# **[Jobspeaker: Selection Process, System Highlights, and Pilot](http://jobspeaker.com/)**

## **Research and Selection Process**

## Product Requirements and Scoring Rubric

1. **Background/Overview:** Detail the tool’s history, reliability, and reputation, as well as the availability of independent reviews and user community activity.
* How long has the tool been available?
* Is the tool produced by a known and reputable institution or company? Is the company stable?
* Has the software evolved over time? What evidence exists to indicate that the tool might keep pace with future advancements?
* What educational institutions currently use the software? Are software reviews available from these institutions?
* Have institutions experienced significant technical issues?
* Are independent reviews of the software available? If so, how is the software rated relative to other options?
* What kind of user and technical support is available? What proof is available from other institutions about the quality of the support that is provided? Is the company that produced the software committed to friendly, quick, helpful, and accurate support?
* Does the tool have an active user community?

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| **Requirement** | **Must-Have** | **Nice-to-Have** |
| Required features are fully implemented | x |  |
| While the tool is fully operational and acceptable in its current state, updates are under development that would enhance the product |  | x |
| The company is reputable, with strong client references or related kudos | x |  |
| The company is consistently adapting the product with new features to address current requirements in the field | x |  |
| The company is consistently adapting the product to respond to user feedback and user experience improvements | x |  |
| Current clients rate the company favorably for client support | x |  |

1. **System Features**: Detail the tool’s features and how they address the project’s use cases and requirements.:
* Is the tool available to the appropriate audience(s)?
* Does the tool address at least one key activity/requirement of the system, as determined by stakeholder feedback? (Preference for systems that address multiple requirements.)
* Can specific privileges be assigned to various roles or does the system specify the privileges assigned to each role?
* Can tool data be viewed from a variety of perspectives?
* What security features does the tool offer? For example, does it require the use of encrypted passwords?
* Can student information be imported in bulk/batch (e.g., the names of all students and program affiliations)? If so, what form must it be in (e.g., an Excel spreadsheet)?
* Can data/files be imported and/or exported to existing or future administrative systems?
* Can the activities of all users be tracked (e.g., by their log-in time, log-out time)?

| **Requirement** | **Must-Have** | **Nice-to-Have** |
| --- | --- | --- |
| The audience responsible for completing a related activity has access to the tool. | x |  |
| When appropriate, multiple audiences are served (e.g., a student builds his resume and a career center counselor has access to it to provide feedback) | x |  |
| The system allows for different privileges based on user role, when appropriate | x |  |
| The tool addresses several key activities/requirements effectively |  | x |
| The system displays different information for different audiences |  | x |
| The system has the capacity to be used as a regional installation, if appropriate  | x |  |
| The system complies with all campus security requirements (e.g., FERPA) | x |  |
| The system allows for information to be imported (e.g., SIS data, course data) | x |  |
| Automatic activity tracking features are available, when necessary (e.g., time stamps) | x |  |
| **Feature (Career research)** |  |  |
| Tools to research careers, including salary and forecast data | x |  |
| Save favorites | x |  |
| **Feature (Internships)** |  |  |
| Providing students with information about workplace experience opportunities: Searchable board of opportunities | x |  |
| Providing students with information about workplace experience opportunities: Emails/texts about matching opportunities |  | x |
| Vetting WBL opportunities: System to review and approve opportunities | x |  |
| Tracking student participation: Place to view student activities | x |  |
| Processing required paperwork:Submission of forms, approvals, tracking of hours, etc. | x |  |
| Ability for colleges to have proprietary relationships with employers for internship postings | x |  |
| Ability for employers to share internship opportunities across colleges | x |  |
| Tracking completion of activities: Place to view students’ activities | x |  |
| Title 5 reporting requirements |  | x |
| **Feature (Employment Preparation)** |  |  |
| Resume development: Resume builder | x |  |
| Resume development: Online portfolio | x |  |
| Matching skills to resume from verified source (e.g., LMS or faculty entry) | x |  |
| Integration of badges into student portfolio |  | x |
| Support in resume development: Tools to view students’ resumes and provide feedback | x |  |
| Interview training: Online tutorials and other resources | x |  |
| Interview training: Online mock interviews |  | x |
| Tracking completion of activities: Place to view students’ activities | x |  |
| **Feature (Job Placement)** |  |  |
| Look for jobs: View job postings | x |  |
| Look for jobs: Save favorite jobs | x |  |
| Look for jobs: Notifications about matching jobs | x |  |
| Look for jobs: Automatically send stored resume | x |  |
| Look for jobs: Apply for jobs | x |  |
| Ability for employers to search for candidates and message when appropriate | x |  |
| Ability for colleges to have proprietary relationships with employers for job postings | x |  |
| Ability for employers to share job opportunities across colleges | x |  |
| Tracking completion of activities: Place to view students’ activities | x |  |
| **Feature (Alumni Tracking)** |  |  |
| Alumni tracking: Build and administer surveys to students | x |  |

1. **Accessibility and Usability Features**: Detail the tool’s user friendliness and accessibility.
* Is the tool user-friendly?
* Does the tool align with student and staff technology literacy skills?
* Does the tool comply with current educational policies and laws, such as the Americans with Disabilities Act?

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| **Requirement** | **Must-Have** | **Nice-to-Have** |
| The tool aligns with student and staff technology literacy skills | x |  |
| The tool complies with best practices in user design | x |  |
| The tool provides a modern, responsive design | x |  |
| The tool includes a mobile app version |  | x |
| The tool meets all applicable ADA requirements | x |  |

1. **Technical Considerations**: Detail the software, hardware, and network requirements.
* Does the tool integrate with existing systems?
* Can information from the tool be transferred to existing institutional software?
* Can information from existing tools be transferred to the tool?
* Can the tool be customized?
* Can the tool be branded with the institution’s name and logo? If so, is there an additional cost?
	+ Can you change the arrangement and format of items presented to tool users?
* What procedures must be followed to customize the software?
* What type of support is available — e-mail, chat, telephone, and/or on-site?
* What consulting services are available? Are consulting services available to assist with implementation planning and execution?
* What training will the software vendor or distributor provide?
* What are the future development plans? When is the next version of the software expected?
* Is this platform scalable? Can it be expanded easily to accommodate a larger number of students and instructors?

| **Requirement** | **Must-Have** | **Nice-to-Have** |
| --- | --- | --- |
| Information from the tool can be transferred to existing institutional software | x |  |
| Information from existing tools be transferred to the tool | x |  |
| The tool can be customized for the college/region with branding | x |  |
| Content such as field labels, form contents, email messages and other elements are customizable by the college | x |  |
| The vendor provides technical support during regular business hours | x |  |
| The vendor provides technical support during extended hours |  | x |
| Consulting services are available to assist with planning and technical needs | x |  |
| The vendor provides adequate training to key staff. | x |  |
| The tool is being updated/enhanced with new features regularly. | x |  |
| The tool is scalable. | x |  |

1. **Implementation Considerations**: Detail the cost to acquire, use, implement and maintain the system (Requirements TBD)
* What are the purchasing, licensing, and other acquisition costs?
* What are the ongoing maintenance costs?
* What are the hosting costs?
* How many staff will be needed to support the new system?
* According to the vendor, what are the recommended number and type of staff, such as system administrators and programmers, required to support the tool? What qualifications should these people have?
* Does the tool necessitate the hiring of additional staff with skill sets that differ from those possessed by existing staff?
* Does the tool require IT staff to receive additional training? If training is required, how much will it cost?
* Will the system require significant setup activities, such as importing data, customization and configuration of the tool, etc.?
* Will use of the system require changes to other related systems or materials (e.g., course catalogs)?
* Will the tool require in-depth training activities for end users?
* What level of support for implementation activities is provided by the vendor?

## Results of Review Process

(Note: these results are based on the status of the various tools in Fall 2017)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Background Overview****(10 points)** | **System Features****(50 points)** | **Accessibility and Usability****(25 points)** | **Technical** **(15 points)** | **Total score** |
| Jobspeaker | 10 | 39.9 | 25 | 15 | 89.9 |
| Symplicity | 10 | 44.9 | 16.7 | 15 | 86.6 |
| GradLeaders | 7.3 | 45.8 | 16.6 | 15 | 84.7 |
| Viridis | 4.1 | 36.4 | 25 | 15 | 80 |
| College Central Network | 6.8 | 45.6 | 11.1 | 10.3 | 73.8 |
| LaunchPath | 10 | 23.5 | 25 | 13.4 | 71.9 |
| Portfolium | 9.1 | 18.4 | 25 | 11.8 | 64.3 |

## **System Highlights**

Student tools

* Student profile: includes badges and skills, data from the SIS/LMS
* Create a resume(s) automatically from profile data; upload documents (e.g., cover letters)
* Job Search preparation videos
* Add skills earned elsewhere (different color for unverified)
* Job cards have details about the education required, expected salary, # of jobs in that area, etc.
* Search for other jobs at same level (entry, mid, etc.) and see jobs the student might be qualified for
* Find jobs that may be available in a few years vs. lateral moves
* Add skills to coursework and see those skills in their profile (soft skills, a different color)
* Career exploration tools with Burning Glass data to see salary and other labor market details
* Jobs mapped to skills for recommendations/pre-filtered search
* Job board: multi-tiered includes on-campus, internships, work placements, part time and full-time jobs
* Save jobs of interest and can rate on 1-5 stars
* Mobile: swipe right/left if interested or not in a job that comes up as a match (based on their account/coursework/skills)
* For each job saved, can add notes, add contacts, add documents (e.g., cover letter), add events (e.g., interview)
* Save and check job status (6 stages: approach, apply, interview, offer, accepted, verify by college/employer) across all jobs of interest
* Tips embedded at each job status
* Jobs have visual tags (on campus and internships) in job search
* Events and notifications go to push notifications and/or email; rolling out text messages
* Calendar: student can see events the college has sent plus interviews tracked by the system; students can RSVP to events

College tools:

* Manage employers and jobs (jobs may also come from Jobspeaker employers or nationwide job market via Indeed)
* College: job post management (approval process embedded if college wants to determine what gets posted); can track student applications
* Colleges can share opportunities or they can be closed systems
* Can determine whether to post just to college or to all of Jobspeaker
* Can say whether to share with all students, all alumni, or cohorts (e.g., major)
* Send messages to students
* Can see the student’s job search (6 stages along the graph)
* Tools to view a student’s trajectory
* Can see activity and add notes and assessment info
* Reports on macro level across the school
* Can search for students based on skill
* Can view students and save students
* Can suggest jobs to individual students
* Can record the hours that the student has put in for an internship
* Student reporting: view profile, view stats in job search use; can add notes and assessment (customizable questions)
* Questions in Assessment area can waiver out a student from data
* Events manager - can share with students, alumni, cohorts
* Tools related to tracking the student’s job placement and perception of preparedness (forms to fill out with survey questions)
* Student placement verification form: Comply with state, federal, and accrediting data requirements (can be aligned with Strong Workforce requirements; each college can customize the data they collect in this stage)
* Employer survey
* Placement verification data reports - stats

Employer tools:

* Tracking applications (good for small employers that don’t have a tracking system of their own)
* Post opportunities: anyone can have access but college vets which posts will be approved

## **Pilot**

The Jobspeaker pilot will address how technology can support the implementation of WBL, job placement, and employer-engagement goals of WG4 and WG6.

## Key Questions to Address in the Pilot

The pilot serves to answer these key questions:

1. What gaps exist at the college related to promoting and managing employer engagement for WBL and employment opportunities and how can Jobspeaker address those gaps?
2. How can Jobspeaker support students (and faculty and staff working with students) as they engage in WBL, employment preparation, and employment placement activities?
3. How can Jobspeaker be used to facilitate a regional approach to employer engagement and the promotion of WBL and job opportunities for all students?

## Approach

In coordination with WG4 and WG6, the Jobspeaker pilot will be conducted along two overlapping project areas: college-specific pilot activities and cross-college regional pilot activities.

### College-specific pilots: November 2018 – June 2019

Questions to address:

1. What gaps exist at the college related to promoting and managing employer engagement for WBL and employment opportunities and how does Jobspeaker address those gaps?
2. How can Jobspeaker support students (and faculty and staff working with students) as they engage in WBL, employment preparation, and employment placement activities?

Each participating college will begin with the identification of the local challenges that the college is most interested in addressing during the pilot. The pilot will be customized to address the needs and interests of each college to answer the key pilot questions and also to:

* Ensure the most complete representation of features explored across all participating pilot colleges.
* Inform how to address similar challenges in other colleges in the region.
* Identify implementation challenges (e.g., IT integration)

### Cross-College Pilot: January 2019 – June 2019

The Cross-College Pilot phase will begin as key roles are filled within the region (including DSNs and the Director of Strategic Partnerships) and within the colleges (including WBL Coordinators and Job Placement Case Managers) and expand the exploration of Jobspeaker to include regional employer engagement activities to address the following questions:

1. How can Jobspeaker be used to facilitate a regional approach to employer engagement and the promotion of WBL and job opportunities for all students?
2. What governance considerations are necessary in order to adopt a regional tool for managing employers?

## Pilot Colleges and Focus Areas

Four colleges have been identified to participate in the Jobspeaker pilot.

### Palomar College

### Focus areas

Supporting the workflows for the Service Learning and Work Experience programs, including: Program mapping of students to “auto” create resume/portfolios; ease of employer to student engagement; and test workflow management

### Proposed related programs

* Service Learning: Sociology and Child Development
* Work Experience: Administration of Justice AS, Business Administration AS for Transfer, Preschool Teacher AS, Psychology AA for Transfer, Sociology AA for Transfer, Accounting AS, Social Media Certificate of Achievement

### Mesa College

### Focus areas

Development of online workflow for Work Based Learning opportunities and participation; events; and employer management.

### Proposed related programs

|  |  |
| --- | --- |
| * STEM CORE 2017-2018 → Support Program with Specific Classes
 | * Fashion → Full Program
 |
| * English → Specific Courses
 | * CISC → Full Program
 |
| * Psychology → Specific Courses
 | * GIS → Full Certificate
 |
| * Museum Studies → Specific Courses
 | * HEIT/HIM → Full Programs
 |
| * Personal Growth
 | * Architecture/Interior Design → Full Program
 |
| * Business → Full Programs
 |  |

### Miramar College

### Focus areas

Employer Engagement, Job Board, Events, Case-Management Tools, Alumni Survey.

### Proposed related programs

* Diesel Tech
* Child Development

### Southwestern College

### Focus areas

Work Experience, Events, Case-Management Tools, Mobile Application

### Proposed related programs

* + Culinary/Hospitality/Tourism
	+ Accounting
	+ Marketing