**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Job Placement

Program Type: [ ]  Instructional [x]  Non-Instructional

Program Mission Statement:

The Mission of the Job Placement Center is to provide employment readiness, career advising and placement services to Bakersfield College students and alumni. The Job Placement Center is committed to providing a comprehensive approach in preparing students to link their education to employment. Though career research, part-time, full-time positions, internship & training opportunities, students’ strengthen their work experience portfolio and ability to finance the cost of higher education.

Program Description: Describe how the program supports the Bakersfield College Mission.

Job Placement provides Bakersfield College students and alumni with job readiness and job search skills including cover letter and résumé writing, interview techniques, work appropriate dress, workplace ethics and referrals to on-campus and off-campus employers.

The Job Placement Center supports the Bakersfield College Mission by providing employment services to all students, including students who are re-entering the workforce, have multiple barriers to employment, and socially and ethnically diverse populations. We prepare students to meet employer’s changing needs and continue to enhance strong connections with the local community. The Job Placement Center serves as the link between students and employers – providing students the opportunity to connect with academic/major employers to become gainfully employed.

**II. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning?

The assessment results discussions resulted in increased Job Placement services to the Delano Center, business community, and students.

1. How did your outcomes assessment results inform your resource requests?

The Job Placement Department did not receive any additional resources.

1. Instructional Programs only**:** How do course level student learning outcomes align with program learning outcomes?
2. How do the program learning outcomes align with Institutional Learning Outcomes?
3. Describe *any significant changes* in your program’s strengths since last year.

Job Placement provided placement services for student organizations. By working with groups with the same interest and/or common barriers to employment, allowed the program to be equitable as well as to provide tailored services to empower student and increase student success.

1. Describe *any significant changes* in your program’s weaknesses since last year.

**Finger Printing/ Live SCAN**

The Livescan process became a requirement March 1, 2014 for all students who work on-campus. There was an extensive waiting period before a student could be cleared to work. The waiting time frames ranged from 2 weeks to 3 months. This created a hardship for students who need income to support their education. Departments complained of being backlogged with work due to understaffing. It also prevented departments from spending budgeted funds because of the delay.

There is not a defined guideline on criminal conviction that disqualifies students from working on-campus. The inconsistency negatively impacts Job Placement’s ability to provide relative information, accurate job coaching, and on-campus employment opportunities to students and departments.

**STAFFING:**

**Job Development Specialist**

Due to the absence of the Job Development Specialist (JDS) the department was unable to provide placement services, job readiness training, and workshops to meet the demand. The number of employers and jobs gained were reduced due to the loss of the JDS in October 2013. The department previously had five (5) Job Development Specialists to meet the demands of 14,000 students. In the AY of 2013-14, there was only one (1) full-time JDS to meet the employment /job readiness demands of 17,500 students.

**Department Assistant II**

Due to an increase in duties for specialized staff, the lack of having a DA II limited the amount of services provided to students. The ability for students to obtain gainful employment – connecting their academic studies to career goals is a valuable service for students. Job Development Staff need to be available to assist students with connecting to employers, research careers, explain and provide labor market trends and provide referral to full & part-time employment. Due to the lack of a DA II, Job Placement experienced a decrease in services to students thus decreasing opportunities for student success.

**FUNDING:**

Career Day provides students with career exploration, networking, and employment for currently enrolled students, graduating students and alumni. The registration covers the expenses of the event. The funding parameters changed Career Day to be a line-item in the department’s budget instead of it being self-supporting profitable event. It is a weakness because it:

* Reduced the operational budget for Job Placement
* It restricts the event from expanding because it cannot exceed the allocated lined-item amount.
* In AY 13/14, Career Day did not receive any sponsorship. As a result, there were reductions in services and resources to students because of the financial constraints.
* The proceeds are consumed by the institution.
1. If applicable, describe any unplanned events that affected your program.

The KCCD instituted a mandatory livescan (Department of Justice background investigation) on October 21, 2013 for all students who work on-campus. However, we were not informed of the changes until February 28, 2014. This caused a hardship because the staff had to contact all the students previously placed and have them come in for the livescan. Backtracking was difficult because we were not informed of the entire process to relay to students. It was a peak period for Job Placement with the beginning of the semester and Career day registration was in full swing.

**III. Resource Analysis:**

1. Human Resources
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)
3. Professional Development (Professional Development form)
4. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.
5. Provide rationale for future professional development opportunities and contributions that your program can make.
6. Facilities (M&O requests can be submitted by completing the [M&O request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)

Has your area received any facilities maintenance, repair or updating in this cycle?

1. If yes, how has the outcome contributed to student success?
2. If no, how will your facilities request contribute to student success?
3. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
4. Has your program received new or repurposed technology in this cycle?
	1. If yes, how has this technology contributed to student success?

The Student Lab has received updates on software programs and a refurbished computer. The upgrades have increased the students’ access to College Central and various job opportunities. Students can also receive immediate services, print resumes, and assistances though technology.

* 1. If no, how will your new or repurposed technology request contribute to student success?
1. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Justify your request.
2. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

**IV. Trend Data Analysis:**

Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

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| --- | --- |
| Ethnicity | Total |
| African-American/Black | 111 |
| Asian/Pacific Islander | 48 |
| Caucasian | 229 |
| Hispanic/Latino  | 438 |
| Multicultural  | 23 |
| Native American/ Alaskan | 15 |
| Did not state | 293 |
| Other | 27 |

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

There is an increase in concurrent enrollment of high school students. Placement requires coordination with the Kern High School District to get a work permit. Though they are taking a college courses, due to their age they are subject to Child Labor Laws.

1. Success and retention for face-to-face, as well as online/distance courses.

Face to face visits increase the retention rates of students at Bakersfield College. Students who have face to face visits receive job readiness coaching, insight on careers as it is linked to their education, as well as job leads. They are more likely to keep/retain employment and return consecutive semesters.

1. Other program-specific data that reflects significant changes *(please specify or attach).*

Placement for 55 Alumni students (which include students with AA, Bachelor’s or graduate degrees) were assisted with Placement, Resumes, and job coaching.

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| Data Area | Academic Year 12/13 | Academic Year 13/14 | Outcome/ Comments |
| Drop-in Traffic | 7904 | 7277 | During the AY 13/14 there was a .08% decrease in student in student drop-in traffic. Many of the services have been posted online were students can access remotely. The volume of drop in traffic is significant due to the number of student who need employment to support education. In addition, the decrease can also be attributed to new Financial Aid Regulations being implemented – making students no longer eligible for financial aid or on-campus employment. |
| Appointments | 1193 | 1749 | An increase of 46% in student appointments. More students sought employment to support education  |
| Orientation  |  | 1362 | Job Placement orientation to prepare students for on-campus employment  |
| Job Readiness  |  | 1231 | Tracked the number of students who access Job Placement general resources and leads for employment  |
| Career Day Employers | Fall 2012: No Career DaySpring 2013: 76 | Spring 2014: 105 | Spring Career Day increased by 29 employers from the previous year. All efforts were put in to one career day which focused on graduating students.  |
| On-Campus Placements | 504 | 509 | Students Placement increased during the AY 13/14 due to more department receiving FWS allocation.  |
| Off-Campus Placements  |  |  | Due to increased duties and being understaffed 3 Job Developers and a DA II for clerical support, Job Placement was not able to track off campus placements. |
| CCN Job Postings | 594 | 464 | AY 13/14 experienced a decrease in job postings by 130 postings. This is attributed to the decrease of JDS Staff and lack of DA II clerical support prevented the development of jobs and employer networking. |
| CCN New Employers  | 202 | 172 | AY 13/14 experienced a decrease in recruiting new employers by 30 less new employers than previous AY. This is attributed to the degrease of JDS Staff and clerical support (DA II).  |
| Resume Reviews | 588 | 741 | Resume review increased by 153 this AY. Students are able to receive feedback via email and not have to make appointments.  |
| CCN New Students | 1244 | 1430 | AY 13/14 resulted in an increase of student enrollment. Students are able to access job leads and resources online 24 hours a day without appointments. |

**V. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?** **(select all that apply)** | **Progress on goal achievement****(choose one)** | **Comments** **(if applicable)** |
| 1. *Developing a working caseload of 10 students identified as Former Foster Youth to provide career Education and placement assistance.* 2. *Increase Job Placement service to Delano Campus students by providing the following: 1 Workshop fall and spring; Generate 10 employers and jobs from Delano area into the college central network; Develop a resource list of Delano Supportive Services for Delano Students.*  | [x]  1: Student Success [x]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [x]  5: Integration [x]  6: Professional Development | [x]  Completed:\_Goal 1:June 1, 2013\_\_ Goal 2:Spring 2014(Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[ ]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | 1. Collaboration with community organizations was a vehicle to inform Former Foster Youth of Job Placement Services. Since Former Foster Youth have low college graduation rates, Job Placement provided labor market, career education, and resources regarding BC program and services to aid students in completing each semester. Success with population of students required transparency and integrity. 2. Placement services were provided for the Delano Campus. Students were placed at the center to work in Admission and Records, Tutoring and M&O. The workshop for the fall semester was completed and a resource list generated. |
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1. New or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| *Develop on-going recertification workshops to meet with students in groups to complete the web-time entry and Job Placement Orientation.* *Increase Job Placement services to Delano by continuing to provide workshops in Delano, a job placement presence and to increase the student workers in the Delano Campus.* | [x]  1: Student Success [x]  2: Communication [ ]  3: Facilities & Infrastructure [x]  4: Oversight & Accountability [x]  5: Integration [ ]  6: Professional Development | Students will not have to meet on an individual appointment by meeting in a group workshop to be hired as a student worker. A large group of students can also complete the web-time entry and Job Placement orientation.Additional workshops and activities need to be provided to the Delano student population.  |

**VI. Curricular Review (Instructional Programs only):**

1. Review of Course Information:
	* Column A list all of the courses associated with the degree.
	* Column B list the Fall term the review process will be started for ongoing compliance.
	* Column C list the compliance due date.
	* Column D list any changes to courses with regard to distance education.
	* Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

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| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
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1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

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Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

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1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? Yes or No

If applicable, SEP Pathway with IGETC indicated? Yes or No

If applicable, SEP Pathway with BC General Education indicated? Yes or No

 **\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

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**VII. Conclusions and Findings:**

Present any conclusions and findings about the program.

Currently, Job Placement does not have adequate staffing to meet the needs of the student population who want to work. Placing students to work is a process while focusing on student success to make sure students are on track and meet the student worker eligibility. One Job Development Specialist cannot meet with all 600 student workers to have them hired in a timely manner. Other methods are currently being reviewed as well as strengthening the relationship with the on campus Human Resources office since all student workers need to be finger-printed before allowed to begin to work on campus.

The other aspect in moving forward with adequate staffing includes increasing access to students in Delano with Job Placement services. Seeking employers off campus to align the potential jobs with current/alumni students is a need as well. Job Placement is moving forward with streamlining the hiring of student workers in collaboration with Human Resources. Overall, students have an opportunity to work of campus while achieving student success.

**VIII. Attachments (place a checkmark beside the forms listed below that are attached):**

[x]  [Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview) [x]  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

[ ]  Professional Development [x]  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

[x]  [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)** [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Certificates of Achievement:**

Programs with stackable certificates fill out the following form.

Stand alone certificates fill out the entire Annual Update.

**Certificate Form**

**Annual Update 2014-15**

**Name of Program:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a** **stand alone program?** |
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Please discuss the following questions regarding all area Certificates of Achievement (CA):

1. List certificates that are proposed for *addition*.
2. List certificates that are proposed for *deletion*.
3. For this CA, what are the SOC codes (Occupational Titles and codes) that students who complete the CA will be able to obtain entry-level employment in, and what are the projected annual openings and median salary for each occupational title? You can use your latest Program Review data for your response.
4. For this CA, what process was followed to ensure the required and possible elective courses were adequate for entry level employment (such as advisory committee input, surveys, industry feedback, licensing or accreditation agencies)? How often do/will you re-examine the effectiveness of certificate requirements?
5. What is your annual completion target (number of certificates awarded) for this CA? What was the number of awards in this CA for each of the past three years? Based on your results, what changes could you make in your program to meet or continue to exceed your target (such as course content, scheduling/sequence, outreach, instructional strategies)?
6. Based on what you know about your area, what emerging/potential institutional factors (internal) and industry factors (external) will impact this certificate? How are you planning to incorporate these factors in your planning and evaluation of this certificate?