students probably learn what they need to make informed career decisions from the resources provided in the homework. The problem with students not returning is that they have an incomplete Career Plan, which could make actualization of the plan a problem.</p> <p>With the assistance of support staff, a follow-up program could be developed with e-mails and/or phone calls timed at 2 week intervals after the appointment-- to</p>



homework to research possible career options using Career Kokua and other informational resources. They are instructed to return when they have completed their research/homework. Students often don't return.	their initial visit. This improved the return rates with a few students, but many others came to the appointment without having done the assigned homework and were thus unprepared for the appointment. Others did not show up for the appointment.	check-in and to offer a return appointment. This strategy is also intended to serve as an engagement strategy that would encourage a continuance of the career exploration process.
<p><b>W3</b> Despite the fact that the college has had a career center for many years, there is still a lack of knowledge and awareness of its existence and services. The CAJDC has its own telephone line and it is published on the CAJDC website, in brochures, on the Activities and Events Calendar at the bottom of the home page, and in e-mails.</p> <p>Despite concerted marketing efforts, the Counseling and Support Services Center still gets a lot of phone calls intended for the CAJDC.</p>	<p>The CAJDC was, for many years, considered part of the Counseling and Support Services Center (CSSC). As the center grew, along with services for students, it became apparent that the CAJDC needed to become a separate unit, independent of CSSC. The CAJDC has made strong efforts to establish its own identity and to market its services.</p>	<p>The CAJDC changed its name from the Career Center to the Career and Job Development Center to better reflect the services it provides. During the last review, the CAJDC expressed its intent in the Action Plan to purchase a new sign for the center, but there was an insufficient budget to support this.</p> <p>Conduct a marketing campaign to raise awareness of the CAJDC and to advertise the services that are offered. Additional support staff would be essential to a successful marketing campaign.</p>

### Part IIIA: Unit Outcomes and Assessment

#### A. Unit Outcome(s) Assessed -- *List the Unit Outcome(s) assessed during this reporting period.*

<i>Example: (UO1) OCET will provide training that is relevant to the needs of the Hawaii Island community</i>
<p>(SLO1) Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals.</p> <p>(SLO2) Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.</p> <p>(UO3) The Career and Job Development Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and events.</p>

#### B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% or more participants will choose "Strongly Agree" or "Agree" when asked whether OCET successfully provides training relevant to the needs of the Hawaii Island community on course evaluation.*

**(SLO1)** It is expected that at least 12% of the students that began the process of career exploration will make a return visit to the CAJDC and complete Level 3 and that 7% of the students will complete Level 4. This is based on an increase in the baseline that was established in 2012-2013. The return rates have always been quite low and this assessment was established to address Weakness #2.

**(SLO2)** It is expected that at least 30% of the students that began a resume will make a return visit to the CAJDC and complete Level 3. This is based on an increase in the baseline that was established in 2011-2012. The return rates have always been low and this assessment was established to address Weakness #2.

**(UO 3)** It is expected that the CAJDC will partner and collaborate with Big Island Workplace Connections (BIWC) to sponsor at least 4 community events.

**C. Assessment Strateg(y/ies) & Instrument(s) --** *Describe what, why, where, when, and from whom assessment artifacts were collected.*

*Example: OCET seeks community feedback on personal and professional training needs via evaluation forms collected at the conclusion of every course, as well as through focus groups.*

**Strategy/Instrument 1: SLO1**

The CAJDC has provided Career Exploration assistance for many years and wanted to determine the effectiveness of this service. The unit was most interested in answering the question: regardless of whether students attend 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. There is a very high rate of students that do not return for the follow-up appointment because very often, they make their decisions based on the homework-- 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. After the initial assessment of this SLO, to increase the return rate, students are now given a follow-up appointment before they leave the center. It was hoped that this would improve the return rate, but very often the student comes to the appointment unprepared and usually they haven't done the homework assignment.

To assess SLO1, a Rubric was developed and used to evaluate the level of career decisiveness reached by students. Students were rated from 1-4, with 4 being the highest level of decisiveness. Listed below is a description of each level of skill acquisition and decisiveness, based on the rubric.

Rubric: As a result of participating in Career Exploration, the student is able to:

Level 1. Identify at least three possible Career options based on the results of the assessments/inventories.

Level 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.

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.

Level 4. Develop a Career Plan with short and long term goals that will allow her/him to stay on track toward those goals.

To assess this outcome, students were evaluated based on the level of career decisiveness accomplished and if they had developed a Career Plan. The rubric was designed to evaluate the various levels of career decisiveness. Four levels were built into the SARS scheduling calendar and students' level of decisiveness was determined at the completion of the session or appointment with the CAJDC counselor. Students continued 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.

#### Strategy/Instrument 2: **SLO2**

The CAJDC uses two different methods to assess SLO2: mastery of effective job search skills and the development of an employer ready resume. To assess SLO2 during this academic year, the CAJDC assessed students' products—resumes. The goal of the CAJDC is to assist students in writing a "Winning Resume," which 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. Students are offered assistance through individual appointments or through workshops and the majority of students that write resumes attend either a workshop or come in with their classes. When writing a resume in a workshop, it is probable that students will not be able to reach the stage of a finished product. Hence, all students are invited to return to the CAJDC to perfect their resume, which is how they are able to develop them to the point of being employer ready.

To assess SLO2, a Rubric was developed and used to evaluate students' resumes. Resumes were evaluated based on the level of skill acquisition as well as for accuracy. Students were rated from 1-3, with 3 being the highest level of skill acquisition-- employer ready. Listed below is a description of each level of skill acquisition based on the rubric.

Rubric: As a result of participating in Resume Writing, the student is able to:

1. Identify the various resume formats and their uses. Select the appropriate format based on skills and experience.
2. Demonstrate the ability to complete a draft resume.
3. Assess, edit, polish, and produce a resume to submit to an employer.

#### Strategy/Instrument 3: **UO3**

To collect this data, the CAJDC counselor keeps a list of community activities and events that she partnered and co-sponsored with BIWC members. In addition, she keeps other information relevant to those events such as flyers, evaluations, and meeting minutes.

### **D. Results of Unit Assessment - Provide a summary of assessment results.**

*Example: Out of 998 total response, 78% Strongly Agree and 21% Agree that OCEET provides training that is relevant to the needs of our island community. OCET has offered 162 courses with 2,211 attendees to meet workforce and personal enrichment needs, some of which are repeat customers. OCET provides offer various courses at varying times of the day, week and year to better meet the needs of individuals and businesses. It is important that OCET continually seek innovative ways to conduct training and provide course topics that are most relevant to the community's needs.*

SLO1. The following table is a summary of the assessment results for SLO1 over a two year period, with 2012-2013 representing the baseline:

Career Exploration Rubric Level	Number of Students at Level (2013-2014)	Percent of Students at Level (2013-2014)	Percent of Students at Level (2012-2013)
Career Interest—Discussion without completing assessments.	224		
Career Exploration Assistance- Level 1 Identify at least three possible Career options based on the results of the assessments/inventories.	169	100%	100%
Career Exploration Assistance- Level 2 Utilize resources in the Career and Job Development Center and online to select one or two career options.	164	97%	99%
Career Exploration Assistance- Level 3 Identify a major that will allow her/him to gain the necessary training and/or educational experience required to pursue and gain employment in the career.	23	13.6%	7%
Career Exploration Assistance- Level 4 Develop a Career Plan with short and long term goals that will allow them to stay on track toward those goals.	11	6.5%	4%

As is indicated by the table, the return rate improved over the baseline year (2012-2013) and 6.7% more students completed Level 3 than in 2012-2013. In addition, the expected level of achievement—12%-- was exceeded for Level 3 as 13.6% students returned for the follow-up appointment and reached Level 3, whereas only 7% of students completed Level 3 in 2012-2013.

The level of achievement for Level 4 was also exceeded in 2013-2014 as 6.5% of students returned to the CAJDC and completed Level 4 compared to just 4% in 2012-2013. Unfortunately however, with 6.5% of students completing Level 4, the CAJDC just missed the expected level of achievement, which was 7%.

SLO2. The following table is a summary of the assessment results for SLO2 over a multiple year review, with 2011-2012 representing the baseline:

Resume Writing Rubric Level	Number of Students at Level (2013-2014)	Percent of Students at Level (2013-2014)	Percent of Students at Level (2011-2012)
Resume Interest—Discussion without beginning even a draft resume.	235		
Resume Writing Assistance- Level 1 Identify the various resume formats and their uses. Select the appropriate format based on skills and experience.	177	100%	100%
Resume Writing Assistance-- Level 2 Demonstrate the ability to complete a draft resume.	167	94%	96.5%
Resume Writing Assistance- Level 3 Assess, edit, polish, and produce a resume to submit to an employer.	72	41%	41.5%

As is indicated by the table, the return rates to complete Levels 2 and 3 did not exceed the levels set in the

baseline year, 2011-2012. However, the assessment results did exceed the expected level of achievement. Though the expected level of achievement was 30%, 41% of students actually returned to complete an employer ready resume in 2013-2014.

UO3. Over the past three reporting years, the CAJDC has partnered with several community agencies/ programs to sponsor activities and events. Some of these activities include job fairs, employer expos, entrepreneur expos and forums, and resource fairs, etc. In 2013-2014, the CAJDC partnered with BIWC and other community partners to co-sponsor five events.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<p><i>Change 1:</i> Because return rates for both resume completion and developing a Career Plan have been so low, the CAJDC made it a point to give students their follow-up appointments before they left the initial appointment. The CAJDC counselor asked students to estimate the amount of time they felt they would need to complete the homework that was assigned. Students had no problem with making these appointments.</p>	<p><i>Evaluation of Change 1:</i> This strategy worked for some students and they came to their follow-up appointments prepared. Some students, however, kept their follow-up appointments, but often showed up unprepared and hadn't done their research assignment. And, other students did not show up for their follow-up appointments.</p> <p>After assessing the return rates for both resumes and career exploration several times, it appears that the return rates are not going to dramatically improve and that students have their own schedules for returning—usually when they again need the services, i.e. the day when they have a resume due.</p>
<p><i>Change 2:</i> The CAJDC counselor assists more students in completing their resume at the time of the initial visit so that they leave with a completed resume (so they don't have to return). This is time intensive—it requires a lot more time—and there is less effort required of students (the counselor devotes a lot of time to teach mechanics, assisting with the editing and drafting of resume language, and at the same time being responsive to an abundance of personal issues).</p>	<p><i>Evaluation of Change 2:</i> More students are able to leave their appointments with employer ready resumes that they can access on their own computers. They then have a resume that can be edited as necessary for use with future employment opportunities.</p>

**E. Next Steps** – Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of Unit Outcome assessments. For example, changes to rubrics, changes to level of expectation, changes to services provided, etc.

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

Plan, which could make actualization of the Plan a problem. In addition, students do seem to return to complete their resumes when they do actually need them.

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

In addition, perhaps trying to predict what students need and trying to get them to return should not be the focus, but perhaps the goal should be to realize that students are coming and getting what they need in the initial appointment and may not necessarily feel that they need to return. Or, maybe it is because students have their own schedule and timing for needs and will return when they feel that they need to.

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

The overriding theme across several of the assessments (especially CCSSE) is that many of our students are still not aware of the Career and Job Development Center and its services. In response, the CAJDC has plans to boost efforts to market the center and its services. Outreach efforts into classrooms will continue to offer CAJDC services to more students and to get the word out about services. In addition, the CAJDC will continue to post its workshops on the Activities and Events Calendar to help publicize the services.

## **Part IIIB: Course Assessment & 20% Course Review**

### **(Section IIIB pertains only to units with courses)**

#### **A. Course Assessment**

##### **1) Course(s) Assessed --** *List the course(s) (Alpha/#) assessed during this reporting period.*

*Example:*

*Courses: SUBS 140, 245, 268*

*PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division 's (ADAD) Certification:*

*Embedded in PLO#1 are PLO 's 2, 3, 4, & 5*

The CAJDC developed a new course—Interdisciplinary 105 (IS 105), Career/Life Exploration and Planning, which was approved in Spring 2014. It was published in the 2014-2015 catalog, and will thus not be assessed in this review. It will be assessed next year—2014-2015.

##### **2) Expected Level of Achievement --** *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”*

##### **3) Assessment Strateg(y/ies) & Instrument(s) --** *Describe what, why, where, when, and from whom assessment artifacts were collected.*

<i>Example: SAMPLING- College records for seven (all) 2009 program graduates</i>
Strategy/Instrument 2:
Strategy/Instrument 3:
Strategy/Instrument 4:

**4) Results of Course Assessment --** *Provide a summary of assessment results.*

<i>Example: RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.</i>

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
Change 1:	Evaluation of Change 1:
Change 2:	Evaluation of Change 2:

**5) Next Steps --** *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Unit and/or curriculum modifications, etc.*

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## B. 20% Course Review

**1) Courses Reviewed --** *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

Course Alpha Number	Course Title
N/A	

**2) 20% Course Review Schedule --** *Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.*

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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IS 105—Career/Life Exploration and Planning					X

## Part IV Action Plan

### A. Previous Goals (Unit Actions) & Planning

- Report all new and uncompleted goals from your 2012-2013 report. If your unit is included in the Academic Master Plan (AMP) Appendix, you should use the list of unit actions listed for your unit in the AMP Appendix, except for crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which unit actions were addressed/completed during Review Period AY 2013-2014.
- Give a progress report for each unit action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- If listed in the AMP, specify unit actions that are no longer being pursued by the unit and should be deleted from the AMP.

Goals /AMP Unit Actions	Progress Evaluation & Evidence of Achievement
<p><i>Examples:</i>  Goal: Increase opportunities for island-wide training  AMP 29.3: Outreach to departments who have not used library services</p>	<p><i>Examples:</i>  Delivered ag training island-wide. Seeking partnership w/new online vendor.  Need to find other methods in addition to email.</p>
<p>Goal 1  Expand career and job preparation services to more classes and/or programs, specifically with majors that lead to high demand occupations.</p>	<p>This goal was partially achieved. Services were expanded to additional programs and courses, though this was not necessarily done with programs that were identified as those in high demand occupations. This will be a continued goal for 2014-2015.</p>
<p>Goal 2  Develop strategies that will improve the return rate for career exploration and resume writing services.</p>	<p>Students were given return appointments at the end of their initial appointments. This was problematic though because it did not produce the outcome that was hoped for. Students either hadn't done their homework in preparation or they didn't always keep the appointment.</p>
<p>Goal 3  Conduct a marketing campaign to advertise the CAJDC and its services.</p>	<p>This goal was partially achieved. The Facebook account was updated, mass e-mails were sent to students to market the services, and a walk-in schedule was established. The center was unable to purchase a new sign and even though the CAJDC had a table at Welcome Back Week, it did not sponsor its own Open House Event. This will be a continued goal for 2014-2015.</p>

### B. New Goals (Action Strategies) and Alignment – Describe New Goals, if any



## Define Goal (Action Strategy) 1

**Goal 1** -- *Example: Reduce non-credit course cancellation rates to less than 20%.*

Expand career and job preparation services to more classes and/or programs. This goal will be continued from last year, but will focus on all programs, not just those in high demand. The rationale for this is that students going into low demand occupations need career and job preparation assistance just as much, and probably even more so than do those going into high demand occupations.

Sometimes students decide to go into low demand occupations without knowing that employment will be a challenge. One of the steps in Career Exploration appointments requires students to conduct research relevant to occupations within their areas of interest. "Employment and Outlook" – will there be a need/demand for this career?-- is one of the areas that they can access and view data that is relevant to their occupational interests. That way, if students decide to go into low demand occupations, it is with prior knowledge that employment may be a challenge.

## Alignment of Goal 1 to ILO(s)

**Explain how Goal 1 aligns with ILO(s) and provide supporting rationale**

*Example: Goal 1 aligns with ILO1. By reducing the cancellation rate of courses, there will be more opportunities to provide training to help improve students' communication skills that will contribute to an educated workforce.*

### ILO1

Students learn to communicate with employers through a variety of methods. The first and sometimes only impression an employer has of a potential employee is through the resume. The CAJDC assists students in developing a draft resume and cover letter and to continue to update and edit them as necessary, as well as to use them to apply for specific jobs. Students also learn the skills and further develop their interview communication skills. Expanding the services to more programs and classes would allow more students to develop these essential skills.

### ILO2

Students utilizing the services of the CAJDC learn critical thinking skills. Most specifically, to assess SLO1--conducting career exploration to develop a career plan-- students take assessments, conduct research based on the results of the assessments, and analyze and evaluate the information to make informed career and choice of major decisions. Expanding the services to more programs and classes would allow students to develop these essential skills.

### ILO3

This goal is supportive of ILO3 in the sense that career and job preparation services assist students in transitioning from college into careers, which will then allow them to contribute to their families and communities. Expanding the services to more programs and classes would allow more students to transition successfully to employment and to contribute to their families and community.

## Alignment of Goal 1 to Strategic Plan (SP)

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_20082015\\_102909.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf)

**Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns**

**to a SP Performance measure. Then, propose a new action strategy in the next field.**

*Example: Goal 1 aligns with A.2.1 Increase enrollment in regions and with groups who are underserved by making sure course offerings are what our communities are asking for and concentrate on offering in rural areas.*

Goal 1 aligns with D.3: Increase CCSSE Support for Learners Benchmark. Research shows that services that target support, and assist students with academic and career planning, academic skill development and other issues affect both learning and retention. The CAJDC specifically assists at all phases of the student experience. The CAJDC assists students with: developing a career plan when they first come to college, conducting successful job searches and writing resumes while they are in college, and with fine tuning their resumes and preparing for interviews when they are getting ready to graduate. This should improve and increase the benchmarks for the Career Exploration and Job Placement assistance sections on CCSSE.

**Proposed New SP Action Strategy/Strategies (if applicable)** – *If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

D.3 c. (HawCC Action Strategy) Increase the amount of students that have demonstrated career readiness and decisiveness-- chosen a major that they are sure of-- by 10%.

This strategy sounds basic, but if we can increase the level of career readiness and decisiveness, students are less likely to get into academic and financial aid trouble and we are far more likely to retain them. The CAJDC has met with many students who already have college degrees; several have bachelor's degrees and a few have a higher degree. The common theme among those who have come for Career Exploration is that, for some reason, they "didn't get it right the first time." There are also students that are returning to HawCC with previously completed coursework from a major that no longer holds interest for them.

With the ever shortening amount of time that students are able to collect financial aid, it is imperative that they make informed decisions about their choice of career and major and to stay on-track to that degree and career.

To ensure that students are career ready and decisive, the CAJDC would like to see a short career assessment administered with every new student orientation. Students who are indecisive could be referred for additional services with the CAJDC.

D.4 Increase the level of employment preparation support services for two year degree students preparing to go into occupations identified by the National Commission on Community Colleges as having the highest demand and that require AA, AS, or AAS degrees.

### **Alignment of Goal 1 to Academic Master Plan (if applicable)**

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_20082015\\_102909.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academicmasterplanappendixpriorityactions.pdf>

X	<b>Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.</b>
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**Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with (if applicable) and provide supporting reasoning.**

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Example: Reduce non-credit course cancellation rates to less than 20%.</i>		X		X		
<p>Expand career and job preparation services to more classes and/or programs.</p> <p>(This was supposed to be added to the AMP, and was listed in the Table of Contents as being on p.66 of the Priority Actions, but it is not included in what is currently posted).</p>		X	X			X

#### UH System Collaboration (if applicable)

- include collaboration efforts w/other campuses
- include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

*Example: The new statewide online registration system will help to improve marketing efforts, access to course information and registration, and data tracking.*

The CAJDC assists students in conducting career exploration and in making career and choice of major decisions as they prepare to transition to UH Hilo. Though this is not a formal collaboration, it does assist in a smoother transition to UH Hilo. In addition, many students from UH Hilo come to the CAJDC for career exploration and resume writing assistance.

#### Calendar of planned activities for Goal 1 -- In chronological order, briefly describe the procedures/activities planned to achieve Goal 1

Activity	When will the activity take place
<p><i>Example:</i></p> <ol style="list-style-type: none"> <li>1. Determine base cancellation rate.</li> <li>2. Improve marketing strategies</li> <li>3. Monitor enrollment beginning four weeks prior to scheduled class date and increase marketing efforts.</li> </ol>	<p><i>Example:</i></p> <ol style="list-style-type: none"> <li>1. Completed for this Annual Review</li> <li>2. Ongoing with training and collaboration efforts</li> <li>3. Ongoing as new strategies are implemented Spring/Summer 2015</li> </ol>
Meet with program faculty to discuss job preparation services and how CAJDC can assist the program and students.	Spring 2015
The CAJDC will collaborate with faculty to develop and implement program specific job preparation curriculum (UO1).	Fall 2015
Plan and conduct cohort resume writing and job	Fall 2015

search workshops specific to majors.	
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## Define Goal (Action Strategy) 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 majority of students, according to CCSSE believe that this type of assistance is important, yet they do not necessarily come for that assistance. It is probable that many students are not aware of these services. To make them aware of these services, additional efforts will be made to advertise and market these services.

## Alignment of Goal 2 to ILO(s)

### Explain how Goal 2 aligns with ILO(s) and provide supporting rationale

#### ILO1

Students learn to communicate with employers through a variety of methods. The first and sometimes only impression an employer has of a potential employee is through the resume. The CAJDC assists students in developing a draft resume and cover letter and to continue to update and edit them as necessary, as well as to use them to apply for specific jobs. Students also learn the skills and further develop their interview communication skills. Marketing these services would allow more students to become aware of these services and to seek them out.

#### ILO2

Students utilizing the services of the CAJDC learn critical thinking skills. Most specifically, to assess SLO1-- conducting career exploration to develop a career plan-- students take assessments, conduct research based on the results of the assessments, and analyze and evaluate the information to make informed career and choice of major decisions. Marketing these services would allow more students to become aware of these services and to seek them out.

#### ILO3

This goal is supportive of ILO3 in the sense that career and job preparation services assist students in transitioning from college into careers, which will then allow them to contribute to their families and communities. Marketing these services would allow more students to gain the skills that will assist them in the transition from college to community.

## Alignment of Goal 2 to Strategic Plan (SP)

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

**Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.**

Goal 2 aligns with D.3: Increase CCSSE Support for Learners Benchmark. Research shows that services that target support, and assist students with academic and career planning, academic skill development and other issues affect both learning and retention. The CAJDC specifically assists at all phases of the student experience. The CAJDC assists students with: developing a career plan when they first come to college, conducting successful job searches and writing resumes while they are in college, and with fine tuning their

resumes and preparing for interviews when they are getting ready to graduate.

Goal 2 will advertise and market these services so that students will be made increasingly aware of them and will seek assistance. This should improve and increase the benchmarks for the Career Exploration and Job Placement assistance section on CCSSE.

**Proposed New SP Action Strategy/Strategies (if applicable)** – If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

D.3 c. (HawCC Action Strategy) Increase the amount of students that have demonstrated career readiness and decisiveness-- chosen a major that they are sure of-- by 10%.

This strategy sounds basic, but if we can increase the level of career readiness and decisiveness, students are less likely to get into academic and financial aid trouble and we are far more likely to retain them. The CAJDC has met with many students who already have college degrees; several have bachelor's degrees and a few have a higher degree. The common theme among those who have come for Career Exploration is that, for some reason, they "didn't get it right the first time." There are also students that are returning to HawCC with previously completed coursework from a major that no longer holds interest for them.

With the ever shortening amount of time that students are able to collect financial aid, it is imperative that they make informed decisions about their choice of career and major and to stay on-track to that degree and career.

Goal 2 will advertise and market the services of the CAJDC so that students will be made increasingly aware of them and will seek assistance.

### Alignment of Goal 2 to Academic Master Plan (if applicable)

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

X	<b>Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.</b>
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	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
The Career and Job Development Center will conduct a marketing campaign to advertise the CAJDC and its services.		X	X			

**UH System Collaboration (if applicable)** –

- include collaboration efforts w/other campuses  
include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

The CAJDC assists students in conducting career exploration and in making career and choice of major decisions as they prepare to transition to UH Hilo. Though this is not a formal collaboration, it does assist in a smoother transition to UH Hilo. A marketing campaign would get the word out to more students to ensure that they are prepared. In addition, many students from UH Hilo come to the CAJDC for career exploration and resume writing assistance.

The CAJDC counselor serves on a system committee, which is composed of other career and job preparation service providers throughout the system. The group collaborated, designed, and currently manages an online job posting website-- Job Center Online. Employers post positions on the site and students can view and apply for the positions. The marketing campaign would also get the word out about this collaborate effort—the Job Center Online website

**Calendar of planned activities for Goal 2 --** *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
Establish a strong presence and identity. Order a new sign that reads: Career and Job Development Center.	Fall 2015
Sponsor an Open House for the Career and Job Development Center. Invite students, faculty, and staff.	Fall 2015
Send a mass e-mail to students to inform them of the services of the CAJDC and to provide the link to the Online Job Center website, where they can set up a Profile and search and view jobs.	Fall 2015

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**Define Goal (Action Strategy) 3**

Expand the amount of computer stations made available for teaching in the CAJDC. Further explore possible options: 1) Relocate the CAJDC to a larger facility, or 2) Expand within the existing facility by adding portable laptops to accommodate larger groups.

**Alignment of Goal 3 to ILO(s)**

**Explain how Goal 3 aligns with ILO(s) and provide supporting rationale**

### ILO1

Students learn to communicate with employers through a variety of methods. The first and sometimes only impression an employer has of a potential employee is through the resume. The CAJDC assists students in developing a draft resume and cover letter and to continue to update and edit them as necessary, as well as to use them to apply for specific jobs. Students also learn the skills and further develop their interview communication skills. Expanding the amount of computer stations would allow the CAJDC to assist more students, which would lead to more students leaving HawCC with these necessary employment types of communication skills.

### ILO2

Students utilizing the services of the CAJDC learn critical thinking skills. Most specifically, to assess SLO1-- conducting career exploration to develop a career plan-- students take assessments, conduct research based on the results of the assessments, and analyze and evaluate the information to make informed career and choice of major decisions. Expanding the operations of the CAJDC would allow more students to gain access to these services and be more career and college major decisive.

### ILO3

This goal is supportive of ILO3 in the sense that career and job preparation services assist students in transitioning from college into careers, which will then allow them to contribute to their families and communities. Expanding these services would allow more students to gain the skills that will assist them in the transition from college to community.

## Alignment of Goal 3 to Strategic Plan (SP)

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

**Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.**

Goal 3 aligns with D.3: Increase CCSSE Support for Learners Benchmark. Research shows that services that target support, and assist students with academic and career planning, academic skill development and other issues affect both learning and retention. The CAJDC specifically assists at all phases of the student experience. The CAJDC assists students with: developing a career plan when they first come to college, conducting successful job searches and writing resumes while they are in college, and with fine tuning their resumes and preparing for interviews when they are getting ready to graduate.

Goal 3 will expand upon the services of the CAJDC so that more students will receive services and be able to report on them. This should improve and increase the benchmarks for the Career Exploration and Job Placement assistance sections on CCSSE.

**Proposed New SP Action Strategy/Strategies (if applicable)** – *If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*



Goal 3 will expand the services of the CAJDC so that more students will be able to gain access to them.

D.3 c. (HawCC Action Strategy) Increase the amount of students that have demonstrated career readiness and decisiveness-- chosen a major that they are sure of-- by 10%.

This strategy sounds basic, but if we can increase the level of career readiness and decisiveness, students are less likely to get into academic and financial aid trouble and we are far more likely to retain them. The CAJDC has met with many students who already have college degrees; several have bachelor's degrees and a few have a higher degree. The common theme among those who have come for Career Exploration is that, for some reason, they "didn't get it right the first time." There are also students that are returning to HawCC with previously completed coursework from a major that no longer holds interest for them.

With the diminishing amount of time that students are able to collect financial aid, it is imperative that they make informed decisions about their choice of career and major and that they stay on-track to that degree and career.

D.4 Increase the level of employment preparation support services for two year degree students preparing to go into occupations identified by the National Commission on Community Colleges as having the highest demand and that require AA, AS, or AAS degrees. Expansion of the center would allow the CAJDC to assist more students with employment preparation.

### Alignment of Goal 3 to Academic Master Plan (if applicable)

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

**Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.**

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
		X				

### UH System Collaboration (if applicable) –

- include collaboration efforts w/other campuses
- include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

As previously mentioned, a fair amount of UH Hilo students come to the CAJDC for assistance with the services that are provided. While the priority is always given to HawCC students, very often the CAJDC counselor is not aware that a student is a UH Hilo student until the appointment has already started. This makes it challenging and nearly impossible to tell them that the service is for HawCC students only. A larger center would make it possible to serve more students so that when UH Hilo students join a workshop, they are not taking a space that should have been for a HawCC student.



**Calendar of planned activities for Goal 3 --** *In chronological order, briefly describe the procedures/activities planned to achieve Goal 3*

Activity	When will the activity take place
Meet with VCSA Cifra to discuss the possibility of gaining a larger location for the CAJDC.	Spring 2015
Explore grant opportunities to purchase laptops or desktops for expansion of the center (dependent on the availability of space).	Spring- Summer 2015
Complete expansion of the CAJDC	Fall 2015

## Part V: Resource Implications

### A. Cost Item 1

Description	Type <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Facilities</li> <li>• Equipment</li> <li>• Health/Safety</li> <li>• Others (Define)</li> </ul>	Estimated Cost
<i>Example: 1.0 fte APT B, West Hawaii</i>	<i>Personnel</i>	<i>\$55,000</i>
1.0 fte APT Band A	Personnel	\$55,490

### Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
<i>Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...</i>
D.3: Increase CCSSE Support for Learners Benchmark. Research shows that services that target support, and assist students with academic and career planning, academic skill development and other issues affect both learning and retention. With additional assistance, the CAJDC could expand its operations and assist more students. This could improve the CCSSE Support for Learners benchmark scores relative to Career Exploration and Job Placement Assistance (both CCSSE benchmarks).

### Alignment of Cost Item 1 to Academic Master Plan (AMP) (if applicable)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
<i>Example: Cost Item 1 aligns with Action Priority Underserved Populations because additional equipment is necessary to provide greater access to students.</i>
Expand career and job preparation services to more classes and/or programs. (This was supposed to be added to the AMP, and was listed in the Table of Contents as being on p.66 of the Priority Actions, but it is

not included in what is currently posted).

The Career and Job Development Center will conduct a marketing campaign to advertise the CAJDC and its services. (This priority item was supposed to be added to the AMP, and was listed in the Table of Contents as being on p.66 of the Priority Actions, but it is not included in what is currently posted).

This aligns with the Academic Master Plan because additional assistance is required to support the expansion and marketing of the services of the CAJDC.

### Alignment of Cost Item 1 to Strength(s)

**Explain how Cost Item 1 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."**

*Example: No Alignment*

S1. "The CAJDC provides a very vital and necessary service to students, programs, and the college..." To maintain this level of service and to expand to provide the service to more students, the CAJDC needs additional staff to assist in the operations of the center to expand upon its outreach efforts with employers.

### Alignment of Cost Item 1 to Weaknesses(s)

**Explain how Cost Item 1 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."**

W2. There is a low return rate for career exploration and resume writing appointments, which require a return or follow-up visit. An additional staff person could assist with the follow-up phone calls and e-mails to students, encouraging them to return for a follow-up visit.

W3. There is a lack of knowledge and awareness of the existence of the center and its services. An additional staff member could assist with the marketing strategies of the center to help get the word out.

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### B. Cost Item 2

Description	<b>Type</b> <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Facilities</li> <li>• Equipment</li> <li>• Health/Safety</li> <li>• Others (Define)</li> </ul>	Estimated Cost
Relocate the CAJDC to a larger facility and/or expand the current CAJDC with laptops that could be temporarily added to the CAJDC or brought directly into the classrooms to accommodate larger groups.	Facilities  25 laptops Printer Laptop Cart	?  \$16,500

### Alignment of Cost Item 2 to Strategic Plan (SP)

**Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale**

In alignment with D.3 (Increase CCSSE Support for Learners Benchmark) of the Strategic Plan, this strategy would allow the CAJDC to provide more support for more learners, which would improve the CCSSE Career Exploration and Job Placement Assistance Support for Learners benchmarks.

### **Alignment of Cost Item 2 to Academic Master Plan (AMP) (if applicable)**

**Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.**

Expand career and job preparation services to more classes and/or programs. (This was supposed to be added to the AMP, and was listed in the Table of Contents as being on p.66 of the Action Priorities, but it is not included in what is currently posted).

This cost item aligns with the Academic Master Plan because additional resources (portable laptops) and an overall expansion of the CAJDC operations are required to support the expansion of the CAJDC services.

### **Alignment of Cost Item 2 to Strength(s)**

**Explain how Cost Item 2 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."**

S1. "The CAJDC provides a very vital and necessary service to students, programs, and the college..." To maintain this level of service and to expand its operations to provide the service to more students, the CAJDC needs additional resources to: maintain the level of service provided by the center, expand to provide more services for more students, and to further develop its outreach activities with employers.

S2. The CAJDC has been able to adapt and respond to the demand for services by offering workshops, so that more students can be assisted.. To offer effective and efficient workshops, the CAJDC needs to expand either the size of its facility or design a portable computer lab using laptops that can be used in the CAJDC or in classrooms.

S3. The CAJDC has access to and has expanded the use of technology to deliver, market, and expand the services of the CAJDC. Expansion of the center and/or developing a portable lab would be in alignment with and supportive of his strength

### **Alignment of Cost Item 2 to Weaknesses(s)**

**Explain how Cost Item 2 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."**

**W1** The CAJDC itself has not been able to keep up with the demands of growth. The center has limited space and limited resources, which makes expansion a challenge. With the addition of this cost item, the center would be able to expand the amount of students that it can assist, and it could assist more students (if the expansion is done with laptops, services could be provided in a variety of locations—CAJDC, classroom, workshop, etc..

**W3** Despite the fact that the college has had a career center for many years, there is still a lack of

knowledge and awareness of its existence and services. Expansion of services through the use of laptops in the CAJDC or in classrooms would serve as a marketing strategy that would get the word out to students.

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### C. Cost Item 3

Description	<b>Type</b> <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Facilities</li> <li>• Equipment</li> <li>• Health/Safety</li> <li>• Others (Define)</li> </ul>	Estimated Cost
Conduct a Marketing Campaign to advertise the CAJDC and its services.	Career and Job Development Center Sign	\$450
	Graphics Costs for Marketing Publications	\$1200

### Alignment of Cost Item 3 to Strategic Plan (SP)

**Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale**

Marketing the services of the CAJDC aligns with the Strategic Plan, Goal D.3: "Increase CCSSE Support for Learners Benchmark. Research shows that services that target, support, and assist students with academic and career planning, academic skill development and other issues affect both learning and retention." This strategy would allow the CAJDC to market the services of the center so that it can inform and attract more students to career and job development assistance.

The CAJDC also provides the support services described in Goal D.3 of the Strategic Plan and putting greater efforts into marketing the services will better ensure that students are aware of the services and that they will contact the center for those services.

### Alignment of Cost Item 3 to Academic Master Plan (AMP) (if applicable)

**Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.**

This Cost Item is in perfect alignment with last year's Action Priorities: "Conduct a Marketing Campaign to advertise the CAJDC and its services." (This was supposed to be added to the AMP, and was listed in the Table of Contents as being on p.66 of the Action Priorities, but it is not included in what is currently posted).

### Alignment of Cost Item 3 to Strength(s)

**Explain how Cost Item 1 aligns with Unit Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."**

This cost item is in alignment with S1. “The CAJDC provides a very vital and necessary service to students, programs, and the college...” This cost item would assist in advertising and spreading the word about these services that students may not even be aware of.

This cost item is in alignment with S3: “The CAJDC has access to and has expanded the use of technology to deliver, market, and expand the services of the CAJDC.” Marketing these services through the use of various technology media would be in alignment with and supportive of this strength

### **Alignment of Cost Item 3 to Weaknesses(s)**

**Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”**

This cost item is in alignment with W3: “Despite the fact that the college has had a career center for many years, there is still a lack of knowledge and awareness of its existence and services.” A marketing campaign is in complete alignment with this weakness and could be a possible solution to the weakness.

## **Part VI: Justification for Unit Existence**

**Write a brief statement describing the value of this Unit to the College. Is your Unit sustainable? If so, briefly state why. If not, briefly state why the College should continue to support your Unit.**

(Sources include Industry Validation, ARPD Data Validation, and Other Data, Trends & Factors.)

Hawaii Community College Career and Job Development Center provides a very vital function to the college. The majority of students are coming to college to obtain the skills that will assist them in gaining meaningful employment. The CAJDC assists students at the beginning of their college experience: career and college major decisiveness, it assists students in preparing for employment while they are in college, and it assists them in preparing for employment once they have graduated. The services of the CAJDC are supportive of student success at all levels.

Students can take assessments that will assist them in identifying careers that will honor their values, attitudes, strengths, skills preferences, and even work environments. Students are assisted in conducting research to evaluate, analyze, and make meaningful career decisions. When students can move forward with a Career Plan— career decisiveness-- they are less likely to lose their direction and they are more likely to persist and stay on track toward their educational and career goals and to graduate!.

The CAJDC also assists students in all phases of job preparation: conducting efficient and effective job searches, assisting with applications, resume writing, preparing for interviews, etc. Because it “isn’t always the most experienced person that gets the job, but rather, the most experienced job seeker,” the CAJDC assists students in becoming competitive and successful job seekers.

The CAJDC collaborates with partner agencies and employers in the community to develop jobs for students. The CAJDC sponsors an annual Career and Job Fair, which has grown substantially over the past 8 years (to nearly 50 employers and over 500 student attendees).

The CAJDC also teaches IS 105—Career and Life Exploration and Planning, which is a course that teaches students college, life, and employment success strategies. It teaches and fosters personal development,

soft skill acquisition, goal setting, developing personal responsibility, self-management, interpersonal development, career exploration, resume writing, and job preparation.