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Consulting**

**Community College Student Employment  
Outcomes: California Landscape Scan**

**November 2022**

# Table of Contents

<b>Acknowledgements</b>	<b>5</b>
<b>Introduction</b>	<b>7</b>
<b>Section 1: The Current Student Employment Portfolio</b>	<b>11</b>
<b>Section 2: Challenges</b>	<b>21</b>
<b>Section 3: Equity Considerations</b>	<b>25</b>
<b>Section 4: Limitations</b>	<b>29</b>
<b>Section 5: Further Inquiry</b>	<b>30</b>
<b>Section 6: Conclusion</b>	<b>31</b>
<b>Appendix A: Methodology</b>	<b>32</b>
<b>Appendix B: Research Framework</b>	<b>34</b>
<b>Appendix C: Sampling &amp; Interview Protocols</b>	<b>35</b>
<b>Appendix D: Qualitative Software Analysis</b>	<b>59</b>

## Acknowledgements

In fall 2021, the Chancellor's Office (CO) engaged an independent project team to conduct a national scan of effective practices producing postsecondary student employment outcomes and a landscape analysis across several California community colleges. In fall 2022 into 2023, the CO will take the evidence and information presented across the national and state scan and co-develop strategic directions for improving student employment outcomes.

This work would not have been possible without the time, participation, and candor of the administration and staff from the nine participating California Community Colleges, pictured right. Also instrumental to the success of this project was the leadership of CO Executive Vice Chancellor Marty Alvarado, along with her team of Vice Chancellors, including Dr. Aisha Lowe, Rebecca Ruan-O'Shaughnessy, and Sandra Sanchez. Dr. Amy Smith of the Foundation for California Colleges was also vital to the success of this work.



## About the Project Team

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**Maggie Snyder** is a co-principal lead for this project and an independent consultant supporting projects that improve equitable economic opportunity. Maggie's expertise is anchored in the intersection of postsecondary education and workforce development. Formerly at ECMC Foundation, Maggie supported a large-scale career readiness portfolio consisting of more than 30 projects. She focuses her work on strategy development, initiative implementation, primary research, synthesis and analysis, report writing, and process documentation. Maggie has a bachelor's degree from Denison University and a Master's of Public Policy from Vanderbilt University.

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## Introduction

The dynamic changes in the new economy and the current way we prepare students to enter into careers present several unanswered questions. Take student employment outcomes, which refers to the transition of learners into the labor market. Employers, students, colleges, and the local labor market all have a role to play. But what do we really know about how the services and approaches to student employment are playing out everyday across community colleges? What can we learn to enhance equity and student-centered strategies to level the playing field for learners? Perhaps most importantly, how can we better understand student employment outcomes within the framework of *opportunity structures*? That is, what are the structures that accelerate or constrain career mobility and access to jobs with a living wage and benefits for students?

The California Community Colleges Chancellor's Office of Equitable Student Learning Experience and Innovation (ESLEI) seeks transformative change to shift structures, practices, and policies to improve student employment outcomes across the system. Connecting students to the labor market and

supporting career mobility requires a clear picture of what's happening across instruction, student support services, and the portfolio of career-related services at the campus level. As outlined in the Chancellor's Office's (CO) [Vision for Success Goals](#), ESLEI endeavors to co-develop effective investments, student- and equity-centered proof of concept pilots, and other policy and strategic directions to support system enhancements for student employment outcomes.

*Opportunity structures* refer to "**a matrix that relates personal characteristics** (e.g., age, disability, race, gender, education, financial status) **to the cultural and social opportunities and options that are available to an individual** throughout his or her life."

Inadequate education and job availability are elements that can serve to block a particular opportunity structure for certain segments of the population ([APA Dictionary of Psychology](#)).

To assist in their transformational efforts, the CO engaged our independent project team to design a process to accomplish a key outcome: ***To co-develop highly effective system-wide, student-centered strategies to improve student employment outcomes based on evidence.*** This intentional three-part process included the phases below.



## Phase 1 Recap: National Landscape Scan

The national scan revealed several findings (see Figure 1) with direct implications that were reaffirmed in the interviews conducted with the California community college staff.

### Figure 1: National Scan Findings

**Finding 1.** Programs that lead to higher wages are less available to students of color.

**Finding 2.** Regional economies impact lifetime earnings.

**Finding 3.** College students' first job is the most critical.

**Finding 4.** Integrated, applied, experiential learning improves employment outcomes and increased wages.

**Finding 5.** Developing and communicating pathways from enrollment to career still matters.

## Research Questions

With so many changes happening during the pandemic, it was important to take an in-depth look at what is happening now as students move from college to employment to plan for systemic improvements in the future. The California Community College student employment scan, described in this report, was not an evaluation or an impact study but, rather, exploratory research to guide strategy development.

The project was guided by **three interrelated research questions:**

**1a.** How do campuses organize and deliver their student employment-related portfolios?

**1b.** What do colleges know and report about the outcomes of their student employment portfolios?

**1c.** What does the available evidence indicate about the effectiveness of campus student employment outcomes and their services?



## Project Approach

In all, we interviewed nearly 40 college staff across nine purposefully selected, diverse colleges (urban, rural, suburban, geographically dispersed, and serving a continuum of student populations). Our initial outreach was to the president who, then, based on their understanding of the project, connected us with a point of contact, or a group of individuals, who facilitated the identification of interview participants for our interviews and analysis. The college presidents typically directed us to an administrative assistant, Dean, Vice President (VP) of CTE/Economic and Workforce Development, or VP of Student Services. One of the presidents participated in an interview.

We spoke with staff who represented a variety of roles on campus, including: VPs of Academic Affairs, Deans of Economic and Workforce Development, Internship and Work Experience Coordinators, department chairs, and faculty representing different academic departments like business, nursing, and agriculture. In some cases, we spoke to associate deans for CTE, research planning analysts, and a regional director of employer engagement. We used a detailed interview protocol, with separate protocols for each college function ([see Appendix C](#)). After completing interviews and creating transcripts, we used emerging thematic coding to analyze over 1,000 distinct interview responses, using the qualitative software platform MAXQDA.

## Overarching Themes

The following pages provide a detailed discussion of findings, limitations, and considerations from the 40 interviews and over 1,000 coded segments. To best unpack these findings, we suggest reading the report in full. However, we identify the following five overarching themes:

1. The focus at colleges is more on entry to college than completing college and getting a job or career;
2. Employment- and career-related services vary quite a bit, with a lack of understanding and coordination among personnel providing services;
3. Data are scarce, siloed, and under-utilized to know the landscape of student employment and how to improve services and employment outcomes;
4. Equity is defined in different ways and is, therefore, misunderstood, under-appreciated, and ineffective at addressing inequities; and
5. Beyond the colleges, the systemic layers involving CO, Centers of Excellence, regions, and other stakeholders remain relatively unknown.





## Section 1: The Current Student Employment Portfolio

Supporting learners' career mobility requires an in-depth look at what's happening on campuses across the portfolio of services that intersect with employment, including: instruction, student and career supports, work-based learning experiences, and workforce development. This section presents the current portfolio of student employment-related services reported by participants at the nine California Community Colleges we interviewed. This baseline data showcases opportunities for growth, alignment, and the development of supportive policies and practices by the colleges and the CO.

We start with this to show the array of student employment-related services described by interviewees. The services outlined in this section represent what we were able to capture in our interviews and may not fully capture what the colleges are delivering.

We concluded every interview with the question: *How would you redesign the college structure, policies, job functions (or other systems) to enable all students who are seeking employment to get quality jobs upon completion?* To exhibit the alignment between what is currently done and key innovations, **we end each subsection with redesign ideas shared by the colleges.**

## Current State: College Student Employment Portfolios

During the interviews, the project team asked the majority of interviewees: *From your perspective, what services or programs help students the most to meet their employment goals and the institutions?* This resulting list is shown in Table 1. While it is not exhaustive, it is useful to identify those services and programs that were top of mind when respondents spoke to us about what their campuses were doing to prepare students for employment.

It is important to note that, though respondents shared many services and programs connected to career exploration, retention, and job placement, certain services were referenced as being available primarily to students in specific departments or programs. Work-based learning (WBL) coursework and the incorporation of industry-related competencies into curriculum were examples that were primarily offered to career and technical education (CTE) students in specific programs. Thus, though eight colleges mentioned WBL, this does not indicate integration of WBL across all programs of study.

**Table 1: Student Employment Portfolio by College**

<b>Student Employment Portfolio Services &amp; Programs</b>	<b># Of the Nine Colleges Studied</b>
Career services liaise with employers and workforce development boards to build connections for students	9
WBL coursework (internships and apprenticeships)	8
Workshops and presentations related to career exploration, resume writing, cover letter writing, and other professional support	7
Job placement	7
Incorporation of industry-related competencies into curriculum	6
Scheduling	5
Advising	4
Career fairs (virtual and in-person)	4
First year career exploration seminar/career exploration coursework	3
Financial aid and assistance	2
Case management	2
Industry tours	2
Meta majors	1

## Current State: Strategy and Structures

### Strategic Plans and Goals

We asked personnel from all colleges about their institution's goals around student employment. We did so to better understand the level of priority for employment outcomes and the signaling and visibility (or not) within the college's strategic plan, executive leadership, connection to the labor market, and use of data.

**Highlights** from our interview question related to strategic plans and goals include the following:

- There was limited visibility of student employment outcomes or connections to the labor market across college strategic plans and/or mission statements. A few interviewees indicated student employment is implicit.
- Respondents from two colleges said that employment goals were articulated specifically within the college's strategic plan.
- Respondents from all colleges agreed that employment in the learners' field of study is a core college goal. Some added that employment must include a livable wage to be deemed a success outcome.
- Some respondents said that their president received data a few times a year related to employment outcomes, but most respondents were not able to report how the employment information was being used by college leadership, even when it was collected and shared.

- **Closing equity gaps were minimally cited by college respondents as a student employment goal.** Respondents at about half of the colleges noted the presence of equity gaps in their retention and outcome data but didn't provide strategies for how their college was addressing them.

### Colleges' Redesign Ideas: Strategy & Structure

To redesign colleges' efforts relating to strategy and structure, the following were suggested:

- Develop an explicit evidence based and implementation tools/approaches to spread student-centered practices aimed at developing deep and enduring learning habits.
- Identify a dedicated funding stream for student employment outcomes, as the current yearly cycle of funding requires campuses to "piece together" categorical money. Colleges want consistent funding similar to EOPS and/or DSPS programs to avoid competing with general funds.
- Implement a Network of Care model, with structural changes in the staffing model to integrate social workers, librarian/library services, academic counselors, advising, and career services.
- Facilitate a more systemic focus on student employment and career mobility by requiring every student to have an educational and employment plan, including transfer and CTE students.



## Current State: Activities, Experiences, and Guidance

A few colleges were particularly thoughtful in the way they structured student employment services, from having employers at orientation and faculty engaged in internships, to support services delivering career guidance and networking dinners with employers for students to build social capital and employment.

While respondents voiced that student employment does not just happen at the end with completion but must have programming across several touch points with students throughout their learning journey, **none of the colleges had a robust learning journey designed from start to finish.**

*“I would not silo off CTE students from transfer students. I would make it institutional integration and services across.”*

### Work-Based Learning

Some respondents indicated WBL as a means of addressing inequities among student groups and helping marginalized students gain employment.

**Interviewees largely agreed on the connection between students’ participation in internships and apprenticeships and their ease in securing employment.** Respondents who spoke about internships emphasized the importance of paid internships for students to allow for more equal participation in the experience, particularly for learners from low-income backgrounds. One college respondent mentioned that certain programs require students to complete internship hours and that they are attempting to institutionalize WBL practices across the curriculum.

*“So we’ve seen that students are being hired or they’re being hired by other companies, because of their experience from the internship that they participated in. So it’s been a great program. It’s been just amazing for not only our students but also for our partners within the community, our business partners, because it’s creating that pipeline to employment. And right now so many employers have job openings and it’s difficult to fill them. So this is... It’s been a win-win on both sides.”*

Interviewees referenced WBL as a key component of their career-focused offerings and had several redesign ideas to be able to offer and track more jobs for current students. Though these efforts are well intended, the discussion on WBL tended to reflect siloes within certain departments or programs. Thus, the colleges' redesign ideas represent a continuum of short term outcomes rather than explicitly connecting to post-college success and are institution-focused rather than student-focused.

*"Those are the things we started to institutionalize in the syllabi so that it doesn't matter who the instructor is, the outcome should be shared. We look for WBL phrases in the syllabi. If we find a place for us to strengthen career readiness in one area, we try to break silos and apply that to other programs and areas."*

**A lack of data may limit the benefit of WBL, particularly where lagging or missing data limits what is known about how WBL may benefit students of color.** Though interviewees agree on the importance of internships and apprenticeships, none of the interviewees were able to cite data that indicates the role

of these opportunities in job placement, wages, or career mobility. Some respondents express hope that colleges may be able to track students who complete certain SG21-designated experiences (a data element that codes student WBL participation) or compare that data with the CTE employment outcomes survey to understand more about impact.

### Colleges' Redesign Ideas: Work-Based Learning

To redesign colleges' efforts relating to WBL, the following were suggested:

- Colleges should have more places to refer students for jobs besides on campus.
- Colleges should track work outside of school, including volunteering efforts.
- Colleges should mandate service learning and/or internships together with paid funding to participate.
- Colleges should pursue grants that are sustainable from year to year that would pay for students to earn and learn.

## Career Service Centers

Several career service staff members cited the importance of the programming offered by their offices to connect students with resources that assist with career exploration, work experiences, and placement. Responses focused largely on career service offerings for all students with a lack of specified support for focal populations. Some of the activities career service centers support include:

- Career exploration, resume workshops, and cover letter writing workshops
- Career fairs
- Advising
- Industry tours
- Presentations from employers to classes showcasing their offerings
- Faculty partnerships
- Internship and apprenticeship placement (although it was unclear the extent of their role in this at each college)
- Dinners with employers to help facilitate connectivity

Economic and workforce development professionals at one college said that they were actively working with career services to bridge the divide between coursework and employment to ensure students obtain skill sets that are transferable to employers.

Ideally, they want students to secure entry level or voluntary employment in their field of study while enrolled at college and then work their way up. A respondent shared that, when this happens, *“We have done a great job of not working in silos to help our students.”*

### **The common approach among career service professionals was that “we have an open door; we are open to everyone.”**

While this is a seemingly inclusive strategy, it is more similar to a color blind approach to race. Ignoring the differences between what students may need could duplicate opportunity structures that promote structural racism. This is additionally problematic because capacity issues were repeated across most respondents. Career services staff noted that they barely have the capacity to assist those who seek them out, let alone those who don’t.

**A lack of data around use and outcomes related to career services limits colleges' ability to offer equitable services and continuously improve offerings to benefit historically underserved students.** Career service centers generally do not track who they serve across the office. They do not know the number of people they serve, nor do they have disaggregated information on race/ethnicity, gender, or other demographic information to understand if they are available to populations who may need their services the most.

## Colleges' Redesign ideas: Career Services & Advising

To redesign colleges' efforts relating to career services, the following ideas were suggested:

- Colleges should incentivize connections with students, such as requiring every student to be connected to career services in some way.
- Colleges should more deeply embed counseling services in programs.
- All academic counselors should be trained and certified as career counselors.
- Every program should provide a student success facilitator who is tracking milestones of career exploration and advancement and getting students in the field with employers faster.
- Colleges should centralize support services.
- Colleges should inventory all services available on campus that are connected to employment and interrogate how these are duplicated, how they can be merged, and what barriers are in students' way.

## Social Capital: Employers and Faculty

Interviewees frequently cited establishing stronger relationships. This included career services staff engaging faculty to connect instruction to career goals and encouraging faculty to form and leverage relationships with employers to help place students into careers. Particularly at three colleges, the respondents cited personalized career services for students and a campus culture of building a sense of belonging with students. However, the differentiated relational approaches that respondents shared didn't seem replicable or systemic. **The capacity to build strong relationships appeared to be personality driven, not necessarily by design.** Though we did not often ask direct questions about social capital, we did ask many questions that could illuminate the opportunities for students to develop and utilize social capital on campus and at work.

*"It's a multi-pronged approach, where faculty are a part of the career preparation services, and ensuring our counselors are roped into that, providing key conversations along the way about what's needed to complete the program and what services are available. There isn't a single approach; it has to be a comprehensive combination of a concert working together."*



## Employers

Campus relationships with employers were often referenced, including as internship or apprenticeship hosts and members of advisory councils. **Employers seem to play a major role in determining curriculum and job training, especially for apprenticeships.** Career services can serve as a liaison for employers, but most of them understand faculty to be the main connectors between students and employers. One respondent shared:

*“We have to be the connecting thread between students and employers. It’s one thing to tell students to fill out applications and another thing to say these sets of employers are our partners who will launch you into your field.”*

At least three colleges spoke about employers as the primary audience for their services. **Relationships with employers tend to be employer-centered, not student- or worker-centered.** Two colleges spoke about the challenge of employers reaching out and needing assistance to develop a program immediately. Colleges struggle to respond in a timely manner to immediate requests. A respondent shared: *“That can be tough, because we can’t offer it, and they see it as a failed attempt to collaborate.”*

## Faculty

**CTE faculty play a key role in liaising between students and employers.** While they are experts in their field and should have industry relationships, faculty-controlled employer relationships could contribute to inequitable outcomes for students, particularly because career services cannot reach all students. Using faculty as the primary avenue to place students with employers might mean that faculty exercise their implicit bias to only place students that exhibit certain characteristics. This potentially replicates structural racism that is inherent in postsecondary education. It could also mean that different students have different access to social capital, even though they are in the same class and may be doing similarly academically.

Further, transfer-oriented faculty may be less bought into employment pathways. One college mentioned that these faculty believe in education for the sake of it, and when they are asked to promote career services, they resist.

## Colleges' Redesign ideas: Employers & Faculty

To redesign colleges' efforts relating to employers and faculty, the following were suggested:

- Faculty must be industry experts (especially in non-transfer courses). Colleges could solve for this by incorporating sabbaticals or pairing faculty with industry experts.
- Colleges should increase faculty awareness of career centers and available resources.
- Colleges should ensure bureaucracy does not turn away good faculty.
- Colleges should have faculty advisors/mentors for each of the major disciplines who get stipends to meet with advisory councils and have access to career centers.
- Colleges should reinforce relationships with employers, including more opportunities to update curriculum to ensure it is meeting employer needs.
- Colleges should facilitate intentional job placements, with employers reaching out to career services directly and sharing openings so that career services can centrally place students in roles.
- The CO should champion a bill that incentivizes businesses to hire locally.

## Current State: Data

Though there are many services offered across the colleges, there is limited data collected and analyzed to describe the services' effectiveness at meeting goals. This may result in a lack of integration of employment strategies into the college's strategic plan and limited differentiation or availability of services based on need. **Using data to measure effectiveness against goals is an underutilized practice in the continuum of services related to careers.** There is little to no investment (including capacity, data infrastructure, and financial) in understanding how services or activities completed in college correlate with different employment outcomes after completion or college exit.

Some colleges can drill down into each program to understand gaps related to gender and race for enrollment, retention, and completion measures, but they are often unable to access non-self-reported, comprehensive employment information, missing the final step to understanding student outcomes.

Other than the CTE employment outcomes survey, colleges must purchase data to understand what happens to their students after graduation. One college cited an Equifax subscription that allowed them to look at student employment data across more graduates. **This finding may be a reflection of colleges having different resources to afford, analyze, and make decisions based on data.** It may also be a reflection of campus leadership's interest in using data for priority-setting and program improvement.

Colleges cited that there was little way of knowing what happens to learners exiting with or without a credential unless the student reaches out to them directly. This disallows them to make data-driven decisions about services and programs. It also disallows an equity lens, as colleges are unable to use data to ensure students who need the services the most are being served.

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### **Colleges' Redesign ideas: Data**

To redesign colleges' efforts relating to data, respondents identified the following data-related redesign ideas, with several ideas for the CO:

- Colleges should dedicate more focus on data-informed decision making, particularly to understand what careers are high-demand and high-pay-off, what the necessary courses to take to enter various programs or career pathways, and which sequence of courses or certificates are required to achieve employment goals.
- The CO should provide more relevant data and different metrics, including more employment data in a timely manner.
- Colleges suggest augmenting their professional development (PD) with PD from the CO.
- Colleges could develop an alumni tracker.
- Colleges discussed the need to define and track metrics related to career exploration, credential attainment, and job placement in order to actually meet their goals. Relatedly, colleges need a system-wide case management tracking system (or at least common metrics) to formalize tracking and move away from stand-alone Excel spreadsheets.



## Section 2: Challenges

Throughout the college interviews, several patterns of challenges emerged. These challenges include students' involvement, colleges' limitations relating to regional employment, a 4- and 2-year dichotomy, data limitations, and issues relating to faculty and staff. We also identified challenges related to the CO staff's perceptions and campus realities.

### Student Voice

First, **some colleges reported that students are not being engaged in career exploration or job experiences early enough in their community college careers.** As indicated in the national landscape analysis, offering a suite of career services and job experiences throughout the entire student journey remains critical to students' ultimate employment outcomes. However, some students are not receiving this full suite of services. One college stated: *"There are certain types of students that may not be thinking about an internship opportunity or being placed until after graduation."* Considering this statement, there may be implicit biases creating limiting opportunity structures that cause "certain types of students" to miss these opportunities; it is possible that these students are not provided the social capital and/or information to connect to the full suite of career services. This is an equity issue. Further, it may contribute to later issues in retention and completion, as students may not stick with a program

because they started the work experience (i.e., journey) too late.

Further, students' voices and perspectives did not seem to be taken into account when developing student employment strategies and programs. In the instances in which colleges were asked about students' involvement in career strategies, colleges reported that students' voices were incorporated very little or not at all. This is tied to equity and opportunity structures, as students are the ultimate stakeholder and are reported to be left out of the conversation.

## Regional Employment, the 4- and 2-Year Dichotomy, and Data Limitations

### Regional Employment

Next, aligning program and degree offerings to regional employment needs can be limiting. The concept of what is 'regional' has significantly shifted since the pandemic, making remote work opportunities a reality. **Often, regional employment opportunities do not lead to the highest wages or offer the most in-demand careers,** as found in the national landscape analysis. This creates a cycle of poverty. Colleges often limit program offerings to those that have a current

regional demand, or their data only counts employment outcomes for jobs found in the college's region. For example, one respondent shared:

*"A lot of our labor and employment imperatives have been about preparing students for employment in the [region], not elsewhere. We have an aviation program that is a mobile job, and there aren't really roles in that in this area. For our data, it would be a failure because students are getting aviation degrees here but then leaving the region. We show data with jobs gotten in the region, not nationally or outside the region."*

Seen here, even when a program does lead to careers, it sometimes is seen as a failure because that job wasn't regional.

Further, respondents noted that they can only pivot to offering new in-demand careers after there is already a need in the region; they are unable to proactively create programs for forecasted job openings. One respondent shared:

*"It really slows us down, because we get behind, only adding programs that have regional jobs and are waiting for those regional opportunities before adding a program that can respond to it."*

A shared challenge with some colleges is having the flexibility, data infrastructure and resident expertise to analyze it, and ability to forecast in-demand jobs and pivot course offerings to address future regional needs.

### **The 4-Year/2-Year Dichotomy**

There is a tension between CTE/career-focused programs and programs focused on transfer to a 4-year university. This tension fractures student employment efforts and creates two silos: faculty and staff focused on transfer and faculty and staff focused on career. **This exacerbates existing biases and inequities for students, creating two tiers of community college students.**

There is also a false dichotomy: that students are pursuing either transfer or a career, but not both. Some faculty and staff do not see it as their role to help in career-related efforts for students seeking to transfer. Notably, faculty and staff whose work centers on career services see all students, including students seeking transfer, as predominantly focused on career, even if the timeline is extended.

Last, college staff noted that some employers still see students from 4-year universities as more qualified than 2-year students. They believe more effort is needed to communicate the quality and readiness of community college students.

Focusing on student employment outcomes is not just for CTE tracks, non-credit, or students choosing not to transfer. Ultimately, all students, regardless if they go directly to career or transfer, are searching for employment. As such, career services and student employment-related efforts need to cut across colleges' efforts.

## Data

Across the board, respondents reported needing more data on student employment outcomes, including data tracking students taking part in career experiences, like internships, and data on the employment status of students who are no longer in coursework. Throughout the interviews, issues of data emerged, including a lack of quality data related to employment outcomes, lack of data management platforms, lack of places to report the data, or lack of college capacity or resident staff expertise to analyze data.

## Issues Relating to Faculty and Staff

### Engagement

Colleges were in agreement that faculty are integral to connecting students to career opportunities. **However, when faculty are not actively involved in career services, in identifying internships and career opportunities, or in viewing all community college students as ultimately seeking employment, siloes are created, and students are served differently.** One interviewee stated:

*“As [faculty] are more involved, they believe in the system, and they believe in our mission. A lot more of their students find positions and jobs and internships as they're finished with their program, whereas the faculty who are not as engaged with us, we'll see less of their students and we don't see their students come through the internship program. So that is one of our challenging gaps.”*

To create better student employment outcomes, interviewees noted that everyone at the institution has to believe in employment as one of the ultimate goals of student enrollment. Further, it is not binary – students can want to attend college to learn or to transfer while also aiming to secure a better career.

## Capacity

Participating colleges reported staff capacity as an issue in promoting student employment outcomes. **Programs, services, and other efforts for student employment outcomes often fall into the responsibility of a career services-oriented department, instead of a cross-college effort, leaving the work to fall in the laps of only a few.** This is exacerbated in rural communities, where small career departments are responsible for the student employment outcomes of students across regions.

Additional research is needed to understand staffing, structures, and funding across career services and employment outcomes strategies. It is possible that current work is not well structured to meet the needs of underserved populations. Further, staffing in career-related strategies should reflect colleges' commitment to student employment outcomes.

## Professional Development

Some colleges cited extensive faculty training, such as learning about career services for their students and sending faculty

and staff to external conferences to stay updated on skills and trends needed for students and curriculum. Many use flex days for PD to engage college faculty in WBL opportunities.

A few colleges specifically cited cultural humility, competency, and pedagogy training for faculty. Several mentioned faculty support for distance learning as it related to work experiences and flexible learning models for working students. Enabling continuity of instruction and access to programs was also cited. Conversely, two colleges cited little to no PD offerings for faculty and staff related to student employment.

In order to change the mindset to include both “success is program completion” and “success is increased skills, wages, and job opportunities,” colleges could design and improve the PD options for faculty and staff. The design could holistically focus on important student milestones and outcomes to ensure all departments are working synchronously to support students' goals, particularly for CTE and transfer.

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## Section 3: Equity Considerations

An important focus of this project is to better understand equity in student employment outcomes. Knowing how racially minoritized, low-income, “special population” according to federal CTE legislation, and otherwise marginalized students experience college was important to our research. The questions we explored with college personnel included whether and how students and graduates secure living-wage jobs and the extent to which their employment is associated with economic security and career progression. We also sought to understand inequity in the delivery of CTE and employment-related programs and services, and these data informed our understanding of opportunity structures and social mobility. Expanding on other questions about data, we asked respondents to specify when and how they use disaggregated data to inform decisions and actions to close equity gaps, including sharing how campus leadership uses data and whether systematic improvements are made to assist underserved students to secure positive employment outcomes.

Analyzing all transcripts, we identified the following themes in the interview data:

### Varied Perspectives Toward Equity

While our interview questions did not explicitly ask respondents to define equity, the responses to our questions revealed different understandings of and perspectives toward equity among respondents in the nine colleges. **The most prominent view linked equity to the ability of**

**underrepresented student populations to access and participate in college programs and services, sometimes specifically CTE.** Some respondents associated the idea of equity with CTE programs enrolling non-traditional populations by gender (e.g., women in trades and men in healthcare) or disability, and they associated their college actions with monitoring and seeking to close these gaps. Some respondents seemed satisfied with the current state of programs and services, with others noting ongoing challenges. One respondent spoke to equity in CTE enrollment:

*“Coming in with the equity lens would really highlight potential traditional trade programs, where we’re [highlighting men] in the nursing or the educational field, with women in a welding or a machinist type of opportunity, letting them know that there are resources available as well to support these individuals.”*

Another view of equity focused primarily on how well underrepresented students access and complete college and secure employment in comparison to non-underrepresented students. These respondents signaled their understanding of equity includes access, participation, and outcomes and that equity means something different than equality. These personnel seemed to appreciate the ways student experiences with college contribute to different outcomes, with a spotlight on what colleges should do to improve outcomes. Illustrating this point, one respondent said:

*“We recognize as a college that equity and equality are different. So equity-minded approaches think through what different populations of students might need. The methods for achieving employment goals may change across programs and across groups of students. Programs recognize that the students they serve are different, so their approaches need to be different.”*

A few personnel connected this conversation to diversity, equity and inclusion (DEI), including expanding understanding of equity through the use of DEI frameworks, social cultural theories, and other student-focused practices.

### **Race-Conscious Versus Race-Neutral Views on Equity**

Responding to our question about whether the colleges disaggregate and use data to address inequities in the employment outcomes of students and graduates, some respondents offered insights into racial equity, reflecting race-conscious perspectives. These respondents described challenges their colleges experience enrolling and retaining Black and Brown students, Hispanic and Latinx students, and Asian Pacific Islander students. Reflecting on “significant” inequities evident in the college’s data, one respondent identified “very, very, very high equity gaps.” The perspective of another respondent illustrates how colleges struggle to meet student needs, first saying, “There is more that can be done for our Black population”, but later saying, “We are doing as much

as possible for equity.” This response suggests personnel know their colleges should do more to meet students’ needs but lack the will or capacity to deliver on equity. A few respondents also acknowledged intersectionality as important to equity, noting struggles their colleges face meeting the needs of Black males, in particular. Other intersections were noted among race, income, gender, sexual orientation, incarceration, immigration, and foster care.

In contrast to recognizing racial equity, some respondents offered a race-neutral perspective to our question about disaggregating and using data to improve employment outcomes. These respondents offered concern for “all students” without referencing racially minoritized groups. Illustrating this point, one administrator claimed the college’s CTE programs do not have equity gaps but suggested worrisome gaps are present in other parts of the curriculum. However, this individual later observed inequitable outcomes are evidenced in the outcomes of CTE students enrolled in non-traditional occupations. Referring to gender equity, which is long associated with CTE, nontraditional occupations are filled predominantly by one gender. Inequities occur when students identifying with the non-predominant gender lag behind the predominant gender in educational and employment outcomes.

### **Siloed Perceptions of Equity in Employment Outcomes**

When asking student services personnel what their colleges do to support graduates in securing good jobs, respondents identified a wide range of programs and services. They also

tended to see their jobs as requiring customized strategies for specific subpopulations in order to help these students attain favorable employment outcomes. It is noteworthy that the strategies these personnel saw as most needed by students reflected their own professional expertise. Thus, **problems encountered by students in securing employment tended to be viewed as career-focused when diagnosed by career services personnel and advising-focused when diagnosed by advising staff.** The lenses personnel used to understand problems and find solutions were framed by their own expertise and experience, possibly both helping and limiting student employment outcomes.

Distinctive programs and services may also separate student groups from the overall student body, resulting in treating student subpopulations as special or “non-traditional.” Whereas there can be benefits to meeting specific student group’s needs, this targeting also has the potential to label students as the “other” and proliferate inequity. Therefore, it is important to see how college personnel work collectively to fully understand how programs and services impact underserved learners.

## Limited Examples of How Equity Gaps are Being Closed

Despite respondents of nearly all colleges recognizing gaps in employment outcomes between underrepresented and non-underrepresented student populations, **we heard few examples of how colleges use disaggregated data to**

**restructure and reform programs and services to close employment outcome gaps.** In fact, some respondents said explicitly that their colleges do not use disaggregated data to address equity gaps, mentioning various barriers to securing data for this purpose. An example of a response follows:

*“We haven't been looking at that, and as I mentioned that... We haven't disaggregated that, and the data isn't great either whether or not students got jobs, it's still hard to see, and they're mostly just tracking that for CTE students if they can even get in touch with that information...”*

Where disaggregated data were analyzed by colleges, we saw distinct patterns in how data was shared (or not) across institutional research units, college administration, and the Centers of Excellence (COE). For example, sometimes data was known to exist, but it did not flow back to personnel, perpetuating a separation of the data function from college personnel who could potentially contribute to improving student-facing programs and services.

## Capacity Challenges Get in the Way of Addressing Inequities

In our interviews about data disaggregation, as well as our questions about improving college efforts to enhance student employment outcomes, we were frequently told colleges have limited capacity to use data. **Some respondents also indicated that, because of resource constraints, their colleges set**

**priorities that may limit how fully and well programs and services meet students' needs.** Related to this point, we heard student support personnel speak about having to set priorities to help students navigate college systems, such as registration and scheduling, that can be complex and confusing for students. One respondent spoke favorably about what their college was doing but also recognized more could be done by saying:

*We have a good, equitable, open access career services program. We are doing as much as we can to provide equitable access to everyone. But more can be done for our Black population. We are doing as much as possible for equity.*

## **Equity Solutions Require an Integrated, Relational Approach**

In our conversations about data disaggregation and opportunity structures to a lesser extent, respondents recognized a role for various entities to play across the community college system and in partnership with other organizations to help students secure good jobs. References were made to what the CO, COE, colleges, employers, workforce boards, CBOs, and other stakeholders do (or should do) to address systemic inequities in student outcomes.

Whether these assumptions about student support hold true is unclear without deeper research, but it is noteworthy that respondents tended to assume students are supported in securing employment even if it is not by the community college. Looking internally into the colleges, many respondents pointed to the need for change to help students complete programs that have strong relationships with employers that facilitate a smooth transition to good jobs. Many also see how taking concerted action to integrate college programs with employment may help close pervasive equity gaps for underrepresented students.

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## Section 4: Limitations

Over the course of the study, several limitations emerged, as discussed below:

### Sample Size

First, this study is a purposeful sampling, not representative, limiting the reach of the study's findings.

Similarly, based on scope of work and project capacity, we conducted 40 interviews across nine colleges. However, more interviews are needed to reach saturation in the findings. While our findings are based on clear patterns and robust thematic coding, saturation is difficult to reach with this number of interviews. This is particularly true for codes relating to equity, in part because respondents' perspective on equity varied greatly. Saturation was also difficult with the CO interviews, as we interviewed just four CO system office staff. While those four interviews yielded some insights, the number was very modest to draw conclusions.

### Data

Some data that reflects the delivery of the colleges' portfolio of career-related services could be missing from the research. Although we asked interviewees this question, we did not use a checklist for all of the services colleges offer or all of the aspects colleges consider relating to student employment

outcomes, so some items might be excluded simply because we didn't explicitly ask for it.

Further, the interview data analyzed was approached first by including two project team members, with one facilitating the interview and the other taking heavy notes from the interviewees. These were checked against the recording to verify accuracy. However, given the coding was mostly translated from the notes, not a verbatim transcript, coding may be subject to the bias of the notetaker.

In addition, many respondents lack familiarity with their college's strategic plan. This raises questions about how well student employment outcomes are aligned to college priorities and the efficacy of the respondents' answers to questions relating to institutional goals.

### Positionality

Last and quite importantly, there are limitations with our research team's positionality. The team conducting interviews all identify as women and white, which introduces inherent biases into research. This may have also affected how we asked equity-related questions.



## Section 5: Further Inquiry

Several areas could be pursued in future phases of this work to inform strategies for supporting colleges and the CO in a more specific or comprehensive way.

### Data

The variance in availability and analysis of data across the nine participating colleges is a persistent theme in this scan. As we conducted this scan, it became clear that it would be useful to investigate college data infrastructure, as it was clear some colleges were more proficient than others. This inquiry would include campus utilization of existing data platforms, such as Launchboard, would allow the CO to uncover specific college needs related to data, and would highlight a path to building a more equitable data access and analysis strategy across all colleges.

### Strategic Plan and Goals

We asked every college what their institution's goals were around student employment. Their responses are outlined in [Section 1: Current State](#). Additional investigation could be done to understand and evaluate how colleges talk about their student employment work in their publicly available strategic plans.

### Social Capital

While we only asked a few colleges about social capital programming directly, those who responded indicated deploying activities and experiences to foster the development of social capital across a menu of college services and student touch points. These include **career services hosting sit down dinners with students and employers, employers visiting classrooms, faculty brokering interviews for students, and systemic implementation of internships**. Deeper inquiry is needed to understand if these methods actually work to increase social capital and how access to social capital development activities is available to students, especially students of color.

### Student Voice

Students were not included in our qualitative interview framework. We recommend future phases including student focus groups and interviews to understand how students perceive and experience the suite of employment-related services to ensure their voice is included in future CO strategies and policies.

## Equity

Clarified definitions of equity and how it should look may be helpful to colleges as they work to understand their data and implement practices to better serve students.

Additionally, a recent [report](https://www.newamerica.org/education-policy/reports/what-everyone-should-know-about-designing-equity-minded-paid-work-based-learning-opportunities-for-college-students/)<sup>1</sup> from New America investigated work-based learning programs at five community colleges across the country to understand the goals, motivation, and design of the programs. They also investigated which student demographics participated in the programs. They found that some students, especially low-income, first-generation, and racial minority students are not included in these opportunities for a variety of reasons and “...*some institutions don’t audit or evaluate their programs to understand if and how they benefit students and who is using them.*”<sup>2</sup> This finding is aligned with our analysis of the student employment continuum offered by the nine California Community Colleges we interviewed. Future technical assistance and research could provide colleges with a framework to collect and share demographic data on student participants. This could be driven by a continuous improvement plan to ensure students are met with equitable access and opportunities for success.



## Section 6: Conclusion

In this research, our independent project team designed a process to accomplish a key outcome: ***To co-develop highly effective, system-wide, student-centered strategies to improve student employment outcomes based on evidence.*** This report represents Phase 2 – that is, documenting the student employment outcomes landscape across California Community Colleges – of our 3-phase process to realize this goal.

Phase 3 will begin following the release of this report in fall 2022. During Phase 3, our team will facilitate several strategy development sessions with the ESLEI and CO executive leadership team and staff to start charting ways to systematically improve equity and career mobility for students.

Our goal in this Phase 2 is to provide the CO leadership and staff with pertinent insights to help them in co-designing strategic solutions. We look forward to the strategies and policy implications that will be collaboratively designed.

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<sup>1</sup>

<https://www.newamerica.org/education-policy/reports/what-everyone-should-know-about-designing-equity-minded-paid-work-based-learning-opportunities-for-college-students/>

<sup>2</sup> <https://tinyurl.com/yck67x5m>



# Appendix A: Methodology

## Our Approach

We know that student employment outcomes vary widely across programs and institutions. Therefore, we approached this scan through the lens of strategic mission and planning, equity and transformative change, workforce and economic development, and student voice, *all to better understand and co-design strategies to begin addressing the findings and implications.*

*We designed this work into **three phases** with an intentional outcome of enabling system-level strategies, policies, and proof of concept to improve equity and student-centered student employment outcomes.*



Our project team designed a robust research framework (see [Appendix B](#)) analyzing publicly available quantitative data on student employment outcomes. We also analyzed several college data sources to support our purposeful sampling strategy for our qualitative interview process ([Appendix C](#)). We used this mixed method research process to develop an interview protocol ([Appendix C](#)) to collect diverse perspectives from each college, knowing colleges have different job titles across student employment functions. We wanted to get a clear picture about what is happening across college campuses to prepare students for employment.

After constructing the numerous interview protocols, we conducted a pilot interview to calibrate questions, gather post-interview feedback from the interviewee, and revise the protocol as needed. This pilot interview was recorded and viewed by the research team to provide further feedback.

After the pilot interview, we began semi-structured interviews with selected respondents from the nine identified colleges. Each interview was conducted with two members of the research team, with one team member leading the interview and the other transcribing responses. Having two interviewers present for each interview also allowed us to discuss what we heard and calibrate our understanding of interviewees' responses, staying close to their direct quotes.

In all, we interviewed nearly 40 college staff across nine diverse colleges (large urban, rural, suburban, geographically dispersed, and serving a continuum of student populations). We

strategically selected a variety of roles to interview across each campus, including college presidents, internship coordinators, system office staff, campus CTE deans, and faculty members working closely on the ground.

After the interviews were completed, a research team member listened to the recording to verify that the gist transcripts written during the interviews were accurate. Any discrepancies were edited within the transcript to ensure the transcript was an accurate representation of the responses.

Following the interviews, two research team members began coding four interviews together. In these initial coding meetings, the research team discussed and calibrated possible open codes, coming to consensus on meaning and open codes. This helped to build validity and set a base for the rest of the coding.

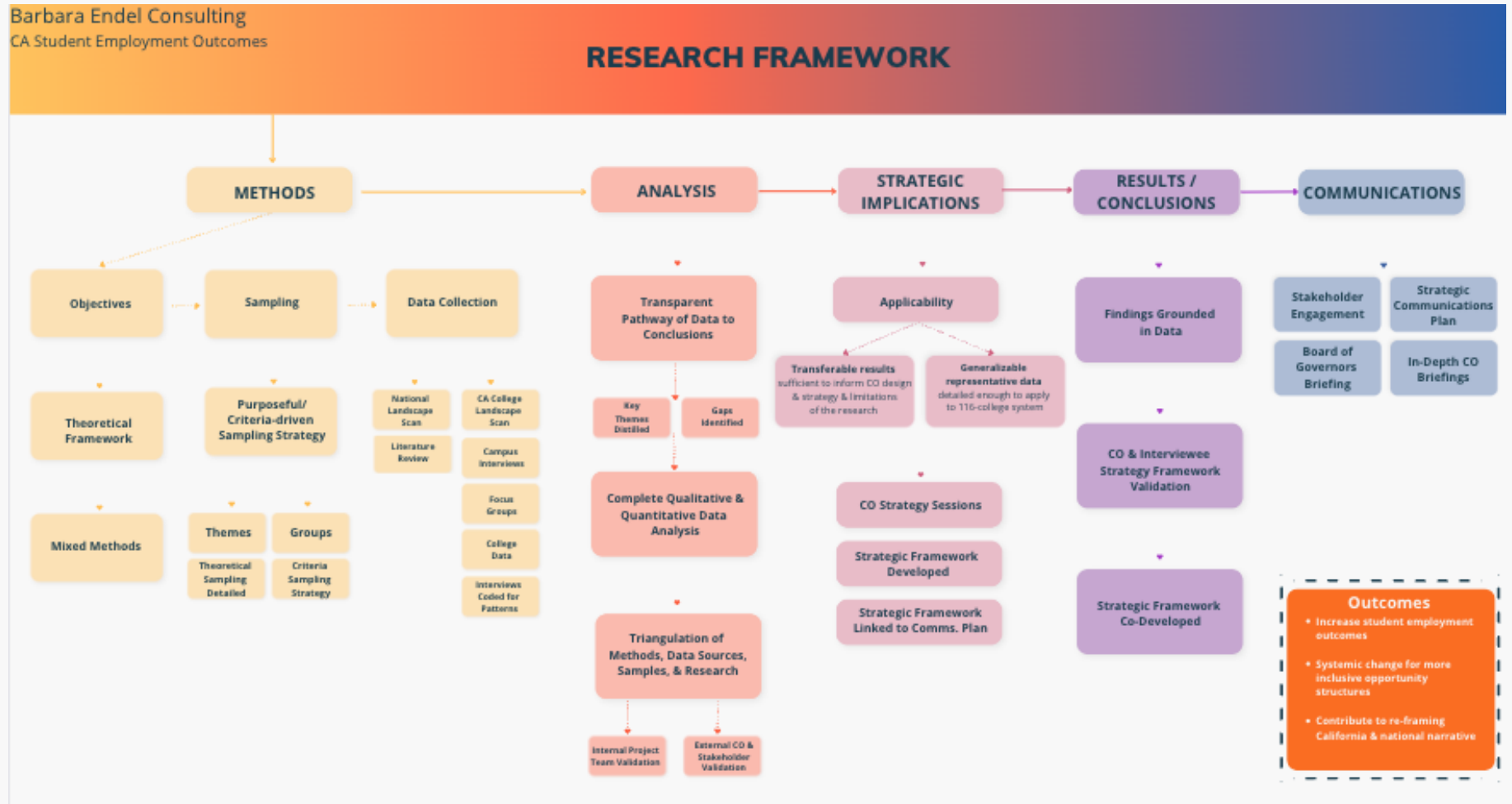
Using an open-coding structure, the rest of the interviews were coded and analyzed utilizing a computer assisted qualitative data analysis software, MAXQDA. More than 1,070 interview excerpts were coded across over 80 coding categories to analyze trends, patterns, and themes. The platform helped us to synthesize multiple direct references from interviewees to student outcomes data, equity, employers, student voice, challenges, funding, and program portfolio of services, as well as how and for who the college organizes and delivers services.

After coding, each member of the research team read each interview transcript and reviewed the coding system and coded segments. Then, the team met to discuss the coding, challenge the coding when necessary, and come to consensus on the coding decisions.

From these codes, we began sorting and aggregating codes into major themes. In this process, we stayed close to the data, using MAXQDA features to look at the supporting quotes from the coded segments to make thematic choices. We engaged in an iterative process, with team members reading through their assigned codes, identifying emerging themes, writing up notes about those themes with direct quotes as support, and then meeting on three separate occasions as a whole team to discuss, challenge, revise, and finalize themes, findings, and meaning. Overall, we followed qualitative researcher Dr. Robert Yin's approach for disassembling data (i.e., creating open codes), reassembling data (i.e., categorical coding and looking for intersections of open codes), and interpreting data (i.e., drawing out themes from the coded data).

Once our notes on codes, themes, and supporting analysis were interrogated among the research team, we began to write findings, including reading each others' write-ups and comparing the analysis to the raw data.

# Appendix B: Research Framework



# Appendix C: Sampling & Interview Protocols

## Overview

The purpose of this framework is to outline the detailed purposeful sampling plan for engaging an information rich set of colleges and stakeholders across the California Community College (CCC) system to inform our project. The scan will enable our research team to illuminate student employment outcomes-related portfolios of programs and supports at CCC and create a baseline for strategy development. It is intended to inform how the Chancellor's Office (CO) can work with the colleges, and across the realigned CO offices, to identify strategies to transformatively shift structures, practices, and policies that inform student employment outcomes. This qualitative research approach will enable more visibility into opportunity structures and work to improve overall student employment outcomes related to the Vision for Success.

To provide a snapshot of how the colleges are organizing their student employment and what they are delivering across their portfolio of services, we will identify a group of 8-10 institutions, using a *purposeful sampling strategy*, for data collection. At each institution, we plan to speak to three to four people who cover roles and functions relevant to student employment outcomes, supports, and programming.

Based on the robust college sampling process followed in Parts I-III, **we have selected the following 10 colleges:** (1) Barstow College; (2) Cerritos College; (3) Copper Mountain Community College; (4) Fresno City College; (5) Imperial Valley College; (6) Los Angeles Southwest College; (7) Pasadena City College; (8) Sacramento City College; (9) San Jose City College; and (10) Shasta College. Details about the selection criteria and rationale can be found in Part III.

# PART I: Institutional Sampling Framework

March 2022

Part I provides a detailed summary of our sampling framework, including a step-by-step process we followed to determine the interview sample. Included are the variables we considered, data considerations, and the college roles and functions we will target for interviews.

## Variables

### Step 1: Document Geographic and Demographic Information

We will start by using geographic and demographic data to sort the 116 colleges and begin to reduce the sample size.

We will use [LaunchBoard](#) to collect macroregion information:

- Bay Area, Central Valley- Mother Lode, Inland Empire, Los Angeles-Orange County, North-Far North, San Diego- Imperial, South Central Coast

We will use the [IES- National Center for Education Statistics](#) to collect campus setting information:

- Campus community setting (rural, town, suburb, urban)

We will use [Data Mart](#) to review the following data:

- # Student enrollments
- Student demographics
  - % Black
  - % Latinx
  - % Indigenous
  - % Full time
  - % Part time
  - % Financial aid
  - % Students working full or part-time

### Step 2: Review California Publicly Available Student and Employment Data

To augment the data collected in the first step and further identify the 12-14 institutions to investigate, we will utilize publicly available data to understand the considerations found in Table 1.

Table 1: Data Considerations

Source	Data Point(s)	Purpose	Dependency
LaunchBoard	<p>Living wage by college (we will compare with the MIT living wage data once we select the 12-14 colleges)</p> <p>(Living wage figures for 2018 used in the Student Centered Funding Formula calculations and in the prior version of the Community College dashboard are drawn from the Family Needs Calculator produced by the Insight Center for Community and Economic Development at <a href="https://insightcced.org/2018-self-sufficiency-standard/">https://insightcced.org/2018-self-sufficiency-standard/</a>.)</p>	This will help us select colleges to investigate with a variety of regional economies.	In order to access the information detailed in LaunchBoard, we will need access to the <a href="#">Cal-PASS Plus Systems of Data</a> . <b>We will work with Amy to gain access.</b>
LaunchBoard	<p>Students employed in the second fiscal quarter after exit</p> <p>Students employed in the fourth fiscal quarter after exit</p>	This will help us understand college employment rates.	
LaunchBoard	CTE exiters who reported working in a job closely related to their field of study	This will help us understand the effectiveness of CTE programming.	
Streamline Reporting	We will select 1-2 colleges that participated in the Streamline Reporting pilot	The Streamline Reporting system will bring 15 campus programs into one single reporting	We will secure a list of colleges that participated in this pilot from the CO.

		structure to show aggregate effect.	
<a href="#">Census</a>	% Adults w/ no or limited college within the counties that make up a college's service area	Proxy for number of adult learners in area; helps provide useful context	
<a href="#">Bureau of Labor Statistics</a>	County unemployment rate for college's service area (Jan 2022)	Helps provide context on current economic opportunity in college area of service	

#### *CO Digital Innovation and Infrastructure Office*

We will also request related student employment outcomes data from the Digital Innovation and Infrastructure office as necessary.

#### Step 3: Select Institutions

In partnership with the CO team, we will select 12-14 colleges that span the data collected according to the criteria listed above, the Vision Destination, CO team priorities, and the results of our national landscape scan. Once we have identified and gained agreement from the CO's team on the 10-12 representative colleges, we will partner with the CO team to conduct outreach to college function leads as laid out below.

## College Role/Function Sampling Framework

Once the 12-14 colleges are identified, we will:

1. **Build institutional “biographies”** that describe institutional priorities and structures around student employment. These bios will require us to collect additional data points from the colleges such as:
  - a. The institution's organization chart
  - b. Number of students or percent of students participating in work-based learning, student enrollment in for-credit and non-credit CTE programs, engagement with student employment readiness/transition services, and job placement and wages.
  - c. An understanding of per student funding allocations available to support career services and employment readiness functions. Among the 12-14 colleges selected, we will include colleges with a range of overall investments to find patterns or themes.
  - d. Campus financial audit reports (if needed)
  - e. College strategic plan/CEO employment priorities (may need to be addressed through interviews)



- f. Investments in individual CTE programs at each college annually (Nova)
- g. Total college budget

2. **Conduct outreach to the colleges to identify interviewees.** Each college's student employment outcomes approach and their delivery of services and functions is likely structured within: Student support services, academic/degree programs, CTE programs, and financial functions. Though we would not use these terms externally with the colleges, we are using them as function categories to internally organize our sampling. Each of these services has a series of departments, programs, supports, and functions that could intersect with student employment outcomes.

Key patterns and themes identified in the national landscape scan will also inform the purposeful sampling of colleges. We will cross reference staff roles and offices with responsibility for leading the set of core functions identified in the national scan and if those are present (or not) across the colleges selected for interviews.

## Interviewee Selection Inputs

### Student Support Services

- Career Service Departments/Student Employment Readiness/Transition Services
  - Individuals who direct, manage, or coordinate the following functions, among others potentially:
    - Resume/portfolio development
    - Job search
    - Interview prep
    - Job fairs
    - Job advertisements/job board
- Social Capital/Network Building
  - Individuals who direct, manage, or coordinate the following functions:
    - Specific social capital curricula
    - Alumni networks
    - Employer networks that are in direct engagement with students (i.e., not employer advisory councils typically)
- Student Employment Outcomes Tracking
  - Individuals who direct, manage, or coordinate the tracking of job placement, wages, etc.
- Employer Relations
  - Individuals who direct, manage, or coordinate work-based learning opportunities, job shadowing, and employment placement
  - *There may be overlap between this function and the work-based learning coordinators in the academic domain.*

### Academic/Degree Programs

- Individuals who direct, manage, or coordinate work-based learning, including:
  - Internships
  - Work experience/ co-operatives

- Work study
- Clinical rotations
- Pre-apprenticeships and apprenticeships
- Mentorship
- Department/program employer advisory councils
- Service learning

### CTE

Individuals who direct, manage, or coordinate workforce development-related credentials

### *Financial functions*

Individuals who direct, manage, or coordinate funding or programs that support and/or require career services and employment readiness functions

- Strong Workforce Program
- Perkins grants
- Cal Works categorical funds
- Nursing and allied health grants
- Apprenticeship grants
- Adult education grants
- On-the-job training funds
- Student equity and achievement categorical funds
- Other institutional or special funding

## **Interview Selection Process**

Due to capacity and scope of work, our research team will not be able to interview all of the individuals who are accountable for all of these programs and functions at each campus. **Our strategy priority is to interview at least two to three key staff who meet at least one of the functions highlighted above.**

- Our team will draft an outreach email that we would ask the EVC or a VC to send to each of the 12-14 colleges, introducing our team and our work and requesting to speak with individuals that meet at least one of the defined functions.
- The EVC recommended initial emails are sent to the college CEO.
- We will coordinate all interview logistics internally.
- We will attempt to speak to a wide variety of people representing all of the functions over the proposed range of 36-56 institutional interviews.

It was noted that it will be an interesting data point to track who the CEO refers us to and how many referrals it takes to speak to someone who is engaged in this work as either a manager of dollars or implementor. We will track this data as we conduct outreach and schedule conversations.

# PART II: CO System and State Level Insights

## Roles and Functions

To capture information and insights across the system related to the landscape analysis, our research team has identified the following roles and functions with associated staff for one-to-one interviews. The interviews are designed to collect detailed insights on:

- Complexities with the services and delivery of the career and workforce portfolio. Perspectives about the system's current state of student employment outcomes.
- Noted challenges facing the CO system office and ability to support and guide the field about high impact strategies and policies for improving student employment outcomes.
- Questions about the structure and operations of how the CO and the field are set up (or not) to support and improve student employment outcomes and what must happen to do so.
- Understanding the CO staff's perspectives on seeing opportunity structures as a framework for equity and career mobility.
- Identification of opportunities to move the system toward improving career mobility and stronger student employment outcomes (e.g., vision, data, strategy, change management, belief in the need to change).
- The highest priority actions to support the ability of the CO and the colleges to own and understand the need for shifting the paradigm.
- Information around investments the CO is making in these areas and the returns they are seeing (or not).

### Suggested CO Interviewees

- Dean Workforce and Economic Development
- Dean Workforce and Economic Development
- Program Assistant II, Apprenticeship Program & Special Projects
- Program Analyst, Economic & Workforce Development Program
- Dean, Educational Services & Support
- Senior Director of Policy Development and Research, Success Center, Foundation for California Community Colleges

# PART III: SAMPLING PROCESS

April 2022

Part III provides detailed information about the sampling process we followed to determine the 8-11 California colleges to be interviewed. These colleges and the rationale for their selection are included.

## Process

1. We started by downloading a list of all the 116 CA community colleges.
2. Then we collected the living wage information, macroregion information (seven total macroregions), and the total student count for 2020-2021 annually from Launchboard [here](#).
3. Next, we collected race/ethnicity student demographics. This information came from [Data Mart - Student Enrollment status summary report, Fall 2021](#).
  - a. We wanted to select colleges that have student populations that are equal or greater to at least two of the three state's population percentages for the following race/ethnicity categories: Asian, Black/African American, and Hispanic/Latino. **Using this strategy, we were able to narrow our sample from 116 colleges to 43.**

According to the 2020 US census, CA population estimates as of July 1, 2021 are as seen in Table 2:

Table 2: US Census Data for California, 2021

Population	Percent
White alone, percent	71.9%
<a href="#">Black or African American alone, percent(a)</a>	6.5%
<a href="#">American Indian and Alaska Native alone, percent(a)</a>	1.6%
<a href="#">Asian alone, percent(a)</a>	15.5%
<a href="#">Native Hawaiian and Other Pacific Islander alone, percent(a)</a>	0.5%
Two or More Races, percent	4.0%
<a href="#">Hispanic or Latino, percent(b)</a>	39.4%
White alone, not Hispanic or Latino, percent	36.5%

4. We were able to access the percent of students who [attained the vision goal completion](#) definition, which is “Among students in selected student journey, the number of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district.” The rationale for including this is we hypothesize that higher percentage attainment may equate to more effective practices around student employment. We looked at three year cohort length
5. We combed the publicly available Launchboard data for any additional information that could be useful. We looked at a cohort length of three years for all the following variables:
  - a. **# students who enrolled in a selected year with a [goal of building skills](#)** to enter or advance in their career (2019-2020)
  - b. [Median Change in Earnings:](#) Among students in a selected student journey who exited the community college system and did not transfer to any postsecondary institution, **median change in earnings between the second quarter prior to the academic year of entry and the second quarter after the academic year of exit** from the last college attended
  - c. [Completed a Noncredit CTE or Workforce Preparation Course:](#) Among all students with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a

workforce preparation course, **the proportion who completed a noncredit career education or workforce preparation course** or had 48 or more contact hours in noncredit career education course(s) or workforce preparation course(s) in the selected year

- d. [Attained the Living Wage](#): Among students in a selected student journey who exited the community college system and did not transfer to any postsecondary institution, **the proportion who attained the district county living wage for a single adult** measured immediately following the academic year of exit
  - i. Earnings metrics derived from the Employment Development Department's Unemployment Insurance wage file will lag by one year. Employment and earnings outcomes are only calculated for students who are no longer enrolled in any postsecondary institution. The metric is dependent on colleges reporting enrollments for the following year and on the Chancellor's Office matching student records with four-year institutions. Therefore, the metrics on median earnings, change in earnings, and living wage attainment cannot be displayed for 2019-20.
6. A data consultant from the CO was able to point us to the student employment data, and we were also able to pull the [percent economically disadvantaged](#).
  - a. Student-centered funding formula for the economically disadvantaged: CCP students considered economically disadvantaged using the student-centered funding formula definition
7. Using these data points, we were able to narrow the list of colleges to 10.
8. Upon reviewing the [revised vision for success goals](#), we decided to go back and record the number of exiting CTE students employed in their field of study, since we have a benchmark goal of 76%. Originally, we did not include it because it is survey data and many of the colleges seemed to have quite a low response rate. But due to its importance as one of the primary six goals, we decided to include it. We chose to look at a cohort length of three years.
  - a. This date has its limitations, namely: "Data will only be displayed for first-time students where the timeframe allowed to meet the outcome of the metric is complete. Responses from the CTEOS are not available until two years after the student was included in the CTEOS cohort to be surveyed since it is necessary to wait a year to make sure that the student has fully exited before surveying the student."
9. Then we went back and assigned the campus setting based on IES data: city, suburb, town, rural. We selected one more college for a total of 11 because it added an additional rural school to our pool (we only had one originally), and they had the highest proportion of people working in their field of study. However, they still did not reach the benchmark goal of 76%.
10. Last, we were able to collect data on students employed in the [second fiscal quarter after exit](#). This data is sorted for the 2018-2019 academic year and includes all programs and students who took credit or noncredit courses. The definition is: "Among students who exited the community college system and did not transfer to a postsecondary institution, the proportion of students who were employed in the second fiscal quarter after exit."

The final 11 colleges were selected with 9 fully participating and the rationale is listed below in Table 3. For more information, see the [working sample- full details tab here](#).

Figure 1: Selected Colleges on California Map





LA Table 3: Final 9 Colleges Selected & Rationales

Colleges	Rationale
Antelope Valley College	-Met demographic data considerations -Highest completion of non credit CTE or workforce prep course
Barstow College	-Met demographic data considerations - Had highest change in earnings post completion
Copper Mountain Community College	-Met demographic data considerations -Selected because its an additional rural school and highest percentage of people working in their field after graduation
Imperial Valley College	- Is by far the most heavily Hispanic/Latino student population in the state. Though it does not represent the state's demographics, it could be an interesting case - It also has a high percentage of economically disadvantaged students
Pasadena City College	-Met demographic data considerations -Selected because it is the college with the highest vision goal completion percentage --Participated in streamlined reporting and plans to continue to pilot 2.0
Sacramento City College	-Met demographic data considerations -Its the only remaining college from the north far north macro region and we want to include one college from each macro region
San Joaquin Delta College	-Met demographic data considerations
San Jose City College	-Met demographic data considerations -Highest percentage of Asian learners and a high cost of living.
Shasta College	-Is one of two colleges from the North-Far North Region -Nearly 100% completion of a non credit CTE or workforce prep course

## Considerations

Benchmarks across all variables would have been useful so that we could establish a cut point for institutions to include in our sample. We had benchmarks for the demographic information, as we used the state's breakdown to select colleges that met the state's demographics for two of three race/ethnicity categories.

We also had a benchmark for the vision success goal. We looked at the Vision for Success Update to see if there were any goals or categories we could use to assist with benchmarking.

The first goal was not useful, as its phrasing of "increase by 20%" does not allow for a comparison across colleges. Instead, it is intended for the individual colleges to compare their recent outcomes with past outcomes.

The third and fourth goals are the only ones that could be benchmarked. The third is relatively unrelated to our work, and though it is important for setting the context, we chose not to include it in the sampling criteria.

Figure 2: 5-Year Systemwide Goals

### 5-Year Systemwide Goals

- 1 | Increase completion of degrees, credentials, certificates, and job-specific skill sets by 20% between 2017 and 2022
- 2 | Increase transfers to UC and CSU by 35% between 2017 and 2022
- 3 | Decrease the average number of units accumulated by associate's degree earners to 79 units by 2022 (down from an average of 87 units in 2017)
- 4 | Increase the number of exiting CTE students employed in their field of study to 76% by 2022 (up from 60% in 2017)
- 5 | Reduce equity gaps by 40% across all the above measures by 2022, and fully close those gaps by 2027
- 6 | Close regional gaps across all of the above measures by 2027

## PART IV: INTERVIEW PROTOCOL MENU

April 2022

Part IV provides the interview protocols for the project, divided by college functions. It includes: (1) the interview introduction, which will be provided to each interviewee; and (2) scripts for each role, including individuals serving in: Campus Chief Instructional Officer (CIO) or Vice President of Workforce Development, Career Services, Student Employment Readiness, Transition Services, Academic/Degree Programs, Career Technical Education, Student Employment Outcomes Tracking, Employer Relations, Social Capital/Network Building, and Financial Functions.

Interview Introduction	
Activity	Script
1 hour long interview; Overview given by interview lead for ALL interviews	<p>We are a group of independent researchers who are assisting the chancellor's office in documenting the landscape of how colleges are supporting student employment outcomes. Supporting student employment and ultimately career mobility is a focus in the Vision for Success and recent Governor's Recovery with Equity. We are looking to build a clear picture of what's happening across instruction, student and career services, and workforce. The goal is to help the system better understand how this is working and develop strategic directions given the dynamic economy.</p> <p>This interview is designed to help us better understand your institution's services, investments, programs, and financial and human capital allocations that help students secure a quality job leading to career mobility and what the available data indicates about the effectiveness of these efforts.</p> <p>We are interviewing a number of community colleges across the state. We are also interviewing an additional 2-3 staff on your campus to help build this picture of how the college works with students through-out their learning and then supports their transition into a career or transfer. This interview is entirely voluntary. It is also confidential; your name or any identifiers will not be used in our reports. The findings from this interview will not be published.</p>

	<div>1. Are you willing to continue with this interview?</div> <div>2. Do you consent to being audio recorded?</div> <div><b>TURN ON RECORDER</b></div> <div>Please state your name, college, position and tenure in your position.</div>
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## Institutional Leadership & Accountability: Campus Chief Instructional Officer (CIO) or Vice President of Workforce Development

Audience	Interview Questions
<p>Individuals on the college executive staff with:</p> <ul style="list-style-type: none"> <li>• Overall leadership and authority for the college's full spectrum of services related to student employment outcomes</li> <li>• Accountable for the overall execution of college-wide services even though they may be distributed</li> <li>• Responsible at the president's cabinet level for reporting on student employment outcomes</li> <li>• Manages the college fiscal allocation for services for student employment outcomes</li> </ul> <p><i>*Note for interviewers - may need to define what we mean by student employment services and student employment outcomes.</i></p>	<ol style="list-style-type: none"> <li>1. What are your institution's goals around student employment? <ol style="list-style-type: none"> <li>a. Do these goals differ by program, credit or noncredit, or some other distinction?</li> <li>b. Are student employment outcomes part of the college's strategic plan?</li> </ol> </li> <li>2. Do you or perhaps another executive team member of the CEO/President's cabinet routinely report out on student employment outcomes?</li> <li>3. Where are the services to support students into a viable career as they exit the college located? This would be across the student learning journey from recruitment and orientation to completion of the degree or credential with a goal of entering the labor market or transfer.</li> <li>4. Do you collect data for student employment outcomes?</li> <li>5. Does the college publicly post your student employment outcomes? Across all programs or credentials? Or by student demographics?</li> <li>6. Does the college look at student employment data broken down by different student demographics such as race/ethnicity/gender for planning and decision-making?</li> <li>7. Do you look at what services, investments, programs, and/or financial and human capital allocations help students the most to meet their employment goals and the institutions?</li> <li>8. How do you think students experience this set of employment services at your college?</li> <li>9. Does the college offer professional development to staff and faculty for how to support employment outcomes or embed things like experiential learning across the learner journey?</li> <li>10. From your perspective, who (person or department) at the college is ultimately responsible for helping the student gain quality employment (besides the student)?</li> </ol>

## Career Services, Student Employment Readiness, and Transition Services

<i><b>Audience</b></i>	<i><b>Interview Questions</b></i>
<p>Individuals who direct, manage, or coordinate the following functions, among others potentially:</p> <ul style="list-style-type: none"> <li>• Resume/ portfolio development</li> <li>• Job search</li> <li>• Interview prep</li> <li>• Job fairs</li> <li>• Job advertisement s/job board</li> </ul>	<ol style="list-style-type: none"> <li>1. What are your institution's goals around student employment? <ol style="list-style-type: none"> <li>a. Do these goals differ by program, credit or noncredit, or some other distinction?</li> <li>b. Are student employment outcomes part of the college's strategic plan?</li> </ol> </li> <li>2. What role does your department (or your specific position) play in assisting students to secure a quality job post completion? <ol style="list-style-type: none"> <li>a. Follow up: What services or programs does your department support?</li> </ol> </li> <li>3. From your perspective, who (person or department) at the college is ultimately responsible for helping the student gain quality employment (besides the student)?</li> <li>4. Does your department partner with others (internal or external) to positively affect student employment? Do you in your role partner with others?</li> <li>5. Where are the services to support students into a viable career as they exit the college located?</li> <li>6. Do the college staff who have touch points with students across employment outcomes like internships, career services, experiential learning regularly meet to coordinate comprehensive support for students?</li> <li>7. Do you have ways of asking students either when they are still with the college or after they exit for feedback about how the services helped them (or not)?</li> <li>8. Do you collect data for student employment outcomes?</li> <li>9. Does the college publicly post your student employment outcomes? Across all programs or credentials? Or by student demographics?</li> <li>10. Does the college look at student employment data broken down by different student demographics such as race/ethnicity/gender for planning and decision-making?</li> <li>11. Do you look at what services, investments, programs, and/or financial and human capital allocations help students the most to meet their employment goals and the institutions?</li> <li>12. How do you think students experience this set of employment services at your college?</li> <li>13. Does your area or others at the college offer professional development to staff and faculty for how to support employment outcomes or embed things like experiential learning across the learner journey?</li> <li>14. If you could change anything about the way students are served relative to helping them enter the labor market or transfer, what would it be?</li> </ol>

## Academic/Degree Programs

Audience	Interview Questions
<p>Individuals who direct, manage, or coordinate work-based learning, including:</p> <ul style="list-style-type: none"> <li>• Internships</li> <li>• Work experience/co-operatives</li> <li>• Work study</li> <li>• Clinical rotations</li> <li>• Pre-apprenticeships and apprenticeships</li> <li>• Department/program employer advisory councils</li> <li>• Service learning</li> </ul>	<ol style="list-style-type: none"> <li>1. What are your institution's goals around student employment?               <ol style="list-style-type: none"> <li>a. Do these goals differ by program, credit or noncredit, or some other distinction?</li> <li>b. Are student employment outcomes part of the college's strategic plan?</li> </ol> </li> <li>2. Do you or perhaps another executive team member of the CEO/President's cabinet routinely report out on student employment outcomes?</li> <li>3. Can you describe the WBL and experiential learning students have available to them?               <ol style="list-style-type: none"> <li>a. Do any vary by program?</li> </ol> </li> <li>4. Where are the services that the academic side of the house does to support students into a viable career as they exit the college located? This would be across the student learning journey from recruitment and orientation to completion of the degree, credential, transfer with a goal of entering the labor market or transfer.</li> <li>5. Do you regularly look or collect data for student employment outcomes across guided pathways or by academic program?</li> <li>6. Do you look at student demographics to link at which students participate in programs with built-in WBL?</li> <li>7. With student data, do you review if the college's WBL programs are linked to better employment outcomes? I.e. If you offer internships, does the data collected help to see if internships have an impact on employment or earnings?</li> <li>8. Does the college publicly post your student employment outcomes? Across all programs or credentials? Or by student demographics?</li> <li>9. Does the college look at student employment data broken down by different student demographics such as race/ethnicity/gender for planning and decision-making?</li> <li>10. Do you look at what services, investments, programs, and/or financial and human capital allocations help students the most to meet their employment goals and the institutions?</li> <li>11. How do you think students experience this set of employment services at your college?</li> <li>12. Does the college offer professional development to staff and faculty for how to support employment outcomes or embed things like experiential learning across the learner journey?</li> <li>13. From your perspective, who (person or department) at the college is ultimately responsible for helping the student gain quality employment (besides the student)?</li> </ol>



## Career Technical Education

<b>Audience</b>	<b>Interview Questions</b>
<p>Individuals who direct, manage, or coordinate:</p> <ul style="list-style-type: none"> <li>• Career-Technical</li> <li>• Non-credit workforce development-related credentials</li> </ul>	<ol style="list-style-type: none"> <li>1. What are your CTE goals around student employment?               <ol style="list-style-type: none"> <li>a. Do these goals differ by program, credit or noncredit, or some other distinction?</li> </ol> </li> <li>2. What services, investments, programs, and/or financial and human capital allocations help students the most in CTE to meet their goals and the institutions?</li> <li>3. Are there any required WBL/experiential learning (beyond healthcare related clinicals) that are part of CTE?               <ol style="list-style-type: none"> <li>a. If yes, are you able to link the WBL to see if they produce better outcomes for students?</li> <li>b. Which students generally have access to CTE related support for employment? Do you disaggregate data?</li> </ol> </li> <li>4. Does CTE and related student employment outcomes have visibility with the CEO/President and outcomes are routinely reported?</li> <li>5. How do you think students experience their CTE related employment services (like career services, internships, etc. if offered)?</li> <li>6. What is the typical student profile of those that participate in workforce development related credential programs?</li> <li>7. What role does your department (or your specific position) play in assisting students to secure a quality job post completion?               <ol style="list-style-type: none"> <li>a. Follow up: What services or programs does your department support?</li> </ol> </li> <li>8. Does your department partner with others to positively affect student employment? Do you in your role partner with others?</li> <li>9. From your perspective, who (person or department) at the college is ultimately responsible for helping the student gain quality employment (besides the student)?</li> </ol>

## Student Employment Outcomes Tracking

Audience	Interview Questions
<p>Individuals who direct, manage, or coordinate the tracking of job placement, wages, etc.</p>	<ol style="list-style-type: none"> <li>1. What are your institution's goals around student employment?               <ol style="list-style-type: none"> <li>a. Do these goals differ by program, credit or noncredit, or some other distinction?</li> </ol> </li> <li>2. What services, investments, programs, and/or financial and human capital allocations help students the most to meet their goals and the institutions?</li> <li>3. How do you think students experience this employment ecosystem?</li> <li>4. What role does your department (or your specific position) play in assisting students to secure a quality job post completion?               <ol style="list-style-type: none"> <li>a. Follow up: What services or programs does your department support?</li> </ol> </li> <li>5. Does your department partner with others to positively affect student employment? Do you in your role partner with others?</li> <li>6. From your perspective, who (person or department) at the college is ultimately responsible for helping the student gain quality employment (besides the student)?</li> <li>7. What core data is collected about student employment outcomes?               <ol style="list-style-type: none"> <li>a. Do you know where students go when they leave the college?</li> <li>b. Which employers in your region hire the most students from your college?</li> </ol> </li> <li>8. In what ways is data related to student employment shared across the college or with other areas of the college responsible for supporting some element of student employment?</li> <li>9. If you could change one thing about how student employment data is managed at the college, what would it be?</li> </ol>

## Employer Relations

Audience	Interview Questions
<p>Individuals who direct, manage, or coordinate work-based learning opportunities, job shadowing, and employment placement</p> <ul style="list-style-type: none"> <li>• <i>There may be overlap between this function and the work-based learning coordinators in the academic domain.</i></li> </ul>	<ol style="list-style-type: none"> <li>1. What are your institution's goals around student employment?               <ol style="list-style-type: none"> <li>a. Do these goals differ by program, credit or noncredit, or some other distinction?</li> </ol> </li> <li>2. What services, investments, programs, and/or financial and human capital allocations help students the most to meet their goals and the institutions?</li> <li>3. How is the college working with employers specifically to support student employment?</li> <li>4. Do you have any employers with firm commitments for internships, co-ops, interviewing or hiring?</li> <li>5. Do you happen to know the top 5 employers that hire your students? Is there any difference in the employers hiring of students across race/ethnicity/gender?</li> <li>6. Is there a feedback loop or explicit way you connect with employers to understand how students are doing with their employment?</li> <li>7. How do you think students experience this employment ecosystem?</li> <li>8. What role does your department (or your specific position) play in assisting students to secure a quality job post completion?               <ol style="list-style-type: none"> <li>a. Follow up: What services or programs does your department support?</li> </ol> </li> <li>9. What is the best role for employers to play to enable better student employment outcomes?</li> <li>10. Does your department partner with others to positively affect student employment? Do you in your role partner with others?</li> <li>11. From your perspective, who (person or department) at the college is ultimately responsible for helping the student gain quality employment (besides the student)?</li> </ol>

## Social Capital/Network Building

Audience	Interview Questions
<p>Individuals who direct, manage, or coordinate the following functions:</p> <ul style="list-style-type: none"> <li>• Specific social capital curricula</li> <li>• Support services to build and leverage network for a job</li> <li>• Alumni networks for building employment connections for students</li> <li>• Employer networks direct engaged with students (i.e., not employer advisory councils typically)</li> </ul>	<ol style="list-style-type: none"> <li>1. What are your institution's goals around student employment? <ol style="list-style-type: none"> <li>a. Do these goals differ by program, credit or noncredit, or some other distinction?</li> </ol> </li> <li>2. What services, investments, programs, and/or financial and human capital allocations help students the most to meet their goals and the institutions?</li> <li>3. How do you think students experience this employment ecosystem?</li> <li>4. What does student engagement with your department/role look like? Are they required to engage? How many engage? <ol style="list-style-type: none"> <li>a. What is the typical student profile of those that participate in social capital or network building activities?</li> </ol> </li> <li>5. What role does your department (or your specific position) play in assisting students to secure a quality job post completion? <ol style="list-style-type: none"> <li>a. Follow up: What services or programs does your department support?</li> </ol> </li> <li>6. From your perspective, who (person or department) at the college is ultimately responsible for helping the student gain quality employment (besides the student)?</li> <li>7. Does your department partner with others to positively affect student employment? Do you in your role partner with others?</li> <li>8. Do you have any type of content or curriculum that helps students understand and build social capital?</li> <li>9. Do you or someone else at the college manage the alumni network? Does the alumni network have any goal around helping current students locate</li> </ol>

## Financial Functions

<i><b>Audience</b></i>	<i><b>Interview Questions</b></i>
<p>Individuals who direct, manage, or coordinate funding or programs that support and/or require career services and employment readiness functions:</p> <ul style="list-style-type: none"> <li>• Strong Workforce Program</li> <li>• Perkins grants</li> <li>• Cal Works categorical funds</li> <li>• Nursing and allied health grants</li> <li>• Apprenticeship grants</li> <li>• Adult education grants</li> <li>• On-the-job training funds</li> <li>• Student equity and achievement categorical funds</li> <li>• Other institutional or special funding</li> </ul>	<ol style="list-style-type: none"> <li>1. What are your institution's financial allocations around student employment?               <ol style="list-style-type: none"> <li>a. Do (or how) these financial investments differ by program, credit or noncredit, or some other distinction?</li> </ol> </li> <li>2. What services, investments, programs, and/or financial and human capital allocations help students the most to meet their goals and the institutions?</li> <li>3. Considering the various funding streams, how does the college organize or structure the financial investments to optimize the student experience when they are entering the job market or transferring?</li> <li>4. Who, at the college, has the broadest view of the various funding streams and the allocations and do the allocations relate to the college's strategic plan and/or Vision for Success goals?</li> <li>5. How do you think students experience the college's set of employment services and are they adequately funded?</li> <li>6. How do students find out about all of the possible financial support that the college offers?</li> <li>7. How do you view these categorical, grant funded, or other institutional funding playing a role in student's procurement of quality jobs?</li> <li>8. What is one thing you would change if you could around the financial allocations and resources related to student employment and the outcomes?</li> </ol>

# PART V: OUTREACH MATERIALS

April 2022

Part V offers the materials that will be sent to college leaders and prospective interview participants, including: (1) the study overview, describing the project and the rationale for contacting them; (2) initial outreach emails to be sent from the CO; and (3) follow-up outreach emails to be sent from the research team.

## Study Overview

### About the Research

The Chancellor's Office has partnered with an independent research team to gain insight about the current landscape of college efforts supporting student employment outcomes.

To provide a snapshot of how colleges are organizing their student employment and what they are delivering across their portfolio of services, the research team identified a set of institutions to interview. In partnership with the Chancellor's Office, **your college was selected to participate**. We are interviewing 10-12 colleges and believe, based on a number of criteria, including current student employment outcomes and demographics, that we would learn a lot from you.

At each college, we plan to speak to two to three people that cover roles and functions relevant to student employment outcomes, supports, and programming. More details are in the data collection section below. The specific research questions are below to center the work:

### Guiding Research Questions

1. How do campuses organize and deliver their student employment-related portfolio of services?
2. What are the outcomes of the student employment services?

### Next Steps

To participate in this study please:

1. Please confirm your institution's willingness to participate in the study with an email confirmation to our project team.
2. Designate a "point person" to identify interviews and schedule 60-minute virtual conversations.
3. Help identify who would be the best person at the college to talk to about student employment outcomes for an initial conversation.

**Interviews**

Between March and July 2022, we will conduct semi-structured, 60-minute interviews with two to three individuals across 10-12 institutions. We are interested in speaking to individuals who direct, manage, or coordinate funds, activities, data, or strategies across at least one of the following functions:

- Career services/transition services
- Social capital and/or network building
- Student employment outcomes tracking
- Employer relations
- Work-based learning, including but not limited to: internships, co-operatives, clinical rotations, service learning, apprenticeships
- Workforce development related credentials
- Grant programs, including but not limited to, Cal Works, on-the-job training funds, Strong Workforce Program, Nursing and Allied Health Grants

**About Us**

The research team is led by Dr. Barbara Endel and Dr. Debra Bragg, with Maggie Snyder and Dr. Colleen Pawlicki. This team was selected by the Chancellor's Office based on years of experience working with community colleges and student-centered success strategies. The team includes nationally respected researchers with extensive documentation and publications to help advance the field.



# Appendix D: Qualitative Software Analysis







We utilized MAXQDA, a qualitative and mixed methods data analysis software, to code, analyze, and synthesize the interview data we collected. We coded 1,070 individual interview segments.

## PART I: Codebook and Code Frequency

Code System				
Code System				1070
> System Codes				96
> Questions				261
> CO				10
> Challenges				124
> Programs				196
Barbara Reflections				4
College Strategic Plans				4
> Student Perspective				5
Alumni Networks				5
> Key Practices for Student Employment				115
Marketing				10
> Word/PDF Text Highlight				11
Breaking Down Silos				15
> Local Context				27
> Role				43
> Equity				43
> Data				101
Sets				0

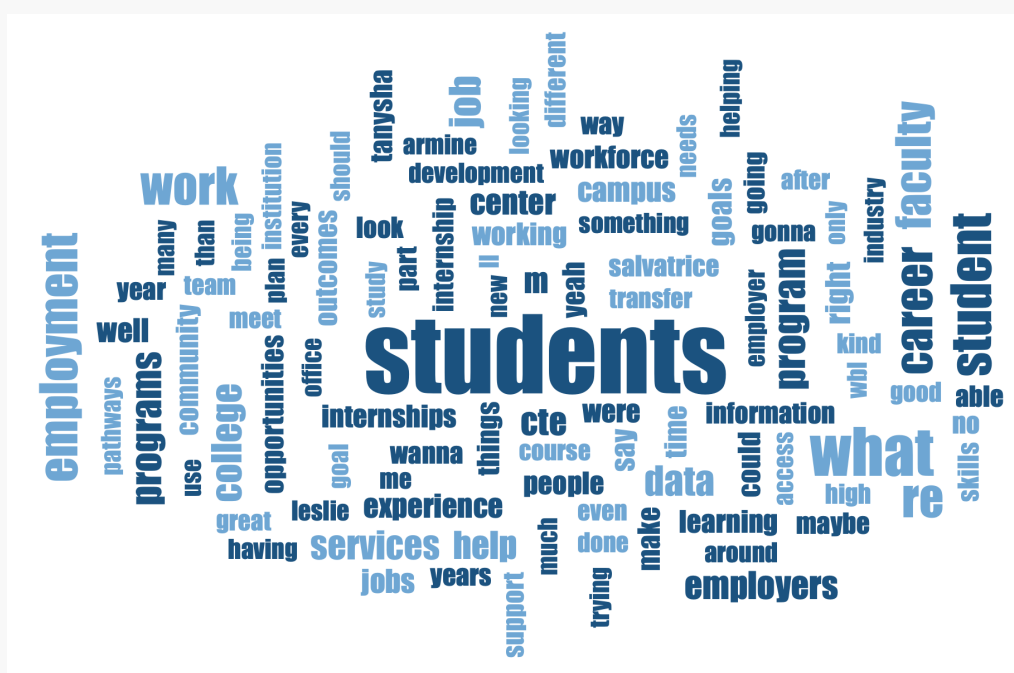
## PART 2: Code Relations Browser

The following is an example of a report run by MAXQDA, which visualizes the responses to our question: “Who at the college is ultimately responsible for student employment, besides the student?” This is one way we could measure the frequency of responses to inform our analysis. This analysis can also showcase intersections of codes in a segment and proximity of codes in the same document.

Code System	Who at the college is ultimately responsible?
 Who at the college is ultimately responsible?	
 Vice President	2
 Deans	3
 Faculty	3
 Career Services	1
 Everyone	10

## PART 3: Word Cloud

A flexible way to present word frequency was the word cloud feature. This report reflects the most popular words said in segments of code answering our question: “Who at the college is



ultimately responsible for student employment?" Users can manipulate the cloud to exclude common words like "the," "me," etc.