

STUDENT SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle (i.e. every two or five years).

Program: Career Connections **Planning Year:** 2018-2019 **Last Year CPPR Completed:** 2016

Unit: WED&CP

Cluster: Workforce and Economic Development

NARRATIVE: STUDENT SERVICES CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

- A. Program mission (optional).
- B. Brief history of the program.
- C. Include the broad history of the program and significant changes/improvements since the last Program Review.
- D. Describe how the Program Review was conducted and who was involved.

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

- A. Identify how your program addresses or helps to achieve the District's Mission Statement.

Career Connections has helped to achieve the District's mission statement by providing the diverse Cuesta College student body with employment services that support their educational success through job search preparation, coordinating with local employers/agencies to provide work-study and internship opportunities and placements, which help students develop skills in real-world settings, and communicating employer needs with faculty and academic departments on-campus to help students hone their qualifications and skills to meet the needs of the current job market. Career Connections also assists students with community service involvement through providing information about volunteer positions in the community and linking volunteer positions to Federal Work Study funding for students who qualify, allowing students to earn money while they become engaged in the community and gain

employment skills. Career Connections (in partnership with Café, Outreach and Financial Aid) is establishing a Career Closet for students who are in need of professional attire for job interviews. The closet will be stocked with gently used professional clothing for men and women and available to students who need clothing to help them reach their career goals and to help eliminate barriers to employment.

- B. Identify how your program addresses or helps the District to achieve its Institutional Goals and Objectives, and/or operational planning initiatives.

Institutional Goal 1: San Luis Obispo County Community College District will increase the rates of completion for degrees, certificates, transfer-readiness overall for all students. Career Connections' programs support Institutional Goal 1 by developing and presenting a wide array of job search resources including workshops, one-on-one counseling, and in-class presentations that help students identify the desire and need for specific skills that are necessary in the workforce and can be found through attending courses at Cuesta College. By promoting education as a necessary means to a successful career in the workforce, Career Connections helps students realize the importance of completing their education, which in turn supports an increase in degree completion, certificate receipt, and transfer-readiness overall. By giving students access to student-friendly jobs, Career Connections helps students working towards a degree and stay in school to complete their degree.

Institutional Goal 2: San Luis Obispo County Community College District will increase student access to higher education. Career Connections' programs support Institutional Goal 2 by meeting with local employers and providing opportunities for students to incorporate internships, work experience, work study and other employment opportunities that substantiate and validate their learning opportunities at Cuesta College. These on-the-job learning opportunities highlight the need for an updated skill set that can be acquired through coursework available at Cuesta College. In addition, Career Connections works closely with the Employment Development Department (EDD) and the Workforce Development Board to maintain and update the Eligible Training Provider's List (ETPL) which highlights specific training programs available at Cuesta College that are available to dislocated and disabled workers in need of retraining and eligible for state training funds. Through the ETPL Career Connections identifies and promotes numerous certifications and Associate Degree programs and helps students find access to higher education. As noted above, providing access to employment that is student-friendly helps students reach their higher education goals by providing them the means to live and pay their bills while completing their degrees.

Institutional Goal 3: San Luis Obispo County Community College District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries. Career Connections programs' support Institutional Goal 3 by working closely with the community's educational institutions, civic organizations, businesses, and industries

to provide services that will strengthen these partnerships. Career Connections maintains an Advisory Board that is open to local businesses and industries, and organizations. Career Connections is a mandated partner to the Business and Career One-Stop of San Luis Obispo County, and works closely with the SLO Employer Advisory Committee to provide internship and employment opportunities to the student body of Cuesta College. These opportunities are highlighted in several Job Fairs held throughout the county at Cuesta College and the AJCC and are published on the Cuesta Jobs Link, the online Job Search database that is available to students as well as community residents. Career Connections staff also meets regularly with a Job Developer Committee, made up of job developers from multiple agencies like Department of Rehabilitation, EDD, and local regional centers to discuss job market needs and issues. For the 2017-2018 school year, Career Connections staff will continue coordinating outreach with America's Job Center of California to inform Cuesta students of AJCC resources (financial support for certificate programs, On-the-Job Training, job search skills). Career Connections staff will be co-locating with an AJCC Job Developer on a weekly basis, and schedule the AJCC Job Developer for appointments to provide career basic services. Career Connections and AJCC staff will co-facilitate work readiness workshops to students at Cuesta College, and will work together to provide cross training on available programs. Career Connections staff has also joined forces with a Veteran's Workforce Advisory Taskforce, a collaborative of local agency job developers and EDD representatives to assist student and local Veterans with gaining access to employment opportunities through employability skills workshops, targeted job fairs and increased interactions with students in the on-campus Veteran's Center.

Institutional Goal 4: San Luis Obispo County Community College District will integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities. Career Connections' programs support Institutional Goal 4 by continuing to promote and streamline the online jobs database (Symplicity). Symplicity provides an on-line forum where employers can post jobs (free of charge) intended to reach the student population and register for job fairs and other on campus recruitment opportunities. Students and alumni can register for free and search from a variety of local jobs that are screened by Career Connections staff. Symplicity also has resume and cover letter templates, links to labor market information and career exploration links so that students have access to interest assessments, education and training requirements for specific jobs as well as earning potential for careers. In addition, Career Connections works closely with the Employment Development Department (EDD) and the Workforce Development Board to maintain and update the Eligible Training Provider's List (ETPL) which highlights specific training programs available at Cuesta College that are available to dislocated and disabled workers in need or retraining and eligible for state training funds. Through the ETPL Career Connections identifies and promotes numerous certifications and Associate Degree programs and helps students find access to higher education.

Institutional Goal 5: San Luis Obispo County Community College District will build a sustainable and stable fiscal base. N/A

- C. Identify how your program helps students achieve Institutional Learning Outcomes, if applicable.

Personal, Academic, and Professional Development

Through the Career Connections services available to all Cuesta College students, students demonstrate personal, academic and professional development competencies. Our job seeking services assist students looking for all categories of jobs: jobs for “now” to pay the bills, entry-level jobs for career exploration and/ or career pathways, internships, and current job market information for students who are deciding on degree programs based on job opportunities in specific courses of study. Career Connections also hosts a Spring job Fair annually to help local employers and student job seekers connect on campus. In 2017 49 employers and approximately 500 job seekers attend. Career Connections staff present in classrooms throughout the academic year to promote degree-related internships, resume and application skills, interview skills and coordinate with local human resources representatives to speak in classrooms regarding what current skills employers are seeking in candidates. By promoting education as a necessary means to a successful career in the workforce, Career Connections helps students realize the importance of completing their education, which in turn supports an increase in degree completion, certificate receipt, and transfer-readiness overall.

Critical Thinking and Communication

Job readiness, Job search support services delivered by Career Connections asks students to apply critical thinking and communication skills; eg accessing and identifying appropriate jobs, developing a job search portfolio, demonstrating interviewing skills and completing direct work experience all require critical thinking and successful communication.

Social, Historical and Global Knowledge and Engagement

Not within scope of program

Artistic and Cultural Knowledge and Engagement

Not within scope of program

Technological and Informational Fluency

Students receiving services from Career Connections acquire and apply technological and informational fluency in the process of completing on-line job search and applications. Symplicity is our on-line platform for posting volunteer, internship and job opportunities used by thousands of students each year.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

This should be an update on the data analysis from the last CPPR

Program data is available on the [SLOCCCD Institutional Research and Assessment website](#).

A. [Enrollment/ Program Service Components](#)

Please review the data and provide analysis of the factors affecting your program's overall enrollment, paying particular attention to recent changes. Please also comment on your program's data and how it compares to the overall college data.

Data is collected through sign in tally sheet for in office services. Activities for walk in services include:

General (walk in- job search, job search data base and intensive services-resume assistance, job search and job placements (Work Study), internship placements and WIOA information). Data is approximate due to not every person signing in to receive services.

Tally sheet: approximately 372 individuals served annually- tracking continues to be a challenge since some students sign in through SARS and others on the tally sheet,

Placements: Work Study (Federal and CalWORKs)

Symlicity: 908 student/ job seeker accounts created (Jan 2017- Jan 2018), with

Employers: 492 jobs were posted between Jan 2017 and Jan 2018, with 305 student views and 125 jobs responded to through the website (data is limited due to some employers requiring applicants to complete an application outside of the website and collecting resumes through private emails)

Internship placements: 53 students placed in paid internship through CalWORKs and Federal Work Study, and 3 students placed in unpaid internships through Career Connections.

Classroom visits: Career Connections staff presented in 8 different classes to approx. 18-20 students each time. Presentations focused on industry related job search skills including resume and application writing, job search skills, interview skills and internships and jobs available in the specific course of study attached to the class (Early Childhood Development, Ag Business, Medical Assistant, Criminal Justice, Automotive) Outreach events,

ETPL (affects students across campus and community members seeking retraining programs through WIOA). Career Connections staff assisted with adding 4 new certificate programs onto the ETPL

Job Fair- 49 employers attended and spoke to 10-15 students each on average (based on employer surveys), with 500 students and community members attending.

Employer Services: Career Connections maintains an Advisory Board that is open to local businesses and industries, and organizations. Career Connections is a mandated partner to the Business and Career One-Stop of San Luis Obispo County, and works closely with the SLO Employer Advisory Committee to provide internship and employment opportunities to the student body of Cuesta College. These opportunities are highlighted in several Job Fairs held throughout the county at Cuesta College and the AJCC and are published on the Cuesta Jobs Link, the online Job Search database that is available to students as well as community residents. Career Connections staff also meets regularly with a Job Developer Committee, made up of job developers from

multiple agencies like Department of Rehabilitation, EDD, and local regional centers to discuss job market needs and issues.

B. [Student Demand \(Fill Rate\)](#)

Please review the data and provide analysis of the factors affecting your program's overall fill rate, paying particular attention to recent changes. Please also comment on your program's data and how it compares to the overall college data.

Commentary of category targets Demand vs what it could be
Sign in sheet numbers are not reliable in Career Connections. Tracking students served continues to be a challenge for the office. A SARS tracking system was installed to track CalWORKs students who signed in at Career Connections, however, with staffing changes and interim positions in the office throughout the last several years, sign in requirements were inconsistent and thus our numbers do not reflect the number of students served in the office.

Career Connections staff has been working diligently to improve outreach to students on campus to help connect them with the employment services resources available to them. By participating in on and off campus outreach events, posting flyers and increasing social media presence. Work study jobs are listed and placed through the Symplicity website and students are encouraged to register on Symplicity before meeting with the Employment Services Coordinator. Data reporting on job applications submitted through Symplicity are limited to students who submitted applications through the websites, and most companies link their applications with an outside website. We are working on adding a feature to the website that will help us generate more accurate data on placements through the website, but employers have to follow up on each posting so accuracy may still not be reliable.

Internship placements have been done based on responding to individual employer demands by recruiting students based on training and educational requirements (as they align to coursework). There have been 23 internship placements facilitated through Career Connections between January 2017 and January 2018, and we had 18 the previous year (Jan 2016-Jan 2017).

Targets for upcoming year include increasing internship placements and refining our recruiting of interns for employers and matching students to more internship opportunities in the community. Career Connections received a grant through Bank of America to provide more paid opportunities for students (up to 150 hours) who would like to intern at companies that are not able to pay them for internship hours as a way to help students access more on the job training opportunities.

C. [Efficiency \(FTES/FTEF\)](#)

Please review the data and provide analysis of the factors affecting your program's - FTES/FTEF, paying particular attention to recent changes. Please also comment on your program's data related to the overall college data.

NA-Not within scope of program

D. [Student Success – Course Completion \(Insert Data\)](#)

Please review the data and provide analysis of the factors affecting your program's overall successful course completion percentage, paying particular attention to recent changes. Please

also comment on your program's data and how it compares to the overall college data.

As mentioned above, student internship placements through Career Connections have increased in the last two years. Job placements continue to be difficult to track the same way since students have a variety of ways to apply for jobs, either through Symplicity or directly through employers who post on Symplicity without staff being able to track applicants. Based on data we can track, 246 applications were submitted through Symplicity between Jan 2017 and Jan 2018, and 554 students logged in more than one time to view jobs posted through the website and 279 logged in at least once.

E. [Degrees and Certificates Awarded \(Insert Data\)](#)

Please review the data and provide analysis on the number of degrees and/or certificates awarded, paying particular attention to recent changes.

NA-Not within scope of program

F. Other Relevant Program Data (optional)

Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE

A. Summarize assessment results for program outcomes.

B. Describe improvement efforts that have resulted from SLO assessment.

Brochure of services completed

C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes. JOB FAIR increased attendance (digital media marketing, increase budget)

dynamic linking between students looking for work and employers looking for workers

Targeted postings and outreach to students (more of them)

Additional capacity with additional staff

D. Recommend changes and updates to program funding based on assessment of program outcomes.

- For elements that require funding, complete Section D – [Resource Plan](#) Funding Requests. JOB FAIR (increasing
- For faculty hiring needs, see Section H – Faculty Prioritization Process.

E. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

- A. Regulatory changes
- B. Internal and external organizational changes
- C. Student demographic changes
- D. Community economic changes – workforce demands
- E. Role of technology for information, service delivery and data retrieval
- F. Distance Education impact on services
- G. Providing service to multiple off-campus sites
- H. Anticipated staffing changes/retirements

Employers asking for employability skills-Chancellor's Office reinforcing Guided Pathways so that students can access exploration and skills building,

VI. PROGRAM DEVELOPMENT FORECAST

Suggested Elements:

- A. Description of forecasted program development and objectives, based on information collected in I-IV
- B. Plans for improvement
- C. Support for Institutional Goals and Objectives and Objectives
- D. Student and program outcomes evaluation
- E. Recommendations from external agencies
- F. New service coordination and collaboration – internal and external programs
- G. Anticipated job description revisions based on program changes
- H. Staff training/professional development needs

VII. OVERALL BUDGET IMPLICATIONS

Will be reflected in district planning and budget process

Elements:

- A. Personnel
- B. Equipment/furniture (other than technology)
- C. Technology
- D. Facilities

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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DEAN'S/MANAGER'S ANALYSIS OF COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR)

Program: _____ **Planning Year:** _____ **Last Year CPPR Completed:** _____

Unit: _____ **Cluster:** _____

A. CPPR Pre-Meeting

It is strongly recommended that the Vice President and/or Dean meet with Division Chair/Director/designee and the program faculty and/or staff involved in preparing the CPPR prior to the completion of the review documents. The discussion should include an overview of the CPPR document and expectations of what should be considered and focused on when developing the CPPR.

If a Pre-CPPR meeting occurred, please list those in attendance, when the meeting occurred and a summary of what was discussed.

B. Narrative Analysis of CPPR Sections

Please provide an analysis and comments of programmatic information for each of the CPPR sections below.

- **General Information and Program Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Support of Institutional Goals and Objectives, and/or Institutional Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis and Program-Specific Measurements (Required for Instruction/Student Services/Administrative Services):**

- **Curriculum Review (Required for Instruction and may be Applicable to Student Services):**

- **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis, Assessment and Improvements (Required for Student Services/Administrative Services):**
- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Services/Administrative Services):**
- **Anticipated Service Challenges/Changes (Required for Student Services/Administrative Services):**
- **Program Development Forecast (Required for Instruction/Student Services/Administrative Services):**
- **Overall Budget Implications (Required for Student Services/Administrative Services):**
- **End Notes/Additional Comments (Required for Instruction/Student Services/Administrative Services):**

C. Commendations/Considerations:

Please provide a list of commendations and considerations based on the CPPR.

Commendations:

Comments in this area summarize how the program has demonstrated its effectiveness.

Considerations:

Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

D. Applicable Signatures:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/9JXNBQD>