

#### COMMENDATIONS:

1. Engaging and informative Program Review presentation!
2. J&I staff participation in exciting student service improvements coming with FLAIR.
3. Mapping service delivery to both the PCC Strategic Plan and the Panther Path.
4. Excellent job fairs and other student-focused events.
5. Clear and elegant mission statement: "The Mission of Jobs & Internships is to provide services and support to students and graduates seeking jobs and internships as they take knowledge and skills from the classroom to the workplace."
6. Solid efforts to identify student learning outcomes as a result of participation in services and programming. Special commendation to Cascade for their efforts with outcomes assessment over past five years.
7. Admirable guidance for college on state/federal guidelines and concern for compliance – students/graduates have “fair access to job and internships”
8. Amazing partnership with Intel. Being their #1 source for technical workers is something to be very proud of as a college.
9. Partnership with instruction and excellent offerings of for-credit classes for students.
10. Impressive numbers of students served.
11. Commendable and creative work offering great opportunities to students during the 11.6% Oregon state unemployment high of 2009.
12. Forward action on three main recommendations from 2007 program review:
  - Improve data gathering and follow-up
  - Increase internal marketing, especially of Cooperative Education.
  - Continue to monitor the job market and workforce needs of our community.
13. Exciting to see co-op numbers increasing.
  
14. Providing thoughtful recommendations and requests for guidance from administration.

#### QUESTIONS/AREAS FOR FURTHER CONSIDERATION:

- **Student-Facing:**
  - What are “core services” that should be offered consistently across all campuses?
  - How does Jobs & Internships work with students to do a comprehensive social media scan of their profiles to eliminate negative images?
  - How does Jobs & Internships support undocumented students to access employment opportunities?
  - How does Jobs & Internships support students with barriers to employment (background issues, drug use, etc)?
  - Does Jobs & Internships offer services to graduates of PCC and have information and assessment in the Graduates Survey?

- **Partnerships- Internal:**
  - Do all Jobs & Internships Specialists have a relationship with their CTE program that they support and the CTE Advisory Committee for those programs?
  - Which college model of working with CTE programs has greatest impact on student and program success? How does J&I collaborate with instructional faculty and leadership to determine model?
  - How could Jobs & Internships partner more closely with Orientation and Advising?
  
- **Employer-Facing:**
  - Could our PCC employer-facing outlets be more seamless (outreach, collateral, web) to better serve our employers as “one PCC”?
  - How does Jobs & Internships partner with Alumni to cultivate job leads and employer partnerships?
  - How are Advisory Committees functioning? What role do Jobs & Internships staff members play on these committees? Are improvements needed?
  
- **Other areas for consideration:**
  - Could campuses with Jobs & Internships and Career Exploration Centers leverage resources to combine both departments? What would be the benefits to students in communicating services in the context of resources to support their “career development pathway?” Possible overarching label such as Career Resource Centers?
  - What assessment tools and approaches could be used to better determine impact of services/support on achievement of student learning outcomes? How can criteria for outcomes achievement be determined? For example, from your Learning Outcome #1- How do you define an “effective job search”?
  - How does the work of J&I align with the college’s goals to improve the climate for equity and inclusion?
  - How engaged and committed to the FLAIR/Title III virtual career development pathway work are the J&I specialists?

**SUGGESTIONS/OBSERVATIONS/CHALLENGES:**

- Evaluate the current state of Jobs & Internships partnership with PCC Workforce Development and determine how it could be strengthened to improve student experience and maximize college resources and expertise.
- All Specialists should engage fully and actively with all efforts of FLAIR/Title III virtual career development project, which is fully supported by administration as a key strategy to improve access and success of students:
  - Commit to becoming experts and using agreed upon career development and employment support tools/software (CIS, Career Connections, Interview Stream, Panther Tracks curriculum, etc.).

- o Serve on a FLAIR work group and/or maintain awareness of goals and activities of project: student employment, career education panther tracks, CIS improvement work, website landing page, Vet Tech pilot, etc.
- o “Market” the FLAIR enhancements to students and faculty – educate and generate enthusiasm!
- o Consider opportunities for further integration of tools; i.e. working with CTE chairs to embed Interview Stream in programs as assignment.
- District alignment on key data points and program assessment is a critical activity and will be reflected below in response to recommendations.
- Enhance ongoing professional development in the area of cultural competencies, grounded in the college’s goals and tools such as critical race theory.
- Partner with instruction to review college models for supporting CTE programs related to jobs/coop/internship outcomes. Include enhancing system for college compliance with state and college cooperative education policy and practice.

RESPONSE TO RECOMMENDATIONS FROM THE PROGRAM REVIEW:

1. *Respond with flexibility to changes in the job market and industry.*
  - a. Increase connection with VP of Workforce Development (Marc Goldberg) and his programs and explore ideas for enhanced collaborative efforts - For example, he is using Burning Glass (this could potentially be an excellent resource for students) and working with employers throughout district. Partnering with this area on technology, employer outreach, and development is critical.
  - b. Ensure that staff are engaged with national career development organizations such as [NCDA](#), [ACRP](#), [ACTE](#), and [NACE](#) to continue to stay current on industry trends. Administration should assist with identification of professional development funds to support this effort.
  - c. Seek opportunities for professional development in the area of cultural competencies. Seek to understand and continue to integrate how this work aligns with Critical Race Theory as a tool and the college’s goals for improved equity and inclusion. Administration should assist with identification of professional development funds to support this effort.
  - d. Expand upon the great use of social media such as LinkedIn (kudos to Gary for use) to have it fully integrated at all campuses.
2. *Seek to expand Co-op participation and enrollment.*
  - a. Expanding Co-op enrollment is an important goal and administration supports the increased experience-based learning that internships provide. This goal will take significant partnership with instruction and likely a shift in institutional priority towards all students participating in experience-based learning as a part of their PCC experience. J&I staff can help initiate this important college conversation by taking the lead in engaging key stakeholders to explore opportunities for this intentional integration and creating an associated action plan. Administration would actively support this effort.
3. *Participate in implementation of Title III/FLAIR recommendations.*

a. Excellent. We appreciate your enthusiastic involvement. These efforts are fully supported by administration as a key strategy to improve access to employment and success of students related to their career development pathway. See specific recommended actions in the above section.

*4. Develop better procedures to ensure Co-op policies are followed.*

a. Work as a district to continue to refine and implement consistent cross-college training with faculty and staff related to cooperative education policies and procedures, as well as legal aspects of student employment. Training needs to occur annually and be consistent across the district. J&I staff should develop training curriculum and identify appropriate training venues. Deans of Instruction and Deans of Students should be viewed as critical partners in this effort, supporting access to faculty and instructional administrators and assuring accountability to policies and procedures.

b. FLAIR/Title III has engaged in an “industry prototype” pilot with the RC Vet Tech program. Ideally, this will serve as a prototype for use of Career Connections (CSO) to automate some aspects of the Coop/internship process. There is a possibility of programming Career Connections to help manage Coop paperwork and communications.

*5. Request the college administration clarify priorities for projects that are shared across the district.*

*Immediately identifiable priorities:*

a. Jobs & Internships appears to be tracking their success by inputs rather than outputs. Highly recommend that Jobs & Internship team work with DOS team and identify the "output" of their work (ie: # of students successfully completing co-op and internships, # of students gaining part-time employment, # of graduates gaining successful employment in their field, as well as the retention of students that have utilized their services) and a more robust program assessment strategy. Consistent data collection procedures need to be defined across programs and campuses. That is a 2007 Program Review Goal that needs to be emphasized and have continued focus. This work will allow the program to identify what are priority activities and what is a good return on investment of time and resources. Student development administrators will be working on refining district wide assessment expectations and tools during summer 2016. More direction to come in this area!

b. Fully and actively engage with all efforts of FLAIR/Title III virtual career development project, See above section for specific recommended actions. Work with administration related to this project and how J&I can continue to play a leadership role in implementing these important tools and improved processes.

c. Multiple opportunities for engaging with other departments and programs have come up in this Program Review response. Administration encourages J&I staff to actively engage with them to explore and identify synergies that may exist with Workforce Development, Career Exploration, Advising, Outreach, CTE programs, and other instructional areas (but not limited to these areas). Student outcomes and positive

student experience should remain at the center of this discussion and planning. We are eager to work with you!

6. *Review Jobs & Internships staffing levels related to student service needs and staff support resources.*

a. The Deans of Students recently reviewed service utilization and staffing levels across student services areas across the district. Recommendations for staffing modifications should stem from intentional planning efforts for J&I area as identified in above section.

CLOSING COMMENTS:

We appreciate the effort and work represented in the program review. It is evident that the Jobs & Internships staff has been adaptable and responsive to a rapidly changing landscape. It is evident that you are dedicated to student success. We look forward to supporting your ongoing work for continuous program improvement.

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