HAWAI'I COMMUNITY COLLEGE
ANNUAL UNIT REVIEW (AUR)

Career and Job Development Center

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

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

PART 1: UNIT DATA AND ACTIVITIES

Unit Description

Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.	The Career and Job Development Center offers free resources and assistance to students who want to choose a career or major or prepare for employment. Assessment questionnaires and computerized inventories are available to help students clarify their interests, favorite skills, and value preferences. This knowledge of interests, skills and values, together with career counseling can link students with compatible careers and majors. The center offers numerous resources that detail information about Hawai'i Community College majors, job titles, job duties, wages, future outlook, and the college classes/majors required to pursue them. Students will learn to navigate the channels needed to gain meaningful employment in their chosen fields. The center provides on and off campus employment assistance to students and graduates. The center's employment preparation services include: assistance with conducting a job search, listings of current job openings and internships, assistance with resume and cover letter writing, and preparation for job interviews. The coordinator also works with employers to obtain job referrals. In addition, the center offers numerous workshops and class presentations on career exploration, effective job search strategies, resume writing, and interview preparation. Services are provided through workshops and individual appointments and students must schedule an appointment for assistance.

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

The Career and Job Development Center (CAJDC) provides services for students and prospective students and assists at all stages of student development: matriculation, retention, and transition. Students who are unsure of their major are referred to the CAJDC for Career Exploration services. Students complete assessment inventories which reflect results based on strengths, interests, personality types, and preferred work environments. The CAJDC also assists students with developing a Career Plan and with developing goals and strategies for the implementation of their college and career goals.

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 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.

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.

The CAJDC sponsors a Career and Job Fair each year in the spring semester. The counselor also participates in several community events each year —job fairs, employer forums, and resource fairs-- in collaboration with Big Island Workplace Connections (BIWC).

Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/

Year	2017
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2017_cajdc_comprehensive_unit_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review. Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.	The Feedback from CERC was very confusing, there were a lot of typos, and some statements were not clear enough to understand the intent of the message. Therefore, it will be a challenge to respond to some of the recommendations, as the interpretation of what was written might not be correct. On page 2, bullet 4, a survey was mentioned, but it is not clear what survey was being referred to: CCSSE, student evaluations, or some other survey? It was also recommended to poll the campus to find out what services students need. That is possible, but students will need to be provided options to select from and currently all students that come to the center feel the services are very essential, very needed, and very valuable. It would be confusing for students if we ask them what services they need and then not have the human resources to provide those services. Once additional staffing is added, a "Needs Survey" would be appropriate, but until relief is provided, the one person operation is barely able to provide the current and essential services. CERC recommended expanding services to Palamanui. The CAJDC already provides services to students at the Palamanui campus and drives there several times per semester to assist with career exploration and resume writing. CERC recommended maintaining a database of alumni and where they are employed. That might be possible with additional human resource assistance.

	Another recommendation was to work with the Alumni Association to spotlight careers that are related to our Alumnus of the Year. Though I have been a member of the HawCC Alumni and Friends Association since 1997, this is project that might be possible with additional staffing, though it would also be a great project for our campus External Affairs and Relations Team, though CERC was not even clear about what they meant by "spotlihght." Bullet 7, on page 3, of the CERC response is confusing as the internship coordinator, if hired, would develop internships, but not jobs. The current Career and Job Development Counselor would continue to assist with job development, posting, and referrals. It is completely unclear what this statement means: "Students may not realize they would have had jobs available with their experience." The sentence was left a fragment, with no finish or explanatory connection to it. A temporary internship coordinator was hired through the EDvance office, and the CAJDC collaborated with him to join with and assist in the operations of the CAJDC. He was hired on a temporary basis to explore internships for a few career areas, so his services are limited at this point. This collaboration, however limited now, offers exciting possibilities for future work together. CERC also recommended working with OCET to develop IS 105 as a non-credit course for later conversion to PLA. IS 105 is already a 3 credit course and even if it is taught in a non-credit program, it is still a 3 credit course and conversion from PLA to credit would be completely unnecessary. The CAJDC is in planning discussions with the apprenticeship coordinator to teach IS 105 at Kulani Correctional Facility in Fall 2019. In addition, and in summary, any new services would not really be possible without an allocation of additional staff to share in some of the responsibilities that CERC recommended.

Unit Data: Analysis of ARPD Data and Other Quantitative Indicators
Unit ARPD data, if applicable, can be found on the ARPD website:
http://www.hawaii.edu/offices/cc/arpd/

<mark>**Please attach a copy of the Unit's ARPD data tables, if applicable, and submit with this Annual Unit Review (AUR). If other quantitative data is discussed below, please attach relevant documentation.**</mark>

Analyze the Unit's ARPD data, if applicable, and other relevant quantitative data for the review period.

Describe, discuss, and provide context for all 2017-18 ARPD and other data categories and indicators that are relative to the Unit's provision of services.

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

Demand Health	Efficiency Health	Effectiveness Health
Healthy	**Healthy**	**Healthy**
Over time, the demand for services in the CAJDC has grown beyond the ability and capacity of the only career and job development counselor, and this became very obvious when enrollment numbers reached nearly 4000 students. Workshops were developed to accommodate the growing demand and they continue to be offered as a mechanism for reaching out to and assisting more students. The CAJDC keeps data on its contacts with students. During the 2017-2018 academic year, the CAJDC assisted 1032 students (unduplicated headcount) and provided 4,832 services. Though the amount of students seen each year only represents about 40% of our student population, the data does indicate that there is a healthy demand for services and that people do utilize the services of the center. In addition to individual and workshop sessions, 467 students utilized the Career and Job	Career exploration and job preparation appointments can prove to be extremely time, labor, and resource intensive. Several years ago, as the student population and the demand for services grew, it was realized that the sole counselor devoted to this work would not be able to provide quality services and also meet the demands of all of those students if she tried to work with students one-on-one. She therefore developed workshops that would teach the same concepts and lead to the same outcomes as individual appointments. She was then able to meet one-on-one with students post workshop for much shorter appointments to finalize career and major decisions and/or to edit and fine-tune their resumes. From 2017-2018, the CAJDC provided a total of 149 workshops: 57 Career Exploration, 35 Resume Writing, 26 Job Search, and 27 specialized classroom workshops. These workshops allowed the CAJDC to provide services for more students and they have also	One of the most important functions of the CAJDC is to assist students in identifying careers and in developing career plans to help them achieve their goals. Nationally, studies have indicated that students are more likely to persist and graduate when they have a well- developed career plan that is linked to their educational plan. Complete College America has sponsored a UH system committee—Purpose First—to develop initiatives around ensuring that all new students begin their college careers with a career plan. This national study and the Purpose First committee provide further validation for the importance and effectiveness of a well-researched and developed career plan. The most obvious effectiveness measure for a career and job development center is whether students are getting jobs. Though the CAJDC, the college, the county, and the state have no formal and effective mechanisms in place to collect data relevant to employment, our students have gotten jobs both while in school and after they graduate from their programs. While program instructors also assist with referring their students to employment opportunities, the CAJDC works with employers to develop jpb opportunities

Development Center Resources from 2017-2018.	proven to be much more time, labor, and resource efficient.	and to assist students in preparing to apply for and get hired for those jobs. This indicator is largely dependent on the economy, which has, at times, caused job opportunities on the island to disappear. With unemployment at the lowest rates since 1992, the effectiveness for job placement is quite healthy.

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. This 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 explore and become more decisive about their careers and majors. This is consistent with integrated student support services and it is also supportive of campus retention efforts (students are less likely to have academic problems and/or leave when they have a Career Plan).

In addition to assisting students with the development of a Career Plan, the CAJDC has committed to providing quality services and to equipping students with the tools that they will need to conduct successful job searches and to be able 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 an annual career and job fair, which has grown substantially from around 23 employers in 2006 to over 75 in 2018! The CAJDC works with BIWC/America's Job Center partners to sponsor an annual job fair as well as a Job Readiness Fair. In addition, the CAJDC works with employers to sponsor exclusive job fairs throughout the year for employers who want to recruit outside of and/or beyond the yearly job fair.

The CAJDC is supportive of the health of all programs at HawCC. The CAJDC provides support services for programs by assisting students to: explore, research and 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 services are reflected in or are supportive of several of HawCC's program PLOs and CLOs and the center assists programs with the implementation of these. When students receive adequate career preparation assistance, they are more likely to get the position, which will ultimately reflect in the outcomes (PLOs, CLOs) for their programs of study. Hence, the CAJDC assists students with the transition into college and from their program and college to the workplace. This transition very often represents the entire reason that the student is in college-- to get a job!

Hawaii Community College participates in the Community College Survey of Student Engagement (CCSSE) on a biennial basis. The CAJDC has two areas—Career Counseling and Job Placement-- that were addressed by CCSSE in data that was collected in 2012, 2014, and 2016 (the most recent survey). The following table represents the mean results from the data that was collected in 2014 relevant to the operations of the Career and Job Development Center:

		Your College		Small Colleges		2014 Cohort	
Community College Survey of Student Engagement (CCSSE)							
Question	**Responses**	**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

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

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

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

This same report is not available for 2016 as the college currently does not have an IR to pull the specialized data and compile the reports. Though it is limited, there was some 2016 CCSSE data that was made available. This data allows for a comparison of HawCC data over a several year period—from 2012, 2014, and 2016:

Community College Survey of Student Engagement (CCSSE)	Survey Year		
	2012	2014	2016
Means Summary All Students (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)			
Career Counseling Support			
Frequency	1.51	1.59	1.55
Satisfaction	2.16	2.11	2.18
Importance	2.48	2.43	2.42
Job Placement Assistance			
Frequency	1.29	1.31	1.36
Satisfaction	1.82	1.84	2.01
Importance	2.25	2.20	2.21

Though the data indicates minor fluctuations from one survey period to the next, there appear to be no remarkable differences in the results over the years. While the data initially looks dim, especially when looking at HawCC data only, it is actually encouraging in the sense that the CAJDC at HawCC actually outperformed other Small Colleges and the 2014 Cohort based on the previous table.

In addition, the island of Hawaii experienced very high unemployment rates for several years (since 2008) and has only recently started to recover. 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 are adequately prepared and in many cases, have an edge over their competition.

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

In addition, though CCSSE data suggests minimal satisfaction with job placement services, the Career and Job Development Center Evaluations (collected after each appointment) indicate high levels of satisfaction, which conflicts

with the CCSSE data. Evaluations were collected from 287 students during the same CCSSE reporting period. On a scale of 1 to 5, with 5 being the highest level of satisfaction, the mean satisfaction rates for services provided by the counselor ranged from 4.97 to 5. In addition, during the same period, students reported a mean satisfaction rate with the resources provided by the Career and Job Development Center that ranged from 9.56 to 9.77 (on a scale of 1 to 10, with 10 being the highest).

What else is relevant to understanding the Unit's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit's data but are not discussed above.

Internal Unit Measures

The Career and Job Development Center collects data on several aspects of its operations. The table below summarizes the data collected relevant to the services that were provided during the 2017- 2018 academic years:

Student Success: Matriculation, Retention, and Transition Services

UNIT: CAREER AND JOB DEVELOPMENT CENTER	
Career and Job Preparation Counseling Contacts	
Su 17	751
Fa 17	2317
Sp 18	1764
Total Number of Career and Job Preparation Counseling Contacts	**4832**
Unduplicated Head Count Contacts	
Su 17	73
Fa 17	510
Sp 18	449
Total Number of Unduplicated Head Count Contacts	**1032**
Head Count of Students Utilizing Career and Job Development Center Resources	
Su 17	137
Fa 17	187
Sp 18	143
Total Head Count of Students Utilizing Career and Job Development Center Resources	**467**
Number of Center Staff	
Number of Non Student Employees	1

Average Student Employee Hours Per Week	26
Average Number of Hours Per Week Worked by Combined Non Student Employees Beyond Normal Hours	38

The CAJDC provided a total of 4832 career and job preparation services during the 2017-2018 academic year. It provided services to an unduplicated headcount of 1032 students. While each student is only counted once in this statistic, it indicates that about 40% of our students (based on Fall 2017 enrollment data) did come to the center to receive services. Most of these students came to the center for multiple visits and received several different types of services.

In addition, students also 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, and for providing documentation relevant to student employment. A total of 467 students walked-in and utilized the Career and Job Development Center resources from 2017-2018.

The CAJDC has just one Faculty Counselor/Coordinator to provide career and job preparation services, as well as to also manage, maintain, and coordinate the services and operations of the CAJDC. In addition, the CAJDC has two student employees who assist with the operations of the center for a total of about 26 hours per week. At the same time, this assistance is very limited as student employees are not able to assist with many of the services that are provided and quite often, student employees need a lot of support and assistance themselves.

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

Group Contacts with Students
Number of Workshops, Teaching Sections, Presentations, and Fairs
Summer 2017 to Spring 2018

Type of Group Contact	Amount of Workshops Provided AYE 2017-2018
Career Exploration Workshops	57
Job Search Workshops	26
Resume Writing Workshops	35
Classroom Presentations	27
Career and Job Fairs	4
Totals	**149**

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 the evaluation data that was collected and disseminated for the period from Summer 2017-Spring 2018:

Career and Job Development Center-- Student Evaluation/ Feedback

What did you accomplish because of your use of the Career and Job Development Center?	Summer 2017 (N=40)	Fall 2017 (N=24)	Spring 208 (N=27)
I know more about myself	28	12	14
I know which careers match me	28	13	15
I know how to do a job search	19	5	7
I know how to create a resume	17	6	10
I know more about the work world (careers)	16	8	11
I know what majors will lead to my career goals	18	7	15
I know how to interview for a job	15	8	3
I have identified my career goal(s)	15	6	12
I developed a career plan	10	3	14
Resources Used			
Resume Writing via WinWay	10	3	9
Resume Workshop	2	2	10
Career Kokua (computers)	9	8	17
Job Search Information	3		10
Career Assessments	15	12	21
How helpful were the resources? (1 – 10 Scale, 10 is the highest level of satisfaction)	9.53	9.74	9.69
How helpful were the staff members? (Helen) (1 – 5 Scale, 5 is the highest level of satisfaction)	4.95	5.0	5.0
How helpful were the staff members? (student employees) (1 – 5 Scale, 5 is the highest level of satisfaction)	3.85	4.5	3.29

The first section of the Student Feedback/Evaluation asks students to identify outcomes learned or acquired as a result of their career and/or job preparation appointment(s). The response to the outcome is dependent on the type of appointment; i.e. students seeking assistance with resume writing would not generally have acquired the same outcomes as students who participated in a career exploration appointment. According to the table there appears to be areas of underutilized resources and services. Not many students seek assistance with interview preparation, though the ability to conduct oneself successfully at an interview is such an important skill to acquire. This could be an area to focus more marketing strategies on.

The feedback, based on the perception of how helpful the resources and staff were, is quite positive, with mean scores remaining consistently high across all three semesters. Unfortunately, these student evaluations only represent a small number of students that have received services during the review period, and most are a product of individual appointments. Collecting evaluations is more challenging when working with groups as time is limited and people

work at different rates, so finding a convenient time to ask students to complete them can be a challenge. Greater efforts need to be made to collect more evaluations and to use a different color paper for the workshop evaluations to allow for a comparison of the results.

External Factors and Trends Affecting the Unit

Employment opportunities have always been limited in Hawaii County as there are limited business opportunities and a limited demand for employees. Many occupations identified by the US Department of Labor don't even exist in Hawaii County. In addition to the overall lack of occupational demand, Hawaii County has always been extremely vulnerable to national recessions and unemployment rates in Hawaii County have always mirrored those of the National rates (see graphs on next page); though there is sometimes a lag between a National recession and its effects on Hawaii County.

Businesses that had been in business for many decades went out of business as a result of the most recent recession. The impact for many years after the recession hit Hawaii was low employment opportunities and high unemployment rates. That trend has recently changed and the CAJDC has observed a significant increase in job market opportunities and more employers have contacted the office to post job openings. This is especially true for the west side of the island. The employment market on the west side is "hot" and the current demand exceeds the amount of available workers.

The graph below indicates the trends in Hawaii County unemployment rates over the past 30 years. The gray bars represent the national recessions that have occurred:

As of June 2017, as indicated in the two graphs, the unemployment rates in Hawaii County in June 2017 (4.0%) were lower than the national rates (4.4%). Though unemployment rates have gone down, it took Hawaii County some time to recover from the long recession. In addition, the unemployment rates have always been combined for the entire island and data have never been separated out or compared for the East and West sides. The problem is that this combined number is not an accurate reflection of the actual unemployment rates, especially for East Hawaii, which has always had higher unemployment rates than the west side of the island. In addition, many Hawaii County residents were unemployed for such an extended

period of time that their unemployment benefits exhausted and they are no longer counted in the unemployment numbers.

What the increase in employment means for students, the college, and our community is that more of our students will be able to gain employment both during and after they complete their education. It also explains why the college has seen a decrease in enrollment- student enrollment tends to increase during periods of high unemployment and it decreases during periods of high employability.

Strengths and Challenges

The CAJDC services a wide range of people: prospective students, credit and noncredit students, and community members. The CAJDC assists prospective, new, and continuing students explore and identify careers. The CAJDC also assists new, continuing, and transitioning students with looking for and preparing for work. In addition, the CAJDC works with community partners to develop employment opportunities and events for members of the community.

While career exploration and counseling have never been valued as one of those essentials that all new students should participate in, career counselors across the country have long known that this is perhaps the most important first step for all new students. Complete College America, Purpose First, and Achieving the Dream started a national initiative—Integrated Student Support, which, among many other things, also embraces this very concept. Our UHCC system has also adopted this model as studies have shown that a solid career plan increases the likelihood of persistence. Because of this initiative, the importance of career counseling is finally beginning to be understood and embraced.

The CAJDC has adequate computer software to assist students, despite a very limited budget. The computers and laptops all have resume software installed on them and the center has both paper and computer generated career exploration assessment tools. Recently, the CAJDC was able to get a one year subscription of Focus 2—a career assessment software—paid for by the UH system Purpose First committee. This software has allowed students to set up a Profile and Focus 2 saves their assessment result information, which will allow regular counselors and advisors to access and review this with students and 5assist them in developing a career plan. While the computer software is available, students must be exposed to it, taught to navigate it, and shown how to fully utilize and maximize on its usefulness.

Since the campus purchased Starfish, the CAJDC lost its reliable calendar and source of data collection and reports. The current Starfish Scheduling Calendar seems to work alright for scheduling and for counselors and advisors, but it does not work at all for accurate data collection and reporting. It is, quality wise, several steps below what the CAJDC used before (SARS) to schedule appointments and collect data. The data produced by Starfish produces one long report of very jumbled data and it took days just to edit and sort it so that any usable data could be extrapolated. In addition, the report that was generated by Starfish was missing information and the calendar itself has a very poor mechanism for tracking potential and nonstudents—all nonstudents must be input as a default "HawCC Student." This means that all of these contacts would just count as one unduplicated headcount student, even if the actual number of contacts exceeds 100, they will just be counted as one potential student. It is possible to put the name in the comment section, but this would require additional data manipulation. In addition, Starfish needs to be improved so that the scheduling reason codes (SpeedNotes) sort into separate columns when generating reports, instead of them all dumping into one column, with the data connected by commas (it is not usable in the current format). And, even then, the data would still require a lot of work to generate any usable data and reports.

Perhaps the most challenging aspect of career and job development is the term typically associated with this business: "job placement." Everyone wants to know "how many students did you place into jobs?" The biggest challenge is that collecting this kind of data is an impossible task to complete with any accuracy.

Even the US Department of Labor is only able to determine whether someone is working or not, not whether they are working in their chosen industry—the one they went to school for.

HawCC and the other UH system campuses have a website that allows employers to post jobs and students can view and apply for those jobs. The software-- Job Center Online (JCO)—has a built-in feature that allows either employers and/or students to "Report a Hire." While this is a nice feature, it does not produce the data that our UH system was hoping for. It is too reliant on individuals to actually use that website and to remember to report when a HIRE has taken place. This does not happen and the CAJDC often finds out about the hire when bumping into someone in the community. Hence, with such problematic data collection, the best strategy is to ensure that our students are adequately trained, prepared, and equipped to conduct a job search, and to prepare for and gain employment in the process.

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to student success.
Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting student success. Explain what the unit did to address those challenges.

Unit Activities
The CAJDC has a reputation for personable services that extend from matriculation to well beyond graduation. It is not unusual for students to return five years after graduation to seek assistance with looking for work, updating their resumes, and/or to take career assessments to return to school with a well-developed career plan. To accommodate the need for services across the entire student experience, the CAJDC was required to modify and change some of its services. The major changes in the CAJDC have involved the development of classes and workshops over the past few years to be able to effectively and efficiently assist more students with more services.

The CAJDC has 25 laptops, a printer, and a charging cart to provide outreach career and job development services. The CAJDC uses these to expand the size of the CAJDC to accommodate larger groups, to take into classrooms, and sometimes to community events to assist with resume writing, career exploration, and job search.

The CAJDC was asked to become the SECE Student Employment Administrator for HawCC in July 2016. This was done to alleviate some of the back log taking place in the Financial Aid Office. Despite time constraints, this has proven to be very effective and efficient for students and supervisors as much of what the CAJDC was already doing was consistent with and supportive of SECE--assist students with: navigating SECE, getting job referrals, and the application process. Students and campus employers are able to get assistance with posting and applying for campus jobs. The only challenge is that these activities involved in SECE administration have been time intensive and demanding and students and employers call and come in so frequently that it has made it impossible to get any other work activities done (such as conducting assessment, writing annual and comprehensive unit reviews, promotion documents, etc…).

The clientele served has remained constant, though with the improved job market, the CAJDC has discovered that she is spending an increased amount of time assisting employers with posting and marketing their employment opportunities. More faculty are also seeking classroom support services such as: career exploration, resume writing, job search assistance, etc.

The CAJDC became a member of a UH system and campus committee: Integrated Student Support Services (ISSS) and a subcommittee: Purpose First. National research has shown that a student with a career plan is far more likely to persist and to graduate. Because of this, the system and campus are exploring methods to implement a mandatory career exploration component to the new student experience. The campus is also placing greater efforts on becoming a student ready campus.

The CAJDC counselor continued her membership with Big Island Workplace Connections (BIWC), which became America's Job Center (AJC). This is a committee made up of community employment related agencies. BIWC members collaborate to share information, develop employment opportunities, and to sponsor employment related events and activities. During the 2015-2016, 2016-2017, and 2017-2018 academic years, the CAJDC counselor served as the chairperson for BIWC. The CAJDC assisted with the planning of and participated in several BIWC related community events and with educating the BWIC partners and participants about the college, programs, and the policies and procedures relevant to HawCC.

The CAJDC has also been conducting outreach at Kulani Correctional Facility. The CAJDC Counselor provides career exploration workshops at the Kulani Educational Center and assists inmates with the development of a career plan, which will assist them in their transition from prison and back into the community. She is in discussions and planning with EDvance to expand her services at KCF and to teach resume writing in Spring 2019 and to add the 3 credit IS 105 course in Fall 2019.

There has been an increased demand from students and employers for internships. This is a very complex issue that has been researched in depth at the national, state, and UH system level. At this point, there are more concerns and red flags than positive benefits to be gained, which means that to do this well, the campus needs someone devoted strictly to the development, placement, and monitoring of these internship opportunities.

The CAJDC has grown substantially in terms of services and numbers served, but it has not grown in terms of personnel to provide these services. The CAJDC modified its services several years ago to compensate for the fact that the center has only one counselor, who also coordinates and provides all of the services of the center. The center does offer and provide individual appointments, but it provides most of its services through workshops. This modification in services has allowed the CAJDC to not just be able to assist more students, but it has also allowed her to assist entire classes and programs. This modification should be viewed as a temporary adaptation to less than perfect conditions as the long term solution is to provide more personnel support for career and job development services.

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. By the 2017-2018 academic year, the CAJDC budget had been decreased to $2000. This required numerous cuts to necessary items and there is no money to pay for repair of broken computers and equipment or to update outdated equipment. This budget needs to be able to maintain and repair 14 desktop computers, 26 laptops, and four printers. In addition, that budget also needs to cover the costs of computer licensing and software, assessment tools, ink, paper, and all other office supplies!

There have been no personnel additions to assist in the operations and services of the CAJDC. Over time, the CAJDC has also received less FWS student employment funds. An allocation of $5000 for the year will provide an average of about 18 hours per week of student employment coverage during the fall and spring semesters. This only covers the academic year and the center was forced to request some general funds through the VCSA to get some student employment assistance-about 20 hours per week-during the summer. In addition, student employment has not proven to be an adequate replacement for the lack of additional regular personnel. In many cases, student employees actually cause more

challenges than benefits and their own personal issues and needs can make depending on them to be a challenge at times.

With only one regular employee responsible for all career exploration and job preparation services, there has been a serious challenge to any potential growth for the CAJDC. The coordinator requested an APT support position in the 2014-2015, 2015-2016, and 2016-2017 annual reviews and in the Comprehensive Unit Review submitted in January 2018. She also wrote a Carl Perkins grant to request the same. Neither activity has produced anything tangible and the CAJDC services and operations are still managed by one person. Edvance hired a temporary person to begin to explore internship opportunities in the construction industry, but he has just begun to research internship possibilities in that area.

The CAJDC sponsored its annual HawCC Career and Job Fair in Spring 2018. It was very well attended and was a tremendous success. Each year, the employer participation grows, but in Spring 2018, it grew to 77 employers, which is triple the amount of employers that participated in the first job fair in 2007. Only 453particpants signed in, but attendance was well above that.

In addition to offering individual appointments, the unit moved to developing and offering more workshops to accommodate more students. This major change 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 with CTE faculty. The CAJDC worked closely with faculty to develop resume writing workshops conducive to CTE program classes and students developed resumes that were saved on flash drives and ready for them whenever they needed a resume to apply for a job. The CAJDC also worked closely with faculty to develop career and employment preparation curriculum relevant to their specific programs.

The CAJDC conducted a marketing campaign to educate students and faculty about the services that are offered. The CAJDC began posting all of its workshops and fairs on bulletin boards throughout the campus and in the shops. The CAJDC also used the e-mail Broadcast system to advertise activities, events, and workshops, and to send out job postings from employers.

The CAJDC is a member of 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 (JCO). The CAJDC Counselor meets from one to two times per semester with this group to collaborate on best practices and shared use of the JCO system. The committee is currently working with the vendor to upgrade the system software and to data import our UH system students from Banner. In this way, students will already have a JCO account instead of having to set up and account first.

Over the past several years, the CAJDC assessed all SLOs and UOs each year to determine the effectiveness of services. Rubrics were developed to assess the SLOs and the CAJDC explored ways to increase the student return rates for follow-up assistance and to improve the overall effectiveness of services. Those return rates changed somewhat, but were dependent on outreach and marketing strategies. Rather than assess all CLOs, SLOs, and UOs each year, the CAJDC set up a more manageable schedule for assessment of outcomes and will no longer assess each outcome each year.

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.

Unit Successes and Accomplishments

The CAJDC provides a very vital and necessary service to students, programs, and the college. The CAJDC helps prepare students for career employment, which is generally the reason that students come to college to begin with. Job Placement statistics have shown that it isn't always the most experienced person that gets the job, it's the most prepared job seeker. This is especially important to consider in a poor economy, with high unemployment rates. In the past few years, HawCC graduates have had to enter the job market and often compete with experienced workers for entry level positions. With adequate preparation, they can have an edge on the competition. The CAJDC assists students in becoming better prepared job seekers.

Student Satisfaction and their ability to achieve the learning outcomes (self-reported) from the career and job preparation services provided by the CAJDC are rated on a scale of 1 to 5. The CAJDC has consistently received a mean score ranging from 4.95 to 5.0 (on a scale of 0 to 5, with 5 being the highest). In addition to satisfaction with the services, at the end of the appointment, students are also asked to report what they have learned from the workshops and individualized services. Students report the accomplishment of numerous outcomes as can be seen on the table on page 11.

The CAJDC has been able to adapt and respond to the demand for services by developing and offering workshops, which has allowed more students to be served and taught necessary skills. The CAJDC was able to provide services for 1032 students (unduplicated headcount) from 2017-2018. In addition, those students received a total of over 4832 services. This level of service would never be possible if all students were still receiving individual services. From 2017-2018, the CAJDC provided 57 Career Exploration workshops, 35 Resume Writing workshops, and 26 Job Search workshops.

The CAJDC works well with HawCC faculty to develop curriculum that is tailored and relevant to their individual programs of study. The focus of these is one or a combination of the following: an overview of all services provided, navigation of the various online career and job preparation tools, career exploration and labor market research, resume and cover letter writing, student employment, and job search.

Challenges/Obstacles Meeting Unit Goals

The largest challenge for the CAJDC is that it is a one person operation and to fully provide all services well, it could use the assistance of at least two more people. The CAJDC provides career and job preparation services for both credit and noncredit students. The CAJDC also provides services for the community. This is usually to help prepare job seekers in the community for job fairs and/or to help them prepare to come to college. In addition, the CAJDC also provides career exploration and planning workshops in classrooms at Kulani Correctional facility. The CAJDC has also administered and coordinated the SECE student employment system for the past year and a half. While a wide variety of services are offered to a diverse group of individuals, there is just one CAJDC counselor to provide all of these services and it becomes a challenge to do anything except meet with students, which is just one part of the counselor's responsibilities. The CAJDC counselor has to take all work home with her that doesn't involve assisting students as her day is full assisting students, faculty, and employers. Most reports and projects have to be done at home as there is almost no time to work on them during the regular work day. In addition, even with taking work home and putting in many hours beyond a regular work day, many projects are submitted past the deadline because there are not enough hours in the day to get it all done.

Student employment provides a bit of assistance, but very often, the efforts to obtain, provide support for, and keep student employees are more than the benefits that they provide. The CAJDC requested an additional person to assist with the operations of the center in previous annual and comprehensive reviews and in writing a Carl Perkins grant proposal, which specifically requested the position; but to date, there has been no relief.

Besides the recent addition of 25 portable laptops obtained through a C3T grant, the CAJDC center itself has been operating with 12 desktops since 2006. Only 4 of those desktops are on a regular rotation schedule for replacement. These were replaced a few years back. The other 8 desktops are hand-me-downs from the Learning Center. The CAJDC inquired with ACU to see if they might have any newer used desktops. ACU exchanged the desktops with newer used desktops in Summer 2017. These desktops are okay, but are not on any replacement cycle, work very slow, and the CAJDC has had to pay for numerous repairs to these and the battery back-ups that they are all plugged into.

The CAJDC budget has continued to shrink. In 2016-2017, it was reduced to $3000 for the year and in the following year, it was reduced to $2000. This is not enough to purchase: annual software subscriptions, career assessments, paper, ink, other supplies to keep the operations running, and it certainly isn't enough to maintain 38 computers and four printers.

The CAJDC facility itself presents a serious safety concern. The CAJDC counselor reported termite droppings falling from the ceiling as early as 2005. At the time, the facilities maintenance staff determined that the best way to solve the problem was to hang a piece of plastic from the ceiling to catch the droppings. The plastic is still there and it is full with droppings. In addition, the ceiling material is composed of wall board, which contains high levels of arsenic. The major concern is not just the unhealthy issues of termite droppings in the air, but also the potential for exposure to dangerous levels of arsenic, which are being emitted while the termites are eating and dropping. Recently, the apprenticeship program adopted a campus project to design and construct a drop-down ceiling in the CAJDC. The job was completed and the drop-down ceiling looks really nice and it hides the droppings, but it does nothing to address the issue of the breaking down wall board behind it, which still poses a health and safety concern.

Besides the ceiling damage, the carpet in the CAJDC is over 20 years old. Despite carpet cleanings, it is very stained and filled with accumulated dust and dirt. It also presents a health and safety concern. The toxic conditions in the CAJDC were brought to the attention of several Planning, Operations, and Maintenance Office (POM) personnel and managers, but to date, nothing has been done except for the partial installation of the drop-down ceiling.

The unit is also challenged with being able to pull adequate reporting data from an electronic source. In the past, the CAJDC was able to schedule and track appointments through the SARS scheduling calendar. This calendar also allowed the CAJDC to build its SLO rubrics right into the appointment calendar, and reports could later be pulled up that provided contact information as well as SLO data specific to the types of appointments that were scheduled. This made data collection quite manageable. The reports pulled up quickly and easily and it took no more than an hour to pull up all of the reports that were necessary for the annual reviews.

When the campus decided to adopt Starfish, access to the SARS calendar became less and less possible as servers operating them were not maintained. Starfish produces only one very large spreadsheet of conglomerated data and separating anything out that is meaningful is a huge challenge. The Starfish scheduling calendar does not work well for anything the CAJDC needs. It is not user friendly and the reporting system is archaic. To try to generate reports for just one year, it took days of working with

excel data that was extrapolated from the Starfish calendar for the CAJDC. The raw data submitted to the CAJDC on an Excel spreadsheet was missing data and the data that was obtained needed a lot of manipulation to get it to produce anything that could be used. Between the CAJDC counselor and 2 student workers, it took over 85 hours just to produce something that could be sorted and totaled. In addition, the calendar does not allow for the input of nonstudents into the system. To schedule an appointment with a nonstudent, the scheduler must make that person a default HawCC student. Hence, every person input in that way will only be counted as one person when pulling unduplicated headcount data (even if the CAJDC met with 200 nonstudents, it will just count it as one student).

The CAJDC has kept a dual SARS calendar to purposely use for data collection. This calendar was slowly dying and was, at times, not functional at all because the servers that operated the software were not being maintained at the campus or system level. The CAJDC had to contact a systems office to see if they could operationalize the server so the CAJDC could pull data for last year's review. This year, using SARS was not an option as all the computers in the CAJDC were replaced and the software no longer functions. This Starfish issue is something that definitely has to improve—the college needs to consider replacing Starfish or working with the UHCC systems person to develop a more usable and accountable system. The CAJDC counselor did meet with the UHCC Starfish Developer in December to explain the problem and is hoping to be able to gain future reports from Starfish that are functional and less time consuming to work with.

Tracking employment is the most challenging aspect for any employment agency. Students and employers alike forget to report when a hire has taken place. Reporting, at best, sometimes occurs in casual encounters in the community when the CAJDC counselor happens to see someone that she has worked with and they mention the hire in casual conversation. Even employers forget this step.

There has been an increase in the amount of employers seeking student interns as well as students interested in internship opportunities. In addition, several HawCC administrators are also interested in developing internships. While at one time, the college had an internship coordinator, the position was redescribed when he retired. At this point in time, though there is a demand, for internship development, the CAJDC is unable to further develop in this direction because of all of the current demands on her schedule. While the CAJDC counselor will talk with employers and also share the information about opportunities with students, she does not have time to work more closely with employers and students to further develop these opportunities.

UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

☐ The unit does not have a website.

☐ Unit faculty/staff have reviewed the website in the past six months, no changes needed.

☐ Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

☐   Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

☒   Unit faculty/staff have reviewed the website in the past six months, and made its own updates/changes as needed.

> *Please note that requests for revisions to Unit websites must be submitted directly to the College's webmaster at*
> http://hawaii.hawaii.edu/web-developer

PART 2: UNIT ACTION PLAN

AY18-19 ACTION PLAN

Provide a detailed narrative discussion of the unit's overall action plan for AY18-19, based on analysis of the unit's AY17-18 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY17-18 review period (reported below, Part 3).
This Action Plan should identify the unit's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.
Please provide attachments and additional documentation as appropriate.

Action Item 1	Benchmark/Timeline
Develop, plan, and implement a new student career exploration and planning program at HawCC. This action item is in alignment with the Purpose First Initiative and the Integrated Student Support Services Initiative, which are both system and campus committees. Implementation of this goal will involve collaboration with campus and system colleagues who will ultimately assist in the design, planning, and implementation of this action item. Colleges at the system and national level, linked by Complete College America, are launching initiatives to develop an integrated package for student success and mandatory career exploration early and continuously through the college experience is a major focus. National studies have shown that student persistence is often based on whether students have a career plan. When students conduct career exploration—take assessments that match them with potential careers, research important aspects about the career including labor market information, and develop a career plan—they are more likely to persist and graduate. The CAJDC, as part of the system and campus ISSS team will focus on the design and implementation of mandatory career exploration early and continuously throughout the college experience.	Fall 2018: Continue discussions with the ISS and SEM committees to develop a campus plan for mandatory career exploration.. Fall 2018: Train Counselors and Advisors in the use of Focus 2 and how to assist students in developing a career plan. Spring 2019: Continue to work with Purpose First system colleagues to complete the development of a UH system career exploration website – Hawaii Industry Sectors.
Action Item 2	**Benchmark/Timeline**

	Summer 2019: Draft the evaluation tool-- Faculty Survey of Individualized Curriculum Developed by the CAJDC.
Develop an evaluation tool for instructors to complete to evaluate specialized curriculum developed by the CAJDC for their programs. The CAJDC provides classroom presentations and workshops for classes and programs. Some programs are specifically interested in having their students complete career exploration and planning workshops, others want their students to complete resumes that are relevant to their major and career options, and others request a combination of both. The CAJDC develops curriculum around these requests and the evaluation will help guide future services and curriculum development and modification.	Fall 2019: Pilot the evaluation tool. Spring 2020. Fine tune and launch the evaluation tool with all faculty that the CAJDC works with to develop individualized curriculum.

Action Item 3	Benchmark/Timeline
Participate in a campus reorganization to better align the services that the CAJDC provides with other campus constituencies that participate in similar types of activities. Because OCET provides many workforce preparation and development types of services, the CAJDC would like to partner with them and create a new division titled: Workforce Development Division. This new division would be part of Academic Affairs as the services provided by the division are primarily instructional. In addition, the CAJDC would like to secure funding for an Internship Coordinator to join this division.	Fall 2018: Begin discussions with the Director of OCET. Spring 2019: Check with administrators to determine whether they continue to support the reorganization plan and if they have been able to secure funds to develop an APT Band B Internshi Coordinator position.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.

For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs).

Action Item 1: Develop, plan, and implement a new student career exploration and planning program at HawCC.

Colleges at the system and national level, linked by Complete College America, are launching initiatives to develop an integrated package for student success and mandatory career exploration early and continuously through the college experience is the focus. The CAJDC will continue to work with the campus and system ISSS committees to develop a campus plan. The CAJDC will also continue to collaborate with Purpose First to further develop a UH system career exploration model and to complete the development of a one system website – Hawaii Industry Sectors. This website will have career assessments, career specific and labor market information, and will also include links to campuses that

offer programs consistent with students' career choices and will include information about all campuses and majors.

How this Action Item will Improve Unit and Support Student Learning and Unit Outcomes:
The majority of students come to college to gain the skills and knowledge necessary to gain meaningful employment and yet they often don't know what their career path and major should be. All too often, they get into the wrong major(s), get into academic and financial aid trouble as the mismatch becomes apparent, and they often fail to persist. The CAJDC has always known the importance of career planning, but getting others to realize this has taken many years. This national, system, and campus ISSS initiative brings career planning to the forefront, where the CAJDC always knew it belonged. The long term measure for success of this action item is whether there is an increase in student persistence, graduation, and transfer or employment rates.

This action item is supportive of Student Learning Outcome 1- **Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals.**

Action Item 2: Develop an evaluation tool for instructors to complete to evaluate specialized curriculum developed for their programs.

In Summer 2019, the CAJDC will draft an evaluation tool-- Faculty Survey of Individualized Curriculum Developed by the CAJDC. This instrument is intended to be administered once the CAJDC has completed an in class workshop or presentation with students. The faculty that requested the individualized curriculum will be asked to evaluate the quality and delivery of the workshop/ presentation.

The CAJDC will pilot the evaluation tool in Fall 2019. Based on the responses, the CAJDC will adjust its delivery of individualized curriculum. In Spring 2020, the CAJDC will fine tune the evaluation instrument and implement it with all faculty that the CAJDC works with to develop individualized curriculum.

How this Action Item will Improve Unit and Support Student Learning and Unit Outcomes:
The benefit of this action item is that it would allow for the CAJDC to determine how well it is meeting the individualized career and job preparation needs of programs and students. This evaluation instrument would allow the CAJDC to measure the effectiveness of its individualized curriculum.
This action item is supportive of Unit Outcome1: **The Career and Job Development Center will collaborate with faculty to develop and implement job preparation curriculum.**

Action Item 3: Participate in a campus reorganization to better align the services that the CAJDC provides with other campus constituencies that participate in similar types of activities. Hire an APT Band B Educational Specialist to assist with the operations of the CAJDC and to begin to develop internship services.
The CAJDC provides services for credit and noncredit students. As the college is moving towards separating the division between credit and non-credit, the CAJDC would like to partner with other campus services that provide workforce preparation and development types of services such as: OCET short term employment training programs, apprenticeship, and student employment. With these various employment related services, the CAJDC would like to create a new division titled: Workforce Development Division. This new division would be part of Academic Affairs as the services provided by this division are primarily instructional. In addition, the CAJDC would like to secure funding for an Internship Coordinator to join this division.

In Fall 2018, the CAJDC will begin discussions with the Director of OCET to discuss the formation of a Workforce Development Division that would include Career and Job Development, Student Employment, Apprenticeship, Workforce Training, and eventually Internship.

How this Action Item will Improve Unit and Support Student Learning and Unit Outcomes:
With these key units under the umbrella of a Workforce Development Division, the separate subunits could collaborate to share information and services, avoid duplication of services, work cooperatively towards assisting students with: making solid career decisions based on career exploration and research of labor market information, developing "employer ready" resumes and cover letters, obtaining short term job readiness training through OCET, and developing internship opportunities for students and our community. The services of the Workforce Development Division will be provided for all students and students will not be distinguished between credit and noncredit except when they selecting programs of study based on their career exploration and planning.
The CAJDC would be able to sufficiently manage and consider expanding its services with the assistance of an Internship Coordinator. It could also find time to further develop services and modify some of its assessment evaluation tools such as the: Faculty Survey of Individualized Curriculum Developed by the CAJDC, Evaluation of Collaborative Activities with BIWC Partners, and additional assessment tools for IS 105.

This action item is supportive of both Unit Outcome 1:**The Career and Job Development Center will collaborate with faculty to develop and implement job preparation curriculum, and
Unit Outcome 2-- The Career and Job Development Center will conduct outreach and collaborate with employers to develop employment opportunities for students, graduates, and alumni.**

RESOURCE IMPLICATIONS

> *NOTE: General "budget asks" are included in the 3-year Comprehensive Review.*
> *Budget asks for the following three categories only may be included in the APR:*
> *1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.*

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions:	

PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY17-18

Unit Outcomes

Provide the full text of the unit's current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO's/SLO's alignment to one or more of the Institutional Learning Outcomes (ILOs). The College's ILOs may be found on the Assessment website: http://hawaii.hawaii.edu/files/assessment/index.php?category=Outcomes&page=Institutional.php

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
UO1	**The Career and Job Development Center will collaborate with faculty to develop and implement job preparation curriculum.**	1,2,4
UO2	**The Career and Job Development Center will conduct outreach and collaborate with employers to develop employment opportunities for students, graduates, and alumni.**	4
UO3	**The Career and Job Development Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and events.**	
SLO#	**STUDENT LEARNING OUTCOMES (text)**	**Aligned to ILO #**
SLO1	**Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals.**	**1,2,3,4**
SLO2	**Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.**	**1, 2, 4**
CLO#	**COURSE LEARNING OUTCOMES (text)**	**Aligned to ILO #**
CLO1	**Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals.**	**1, 2, 4**
CLO2	**Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.**	**1, 2, 4**
CLO3	**Speak and write to communicate information and ideas in professional, academic and personal settings.**	**1, 4**
CLO4	**Make informed decisions through analyzing and evaluating information**	**2**

Assessment Strategies

For each UO/SLO assessed in AY17-18, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc.

UO/ SLO #	Assessment Strategies
SLO1	A rubric was used to assess SLO1: Develop, create, and refine a Career Plan (student is rated 1-4, with 4 being the highest level of acquisition). 1. Identify, access, and complete a minimum of two career assessments/inventories. 2. Utilize assessment/inventory results to identify a minimum of three possible careers that match interests, values, and skills. 3. Select an appropriate major based on the results of the counseling process, assessment tools, and the resources provided in the Career and Job Development Center and/or online resources. 4. Develop and create a Career Plan that includes short and long term goals. A Point of Service Survey was also administered.
SLO2	To assess SLO2, a rubric was developed and used to determine the "employer readiness" of resumes prepared by students. Using a rubric, students'' resumes were rated from 1-3, with 3 being the highest level of skill acquisition: 1. Identify the various resume formats and their uses. Select the appropriate format based on skills and experience. 2. Demonstrate the ability to complete a draft resume. 3. Assess, edit, polish, and produce a resume to submit to an employer. A Point of Service Satisfaction Survey is also administered.
UO1	To assess UO2, Faculty who participated in the specialized curriculum development will be surveyed to determine relevancy of curriculum and quality of services provided. Focus Groups composed of CTE faculty.
UO2	To assess UO2, the CAJDC will contact at least 2 employers per week and keep a log of contacts and other information about the company, such as: what service they provide, amount of employees, the various types of positions that they employ, and whether they have any current open positions.
UO3	To assess UO3, the CAJDC will partner with BIWC to sponsor at least 4 events per year. A log will be kept of events, with summaries of the activities and number of attendees.

Interdisciplinary Studies (IS) 105—Career/Life Exploration and Planning

CLO	Assessment Strategies
CLO1	A rubric was used to assess CLO1: Develop, create, and refine a Career Plan (student is rated 1-4, with 4 being the highest level of acquisition). 1. Identify, access, and complete a minimum of two career assessments/inventories. 2. Utilize assessment/inventory results to identify a minimum of three possible careers that match interests, values, and skills.

	3. Select an appropriate major based on the results of the counseling process, assessment tools, and the resources provided in the Career and Job Development Center and/or online resources. 4. Develop and create a Career Plan that includes short and long term goals.
CLO2	To assess CLO2, a rubric was developed and used to determine the "employer readiness" of resumes prepared by students. Using a rubric, students'' resumes were rated from 1-3, with 3 being the highest level of skill acquisition: 1. Identify the various resume formats and their uses. Select the appropriate format based on skills and experience. 2. Demonstrate the ability to complete a draft resume. 3. Assess, edit, polish, and produce a resume to submit to an employer.

Results of Unit Outcomes and Student Learning Outcomes Assessments

For each UO/SLO assessed in AY17-18 listed above, provide:

- **a statement of the quantitative results;**
- **a brief narrative analysis of those results.**

SLO1: Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals. SLO1 was assessed in 2017-2018 The table below summarizes the results:

Career Exploration Rubric Level	Number of and Percent of Students at Level (2016-2017)	Number of and Percent of Students at Level (2017-2018)	Number of and Percent of Students at Level-- Improvement?
Career Interest—Discussion without completing assessments	385	433	Yes
Career Exploration Assistance- Level 1 Identify at least three possible Career options based on the results of the assessments/inventories.	**315** **100%**	**352** **100%**	**Yes**
Career Exploration Assistance- Level 2 Utilize resources in the Career and Job Development Center and online to select one or two career options.	**302** **96%**	**347** **99%**	**Yes**
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.	**195** **62%**	**226** **64%**	**Yes**
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.	**162** **51%**	**188** **53%**	**Yes**

Based on the data, the return rates have continued to improve slightly for Levels 3 and 4 and they exceeded the previous year's levels of achievement by 2 -3% above the return rates in the previous year. The rates improved by 2% at Levels 3 and 4, which, when looking at the data for the past few years, it would indicate that efforts to schedule students for return/ follow up appointments at the end of their first appointment seems to have made a huge difference in their likelihood to follow up. In addition, it is also known that students will obtain the answers that they need based on the first appointment and the homework assignment and they may not feel they need the follow up appointment. They will then change their major and or continue to stay on track with their major, sometimes with the assistance of a counselor and other times, on their own.

SLO2: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment. SLO2 was assessed in 2017-2018. The table below summarizes the results:

Resume Writing Rubric Level	Number of and Percent of Students at Level (2016-2017)	Number of and Percent of Students at Level (2017-2018)	Number of and Percent of Students at Level-- Improvement?
Resume Interest—Discussion without beginning a draft of a resume.	**369**	**405**	**Yes**
Resume Writing Assistance—Level 1 Identify the various resume formats and their uses. Select the appropriate format based on skills and experience.	**349** **100%**	**401** **100%**	**Yes**
Resume Writing Assistance- Level 2 Demonstrate the ability to complete a draft resume.	**323** **93%**	**379** **95%**	**Yes**
Resume Writing Assistance- Level 3 Assess, edit, polish, and produce a resume to submit to an employer.	**178** **51%**	**256** **64%**	**Yes**

The return rates dramatically improved for Level 3 over the past few years, and in 2017-2018, they exceeded the previous years' rates by 13%, which far exceeded the expected level of achievement of a 5% increase. The efforts to assist students in completing their resumes during the first visit seem to improve the amount of students that reached Level 3—an employer ready resume. The expected level of achievement was not only met, but it far exceeded that level, with 64% of students completing an Employer Ready Resume --- Level 3. It is likely that far more students completed an employer ready resume without returning to the CAJDC for assistance as the CAJDC assists students with exporting the resumes they generate to Microsoft Word and with saving them on their own flash drives or through e-mail. Many students very likely make the final edits themselves without returning for assistance.

UO1: The Career and Job Development Center will collaborate with faculty to develop and implement job preparation curriculum.

The CAJDC collaborated with several faculty to develop Individualized curriculum for over 30 classes from 2017-2018. In addition, the CAJDC taught the individualized curriculum that was developed. While it is intended to develop an evaluation instrument for faculty to evaluate the effectiveness and services of the specialized career development curriculum, the CAJDC has not been able to develop this instrument because of the overwhelming amount and demand of work required of the CAJDC.

UO2: The Career and Job Development Center will conduct outreach and collaborate with employers to develop employment opportunities for students, graduates, and alumni.

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

UO3: The Career and Job Development Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and events.

The CAJDC partnered with America's Job Center (AJC) partners to sponsor four events during the period from 2017-2018:

Veterans Job Fair

AJC Job Readiness Fair

AJC Job Fair

Hawaii Community College Career and Job Fair

In addition, the CAJDC counselor served as the Chair of BIWC/AJC for the past two years. During this time, a new WIOA grant was negotiated between the state and its partners. Hawaii Community College, as a recipient of Carl Perkins funds, is a mandated partner of the new America's Job Center (AJC). The CAJDC, as a committee member, while in contact and in communication with VP President John Morton's office, assisted in the discussions and planning of the operational framework for the One Stop Center, as required by the new WIOA grant.

Other Comments

Include any additional information that will help clarify the unit's assessment results, successes and challenges.

The CAJDC assesses all UOs and SLOs on an ongoing basis. This has allowed for a working process to be developed so that conducting ongoing assessment only requires a few extra steps at the end of each appointment. For many years, the CAJDC had been able to collect and easily pull up data and reports relevant to its SLOs. The SARS scheduling software allowed for a scheduled calendar of events and a very easy system for generating reports—reports that could be generated by ay any user. This system (SARS) worked well for scheduling and tracking appointments as well as for recording, tracking, and pulling up reports that also included SLO data. That system worked very well and the CAJDC's entire data collection and reporting system was lost when the campus stopped funding SARS, in favor of

Starfish, which is different, but not adequate. Unfortunately, Starfish does not meet the needs of the CAJDC in any way; the calendar has glitches and the reports have no value.

The largest challenge has been that one person cannot effectively meet all of the service demands, much less make time for assessment and conducting and writing annual and comprehensive unit reviews. The need for back-up/support for the operations of the CAJDC is crucial.

Discuss, if relevant, a summary of student survey results, CCSSE, special evaluations, or other special assessment projects that are relevant to understanding the unit's services, operations, functions and clients.
CCSSE data was included with Unit Data, page 6.

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

Describe the unit's intended next steps to support improvements in student success and achievement of its UOs/SLOs, based on the unit's overall AY17-18 assessment results.
Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations or functions

The CAJDC would like to focus its efforts on securing funding to hire an APT to assist with the coordination, maintenance, services, and operations of the Career and Job Development Center. If the CAJDC counselor could devote her time to career and job development activities, the APT could begin to research and develop internship opportunities for both credit and noncredit students. In addition, this would lead to more complete, efficient, and effective services for our students.

The CAJDC will make better efforts, despite time constraints, to have workshop attendees complete the post Satisfaction Survey at the end of workshops, so that workshop SLOs can also be assessed. The CAJDC will develop a new survey for faculty to assess UO1. In addition, the CAJDC will stagger its assessments and not try to assess every outcome every year. To do so is far too ambitious for a one person unit.

The CAJDC will also have to spend time training counselors and advisors in the use and interpretation of the software as well as how to take the information and develop a career plan.

With the implementation of new student career exploration and planning and campus wide integrated student support services, more students will have the opportunity to explore potential careers as well as develop career plans. It is expected that, over time, the campus will realize an increased retention rate as students are more likely to persist in a major that matches their career interests. This will improve the outcomes for SLO1: Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals.