

1 STUDENT SUCCESS & SUPPORT PROGRAMS, COLLEGE CENTERS COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR) FOR 2022

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: 2021-22 Last Year CPPR Completed: 2018-19

Unit: Community Engagement Cluster: Research, Grants and Community Engagement

NARRATIVE: STUDENT SUCCESS & SUPPORT PROGRAMS, COLLEGE CENTERS CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

Program mission (optional).

Career Connections' mission statement: "The heart for aligning students and employers with quality employment services".

Brief history of the program.

Include the broad history of the program and significant changes/improvements since the last Program Review.

Career Connections has been working on identifying three pillars of Career Connections services that connect students, employers and the community with work-based learning opportunities that connects academic programs with real-world job experiences and employment opportunities. The Chancellor's office has given a directive on increasing work-based learning opportunities for students and an Institutional goal (#5) to increase the proportion of exiting students who report being employed in their field of study. Our staff includes an Employment Services Coordinator who provides direct support to students, a Job Developer who focuses on employer engagement and developing a pipeline to employment for our CTE students, support staff who support Career Connections, Cooperative Work Experience and Professional Development courses, and our Director, Matthew Green. While meeting with each other and looking at our successes and where our gaps were, we decided that our job is really helping students realize that they have more opportunities to get into the workforce in a real-world paying type of job with academics from Cuesta College and support from Career Connections.

In January of 2019 Career Connections performed a review and assessment of its structure, services and processes and identified several initiatives to take to improve the overall scope and effectiveness of the services and resources offered to Cuesta students in the area of work and career readiness and placement. This program review coincided with the addition of a new

Job Developer position funded by the Strong Workforce Initiative. The program review was facilitated by an outside consultant, Erick Briggs of Network Kinecton and confirmed the effectiveness of the existing staffing and overall program structure of work readiness and placement/internship services. The main outcome and benefit of the review and consultation was to learn about best practices for outreaching to students and employers, and tracking placements in a more structured fashion, which is helping staff to effectively support students achieve their immediate and long-term career goals. Specifically, the review led to improving many of the forms and processes used in delivering Career Connections services.

As services transitioned to on-line/ virtual during the COVID-19 pandemic, staff and directors worked together to conduct an on-going review and assessment of how to better bring our services out into the virtual world to let students know that we were still here and that job opportunities still existed in the community. Forms were converted to JotForm and then Dynamic Forms so students could contact us about job search, resume review/ application assistance, interview preparation, internship development or work study job placement assistance.

Career Connections receives requests for employment/ recruitment services from across campus, including requests routed through the President's Office, and has made it a priority to be the department all other campus departments can turn to when needing someone to connect with community employers and recruit students for positions. We regularly collaborate with CTE faculty, Counseling, Teacher Pathways, and other area of study-specific faculty to share current opportunities available to students, qualifications that relate to academics and technical skills and other information that relates directly to applying for positions and other services we offer.

Describe how the Program Review was conducted and who was involved.

Career Connections team meets weekly to review practices as they relate to our mission/ goals, and student outcomes. Meetings include the Director, Employment Services Coordinator, Job Developer and Support Staff, all of whom bring campus, student and employer/ community and program needs to the table. In October of 2021 Career Connections launched an Employment Needs/ Concerns survey to students to find out how many students are working, how many are employed in a job related to their area of study, employment services they would like to have more information about and concerns they have about returning to or entering the workforce. We expected a small response but with the \$25 e-gift card offered for a completed survey, we received 932 unduplicated responses. Our team has been mining this data for information to plan workshops, outreach, and to identify information about concerns that we can share with employers. Many of the requests and actions described in this review are based on this data as well as information from our faculty partners, employer and community partners and the best practices that we have observed other campuses

using to address student employment services on community college campuses.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

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 by providing job search preparation, coordinating with local employers/agencies to provide work-based learning opportunities, and communicating with faculty and academic departments on-campus that help students hone their qualifications and skills. Since the last program review, Career Connections has developed collaborative relationships across campus with CTE departments, Academic Success Coaches and various grant funded cohort groups including ENGAGE, Future Teachers and Nuclear Maintenance, and assisted with a variety of workshops focused on creating internship, mentorship and other work-based learning opportunities with employers in the community. We have also partnered with grant funded internship programs to recruit and place students in entry-level internship opportunities in industries that have historically been out of reach because businesses did not have budgets to pay interns and interns did not have the ability to work for free. Career Connections staff are committed to practices of diversity, equity and inclusion and make a conscious effort to address barriers to employment that our students face, and make sure our employer panels and organizations are representative of our diverse student body.

In September 2018 Career Connections started the Cougar Career Closet, a donation-based gently used clothing closet of professional clothing for students. Donations of

gently used and clean professional clothing has been steadily coming in and clothing is available for free to any currently registered students in need of professional attire for job interviews or the first day of work. We anticipate this service reducing barriers to employment for any student in need and have served over 85 students during the 2019-2020 academic year. With the pandemic, use decreased but our inventory grew, and we now have a dedicated room with 9 racks (between the North County and SLO campuses) of quality inventory to share with students. We have served 35 students so far in the 21/22 Academic year and are looking to increase our outreach on campus through purchasing rolling racks that can be moved around campus to share the resource with students. Purchasing new clothing for interviews is expensive and the Cougar Career Closet removes a barrier and students have reported that they feel noticeably confident walking into interviews knowing that they look professional.

Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Goal 1: Access: Increase student access to higher education/Institutional Objective 1D: Increase career pathways for local high school students

As is critically noted in the national debate on the cost of higher education, access to higher education is greatly affected by the ability to afford the cost of college. Through assisting students acquire paid employment, Career Connections contributes to Institutional Goal 1. Career Connections provides information about student-friendly jobs and helps students prepare to apply, interview and perform successfully in the job. Most Cuesta students work while completing their students. Our survey indicated that 69% of respondents were working (as of Oct 2021). The challenge is figuring out how to provide more opportunities in our areas of study.

The Strong Workforce Job Developer has dedicated time and energy to developing pipelines to employment for CTE students and other areas of high need. The Job Developer focuses on outreach to local employers to identify work opportunities for students and aligning opportunities with coursework. The Job Developer also presents work opportunities to specific classrooms and assists with connecting students to structured internships through the Cooperative Work Experience program. This position has enhanced college capacity to help students in the Career Technical Education (CTE) programs find work experience and employment opportunities as well as better track and report these placements (Tied to Institutional Goal 5).

As part of the 2019 program review outcomes, Career Connections developed and began implementing a survey (in CTE classes initially) that assesses students' career search and readiness needs so that Career Connections staff can better assist them with

moving forward in their respective career paths. The job developer was also tasked with providing information on industry needs back to departments so that CTE programs may have additional information on the latest trends in the field, therefore, helping certificated students to be more marketable and advance in the workforce. The survey continued when we transitioned to Distance Learning during the pandemic, however we noticed a sharp decrease in students being able to work and manage on-line learning so we transitioned to an online inquiry form that students could complete through our website, which would trigger a follow up for an appointment or quick answers to any employment questions from staff.

Institutional Goal 2: Completion: Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets

As noted above, Career Connections continues to help students with gaining access to student-friendly jobs and entry-level jobs, which helps students who need to earn an income while they complete their respective degrees and education goals. Our Job Developer's focus on placement in internships and part-time opportunities in the CTE programs helps students gain hands-on experience in the industry that they have chosen to study so they will be able to connect their studies to real world experiences and see what a completion of their degree or certificate will do for them. Since most employers desire students that are close to the end, or further along in their degree or certificate program, students interested in placement will be motivated to complete the program in order to have access to internship opportunities. We also alert students to earning potential associated with the completion of certificates and degrees in comparison to no degree or certificates so as to encourage them to complete their education and training programs. The data collected by the Department of Labor shows that program completion represents higher pay for community college graduates. When creating work-based learning opportunities, such as internships, Career Connections aligns skill requirements with curriculum and encourages students to consider internships in their last year or semester to emphasize academic achievement being a route to professional opportunities.

Institutional Goal 3: Transfer: Increase the number of students who transfer annually to a California State University (CSU) or University of California (UC)

The contribution of Career Connections to Institutional Goal 3 is mostly indirect. The support (safe, encouraging environment, employment services and placement) to those students who rely on Career Connections to overcome sometimes considerable barriers to employment (barriers which also impact other areas of their college experience) is not insignificant for these students and is a factor behind their successful transfer to a CSU or UC. And as noted above,

helping students acquire paid employment that allows them to pursue higher education is also a factor behind their successful transfer to a CSU or UC. Career Connections promotes Federal Work Study (FWS) opportunities, which are available at CSU and UCs, and assists students with applying for FWS positions at their transfer universities when applicable, which creates guaranteed employment and income for students transferring to new campuses.

Institutional Goal 4: Unit Accumulation-Decrease the average number of units accumulated by Cuesta College students

The contribution of Career Connections to Institutional Goal 4 would only be indirect.

Institutional Goal 5: Workforce-Increase the proportion of exiting students who report being employed in their field of study

Career Connections continues to meet with local employers about current and future employment needs while providing opportunities for students to incorporate internships, work experience, work-study and other employment opportunities into their current course of study. We consider many local area employers to be our partners in developing a strong and highly skilled workforce. Career Connections hosts an advisory committee made up of employers from a variety of industry sectors including hospitality, retail sales, media, Department of Rehabilitation and Workforce Development agencies.

The Employment Service Coordinator works with local employers to host one annual Job Fair for students and several smaller Internship Panels for non-profits and employers looking for interns two times per year (in collaboration with Cuesta College Counseling Department) and recruits employers to attend the Employment Panel at the Cougar Welcome Day events (three days across two campuses). The Employment Services Coordinator also maintains and updates the Employment Trainer Partnership List in coordination with the local Workforce Development Board and participates on the Workforce Development Taskforce Committee for the SLO County Economic Vitality Corporation, a collaboration of businesses, employers, government agencies and educational institutions.

The Job Developer is focused on developing a pipeline to employment opportunities between CTE students and employers/ businesses and is placing the emphasis on building employer relations, in particular with businesses that will employ Cuesta College students as they reach the end of their programs. The Job Developer is also staying connected and current on relevant industries and required skills in San Luis Obispo County and then bringing that industry information back to departments on campus. The Job Developer is a member of multiple committees relating to workforce development, e.g. Employment Development Department, Department for Rehabilitation, and the job development committee, and attends many CTE advisory

committee meetings representing career services for students. The job developer will also be networking at South Bay Women's Network, Chamber of Commerce events and the Central Coast Human Resources Association.

Career Connections has actively provided placement and development services for Grant Funded (Title V and GIS) paid internships in industries that would not typically have funding to sponsor a work-based learning opportunity, which has helped students develop industry-related professional skills as well as a reference network that build their resume and leads to direct hire employment. To this date, we have placed 5 interns through HSI/ Title V funds and 5 interns through the GIS Internship. Additional funding to provide more entry level internships for students in their last year of study would be helpful in providing more placements developed in specific areas of study so students can gain industry related experience in a structured format and have skills and experience required to enter the workforce.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

1. Personal, Academic, and Professional Development

Career Connections assists students with making the connection between personal attributes, academic study and professional development through job preparation and interview prep, which forces students to consider their natural abilities and passion, academic training and technical skills when applying for and interviewing for work-based opportunities. Students receive extensive coaching during any placement/ job development. Career Connections organizes employer panels that are specific to industries, which provides students with information about core workplace competencies, the process of applying and acquiring a job, and being successful in keeping a job. Career Connections services systematically addresses professional development by providing support services for students in the areas of job search, resume/ application writing, employer engagement and feedback, and through using the Jobspeaker student on-line jobs portal with LinkedIn Learning access.

2. Critical Thinking and Communication

Critical thinking and communication are required for most students to be successful at interviewing for a job, keeping the job and navigating the application process. Career Connections provides explicit instruction in navigating application portals and processes, interviewing skills and communication expectations in workshops and one-to-one meetings. We also provide students with an opportunity to reflect on interviews that did not result in a job offer and consider how they can respond to questions differently during the next interviews. We arrange for mock interview opportunities with industry professionals who give students feedback on their interview responses and advice on what can be improved.

3. Scientific and Environmental Understanding

Some work-based learning opportunities to students achieving this ILO.

4. Social, Historical, and Global Knowledge and Engagement

Career Connection provides real-time information in the areas of local job opportunities, labor market trends and larger scale opportunities outside of SLO County. We encourage students to attend employer panels to learn more about the history of local companies, as well as the personal histories of individuals who have overcome barriers with success.

5. Artistic and Cultural Knowledge and Engagement

Some work-based learning opportunities to students achieving this ILO.

6. Technological and Informational Fluency

The services students receive from Career Connections involve them using and enhancing their technological and informational fluency. Job search processes increasingly rely on technology; that is, all steps are now completely dependent on technology: identifying job/internship postings, participating in job fairs and employer panels, participating in workshops, completing the application process, building and posting a resume and other documents, and preparing for and completing job interviews, and actual job interviews that are increasingly offered over tele-meeting platforms.

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 website](#).

Enrollment

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.

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.

Since 2019 Career Connections staff have collected 668 student surveys through classroom visits and followed up with the 405 students who indicated they were interested in further support/ information from Career Connections staff (60% of

students indicated they wanted further information/ resources). We have placed 121 students in paid employment opportunities either through assisting with direct hire recruitments, developing internship opportunities (35) or the various work study programs Career Connections supports. Our 2021 Student Survey resulted in 932 responses, which included contact, area of study and jobs of interest information, which we have used to share employment opportunities with students indicating interest in specific industries. We have received 63 general services inquiries forms and 28 internship/ job development inquiries through our website since the forms were moved on-line. All students were contacted by staff. As COVID case numbers decrease, we have noticed more students reaching for employment services and anticipate being very between now and the end of the semester as more students are more available to work over the summer. We collaborated with Teacher Pathways, ENGAGE scholars, Addiction Studies and counseling to recruit employers and share employment opportunities at approximately 15 different workshops over the last few years and continue to collaborate with departments to do outreach about Career Connections services.

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.

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.

121 placements in employment, 111 students served with the Cougar Career Closet, 431 students engaged and activated on Jobspeaker, 335 current job/ internship opportunities posted on Jobspeaker.

Data is limited to what we have tracked through spreadsheets. We are not currently tracking appointments or student walk-ins through SARS grid since moving to a remote office environment.

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.

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.

As demand for work-based outcomes increases, and tracking student placement becomes more important, we anticipate needing additional staff support. Career Connections is working to become the hub for student placement and tracking for the Community College Corp program as well as increase pipeline opportunities for CTE students in the next few years and this will increase the need for staff support.

IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE

Summarize assessment results for program outcomes.

- 1) As a result of interaction with the Career Connections services or services initiated by and/or supported by Career Connections, Cuesta students will demonstrate knowledge and capacity to develop a job search portfolio (e.g. application, resume, cover letter) and interview effectively.
- All students who request and participates in work-based learning placements through Career Connections is required to complete a resume and cover letter review with the Employment Services Coordinator before being placed by the Job Developer. Often this means creating a document to review and each step in creating the document involves the student investigating skills required for a position as well as relating coursework and work history to a job description. Before a student interviews for a position, we offer interview practice (in-person or on zoom), as well as multiple sources of interview tips through the Jobspeaker job board (including LinkedIn learning videos). We offer interview prep workshops for students participating in mock interviews, which are required for any students attending mock interviews in cohort model grant funded programs.
- 2) As a result of interaction with the Career Connections services or services initiated by and/or supported by Career Connections, Cuesta students will demonstrate knowledge of local job search resources, such as Jobspeaker, as well as identify available internships or employment in San Luis Obispo County, especially in area of study and career goal-related opportunities.
-Career Connections attends or organizes 6-20 workshops per year and shares Jobspeaker and other job search resources for students, as well as current job and internship opportunities in industries related to specific areas of study. We also provide LinkedIn and Indeed profile reviews for students who are engaging in professional social media networking opportunities and job search engines. Through Jobspeaker we can track placements and share area of study-related work opportunities with students engaged in Career Connections placement support. We have tracked 42 job openings and all applications through Jobspeaker (this does not include students receiving active services from Career Connections). 433 students are currently active on Jobspeaker.
- 3) As a result of interaction with the Career Connections services, or services initiated by and/or supported by Career Connections, Cuesta students will demonstrate knowledge of workplace competencies and 21st Century skills. Describe improvement efforts that have resulted from SLO assessment.

-All resume templates and job description are developed to list 21st Century Skills required for the position. Skills associated with 21st Century skills are reviewed when developing resumes and cover letters. Career Connections has been working with the Counseling department to highlight skills the areas of study pathways workshops, and current job opportunities with academic certificates/ degrees included and skills associated with each position. Career Connections staff have been planning workshops around elevating the awareness of 21st century skills, targeting individuals returning to or entering the workforce as we are finding that many students are not aware of the foundational importance of these skills to obtaining and staying employed.

Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

Student engagement in workshops and events continues to be a challenge. With continued buy-in and support from faculty, departments and grant funded programs, Career Connections has been able to collaborate on multiple projects and bring more students and employers together.

Upon reflection, Career Connections needs a targeted marketing campaign to increase awareness of the services we provide for students. We have requested funding to be used in a marketing campaign that will help advertise our services, including the career closet and internships available to students in their areas of study.

Assessment of outcomes has also prompted Career Connections to renew its commitment to collaborate with the America's Jobs Center of California and Workforce Development Board of SLO County. Covid and other factors unrelated to Career Connections had limited interactions and collaborations with these partners. Career Connections recently engaged our WED and AJCC partners to coordinate on job search and related activities. Funding is requested to support this collaboration initiative.

In case of the loss of Regional Strong Workforce Programs funds that currently cover the cost of Jobspeaker, a request for continued funding of this vital Job-search resource is identified as an inter-mediate or long-term need.

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](#).
- For faculty hiring needs, see Section H – Faculty Prioritization Process.

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

The Chancellor's Office continues to identify career planning, readiness, and placement as a priority for the system. Career Connections services is a primary avenue for students to make progress towards earning the college degree that prepares them for an in-demand job (Vision Goal #1) while entering and building momentum in their career path and Vision Goal #4). Career Connections staff continue to participate in professional development in the areas of helping students with barriers to employment navigate obtaining employment. Our focus continues to be on providing comprehensive services and awareness of community resources to share with students when more technical/ direct services are required.

B. Internal and external organizational changes

An ongoing challenge is finding students to fill positions that employers are offering. Career Connections staff are constantly developing new ways to reach students and share opportunities. We would like to pay some attention to marketing and outreach and continue to be able to get student feedback about their employment needs and expectations through incentivized surveys.

C. Student demographic changes

Paying attention to the diverse student population, Career Connections actively engages in professional development to stay current on legislation and best practices for students who have had barriers to employment. We actively update the ETPL so displaced workers can obtain training through WIOA and Workforce Development Board funding for Cuesta College certificates and degrees. We work with employers who engage in equitable hiring and work to create opportunities for student populations that are under-represented in specific industries. More funding to subsidize internship opportunities for students will help increase opportunities students to gain work-based learning in industries that may not be able to pay students for internship time, which prevents many students from participating.

D. Community economic changes – workforce demands

Workforce needs in SLO county create a unique challenge and COVID has increased the challenge. There is high demand for hospitality and retail service jobs (which traditionally do not pay a living wage), and many well-paying entry-level jobs require high-cost certifications (technology) or advanced degrees. Students who were laid off during the pandemic have indicated they have little interest in returning to the jobs/ employers that laid them off because they want something more stable. Many students have gained skills and technical skills through their studies at Cuesta and are interested in entry-level work with remote working opportunities, which are not readily available in SLO County. Career Connections continues to

build our employer partnerships and the role of Job Developer has been instrumental in increasing employer engagement.

E. Role of technology for information, service delivery and data retrieval

Technology has become increasingly important in this new age of student services. We streamlined service delivery through our website, adding virtual office hours and providing an on-line intake form for service/ assistance from Career Connections staff. We have utilized the Jobspeaker jobs board as a means to directly share job opportunities and employer events with students. Jobspeaker includes LinkedIn Learning access, and we have curated content to recommend to students (in English and in Spanish) in the areas of professional development, 21st Century Work skills, Interview/ Resume Writing tips and videos about stress and life management. We started recording employer spotlights on zoom and posting videos to our YouTube page as “Employer Spotlights”. We would like to increase these types of videos to post on our Canvas page and website for students who cannot attend live events but would like the information. SBCC used this model and noted that they experienced an increase in student participation when videos were posted on their website after events.

F. Distance Education impact on services

As already noted, with the onset of Covid Career Connections all services were made available to students in a virtual format. Changing patterns in the ways that students access services from Career Connections are being evaluated as the college and community returns to more in-person activity. Career Connections program staff will continue to accommodate the needs of Cuesta students in the in-person and virtual formats that best meet these needs.

G. Providing service to multiple off-campus sites

Career Connections staff provide in-person services on both the SLO and North County campuses. Career Connections also provides services remotely.

H. Anticipated staffing changes/retirement

Career Connections will be fully staffed after the April 2022 Borad of Trustees meeting with no anticipated changes. The Job Developer position has been vacant since the departure of Kim Espino in January 2022.

Institutional Goal 5, Strong Workforce priority directing the importance of employment services and informing how we do business with students and employers, and how we approach problem solving when it comes to lack of opportunities and lack of applicants for unpaid internships.

VI. PROGRAM DEVELOPMENT FORECAST

Suggested Elements:

A. Description of forecasted program development and objectives, based on information collected in I-IV

Career Connections plans to be the hub for building opportunities and tracking hours for College Corps volunteers, while continuing to develop pipeline opportunities for CTE students.

None of these actions will matter if students aren't aware of our services so we need to develop marketing and events that reach students. We are requesting funding for rolling clothing racks for pop-up Career Closets on campus, as well as funding to host more employer events with food and other incentives.

B. Plans for improvement

Plans for improvement include continued student outreach and class presentations on services, student and employer surveys to inform workshop planning, capturing more students in high school to see opportunities that come from CTE programs in the areas of internships and employment.

C. Support for Institutional Goals and Objectives and Objectives

Institutional Goal 5, Strong Workforce priority directing the importance of employment services, specifically informs our program goals and service-learning outcome planning, student and program outcomes evaluation, and informs how we do business with students and employers, and how we approach problem solving, especially when it comes to lack of placement opportunities and lack of applicants for unpaid internships.

Along with Institutional Goals as a guide, Career Connections uses information from surveys, pre- and post- workshops, number of students placed in work-based learning opportunities or direct hire placements, increased number of participants in workshops and employment events to inform planning.

D. Recommendations from external agencies

Continued collaboration with AJCC, Department of Rehabilitation and Workforce Development Boards help all agencies work together to meet the needs of employers and understand skills and qualifications in demand in local industry.

E. New service coordination and collaboration – internal and external programs

F. Anticipated job description revisions based on program changes

It should be noted in this report that the Secretary II position is in need of review and possible reclassification (for example, to a program technician or assistant) based on the level of support, technical skills and knowledge required for position in providing student assistance, faculty and staff support and community contact.

G. Staff training/professional development needs

Career Connections will be fully staffed after the April 2022 Board of Trustees meeting with no anticipated changes. The Job Developer position has been vacant since the departure of Kim Espino in January 2022.

VII. OVERALL BUDGET IMPLICATIONS

Will be reflected in District planning and budget process

Elements:

A. Personnel

Career Connections is requesting funding to support 20 paid internships at a total cost of up to \$45,000. This is a request to subsidize employment for students so that we can increase paid

opportunities in areas of study where paid opportunities have traditionally been unavailable. There is a barrier with for-profit employers who do not have funding to pay student interns but have capacity to train and supervise them. Not all students qualify for Federal Work Study monies, which is one way we can assist with providing support for pain internships.

The plan to enhance outreach/ employer engagement through employer panel luncheons, job fairs, will involve costs associated with marketing, food and facility up to \$15,00. These resources would also strengthen the collaboration with the AJCC and WDB on events for job-seekers and employers.

In order to stay current in the policies, practices and resources associated with provide employment and work-based learning services, it is critical that Career Connections staff attend conferences, regional meetings and access additional resources. The associated cost for ongoing Professional Development is up to \$6,000 per year.

B. Equipment/furniture (other than technology

Career Connections will be requesting an evaluation of the front desk for the need of a Standing Desk. If approved this would represent a cost of \$1,600.

C. Technology

The annual cost of the subscription of Jobspeaker student jobs board with LinkedIn Learning access is \$25,000. This cost is currently funded with Strong Workforce Program Regional funds. Jobspeaker has become a central resource for job search support for students. The request for college funding for Jobspeaker is included in this report in case Regional funding is no longer available Career Connections also relies on access to SARS grid for tracking student services. If there is a cost for Career Connections to access this resource, this request is to cover the cost of this access.

D. Facilities

E. Other:

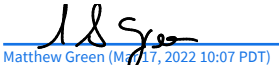
There is growing student demand for support for suitable clothes for interviews and working. To support the operations of the Career Closet there is a need for funds to cover the cost of dry cleaning, Cuesta branded clothing bags, new socks as well as to purchase items like scrubs and other industry specific clothing. An estimated need is for \$500.

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

Matthew Green	 <small>Matthew Green (Mar 17, 2022 10:07 PDT)</small>	03/17/2022
---------------	--	------------

Division Chair/Director Name	Signature	Date
------------------------------	-----------	------

Shamarah Giannetto		03/17/2022
--------------------	---	------------

Name	Signature	Date
------	-----------	------

Nanette Piña-Stevens	 <small>Nanette Pina-Stevens (Mar 17, 2022 10:04 PDT)</small>	03/17/2022
----------------------	---	------------

Name	Signature	Date
------	-----------	------

Rachel Goddard		03/17/2022
----------------	---	------------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

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 Success and Support Programs, College Centers/Administrative Services):**
- **Program Support of Institutional Goals and Objectives, and/or Institutional Learning Outcomes (Required for Instruction/Student Success and Support Programs, College Centers/Administrative Services):**
- **Program Data Analysis and Program-Specific Measurements (Required for Instruction/Student Success and Support Programs, College Centers/Administrative Services):**
- **Curriculum Review (Required for Instruction and may be Applicable to Student Success and Support Programs, College Centers):**

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

- **Program Data Analysis, Assessment and Improvements (Required for Student Success and Support Programs, College Centers/Administrative Services):**

- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Success and Support Programs, College Centers/Administrative Services):**

- **Anticipated Service Challenges/Changes (Required for Student Success and Support Programs, College Centers/Administrative Services):**

- **Program Development Forecast (Required for Instruction/Student Success and Support Programs, College Centers/Administrative Services):**

- **Overall Budget Implications (Required for Student Success and Support Programs, College Centers/Administrative Services):**

- **End Notes/Additional Comments (Required for Instruction/Student Success and Support Programs, College Centers/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:

Ryan Cartmel



Vice President/Dean

Date



Matthew Green (Mar 17, 2022 10:07 PDT)

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.