



Jobs & Internships Program Review 2015

Portland Community College

10/30/2015

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Jobs and Internships Program Review 2015

Introduction

In 2014, the college-wide offices of “Student Employment and Cooperative Education” at PCC changed our name to “Jobs & Internships.” We did this to better represent ourselves to our primary constituents: students, graduates and employers. We continue to provide employment services to students and graduates. Cooperative Education still functions as a program providing credit for internships. But our name better informs the nature of our services. “Jobs & Internships” is not just who we are; it is what we do.

At PCC, the Jobs & Internships offices have three major tasks.

- We assist students seeking employment while in school to pay for tuition, books and other costs.
- We aid students and graduates of our career programs in finding part-time and full-time work related to their studies and training.
- We help PCC students across all curricula find meaningful Cooperative Education (internship) experiences both to augment their studies and to explore career options.

The Jobs & Internships offices are located at four campuses (Cascade, Rock Creek, Southeast, Sylvania), although our services are open to all PCC students and are available off-campus via various online tools. We also provide services to local employers seeking qualified workers or interns.

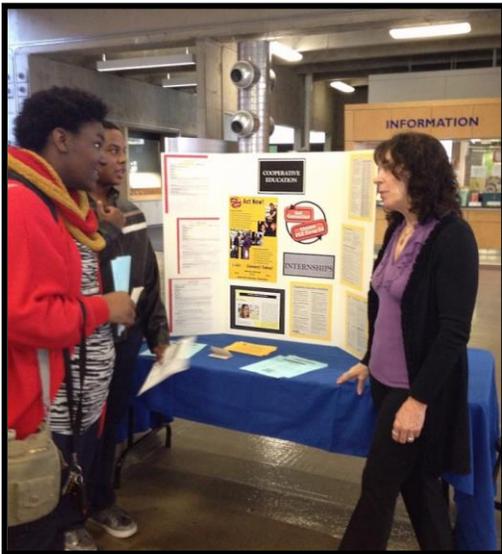
This document will review the services provided by Jobs & Internships to students, employers, faculty and staff, discuss changes and accomplishments since the last program review, and present our progress in the Learning Outcomes/Assessment process. This review will cover the time period from Summer 2007 to Summer 2015.

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.

We offer services that assist students and graduates with developing job search competencies and tools to present themselves effectively as candidates for employment. Students are able to obtain information on employment opportunities and prospective employers, and connect with employers through campus interviews, job listings, referrals, direct application, networking, publications, information technology, and job fairs.

Cooperative Education is experiential learning created from a partnership between the college, a student and a work site. Students have the opportunity to apply classroom theory, to add to the skills learned in class, and to broaden their knowledge and understanding of both career and work place realities. Students earn academic credit for their practical experience. A work site supervisor and an Instructor supervise and evaluate in order to support the student to achieve goals and encourage in-depth reflection on progress. A Co-op Specialist provides advising and logistical support in finding and setting up work experiences, along with site development and archivist functions.



Glenna Barrick-Harwood talks to students about Co-op Internships

Goals

We will contribute to overall student success by providing quality job search training and resources to all CTE students and general job seekers (transfer, international, professional development, undecided, pre-professional, DE, ESOL) who are attending or are graduates of PCC, supporting economic, workforce and community development. This will be accomplished through a variety of projects and activities. (See *Recommendations p. 28.*)

PCC Strategic Plan

Jobs & Internships (J & I) supports Portland Community College's Strategic Plan by providing resources, training and assistance for students seeking ways to pay for college, students looking for application of classroom learning in meaningful internships and work experiences, and graduates (and near-graduates) wanting to transition into their chosen career field.

We provide services addressing the following Strategic Intentions:

1. Provide Outstanding, Affordable Education
 - 1.1. J & I coordinates access to Work Study postings and applications. We also provide access to local part-time, temporary and seasonal employment for students.
 - 1.2. J & I supports PCC's Cooperative Education offerings throughout the college, supporting students applying learning in experiential learning experiences (Co-op).
2. Drive Student Success
 - 2.1. J & I provides industry-specific job search training to CTE students through embedded services (classes, workshops, panels, etc.)
 - 2.5. J & I provides general job search training to transfer and others students.
 - 2.7. J & I offers job postings and job referral services online, as well as job search guidelines and samples
3. Ignite a Culture of Innovation
 - 3.3. As a liaison to employers, J & I brings feedback to CTE programs regarding changing industry needs, recruits Advisory Committees, and provides access to internships and other industry training opportunities to students.
4. Transform the Community through Opportunity
 - 4.2. J & I assists in developing internship programs and recruitment relationships with local employers.
 - 4.5. J & I works with employers across the spectrum of industries and services, of all sizes and organizations, to connect students and graduates with job opportunities.
5. Create a Nationally Renowned Culture for Diversity, Equity and Inclusion
 - 5.4. J & I ensures fair access to jobs and internships through our services and tools. J & I offers advice to other programs throughout the college relating to EEO, Fair Labor Standards and other employment guidelines.
6. Achieve Sustainable Excellence in All Operations
 - 6.6. J & I supports recruitment in various Sustainability and "Green Technology" fields for local employers.



Tamara Williams visits a Welding Co-op site

Panther Path

The Jobs & Internships department supports students throughout their path at PCC. As part of the PCC Student Services Program Planning & Mapping Framework project, J & I staff from across the district met to review our services and determine where our program “fit in” with the student services goal of supporting students across all stages of their personal and professional development. Jobs & Internships offers help to a range of seekers, from early career explorers, to advanced students wanting applied learning experiences, to recent graduates seeking jobs, to alumni looking for advancement advice.

A summary of Job & Internships functions as they relate to the Panther Path can be seen in the following page. (A full Mapping Framework for Jobs & Internships online at <http://spot.pcc.edu/jobs/assessment15/MapFramework.pdf>.)

“The Panther Path”

Jobs & Internships

Prepare

- Provide job market information to potential students
- Help students identify jobs sources (who hires ...?)

Engage

- Train/assist student to identify self-management, transferable, technical skills
- Locate and identify employers and job descriptions
- Facilitate informational interviews

Commit

- Advise students on how Co-op fits into their program of study
- Explaining the Co-op process and requirements

Complete

- Coach students on effective job search strategies
- Review/critique resumes and other job search materials
- Conduct mock interviews
- Teach classes/workshops
- Set up student referrals to jobs/internships

Thrive

- Coach graduates on effective job search strategies
- Set up graduate referrals to jobs/internships

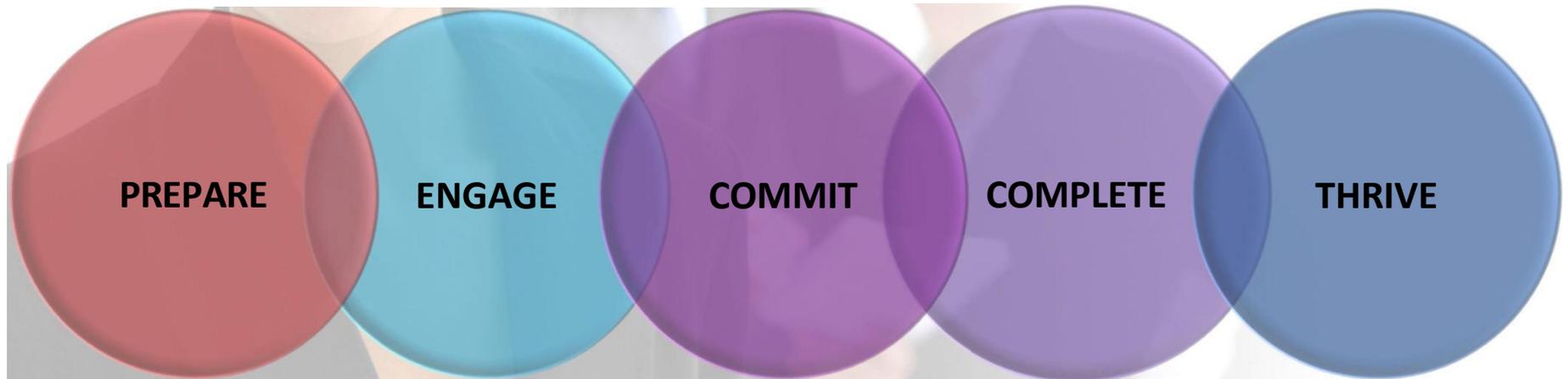
PREPARE

ENGAGE

COMMIT

COMPLETE

THRIVE



Program Description

Who Do We Serve?

All PCC credit students and most non-credit students are eligible to use Jobs & Internships services. Graduates of PCC's CTE and transfer programs can also use our services. (We require an "active" G number to confirm eligibility.) Job and internship opportunities are available to distance students via CareerConnections, our web-based tool, and via email delivery. We partner with ASPCC, Disabilities Services, the College Success and Career Guidance department, the Multicultural Centers, Veteran's Resources, the Women's Centers and other student services to offer both general and customized services to special populations.

We serve employers in both the private and public sectors. The majority of these are local, although we also serve employers nationally and internationally. Employers recruit for general jobs (retail, warehouse, food service, customer service, office support, etc.) and career positions requiring specialized training, certification and degrees. We also support internships, both paid and unpaid, offered in a wide range of career fields through employers locally and abroad.

Specialists provide targeted services to CTE and transfer programs based on current job market need, industry standards and program goals. We assist PCC programs as local job market experts, serving on Advisory Committees, SACs and other committees. We advise and train Co-op faculty. We work closely with CTE advisors and general advisors on Co-op eligibility and enrollment. We may teach courses or deliver content relevant to specific CTE or transfer programs.



Becky Washington and a Future Connect class

Services

PCC offers a variety of career and employment services to students and graduates, including job postings at our Jobs & Internships Offices and online, recruitment events including Career Fairs and employer visitations, workshops, and staff specialists available for job search and résumé assistance. Additionally, the Jobs & Internships staff provides support for Cooperative Education programs throughout the college, as well as outreach and marketing to employers.

Job and Cooperative Education opportunities and referrals are available to students and graduates in a variety of ways. Opportunities are posted in our Jobs & Internships offices and on bulletin boards throughout the Cascade, Rock Creek and Sylvania campuses. Many of these same opportunities are available online through CareerConnections, our web-based job referral system. We offer targeted email or listserv referral services for qualified students/graduates in many career areas. Specialists often partner with faculty to broadcast opportunities to targeted programs or students.

Job fairs and on-campus recruiting are available at the Cascade, Rock Creek and Sylvania campuses. We have offered a variety of recruiting events including the Cascade Job Fair, the PCC Seasonal Job Fair at Sylvania, Rock Creek Career and Technical Opportunities Day, the Medical & Dental Employer Showcase, and others. Additionally, we coordinate individual employer recruiting visitations throughout the year. Specialists also assist career technical programs at their respective campuses with targeted job fairs and other recruiting activities.

Classes and workshops are offered throughout the district on résumés and other job search methods, labor markets and career exploration. These classes are offered for credit (e.g., CG 209 Job Finding Skills) and non-credit (e.g., “How to Use the Career Center”; “Résumé Tune-up”; “Conducting Informational Interviews”). We have developed extensive online materials for students to use either self-paced or as part of a formal class (e.g., Employment Quest). Additionally, specialists serve as guest speakers in both career technical and transfer courses on topics related to career exploration, job markets and job search.

Individualized assistance and coaching is available at each of the campuses with specialists assigned to specific career fields and programs. Specialists work individually with students/graduates to find employment or internship opportunities, and to develop job search materials such as résumés, cover letter, portfolios, etc. Again, these services may be offered in person or online.

Cooperative Education support, including student advising, coordination and archiving of Training Agreements and Learning Objectives paperwork, and other support functions, is available to PCC's academic and career technical programs. Specialists may also teach a Cooperative Education seminar concurrent with the Cooperative Education work experience.

Outreach to employers for job and internship opportunities is carried out by the specialists as needed. As more students/graduates contact us for openings or as job markets tighten, specialists increase and expand job and site development activities, usually targeting specific career areas. In this function, we partner with the Workforce Development, WorkSource Centers, trade associations and PCC academic and career technical programs.

Other services to PCC students, faculty and staff include acting as a job market resource with immediate feedback on employer needs, advising SACs and others on "real world" demands for skills and abilities, assisting academic and career and technical education programs with advising relating to Cooperative Education, and fostering relationships between employers and PCC.

Organization

The Jobs & Internships departments are part of the Student Development Division of each campus, reporting directly to the Dean of Student Development or to the Associate Dean of Student Development.

Cascade Campus

Jobs & Internships services at the Cascade Campus are under the umbrella of Career Services, which includes the Career Resource Center, CareerConnections system administration, InterviewStream system administration and the Cascade Job Fair. This group is comprised of a full-time Coordinator, an Assistant Coordinator (1.0 FTE), a Perkins-funded Specialist (0.80 FTE) and a full-time administrative assistant and a part-time casual office support person. An additional part-time casual position is used to coordinate CareerConnections jobs postings. (This position is funded jointly by three campuses.).

Rock Creek Campus

The Jobs & Internships department at the Rock Creek Campus consists of a full-time Coordinator, a full-time Specialist, and two part-time Perkins-funded Specialists (0.50 FTE and 0.60 FTE). Recently, casual funding was added for front desk coverage which accumulates to full-time position.

Southeast Campus

Jobs & Internships services at the Southeast Campus are integrated into the Career Exploration Center. This department is comprised of a full-time Coordinator. They also have limited casual front desk support.

Sylvania Campus

The Jobs & Internships Department at the Sylvania Campus is comprised of a full-time Coordinator, a full-time Specialist, a part-time Perkins-funded Specialist (0.85 FTE) and a full-time administrative assistant. An additional full-time Specialist is funded by and reports directly to the Business, Computer Technologies and Real Estate Division.

Instruction

Jobs & Internships coordinators and specialists at all campuses currently teach as faculty through the Counseling and Guidance (CG) curriculum. Other curriculum areas have approved specialists as qualified under their hiring guidelines to teach various courses.

Staff

The current Jobs & Internships staff brings a wide range of experience and expertise to PCC. Altogether, our team of specialists/coordinators has over 100 years of combined experience in employment services. Additionally, the staff has direct experience in teaching, program management and social work in the public sector, as well as management, communications and training in the private sector. Our staff holds advanced degrees in Education, Business, Public Administration, Social Work and Languages. The specialists are active in 20 different professional organizations, as well as serving on many PCC committees. Specialists also teach across curriculum at PCC including Business, Counseling and Guidance, and Writing courses, as well as Cooperative Education courses. (A list of current Coordinators and Specialists is online: <http://www.pcc.edu/resources/careers/students-grads/employment-services.html>. Bios for staff are also available online at <http://spot.pcc.edu/jobs/programreview15/J&IStaff.pdf>)

Accomplishments

#'s Served

Jobs & Internships served **18,342 students and graduates** in 2014-2015. We served 56 CTE programs across the district this year. (Some of these programs are served by more than one specialist if they cross campuses.) We also worked with students in transfer programs, ESOL, ABE/GED and non-credit. In the past year, specialists reviewed 1838 résumés and conducted 688 mock interviews (278 through InterviewStream online). Specialists presented to 172 classes/groups, serving 3450 students. (See Table 1 on page 11.)



17th Annual PCC Job Fair at the Cascade Campus

Job and internship openings are delivered in two modes. For general jobs (not requiring specialized training) and for career-related jobs that target multi-campus programs (e.g., accounting), CareerConnections is the primary delivery tool (along with job boards). For most career-related jobs (requiring specialized training and/or degree or certificate), the specialist provides targeted referrals customized to that program/industry. Here delivery method varies and may include email delivery, on-campus recruiting, coordinated open houses with employers, portfolio development and distribution, etc. (e.g., *Rock Creek "Point of Pride" on pg.19.*) Cascade Campus uses CareerConnections as its primary delivery tool for all jobs. All campuses provide one-on-one job coaching, in class presentations, workshops, online résumé and interviewing guidance and review, and job market advising to students and graduates.

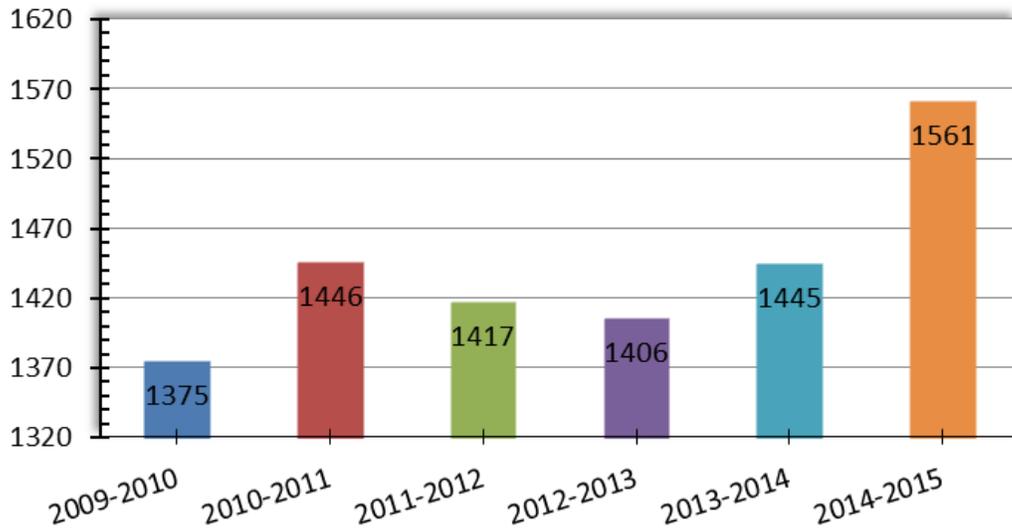
2010-2015		PROGRAM REVIEW COMBINED DATA				
STUDENTS / GRADUATES						
	Head Count	Contacts	Resumes	Mock Interviews		
2014-2015	4314	17511	1267	410		
2013-2014	3911		1210	399		
2012-2013	2785		2377	707		
2011-2012	2684		1546	366		
2010-2011	2282		1661	387		
	15,976	17,511	8,061	2,269		
EMPLOYERS						
	Head Count	Contacts	Jobs Posted	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Rock Creek Gary Sylvania </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;"> ALL </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;"> CAREERCONNECTIONS </div>		
2014-2015	3213	9077	7240			
2013-2014	3075		12081			
2012-2013	2544		7206			
2011-2012	2027		7217			
2010-2011	1695		17129			
	12,554	9,077	50,873			
PRESENTATIONS						
	Total	Students Served				
2014-2015	172	3450				
2013-2014	193	3262				
2012-2013	190	3246				
2011-2012	177	3339				
2010-2011	278	5192				
	1,010	18,489				
CAREERCONNECTIONS STUDENTS				CAREERCONNECTIONS EMPLOYERS		
	Head Count	Reviewed Resumes	Interview Stream	Active Count	Contacts	Jobs Posted
All CAMPUS				ALL CAMPUS		
2014-2015	14028	571	278	7455	5298	5550
2013-2014	11503	484	177	6831	4130	5586
2012-2013	8773	309	164	6492	3505	4153
2011-2012	6840	301	213	6127	2763	3218
2010-2011	4565	306	202	5518	1900	7824
	45,709	1,971	1,034	32,423	17,596	26,331

Table 1 J & I Numbers Served

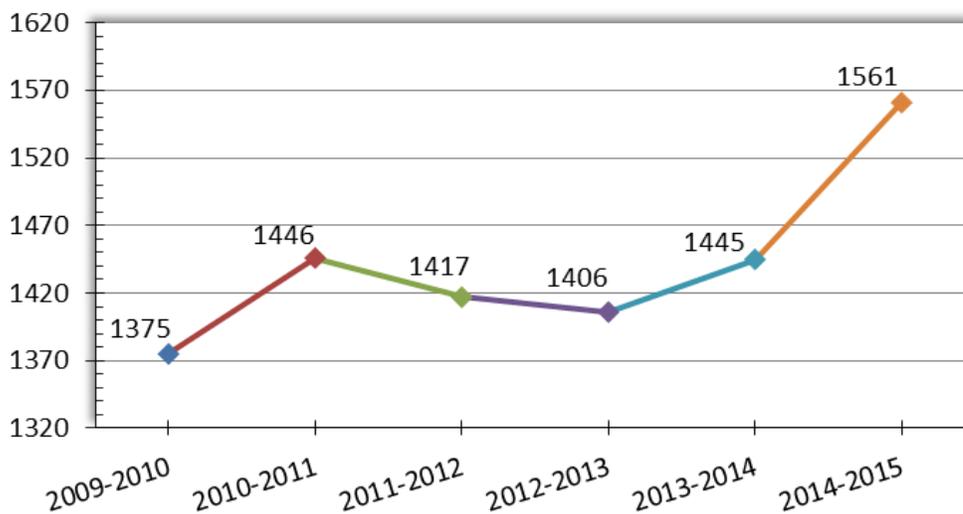
Cooperative Education Enrollment

For the 2014-2015, we had a Co-op enrollment (headcount) of 1561 students. This was a significant increase from previous years. (See charts below.)

Co-op Enrollment College-Wide



Co-op Enrollment College-Wide



Enrollment has been trending upward for the last few years and is expected to continue to grow. New and emerging CTE programs have integrated Co-op into their programs. Also, Jobs & Internships specialists are working with transfer programs to grow Co-op participation.

Steady Job Opportunities through Recession and Beyond

As is often the case with the Oregon economy, our downturn “shadowed” the Great Recession of 2007-2008. Oregon unemployment peaked in 2009 at 11.6%. Many of those workers affected by the recession came to PCC for retraining and credentialing. Many of these used our services to compete in an extremely tight job market.

During this time, our staff increased outreach to employers. We continued to offer job and internship opportunities for our students. We continued to offer job fairs. In fields especially vulnerable, (construction, manufacturing, financial services), we were able to leverage our internship contacts to actually increase the number of Cooperative Education opportunities. Most importantly, we worked with students and graduates to improve their chances by honing their job search skills and materials.

During the slow recovery, we have continued our outreach to employers. As a result, we have been able to offer continuous services in support of increasing job and internship opportunities. Last year, 42 employers participated in the PCC Seasonal Jobs Fair at Sylvania. The 17th Annual PCC Job Fair at Cascade Campus had 89 employers participate.

Co-op Education Task Force

In 2008, a group was established as a joint labor-management committee to clarify Co-op goals, practices, and roles at PCC. This group was charged to:

1. Identify desirable outcomes of Co-Op Education for PCC students.
2. Identify practices that can be applied consistently throughout the college to achieve the desired outcomes.
3. Identify consistent roles that faculty, academic professionals, and administrators should fulfill to achieve the desired outcomes.
4. Assess whether the methodology for pay derived in 1984 is still appropriate.

This group included deans, Co-op Instructors, and Jobs & Internship Coordinators. We were able to develop a standardized set of learning outcomes for Co-op approved through the Curriculum Committee. We defined required and

recommended Co-op practices and assigned responsibility for each to the Co-op Instructor, Co-op Specialist or both. These practices and guidelines were integrated in our Co-op Faculty Handbook. Finally, we made recommendations to Management and the PCC Faculty Federation which informed an agreement on standardized pay for Co-op faculty.

(The **Co-op Faculty Handbook** is available on the Faculty Resources channel of MyPCC and online at: <http://www.pcc.edu/resources/careers/co-op/documents/coop-handbook.pdf> The **Co-op Task Force Final Report** is available online here: <http://spot.pcc.edu/jobs/taskforce/Co-op.Final.Report.doc>.)

Co-op/CPT for International Students

In August 2015, Cooperative Education Coordinators and International Education Advisors met to discuss problems related to international students seeking Co-op credits to qualify for Curricular Practical Training (CPT). We had multiple issues with several international students in the preceding winter, spring and summer terms. The IE Advisors clarified the requirements and process for CPT approval. The Co-op Coordinators clarified the requirements for Cooperative Education credits. A tentative procedure was developed to ensure compliance with CPT and Co-op requirements and to improve communication between International Education Advisors and Co-op Specialists. We all agreed to assess the success of this procedure after two terms.

Additionally, we discussed visa restrictions on international students working on- and off-campus, and the difficulties these students have finding work.

FLAIR – Improving Access to Student Employment & Career Development

The overarching goal of PCC's Title III FLAIR program is to strengthen finance-related services for students, removing barriers that impede access to financial information and services that under-gird student retention. Improving access to student employment and career development is the final goal established by the Title III District Financial Literacy Committee in 2011.

Beginning in early 2014, the Jobs & Internships staff was asked to participate in a significant review of services and resources related to student development through the FLAIR grant. Our staff participated in a large joint conference with other stakeholders, including Financial Aid, Workforce Development, PCC Human Resources, and others. The Jobs & Internships department completed a Resources Audit of our online (and not online) departmental materials (contracts, forms, brochures, flyers, etc.), job search materials, and job posting/referral services. Members of Jobs & Internships joined the Virtual Career Development Leadership Team and served on various sub-committees considering the Career

Development Education Track, Access to Industry Employment and Opportunity, Student Employment, and Web Revisions Together staff district-wide have spent many hours assisting the development of Title III initiatives. (See Figure 1.)

Improving Access to Student Employment & Career Development: 2014-2015



	Career Development Education Track	Access to Industry Employment and Opportunity		Student Employment Committee	Web Revisions Committee: www.pcc.edu
	<i>Self-service online career development education, in Panther Tracks, that points to college resources</i>	1. Infrastructure systems & web presence needed to minimize manual processes for internships involving students & employers 2. Employment information accessible for students regarding programs and fields of study		<i>Business processes, policies, procedures, systems to improve access to student employment</i>	<i>Web presence for student Empl., internships, career exploration, externships, & other workforce dev. resources available at PCC.</i>
2014					
AUG	<input type="checkbox"/> Develop web-map: topics, first draft of learning goals, & resources needed – Leadership Team <input type="checkbox"/> Finalize committee <input type="checkbox"/> Sort resources from Resource Audit according to web-map <input type="checkbox"/> Establish work sessions for committee				
SEPT	<input type="checkbox"/> Develop education track	<input type="checkbox"/> Introduce virtual career development project and goals to CTE departments		<input type="checkbox"/> Establish student employment committee	
OCT	<input type="checkbox"/> Develop education track	<input type="checkbox"/> Presentation to CTE Chairs meeting <input type="checkbox"/> Develop CTE leadership team & sub-committee <input type="checkbox"/> Introduce virtual career development project and goals to CTE departments <input type="checkbox"/> Convene leadership team to define project improvements		<input type="checkbox"/> Compile and audit student employment systems, policies, procedures, etc.	<input type="checkbox"/> Create web presence committee <input type="checkbox"/> Develop design for accessing important resources and departments <input type="checkbox"/> Review web presence design with education track work group <input type="checkbox"/> Sort resources from Student Services resource audit according to web presence map/design
NOV	<input type="checkbox"/> Develop education track	Develop task force to automate internship processing	Develop task force to improve industry specific employment information	<input type="checkbox"/> Define student employment business process	<input type="checkbox"/> Re-establish committee to include instructional staff and finalize work sessions and web map
DEC	<input type="checkbox"/> Education track completed and student usability testing	Development goals and phases defined	Development goals and phases defined	<input type="checkbox"/> Technical review – aligning business processes & systems	<input type="checkbox"/> Initiate development based on student resource audit and web map
2015					
JAN	<input type="checkbox"/> Pilot in CG classes in Winter Term	Define business process and infrastructure improvements via TSS consultant	Develop framework for resource audit in programs	<input type="checkbox"/> Recommendations to DOS's and TSS with phased implementation plan <input type="checkbox"/> Define project for Phase 1 implementation	
FEB	<input type="checkbox"/> Pilot in CG classes in Winter Term	Ongoing development	Resource audit	<input type="checkbox"/> Develop Phase 1	
MAR	<input type="checkbox"/> Pilot in CG classes in Winter Term		Finalize framework and content for industry specific employment information.	<input type="checkbox"/> Student usability testing	<input type="checkbox"/> Map employment information from program resource audit according to web map design
APR	<input type="checkbox"/> Define Phase 1 release		Ongoing development		<input type="checkbox"/> Build out web presence
MAY	<input type="checkbox"/> Finalize ongoing maintenance plan			<input type="checkbox"/> Released Student Work Study/Empl. Channel	<input type="checkbox"/> Build out web presence
JUNE	<input type="checkbox"/> Final usability testing and feedback			<input type="checkbox"/> Training to student services staff & campuses	<input type="checkbox"/> Student Usability Testing
JULY	<input type="checkbox"/> Establish release date				<input type="checkbox"/> Revisions and edits based on usability, plan phase 1 release
AUG		Phase 1 development	Phase 1 development		
SEPT		<input type="checkbox"/> Training for Faculty & Staff <input type="checkbox"/> Release Phase 1			<input type="checkbox"/> Release Phase 1
OCT		<input type="checkbox"/> Development plan for next phase(s) – submitted to CTE Chairs, DOI's, DOS's			<input type="checkbox"/> Development plan for next phase(s) - submitted to TSS, DOI's, DOS's

Figure 1 FLAIR Project Activities Timeline

(A complete overview of FLAIR is available through PCC SPACES here: <https://spaces.pcc.edu/display/Projects/Careers%2C+jobs%2C+and+internships>)

The FLAIR project findings and recommendations cover a range of career development policies, processes and services at PCC. However, the recommendations coming out of the district Student Employment Committee are directly relevant to Jobs & Internships and will affect our online resources and tools, as well as our organization and structures. The Student Employment Committee made the following recommendations:

Student Employment Committee Recommendations:

1. Develop a web presence for student employment and a "one-stop" location in MyPCC to access available on-campus and general employment positions
 - a. Current websites are not ideal for navigation - no place to search and find student jobs
 - b. FA Work Study, Student Help, casual positions - all posted in one location
 - c. Integrate with Banner student information to ensure that students view available positions relevant for them (i.e. FA Work Study, etc...)
2. Common student employment application, standards, and guidelines, with dept. flexibility to add specific requirements and processes
 - a. College-wide student expectations for employment at PCC that include regulatory responsibilities (since they are employed by the college)
 - b. Include basic employee training resources, etc.
3. Investigate collaboration of funding sources to support continuity of employment for students
 - a. Easy mechanism to understand characteristics of students applying for positions, according to their funding eligibility or source
 - b. Investigate the ability to hire students (according to position fit) and then place in appropriate funding sources (to ensure Federal funds are utilized prior to operational budgets)
4. Ensure equitable access to job postings and available positions within the college (when hiring in any funding source)
 - a. Improve existing systems to access and manage available positions and then hire per available positions. Currently, we track student hires by funding source without a clear understanding of how many positions are available and how many students are employed by the college at any given time.
 - b. Determine if some student positions need alternative funding sources, so students other than FA Work Study can be hired and employed?
5. Assess the benefits of students being employed at the college as it relates to the college's strategic planning initiatives
 - a. Track and monitor the diversity of students employed by the college as a future hiring pool to increase the college's goals related to a diverse workforce
 - b. Recognize the role that many college services provide to students in gaining work experience as a career development opportunity. As an example, the Bookstore and Food Services are the primary employers for international students at PCC.
6. A centralized department needs to take "ownership" of student employment at the college in order to ensure management of websites, the common job posting site in MyPCC, maintenance of databases, management of common hiring resources, etc.
 - a. Should this be Student Affairs, since other district-wide student business processes are managed in this department (FA Work Study, Admissions, Records, Registration, etc.)
 - b. Ensure management and student system support of data-base systems used in student employment and career development (Career Connections, OR CIS, etc.)

Improving Access to Student Employment:
Recommendations from District Student Employment Committee – Spring 2015
Portland Community College

Jobs & Internships strongly supports these recommendations and is currently participating in support activities around implementation planning.

2007 Program Review Goals

Jobs & Internships had three main recommendations from our 2007 Program Review.

- 1) Improve data gathering and follow-up.** Since 2007, we have improved data gathering, both at the campus and at the district level. We have participated in two significant data-driven initiatives. First, we developed student learning and service outcomes and completed a project to assess our effectiveness at meeting these. (*See Student Learning and Services Outcomes below.*) Second, we participated in a full audit of our program resources through the Title III/Flair project. The complete audit findings are available through PCC SPACES at <https://spaces.pcc.edu/display/Projects/Careers%2C+jobs%2C+and+internships>.
- 2) Increase internal marketing, especially of Cooperative Education.** Soon after the 2007 Program Review, we initiated a Marketing Committee to promote Co-op and our other services. A brand logo was developed and integrated into online and printed collateral, including the Jobs channel on MyPCC. (An updated version of the logo is at the top of this report.) We also increased our outreach to faculty and deans to promote integration of Co-op within programs. Last year, as previously mentioned, we changed our name to improve recognition of what we do. Co-op enrollment has increased and continues to grow since we began this promotional campaign.
- 3) Continue to monitor the job market and workforce needs of our community.** This recommendation seems prescient given the severe recession that hit our economy soon after we set this goal. As addressed earlier in this document, we successfully provided access to jobs and internships during this period, and increased our efforts to train students to do a thorough and effective job search.

Points of Pride

District - In 2014-2015, Jobs & Internships served over **18,000 students and graduates** across the district. In that same time period, we worked with over 10,000 employers who recruited for more than 12,700 job and internship openings.

Cascade – The Cascade Career Center has had several significant accomplishments in the last few years. Some of these include a Career Development Outcomes tracking system developed using CSO Research software, an integrated ASPCC and Career Services Plan and Assessment, early adoption of the Panther Path, direct involvement in FLAIR support, developing and implementing a more equitable way to advertise Work Study jobs, a Cascade Campus Career Exploration Center and Jobs & Internships Services Checklist, providing labor market info for students in the Orientation Center, and setting up a Google form tracking system. Cascade Campus has five years of learning outcomes data.



A recruiter explains opportunities to a student at the Cascade Job Fair

A detail report of Cascade's Points of Pride is available here:

[http://spot.pcc.edu/jobs/programreview15/Cascade Campus Program Review 2015.pdf](http://spot.pcc.edu/jobs/programreview15/Cascade%20Campus%20Program%20Review%202015.pdf)

Rock Creek – Every year, Rock Creek campus hosts on–campus interviews for Intel Corporation. These Intel interviews target Rock Creek’s Microelectronics Technology graduating students, as well as students from Electronic Engineering Technology and Civil/Mechanical Engineering Technology. Jobs & Internships staff organize the recruitment, offer a pre-interview workshop, and provide support during the event. Usually 30 or more students are interviewed, with job offers made to the majority.



Rock Creek Jobs & Internships Logo

You can read more about the Rock Creek’s Intel recruitments and their new department logo here:
<http://spot.pcc.edu/jobs/programreview15/Points of Pride-RC.pdf>.

Southeast - Last year, Southeast created an interim position for Coordinator of the Career Exploration Center. This included providing Jobs & Internship services. This year, the Coordinator position was made permanent.

Sylvania Business/Computers Division – Gary Coleman serves the Business & Computer Technology division in multiple ways by building targeted local industry employer relationships and providing targeted industry services for students and alumni, including extensive online and social media tools. As a Global Career Development Facilitator, he organizes special activities including Microsoft Tech Partnership events and Technology Association of Oregon Partnership events.



**CIS Advisory Board with Program Facilitator Gary Coleman
(Source: Spring 2012 PCC Communities Magazine)**

You can read more about Gary’s activities, as well as read testimonials about his work with students, graduates, faculty and employers, here:
<http://spot.pcc.edu/jobs/programreview15/Points of Pride-2gary.pdf>.

Sylvania J & I - The Sylvania Jobs & Internships staff have integrated their services into CTE programs through required curriculum. This includes teaching courses, serving as job search “content experts” in CTE courses, and supporting required and technical elective Co-op. Every year, Sylvania specialists work with ALL students in 13 different CTE programs.



**International student Sunhee Lee at her
Co-op internship with Qualident Dental Lab**

The Sylvania staff is especially proud of their students’ successes. Profiles of students and graduates who have used Jobs & Internships services to find and complete Co-op internships and/or employment in their field are available on their department website: <http://spot.pcc.edu/jobs/profiles/>

Service Standards

Cooperative Education services align with the State of Oregon Department of Community Colleges and Workforce Development, the state requirements and procedures governing community college operations. The Service Standards for Cooperative Education were determined internally by the *Co-op Task Force* in 2009. (See pg.13.)

Additionally, professional standards for **Employment Services** and **Experiential Learning** have been defined by *NACE, the National Association of Colleges and Employers*. PCC is an institutional member of NACE and meets the organization's service standards.



Relevant NACE Service Standards

Employment Services

Career services must assist students and other designated clients in:

- exploring a full range of career and work possibilities that match their career goals and workplace/community fit.
- preparing job-search competencies and tools to present themselves effectively as candidates for employment.
- obtaining information on employment opportunities and prospective employers and industries.
- using social media effectively and building an Internet presence with regard to the job search.
- connecting with employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and information technology.
- understanding various employment categories and how these might impact them, such as part-time employment, full-time employment, contract employment, independent contract employment, commission-based employment, work-from-home, virtual employment, and so forth.
- understanding the following employer types and how employment might impact them: third-party employers, home-based employers, contract employers, multi-level employers, and so forth.
- making informed choices among a variety of options.

NACE Professional Standards for College and University Career Services | 11 Career services should develop and maintain relationships with employers, alumni, and other entities that provide career development and employment opportunities for students and other designated clients.

As career services engages with an increasingly global work environment, career services must consider different employment practices, laws, and regulations in other countries without prejudice. When necessary, career services should seek out informed, valid, and up-to-date employment information of other countries so as to advise students and designated clients appropriately.

Experiential Learning

Career services should provide or support experiential learning programs that include such areas as student employment and/or cooperative education, work-based learning, apprenticeships, internships, service learning, civic engagement, shadowing, and volunteering experiences.

Career services should provide or work closely with other departments that provide experiential learning opportunities.

Career services should help students develop strategies for finding and pursuing financial resources to support experiential learning options.

Experiential learning programs should help students obtain career-related experiences with organizations that provide adequate supervision and opportunities for students to reflect upon their learning and career development.

Career services should monitor positions posted in their offices for their experiential learning programs to ensure consistency with the NACE definition and criteria for internships.

These standards can be found in the larger document, “Professional Standards for College and University Career Services 2014” (available for download here: http://spot.pcc.edu/jobs/programreview15/NACE_professional-standards-for-college-and-university-career-services.pdf)

Internal Audit of Jobs & Internships Services

Because Jobs & Internships targets our services to needs of a variety of constituents, we offer a variety of services and resources. Often we are asked, “Why do you do it differently at this campus than other campuses?” or “Why do different specialists do their jobs in different ways?”

In summer and fall of 2014, Jobs & Internships carried out a self-audit of the services offered at each campus across the college. We reviewed practices for Co-op Specialists and found strong consistency across the district. The table below summarizes the services we offer at each campus:

PCC JOBS & INTERNSHIPS COMPARISON of SERVICES BETWEEN CAMPUSES				
<i>Cascade</i>	<i>Rock Creek</i>	<i>Sylvania</i>	<i>Sylvania Bus/Comp</i>	<i>Southeast</i>
Cooperative Education				
✓	✓	✓	✓	?
Job Posting				
✓	✓	✓	✓	?
Intake & Outreach Employers				
✓	✓	✓	✓	?
CG 209				
x	✓	✓	✓	✓
Embedded CTE - Job Search Coaching				
✓	✓	✓	✓	✓
Workshops - Job Search Coaching				
✓	✓	✓	✓	✓
One-on-One/Small Group - Job Search Coaching				
✓	✓	✓	✓	✓
Job Search to General Students - Job Search Coaching				
✓	✓	✓	x	✓
In-Class Employer Job Search - Job Search Coaching				
✓	✓	✓	x	x
Employer Mock Interviews - Job Search Coaching				
✓	✓	✓	x	x

Table 2 Matrix of Jobs & Internships Services

(An expanded view of this matrix with detailed descriptions of services is available online: <http://spot.pcc.edu/jobs/programreview15/servicesmatrix.pdf>)

We reviewed Employment Services practices and found three significant areas of difference:

1. Job Intake is split between Cascade Campus, using CareerConnections, and Specialists at other campuses processing program-specific jobs. (Where jobs are shared between programs, jobs are posted in CareerConnections.) However, this is a standing process negotiated and agreed upon between the campuses many years ago. Funding was merged from the Cascade, Rock Creek and Sylvania campuses to pay for additional staff to do intake, supervised by the Coordinator at Cascade. This process was developed to ensure full access to general jobs for all PCC students, while allowing program-specific jobs to be targeted only to those majors. In other words, all students have access to general jobs. Career-related jobs are processed through Specialists unless they are shared across programs.
2. Some staff (at multiple campuses) are assigned additional duties that fall outside of J & I functions, e.g. Career Exploration, Advising, and Marketing. These may be significant assignment load or may be “additional duties as assigned” by management over those staff members.
3. The SE Campus has only recently acquired staff with shared responsibilities for Career Exploration and Jobs & Internships. (SE students were referred to Cascade staff for assistance prior to last year.) Because of this, their participation in this audit was limited. Currently, SE is reviewing how they can provide Jobs & Internships services.

Despite these problems, students and graduates at PCC do have equal access to jobs and internships, and the resources they need to take advantage of these opportunities. Generally, all services are available at all campuses *where staffing is adequate*. Specific programs, however, often require targeted services. Our findings in this audit demonstrate that we meet both internal (Co-op Task Force) and external (NACE) service standards.



Gary Coleman working one-on-one with a student

Student Learning and Service Outcomes

PCC Institutional Effectiveness Surveys 2009 – 2011

The college periodically carries out assessment of student satisfaction with instruction and services.

- The **Noel Levitz (2009)** has one question about internships (#9) and one about using "Careers Services" to find a job (#30). Both are ranked moderate in importance and satisfaction.
- The **SENSE Survey (2009)** also has two questions, one about using "Job Placement" (#20c2) and the other (#20c3) about satisfaction with "Job Placement." However, 95% of respondents did not use our services. (This may be because this survey is of "entering" students.)
- The **Graduates Survey (2010)** did not directly address our services.
- The **CCSSE (2011)** has one question about internships (8a). You will notice that the reported responses do NOT fit the actual enrollment information for that time period. The CCSSE has three questions about "Job Placement" (#13.1c, 13.2c, 13.3c). Again, 45% did not use our services at all and 46% used them rarely. There were other questions about Career Exploration, but that is not within the scope of this review.

Note that in each of these surveys, the services named do/did not match our program name. From 2009 – 2011, we were "Student Employment and Cooperative Education." Students may or may not have associated our offices with "internships," "job placement," and "career services." They also may have considered these services as part of Counseling or Career Exploration. In other words, we have no way of knowing whether or not students expressing views about our services actually used those services.

These relevant PCC Student Survey questions are shown in the tables below. (Full data for these surveys is available through PCC Institutional Effectiveness. They are also available online at <http://www.pcc.edu/ir/surveys/>)

Community College Survey of Student Engagement

2011 Frequency Distributions - Portland Community Colleges Report

[Weighted]

NWCCU College = responses from NWCCU accredited college, 2011 Cohort = 2009-2011 national results combined

Table reformatted by the PCC Office of Institutional Effectiveness

Item		PCC		NWCCU Colleges		2011 Cohort	
		Count	%	Count	%	Count	%
8a . Internship, field experience, co-op experience, or clinical assignment	I have not done, nor plan to do	1,308	42.4	12,932	41.5	171,542	39.9
	I plan to do	1,417	46	13,272	42.6	193,174	44.9
	I have done	357	11.6	4,938	15.9	65,545	15.2
	Total	3,081	100	31,142	100	430,260	100
12o . Gaining information about career opportunities	Very little	719	23.4	6,418	20.6	79,407	18.4
	Some	1,014	33	9,671	31	127,381	29.6
	Quite a bit	845	27.5	8,691	27.9	126,435	29.3
	Very much	495	16.1	6,383	20.5	97,792	22.7
13.1c . Frequency: Job placement assistance	Do not know/Not applicable	1,333	44.9	13,358	43.8	173,497	41.3
	Rarely/Never	1,373	46.3	14,243	46.7	199,291	47.4
	Sometimes	216	7.3	2,266	7.4	36,147	8.6
	Often	44	1.5	658	2.2	11,325	2.7
	Total	2,966	100	30,525	100	420,260	100
13.2c . Satisfaction: Job placement assistance	Not applicable	1,991	70.1	19,385	66.1	255,633	63.1
	Not at all	330	11.6	3,952	13.5	56,725	14
	Somewhat	361	12.7	4,179	14.2	64,183	15.9
	Very	158	5.6	1,825	6.2	28,374	7
	Total	2,840	100	29,341	100	404,915	100

Overview of Survey of Entering Student (SENSE) Item Groupings

Background: SENSE Survey at PCC

Respondents: 1,383 Fall 2009 PCC Credit Students (54% Entering, 46% Returning Students)

Target: Experiences of new students during the first three weeks of the term. Sampled courses consisted of those in which entering students were most likely to enroll but excluded ESOL, lowest level Developmental Reading and all distance learning.

20c1. Know about: Job placement assistance	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Yes	281	32.1	177	37.5	458	34.0

20c2. Used: Job placement assistance	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Never	794	96.6	408	91.9	1202	94.9
Once	19	2.3	23	5.2	42	3.3
2 or 3 times	8	1.0	8	1.8	16	1.3
4 or more times	1	0.1	5	1.1	6	0.5

20c3. Satisfaction: Job placement assistance	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Not applicable	719	91.6	356	86.0	1075	89.7
Very	22	2.8	21	5.1	43	3.6
Somewhat	22	2.8	17	4.1	39	3.3
Not at all	22	2.8	20	4.8	42	3.5

Noel-Levitz Student Satisfaction Inventory: PCC Spring 2009 Results

Importance scale: 1 (least important) through 7 (most important)

Satisfaction Scale: 1 (least satisfied) through 7 (most satisfied)

Gap: Importance minus Satisfaction

Item	Portland Community College		
	Importance	Satisfaction	Gap
9. Internships/practical experiences provided.	5.82	4.60	1.22
30. Career services help students to get jobs.	5.70	4.74	0.96

2015 Jobs & Internships Learning and Service Outcomes

For 2014-2015, Jobs & Internships chose the following outcomes to assess:

Learning Outcome 1

Students served will be able to plan and carry out an effective job search.

Because we had incomplete data to address this Learning Outcome, the Jobs and Internships group decided to postpone further data gathering and analysis until more practical measurement tools were developed.

Service Outcome 1

Provide job search instruction/training and resources through seminars, classes, presentations, workshops, online content and individualized consultation.

Overall, Jobs & Internships served 18,342 students and graduates this year. We did not break down this population into CTE and transfer as both specialists and delivery tools are utilized by both student groups. However, Jobs & Internships served 56 CTE programs across the district this year. (Some of these programs are served by more than one specialist if they cross campuses.) For the 2014-2015 school year, we had a Co-op enrollment (headcount) of 1561 students. Specialists reviewed 1838 résumés and conducted 688 mock interviews (278 through Interview Stream online). Specialists presented to 172 classes/groups, serving 3450 students.

Jobs & Internships Exit Survey

We completed a small survey of students (143 students from 3 campuses responded) measuring satisfaction with Jobs & Internships services. The majority were using our office for “general” job search. We had significant positive responses to questions covering access to job search resources, access to job openings, knowing where to go for job search assistance, improving knowledge of the job market and overall helpfulness of the Jobs & Internships Department.

(Survey questions and data results are available here:
<http://spot.pcc.edu/jobs/assessment15/ExitSurveyData.pdf>)

The full 2015 Jobs & Internships Annual Assessment report is available online (<http://spot.pcc.edu/jobs/assessment15/Jobs%20and%20Internships%20Assessment%20Report%202015.pdf>) or by request.

Future Jobs & Internships Assessment for 2016

In the upcoming year, J & I will develop assessments in two areas. First, we will revisit the Learning Outcome #1 from this year, “**Students served will be able to plan and carry out an effective job search.**” We plan to develop a single measurement tool to use district-wide to assess this outcome. Second, as there have been no recent, comprehensive surveys that directly address our services across the district, we plan on developing satisfaction surveys for our primary constituents, namely students & graduates, employers, and faculty & staff, as our Services Outcomes measure. We hope to include the Southeast Campus in this assessment project.

Conclusions & Recommendations

As evidenced by the large number of students and graduates we serve, our demonstrated success at meeting service standards, and our development of standardized policies for Co-op and employment services over the last 8 years, we feel we are serving our students, graduates and employers well. However, we do see some areas of improvement to address, and have the following recommendations:

1) Respond with flexibility to changes in the job market and industry. The Jobs & Internships staff serves a significant number of students and graduates across the district every year. We will continue to monitor and respond to a changing job market and fluctuating demand for job and internship opportunities for PCC job seekers. We will also continue to target/customize services to specific industry needs. We will use a variety of tools and seek out new technologies to support our mission.

2) Seek to expand Co-op participation and enrollment. While Co-op enrollments are up this year, we would like to continue to grow participation in Co-op/internship experiences, especially in new CTE programs and in transfer programs.

3) Participate in implementation of Title III/FLAIR recommendations. We strongly support the changes suggested by the FLAIR project group. The Jobs & Internships staff continues to serve on committees and provide advice regarding online services and tools improving access for students and graduates to career planning, job and internship opportunities, and job search training and assistance.

4) Develop better procedures to ensure Co-op policies are followed. The policy and curriculum recommendations made by the Co-op Task Force in 2009 were implemented soon thereafter. However, specialists are increasingly dealing

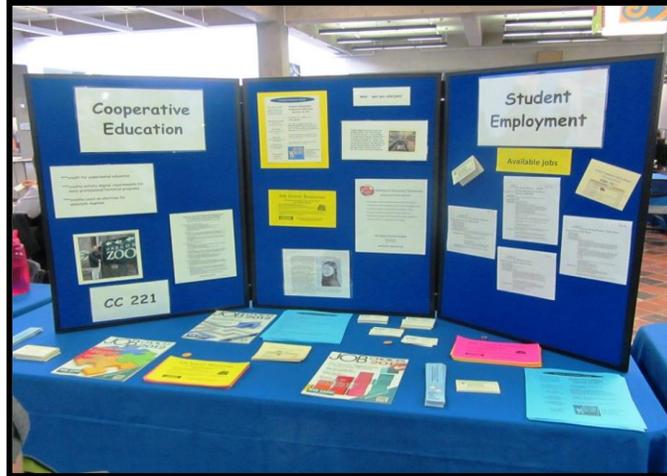
with issues around access, registration, site support, and documentation for Co-op. Given the turnover of Co-op faculty and their deans, and the growth of programs participating in Co-op, training, monitoring and evaluation for the instructional side of Co-op is important. We suggest that the college renew discussion of Co-op procedures and resources to ensure that we are meeting state guidelines, employment law and PCC policies. We will also continue to work with faculty and International Education advisors to ensure compliance as we work with individual students.

5) Request the college administration clarify priorities for projects that are shared across the district. In a large district with distinct campuses and centers that serve a wide range of constituents, complex projects are a challenge to complete efficiently and effectively. Continued participation in Learning Outcomes Assessment and other data-driven initiatives will further our need to better understand how these projects relate to our program, and to improve our access to resources and tools to ensure success. We need more from our managers to clarify what our district goals are (beyond our campus-based priorities).

6) Review Jobs & Internships staffing levels related to student service needs and staff support resources. A number of factors are affecting and will affect our ability to deliver quality services to students and graduates, including campus and center expansions, the impact of “Oregon Promise,” increased online access to student services, growing diversity in our student population, easier access to on-campus resources, etc. Regardless of our tools or procedures, PCC will need adequate staffing by professionals with expertise in job search coaching and instruction, outreach to employers, and curriculum support and development. We recommend that managers and staff work together to assess staffing needs both district-wide and by campus.

We are confident that as a team we can address these concerns and improve the quality of our services while maintaining the customization and flexibility that our students, faculty and employers have come to expect. We look forward to the future as we help PCC students and graduates find meaningful Cooperative Education experiences and employment.





Appendices

We did not receive much feedback from our *2007 Program Review*. However, we did hear from several readers that we included too many appendices. In an attempt to be responsive to this feedback, and in support of PCC's commitment to sustainability, all appendices to this report are available online (or by request). These have been referenced in the text above and are listed below.

- **J & I Student Services Program Planning & Mapping Framework**
(<http://spot.pcc.edu/jobs/assessment15/MapFramework.pdf>)
- **PCC Jobs & Internships Staff** (<http://www.pcc.edu/resources/careers/students-grads/employment-services.html>)
- **J & I Staff Bios** (<http://spot.pcc.edu/jobs/programreview15/J&IStaff.pdf>)
- **Co-op Faculty Handbook**
(<http://www.pcc.edu/resources/careers/co-op/documents/coop-handbook.pdf>)
- **2009 Co-op Task Force Final Report** (<http://spot.pcc.edu/jobs/taskforce/Co-op.Final.Report.doc>)
- **Title III/FLAIR Spaces Page**
(<https://spaces.pcc.edu/display/Projects/Careers%2C+jobs%2C+and+internships>)
- **Cascade Campus Program Review 2015** (<http://spot.pcc.edu/jobs/programreview15/CascadeCampusProgramReview2015.pdf>)
- **“Points of Pride” Summary Rock Creek Jobs & Internships**
(<http://spot.pcc.edu/jobs/programreview15/Points%20of%20Pride-RC.pdf>)
- **“Points of Pride” Gary Coleman, Global Career Development Facilitator**
(<http://spot.pcc.edu/jobs/programreview15/Points%20of%20Pride-2gary.pdf>)
- **Spotlight on Students and Graduates, Sylvania Jobs & Internships**
(<http://spot.pcc.edu/jobs/profiles/>)
- **National Association of Colleges and Employers Professional Standards for College and University Career Services 2014** (http://spot.pcc.edu/jobs/programreview15/NACE_professional-standards-for-college-and-university-career-services.pdf)
- **PCC J & I Comparison of Services Between Campuses - Expanded**
(<http://spot.pcc.edu/jobs/programreview15/servicesmatrix.pdf>)
- **PCC Institutional Effectiveness Surveys** (<http://www.pcc.edu/ir/surveys/>)
- **J & I Exit Survey Questions and Data**
(<http://spot.pcc.edu/jobs/assessment15/ExitSurveyData.pdf>)
- **2015 Jobs & Internships Annual Assess Report**
(<http://spot.pcc.edu/jobs/assessment15/Jobs%20and%20Internships%20Assessment%20Report%202015.pdf>)