Ohlone College  
Program Review Report  

- Program Description and Scope: 
  1. Program Review Title: One Stop Career Center  
  3. Review Type: Student Services Program Review - Directors  
  4. Program/Departments: One-Stop Center (68901)  
  5. Authority Code: 78-Director, One Stop Career Center  
  6. External Regulations: Yes X No  

Describe:  
Program goals and outcomes are defined by WIA federal law as interpreted by the Alameda County Workforce Investment Board.

7. Provide a brief narrative that describes the services provided.

The Tri-Cities One Stop Career Center is one of six One Stops in the EastBAY Works system. The One Stop is funded through the Workforce Investment Act (WIA) funds provided by the Department of Labor. This federally funded program is nationwide. The funding which starts at the national level is sent to the state, then to the counties for local dissemination through the local area One Stops. The services provided are based on federal legislation and mandates created at the state and county level are set to comply with those laws. Program performance goals are set at the county level and the annual funding allocation is calculated using a formula based on the local area unemployment rate. The objectives for providing services are based on the legislation, but implementation is determined at the local level.

Ohlone College serves as the fiscal agent for the allocated funds and benefits from a relationship with the local workforce investment board. Having a One Stop located on a community college campus creates a unique opportunity in helping the college meet its goal of providing for the community and being a strong partner in local area workforce development. Unlike other academic programs provided at the college, the One Stop's primary target population is unemployed adults and dislocated workers in the Tri-Cities district area. This does not mean, however, that the One Stop does not provide services to students. In fact, the center has provided many services to students in the areas of career exploration, assessment,
transitional planning for job search, supportive services to "soon to graduate" students, resume writing and interviewing workshops, job fairs and access to local employer recruiting events.

Since the opening of the Newark Center for Health Sciences and Technology, the One Stop has been actively participating with multiple departments within the college community to provide more career planning and job readiness services directly to students. We have partnered with the counseling department, the Allied Health, Biotech and Environmental Studies programs to work with students in developing their job search strategies. WIA funds have paid for the professional licensing exams that the Nursing and Respiratory Therapy students must pass prior to gaining employment. We have led presentations for biotech and ESL students on how to write resumes and prepare for a job search. We have worked with grant supported projects for international students and served on developmental committees for Environmental Studies programs that are being developed. Career and Technical Education students have also benefited from the infusion of job readiness information provided to their faculty by the One Stop.

8. Describe how the program specifically serves students, faculty and staff.

The services provided through the One Stop Career Center serves the Ohlone College community, students, faculty and staff in a variety of ways. The center provides a location where students, faculty and community members can focus on their job search and employability skills. Through multiple workshops, career counseling, recruiting efforts and a comprehensive resource room, center users develop the skills necessary to obtain employment within the community. Our job development efforts help to connect local area employers with qualified candidates within the college and the community at large. Through participation with local economic development agencies, including the cities of Fremont, Newark, and Union City and each of their individual chambers of commerce, relationships and activities are developed that serve all job seekers. Recruiting events and onsite job fairs assist the job seeker in connecting with good employment opportunities. The One Stop also partners with multiple campus programs in the bidding process and operation of grants that are workforce driven. In the past, we have participated in grants in the fields
of nursing, information technology, biotechnology and, most recently, green technology. There is also a strong partnership in the Career and Technical Education and Tech Prep grants.

9. Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?

The One Stop Career Center employs multiple technologies in teaching program participants about the job search process. Our center uses computers that are up-to-date with software that is appropriate for meeting employer needs. Clients are taught how to conduct a paperless job search. Our message board is a flatscreen monitor that displays current information and community resources to assist our clients meet multiple needs. Our website is kept current and events are continually updated. Job folders are available on the desktop of our customer computers with current job leads that are arranged in multiple categories. These include folders for students seeking part time jobs, internships, and entry level opportunities. Additionally, our computers have software for students with disabilities, typing tutorials and career exploration. Workshops are conducted in "smart" classrooms using the current technology.

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.

This program offers a unique opportunity for students and faculty to access information regarding career planning, job preparation and job search skills. Because our funding stream is through the department of labor, there are requirements within the system that facilitate partnerships with local cities, agencies, and workforce development programs that might be difficult to develop independently. This information is accessible in the One Stop and includes labor market information and economic forecasting. The impact for students and the community is great as we provide a free resource to those trying to develop their skills, improve their economic situation and develop meaningful careers. All of these things contribute to a vital economy and a higher standard of living for the entire community. We provide an avenue for adult learners to explore the possibility of returning to school. Students become savvy about how to access employers, the job search process and accessing community college resources. All of these activities increase the colleges
11. Discuss the impact of the program on the community and the impact of the community on the program.

The One Stop Career Center has several mandates to meet as required by the WIA legislation. Some of these mandates require building partnerships with community based organizations and city governments. Since the Tri-Cities One Stop Career Center serves the entire Tri-cities area (Fremont, Newark and Union City), our mandate legislates that we develop MOU's with the economic development department and chambers of commerce of all three of these cities. We participate in several city events a year, including the Fremont Art Festival and Newark Days. These city partnerships allow us to understand the needs of our community and respond to those needs. We also provide several job search workshops in the city libraries of each of the three cities on a monthly basis. The Fremont One Stop is located in the EDD office at the Family Resource Center and partners with several of the agencies housed within their center. All of these partnerships help us to respond more quickly to the employment needs of the community. We serve as a resource to the community both in assisting job seeker to find employment, and to assist employers in meeting their workforce needs.

For the past year, the One Stop Director has partnered with the Family Resource Center in Fremont and served on the program development team that will lead to the FRC becoming a Sparkpoint Center. This Center works in partnership with the United Way to provide wraparound services to lift people out of poverty. The One Stop is a vital partner since gainful and sustainable employment is key to individual efforts toward this goal.

● College Mission

1. Mission Statement

The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. Vision Statement
Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. **Core Values, Goals & Objectives:**

   **College Core Values**
   - We provide life-long learning opportunities for students, college personnel and the community.
   - We open access to higher education and actively reach out to under-served populations.
   - We promote diversity and inclusiveness.
   - We maintain high standards in our constant pursuit of excellence.
   - We value trust, respect and integrity.
   - We promote team work and open communication.
   - We practice innovation and actively encourage risk-taking and entrepreneurship.
   - We demonstrate stewardship for our human, financial, physical and environmental resources.

   **College Goals/Objectives**
   1. **Through innovative programs and services, improve student learning and achievement.**
   2. **Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**
      3. By 2013 create a curriculum which enhances the availability of programs that focus on emerging industries including green technologies and those identified by the Alameda County Workforce Investment Board and Department of Labor’s high growth, high demand job training initiative.
      4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.
   3. **Promote continuous, needs-based, learning and professional development opportunities for all district personnel.**

   **4. Briefly describe how the program supports the college mission, vision selected college values.**

   The One Stop Career Center provides a place for individuals of all ethnic, economic, and educational backgrounds to have equal access to employment services. We provide a venue for lifelong learning and contribute to economic development and a vital local area workforce. The One Stop staff works collaboratively
with other campus programs to assist students in accessing career development and employment services. We provide professional services while respecting individual confidentiality. We teach clients how to be entrepreneurial and how to develop their soft skills. We provide support and sensitivity to clients who are feeling threatened and vulnerable as they cope with unemployment, and we help people manage their perspective of themselves while meeting employer expectations.

5. *Briefly describe how the program supports selected college goals.*

The Tri-Cities One Stop Career Center's primary goal is to assist local area job seekers in finding sustainable and durable job opportunities. By following the performance goals set by the Alameda County Workforce Investment Board, the One Stop enrolls community members into the WIA program, provides workshops and counseling services that provides job search skills, and determines the training needs of clients to meet their career goals. We work with a diverse population that is highly representative of the local area demographics of the Tri-Cities area. Our services are available to all job seekers within Alameda County. We serve a population that is often low-income, high needs and underserved. We pride ourselves in providing excellent customer service and assisting customers in a personal and compassionate way. We have consistently met or exceeded all benchmarks set by the county and continue to improve our services to the center's clients.

6. *Briefly describe how the program supports selected college objectives.*

The One Stop Career Center provides support to the local economic development by working with an array of community partners to meet the needs of employers and job seekers. We develop new programs and services on a continual basis to respond to current workforce needs. The center provides services to students that do not otherwise have access to similar campus activities. Upon moving to the Newark campus, the One Stop implemented several innovative strategies to comply with the green campus goals set for Newark. Our job search strategies incorporated a paperless philosophy, and human resources to teach clients the necessary skills to maintain their effectiveness.
This transition assisted clients to learn new computer skills that also made them more computer savvy, and more attractive to potential employers.

The One Stop serves a very diverse population of clients and is staffed by a widely diverse team of professionals. As a categorically funded program, all team members maintain a strong level of consciousness regarding the use of funds and other resources.

- Program SLOs & Assessment
  1. Student Services SLO -

  Students of the One Stop will develop effective job search skills and tools. Effective tools include an understanding of their interests, skills and preferences, labor market availability of jobs in their industry, strong resume development, learned and practiced interviewing skills, and the ability to use electronic and social media job search tools.

  Students will understand and be able to access online tools for evaluating job postings and applying for them.

  b. Indicate your planned method of assessment.
  c. Enter assessment results and analyze student success in achieving this SLO.
  d. Future Action

  2. Student Services SLO -

  The learning outcomes for One Stop customers are determined by individualized client needs. Clients are assessed through formalized tools, counseling, interviewing and completion of a comprehensive application. Individual employment plans are developed for clients accepted into the Workforce Investment program. These plans are created by the counselor and the client to reflect the goals and steps toward meeting those goals. Although each client's situation is unique, the ultimate outcome for all clients is to enter the workforce and to earn a sustainable wage (as defined by the county.) In some cases, individuals are job search ready and work toward immediate reentry into the workforce. In others, the counselor and client determine that additional training is required. If this is the case, the client must research three training providers from a county-approved list, and discuss with at least three employers the necessity of further training to
meet employer objectives.

b. Indicate your planned method of assessment.
c. Enter assessment results and analyze student success in achieving this SLO.
d. Future Action

• Student/Program Achievement

1. List area-specific outcomes.
   Expected outcomes are determined at the county level. It is the One Stop's responsibility to respond to those goals and provide an array of job search, counseling and training services to dislocated workers and long-term unemployed adults.

2. Identify internal and/or external benchmarks and regulations.
   The One Stop Career Center is governed by the Alameda County Workforce Investment Board's (ACWIB) interpretation of the Workforce Investment Act (WIA). Annual funding criteria is set by the WIB and monthly performance reports are used to gauge progress on meeting those goals. Below are the benchmarks set by the WIB for 2012-13 performance funding criteria.

PERFORMANCE GOALS

Contract Period: 7/01/12 - 6/30/13

Activities: One-Stop Career Center Operations
<table>
<thead>
<tr>
<th>PY 2011/2012</th>
<th>Adult</th>
<th>Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollments – Total by 6/30/13</td>
<td>173</td>
<td>254</td>
</tr>
<tr>
<td>A) – Staff Assisted by 6/30/12</td>
<td>100% / 100</td>
<td>100% / 100</td>
</tr>
<tr>
<td>B) – Intensive by 6/30/12</td>
<td>100% / 73</td>
<td>100% / 154</td>
</tr>
<tr>
<td>Entered Employment from Intensive</td>
<td>65.5% / 41</td>
<td>75.1% / 108</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Entered Employment Rate with Credential</td>
<td>58%</td>
<td>67%</td>
</tr>
<tr>
<td>Average Earnings</td>
<td>$15,000</td>
<td>$16,200</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>78%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Achievement of Performance Goals will be evaluated in two (2) different ways by the Alameda County Workforce Investment Board:

1. Through the Contract Performance Indicator Reports compiled monthly that are based on Actual exit outcomes reported by the program providers via MIS forms.

2. Through the Performance Reports by Grant compiled annually that are based on the State calculations from the base wage file records.

Additionally, annually the State allows for Performance Goal negotiation with the local Workforce Investment Areas. Until the negotiations are complete the program providers are responsible to meet performance goals from the prior funding allocation period. An updated Performance Goal sheet will be disseminated. The program providers are then responsible for meeting the updated goals.

3. **Enter assessment results for area-specific outcomes and analyze trends.**

   In 2011-12 all performance measures were met. The center is on target to meet the 2012-13 goals.

4. **Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.**

   The One Stop budget fluctuates annually based on the state level funding that California receives through the Department of Labor. This funding is a formula that is calculated based on the local area population and level of unemployment. It is finalized at the Alameda County Workforce Investment Board and determines the performance requirements for the year.
In addition, funding is also allocated for special grants. In past years we received large allocations to serve dislocated workers from large plant closures (NUMMI) and ARRA funds from the stimulus package. In this current fiscal year, we have funding through a National Emergency Grant from the Solyndra closure and an industry sector grant in partnership with San Mateo County (HERO-Home Energy Retrofit Occupations.) Both of these grants will terminate on June 30, 2013.

Budget resources are allocated based on availability and performance requirements. It is the goal of the One Stop to be sufficiently staffed in order to continue meeting performance goals as set by the county. As budgets are increased or decreased, funding is increased or decreased. This requires staffing flexibility and quick response on hiring.

5. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

The One Stop staff operates for continual improvement. We assess our goals and strategies on an ongoing basis. We re-write curriculum, evaluate processes and procedures and always strive to adapt to new requirements and efficiently and productively as possible. Staff is cross-trained, participates in professional development and stay abreast of technological changes that effect our work and the resources available to our clients, students and job seekers.

6. Describe any additional notable program achievements (optional).

7. Additional Program Table Data

8. Future Action

Strategies to improve achievement indicators. Specify.

The One Stop strives for continual improvement in the delivery of services. Our staff tries to respond quickly to local area needs of job seekers and employers to maintain a strong local area workforce. Strategies include continual evaluation of goals, successes and areas to improve. Adjustments are made to respond to rapid changes within the areas of economic development as expressed by our clientele, local area employers, community based partners and the college community.

- Program Analysis

After assessing student learning outcomes/impacts,
student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.

1. *Describe program achievements and successes.*

Since the economic downturn of several years ago, the One Stop has been challenged with an increase in job seeker demand, increased company layoffs and closures and a decrease in the job availabilities for our customers. In the past year, we have begun to see some improvement. We know this because of the EDD labor reports that we get from the county. But, we also see it in employer responsiveness and interest in recruiting. We have also seen an improvement in the job prospects for our long term unemployed job seekers.

The One Stop Career Center typically exceeds the performances goals set by the county. The goal of our staff is to serve the needs of the local area workforce, both job seekers and employers. We strive to remain current in our delivery systems and providing flexibility in service delivery to meet the local area needs. Although our performance numbers must be met to insure continuous funding, we delivery services with the client in mind and meeting the numbers is secondary. The funding criteria changes annually and is calculated based on the local area unemployment rate. When unemployment is high, the center is funded at a higher rate to enable us to respond to the immediate needs of the area. Our success is measured by meeting enrollment, providing services, training, job placement and retention. We have been very successful in meeting these goals. Our services are delivered by professionals who understand career development theory, participate in professional development and have training in delivering counseling to distressed individuals. We also leverage the resources of our community partners to provide many avenues of success for our clients.

2. *According to the evidence, what are the areas needing improvement?*

Setting specific goals for improvement is done monthly as we review the performance reports that we are provided with from the county. We have to continually make adjustments based on what we are seeing from our clients and from the local area employers. If our goals become rigid it is harder to make adjustments as we go. So our goal of providing
continuous, excellent service, also requires us to not set specific agendas. We use the county performance measures as our data-driven goals, but how we meet them remains fluid and adjustable as we move through the year. Each year we get a different set of numbers, and new rules of engagement. Our flexibility allows us to adjust for these changes while continuing to deliver excellent service to our customers.

- **Program Improvement Objectives:**
  1. Objective:

     Increase the availability of employment resources for students and employers by developing and implementing online tools. Employers will be able to post job opportunities and indicate the type of candidate they are looking for. Students and job seekers will have access to this database so that they find job leads and connect with employers for job placement.

   a. *Action Plan*

      **Year 1:**

      Research options for online job search databases that target college students.

   b. *Staffing*

      **Year 1:**

      The director will research the technology that might be available. This will include assessing the online tools currently provided by the Workforce Investment Board, and what other colleges are utilizing.

      **Year 2:**

      Once implemented, staff will be trained in how to direct students and employers to use the self-directed system.

   c. *Assessment Plan: List Assessment Strategies*

      **Year 1:**

      The database chosen needs to have a reporting tool that will allow for reporting and assessment of system utilization.

      **Year 2:**
Employer and student feedback will be sought through surveys and.

d. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

Rationale:

By providing a tool for employers to post jobs and recruit students, we will be facilitating a process that will help employers meet their hiring needs. We will also be providing students with a way to gain valuable job search skills and resume development. By finding jobs, they will be preparing themselves for future career development, and making the connection between education and their career goals.

2. PIO Assessment
   a. Enter assessment results with analysis.

   This tool has not been developed or purchased. However, the database that the county provides for the One Stop does have some of this capability. In order to leverage resources, the One Stop does outreach to students about how to use the Virtual One Stop system that we already have, rather than seeking another one to purchase.

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

   By creating processes that allow students to look for jobs, and for employers to find students, the One Stop Career Center contributes to the vitality of the local economic development. We provide training, career planning, job development and employer resources that all contribute to this goal.

   c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.
The One Stop does not receive funding directly from the college. Any funding that goes unused, gets returned to the Alameda County Workforce Investment Board.

d. *Future Action*
   Completed.

- **Outside Review Results**
  1. List each team members name and title.
     
     n/a
  
     2. Discuss key feedback provided by team and how it was incorporated into the report.
     None.

- **Attached Files**