

**INSTRUCTIONAL PROGRAMS AND AREAS  
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS  
QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS**

**INSTRUCTIONS:**

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya\_hanton@westvalley.edu.

**A. INTRODUCTORY QUESTIONS:**

1. Program Name: ***Job Placement***

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

3. Date of completion: *October 31, 2007*

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

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

*Job Placement provides services both 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 collaborations 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.*

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

## B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:
- What significant trends are revealed in the data?
  - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

*Activity continues to increase not only with West Valley students but high school and community members as well. See Section E Student Factors for more detailed information. The majority of visits are 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.*

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):
- What significant trends are revealed in the data?
  - What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
  - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

*Resume Development is one of the top reasons for a visit to Job Placement. Job search techniques and support during the search are some of the other major reasons for visits. The majority of visits are from women which is in line with the statistics outlined with the West Valley Student Progress and Achievement Data. The average age range to date appears to be 25 – 49. Over 50% of students are non-white which also falls within the statistics. 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 available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):
- What significant trends are revealed in the data?
  - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):

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

*Click once here and type your response*

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

*Click once here and type your response*

### **C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)**

1. Considering any program level Student Learning Outcomes that have been developed:

- a) What relevant findings have been derived through the SLO assessment process?
- b) What changes have been implemented, or are planned, based on the findings since the last program review?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

**NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.**

*Click once here and type your response*

### **D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)**

1. If applicable, considering the effect of external influences on the program's purposes and goals:

- a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
- b) How might these influences form the basis for an action, objective, or request for resources?

*The job market certainly influences the rate at which our students. Constant contact with employers and organizations offering job search training gives Job Placement a larger base from which to work when it comes to employment. More employers are sending Job Placement job openings as well. In the last year the employer contact has increased 35 -40%. In addition more employers have contacted Job Placement since the update of the department website.*

## E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

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

*Gained state approval of 8 programs for the Eligible Training Provider List (ETPL); Had a guest speaker on Future Careers; Two Career Fairs; Two Career Fair Prep Days with two different outside HR speakers; 3 Resume Review Days Counseling participated; Job Placement presentations in 6 classes; 2 Resume presentations at Interior Design Career Day; 2 presentations to the Business Club; Made employment presentation in Paralegal class; because of outreach increase in student and community member activity has increased by 50%. Updated Career Programs web pages. Working on process for employers to post jobs directly on West Valley website. Attendance at 2 Student Services Day. Collaboration on opening week activities with Campus Center.*

## F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

*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 in-tact 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.*

2. Program Strengths:

*Positive working relationships with other departments and areas on campus. Involvement with local WIBs and other organizations to increase exposure and funding. Conducting extensive student outreach with limited funds. Two Annual Career Fairs and other job search events. Working with instructors to create specific employment panels as well as in-class presentations.*

3. Program Challenges:

*There is only one staff person for 11,000+ students plus community members who seek services. Lack of outside or additional funding curtails extra activities to market the Job Placement services to students, Instructors and employers. Building interest for students to attend the Career Fairs or any other employment programs that Career Programs sponsors.*

**G. ACTIONS AND OBJECTIVES SECTION**

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

*Click once here and type your response*

**Timelines**

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

*Click once here and type your response*

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

*Click once here and type your response*

**H. RESOURCE REQUESTS 2006-2007**

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

Full-time faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

Facilities (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
<p>2. What have you been able to accomplish as a result of the resource obtained?                  (e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)</p> <p>NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.</p> <p><i>Click once here and type your response</i></p>	

**I. RESOURCE REQUESTS 2007-2008**

**Please complete the following table (leave blank if the answer is zero or none):**

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *Click once here and type your response*

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): *Click once here and type your response*

Other: *Click once here and type your response*

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