

PROGRAM REVIEW: Planning and Evaluation Process

Questionnaire for NON-INSTRUCTIONAL Programs: Career Education, Work Force Development, or Info/Tech Services

INTRODUCTORY QUESTIONS

1. Program Name: ***JOB PLACEMENT***

2. Person(s) completing the questionnaire: Amy Brumgard, M.A., GCDF

3. Date of completion: *September 7, 2008*

4. What are the primary purposes of the program? Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> WVC Degrees and Certificates
<input type="checkbox"/> Transfer Courses
<input type="checkbox"/> WVC General Education
<input type="checkbox"/> Lifelong Learning/Life Enrichment | <input type="checkbox"/> Occupational / Vocational Courses
<input checked="" type="checkbox"/> Student Support Services
<input type="checkbox"/> Academic Support Services
<input type="checkbox"/> Administrative Functions |
|--|---|

5. How does the program further the College's **mission and goals**?

Click on URL to see mission and goals: http://westvalley.edu/mission_and_goals.html

Job Placement provides services for the individual and in groups to students and the public in areas of job search, networking, career transition, resume development, interviewing and job readiness. Additional services include job postings, labor market information and assistance with internships. Assistance is also given to students and staff by offering in class information sessions. By organizing relevant panel discussions and training and development seminars for the local Workforce Development community, Job placement helps strengthen and unify other community college job placement offices, EDD NOVA/CONNECT (the workforce investment collaborative of Silicon Valley's Workforce Investment Board), Work2Future (the workforce investment collaborative of San Jose), and multitude of job placement offices within the county's community based organizations (CBO'S). As a stakeholder and partner with Connect! and Work2Future, Job Placement expands its ability to reach out to adult learners who may not know of our services. This collaboration has also had the effect of bringing new adults learners to our campus who may not otherwise have sought our services. Through collaboration with faculty from across the campus, other student service offices and the Counseling and Career Transfer Center, Job Placement offers a uniquely comprehensive approach to providing employment services to both young and adult learners. Adults receiving services from Educational Transition, EOPS, Counseling and DESP are routinely referred to Job Placement for help specifically related to their employment needs.

DATA ELEMENTS SECTION

1. In analyzing any available program data concerning use of services, what significant trends are revealed in the data?

Student and community activity has picked up substantially (50% to 60%) over the course of the year in light of the current downturn in the job market. The majority of visits are still from West Valley Students. There has been an increase of students with more than one barrier to employment visiting the office. As more and more outreach is conducted more students visit to look at job postings in the Career Programs Center and make appointments with the Career Placement/Workforce Development Advisor for job search assistance.

2. In analyzing any available program data concerning users' demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data?

For college-wide data, click on:

http://www.westvalley.edu/documents/faculty_resources/Program_Review/2008-2009_Academic_Year/

Resume Development and job search planning are the top reasons for a visit to Job Placement. Job search techniques and support during the search are some of the other reasons for visits. Over 55% of visits are from women, which are in line with the statistics, outlined with the West Valley Student Progress and Achievement Data. The average age range to date appears to be 20s – 50s. The upper age range seems to be increasing. Over 50% of students are non-white, which also falls within the statistics. While more students are aware of Job Placement, the goal is to increase activity in Job Placement through more outreach, more activities focusing on job preparation and more visibility for the Career Programs Center and the Career Placement/Workforce Development Advisor.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services, effectiveness, follow-up, referrals) and / or "success" (e.g. completion, achievements, retention, transfer rates, degrees):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any significant differences from the College averages?

For college-wide data, click on:

http://www.westvalley.edu/documents/faculty_resources/Program_Review/2008-2009_Academic_Year/

The majority of the time students do not notify Job Placement when they obtain employment as a result of a visit to the office. We are working on a plan to capture this information.

4. Based on the above analysis of available data, what conclusions do you draw that could form the basis for an action, objective or request for resources?

We need to collect not only employment information but information on how to make our services more complete, usable and meaningful to students and the community at large.

TARGET POPULATION SECTION

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its target population?

Developed and sponsored Two Career Fairs and Two Career Fair Prep Days with two different outside HR speakers in conjunction with Student Services and Outreach; Developed 2 Resume Review Days with Counseling participation; Job Placement presentations in 4 classes and 2 Business Club meetings; Participated in the Interior Design Career Day offering a resume writing workshop and as part of an employment panel; Continued work on developing process for employer job posting online; Developed and sponsored a panel of women in the workforce in conjunction with Campus Center for Women's History Month; Attended 2 Student Services Day with substantial increase in enquiry from students about employment and other job related services. Collaboration on opening week activities with Campus Center by sponsoring and manning a Career Programs Information Table at the Applied Arts and Sciences Building. We had Drop-in once a month during the school year. Made sufficient funds from the career fairs to purchase 3 new student computers that replaced computers over 10 years old as well as other supplies that benefited Career Programs.

EXTERNAL INFLUENCES SECTION

1. What significant factors are currently affecting the program? Check all that apply.

- Accreditation Requirements
- College, District or State Mandates
- Advisory Boards
- Government Regulations
- Articulations
- Labor Market Demand
- Changes in Technology
- Transfer Institution

x Other External Factor: Lack of jobs due to downturn in the economy.

2. How might these influences form the basis for an action, objective, or request for resources?

Creates more need for employer outreach and more mentoring and support for students.

SUMMARY AND CONCLUSION SECTION

1. What general conclusions do you draw about your program’s strengths and challenges?

Job Placement is an important part of student life whether assisting with resume development, conducting a class in networking or working with students individually about their job search plan. It fulfills the student’s “right-to-know” legislation that mandated intact placement and follow-up functions and activities. In addition, we work with a large number of ESL students who don’t understand or know how job search is conducted in this country. This service gives them some necessary skills, an understanding of how the job search process works in the United States and that extra support to help them be successful. Strengths include the desire and determination of Job Placement to reach students and support them in their job search process while reaching out to the college community at large offering diverse employment events. The challenge is the lack of funds and staff to make more and lasting contacts with the business community.

ACTIONS AND OBJECTIVES SECTION

1. Based on your analyses and findings in the previous sections, what are the program’s intended actions or objectives for the next three years?

Make more employer contacts to increase the number of employment opportunities for students. Develop new ways to deliver 2 Career Fairs each year as well as activities for Career Fair Prep Day for each fair. Institute other employment functions such as a Networking Event where students practice networking with employers. Continued participation in all events on campus such as Women’s History Month. Finally get employer jobs posted on our website.

2. Of these stated actions or objectives, which ones will be initiated and/or completed by the end of Fall 2009, given adequate resources?

Participation in all campus wide activities. Present at least 2 career fairs and career fair prep days. Get employer jobs posted on the West Valley website and maintain those postings. Make presentations in more classrooms and work more collaboratively with other departments.

3. Which actions or objectives identified in the previous Program Reviews were initiated and/or completed?

Student knowledge of and interaction with Job Placement has increased by 75% since the last review. More job search and employment activities have been made in classrooms. Two career fairs with an average of 32 employers attending. (The maximum number of employers that can be comfortably set up in the Dining Hall.) Attendance to the Spring Fair was down about 25% in student attendance due to the lack of services in the Dining Hall not to employer attendance. Two well attended Career Fair Prep Days. (Average of 30 – 40 students per session.)

2008 – 2009 RESOURCE REQUESTS

1. Briefly describe **new or additional** resources required to accomplish the stated actions and objectives?

Please complete the following table:

Full-time faculty FTE (Full Time Equivalent): *None*

Associate faculty FTE (Full Time Equivalent): *None*

Classified Staff FTE (Full Time Equivalent): *At least 1 half-time person to assist with clerical and every day duties allowing the Career Placement/Workforce Development Advisor time to increase employer contact.*

Classified Hourly (in dollars): *none*

Administrative Staff FTE (Full Time Equivalent): *None*

Facilities and Room Furnishings: *Separate space so that job seekers have proper space to conduct job search.*

Equipment, Hardware and Software (with estimated total cost): *None*

Supplies (with estimated total cost): *None*

Staff Development (with estimated total cost): *None*

Other (with estimated total cost): *None*