

Ohlone College

Program Review Report

• **Program Description and Scope:**

1. *Program Review Title:* Economic and Workforce Development
2. *Academic year:* 2012/2013
3. *Review Type:* Instructional Services
4. *Program/Departments:* Community Education
(68201,68203,68215)
5. *Authority Code:* 42-Associate Vice President, Academic Affairs
6. *External Regulations:* Yes__ No X
7. *Provide a brief narrative that describes the services provided.*

Economic and Workforce Development provides industry driven workforce training and customized training as well as retraining courses to meet the needs of clients by delivering specialized education and training.

8. *Describe how the program specifically serves students, faculty, staff, or other.*

Program and services for Economic and Workforce Development are facilitated by the Workforce, Economic Development Committee (WEDC) task force. Services are rendered through direct partnerships with:

Alameda County Workforce Investment Board (ACWIB), Tri-Cities One Stop, Economic Development Departments (EDD).

In addition services are provided with direct point of contact with the local community, Community College Chancellors Office, Federal and state grants, and collaboration with Chamber of Commerce and collaborating with community education.

The Workforce and Economic Program is a revenue generating source for the college. The program forges relationships with local industry to help them meet their workforce needs. We provide an opportunity for other programs to expand curriculum offerings by supporting curriculum development as well as generating revenue which allows reinvestment of revenue to purchase needed equipment and supplies.

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 programs needs are addressed through direct response to the needs identify by industry partners, Alameda County Workforce Investment Board (ACWIB), Tri-Cities One Stop and Economic Development Departments (EDD).

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.*

The Workforce and Economic Development Programs are a revenue generating source for the college as well as providing direct contact with industry in our district. The program forges relationships with local industry to help them meet their workforce needs. We provide an opportunity for other programs to expand curriculum offerings by supporting curriculum development as well as generating revenue which allows reinvestment of revenue to purchase needed equipment and supplies. For example contract education has worked directly with CAOT to offer Microsoft Office courses for displaced workers.

11. *Discuss the impact of the program on the community and the impact of the community on the program.*

The Workforce and Economic Program forges relationships with local, state and federal entities to meet the needs of area wide employees as well as to meet the needs of displaced and unemployed workers and those who wish to achieve an increase their living wage.

• **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 promote diversity and inclusiveness.
- We maintain high standards in our constant pursuit of excellence.
- 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

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

5. Lead and educate the community in environmental sustainability.

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

The Workforce Economic and Workforce Development program supports career entry and retraining for displaced workers. Additionally the WEDC is revenue producing which allows money to be placed back into the general fund and money set aside for program development and materials.

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

Planned contract education offerings are specifically directed towards displaced workers and those wishing to increase their living wage.

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

WEDC creates 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.

WEDC provides opportunities across the curriculum for displaced workers to acquire key skill sets and concepts that

will help them succeed in the workplace.

- **Student Learning Impacts**

1. **Student Learning Impact -**

People (students) who wish to seek employment and those currently employed will be able to obtain/learn/possess the necessary knowledge, skills and attitudes needed in their desired profession/job/area of employment.

- a. *Enter assessment results for "Student Learning Impacts" and analyze student success.*

One measure of student success will be employment.
Another measure of success would be employer satisfaction if the course was offered for a particular employer.

- b. *Future Action*

2. **Student Learning Impact -**

Under the auspices of Workforce Development our clients are adults workers and many of them have been away from the traditional learning environment for some time. The impacts expected for students is for them to obtain the necessary knowledge and skills needed for enhancing their current job skills and or for a new career. Using a wholistic approach our courses included reinforcing the importance of lifelong learning.

- a. *Enter assessment results for "Student Learning Impacts" and analyze student success.*

surveys will be conducted at the end of each course to determine student satisfaction levels, course completion rates, and specialized certification pass rates if applicable.

- b. *Future Action*

- **Student/Program Achievement**

1. *List area-specific outcomes.*

does not apply

2. *Identify internal and/or external benchmarks and regulations.*

3. *Enter assessment results for area-specific outcomes and analyze trends.*
4. *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*
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.*
6. *Describe any additional notable program achievements(optional).*
7. *Additional Program Table Data*
8. *Future Action*
Current level of focus maintained. Describe.

• **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 you findings. Use these data and trends to prioritize, revise, or develop new PIOs

1. *Describe program achievements and successes.*

The WEDC format was developed three years ago. During the 2009-2010 we had offered two solar voltaic installation and design intensive courses, a series of Introduction to the Computer (MicroSoft Office) to Kaiser employees, and several Introductin to Computers/A+ courses to the former NUMMI employees. IN December 2010 we were in negotiations with FullBloom Baking to offer ESL classes to their employees and managment classes to WHHS middle managers. Negotiations will Full Bloom Baking ended with a change of managment and funding source dried up in Spring 2011. The Managment classes at WHHS did not come to fruition as their funding source also dried up.

During 2011-2012 contract education was successful with three projects. For the first project, we collaborated with PG&E and enrolled 15 participants into a solar installation class. All 15 took the NABCEPT exam and passed. We also collaborated with Foothill/DeAnza/NOVA works and offered two solar installation and pricing course. A total of 43 employed/distplaced/unemployed workers participated in these two offerings.

In concert with San Mateo County, Alamed County, Skyline College, Canada College and Ohlone College we offered course work through the HERO grant. To date (October 2012) seven courses have been taught, serving 149 displaced,

underemployed and/or incumbent workers.

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

The planned program of education has been presented to ACWIB for computer training in response to 1) NUMMI closure and 2) long list of displaced workers. This has been accomplished 2010-2011.

We are actively pursuing all leads which are presented to the WEDC. The closure of Solyndar in Fall 2011 has not lead to any cohort type training.

A Spring 2012 employeer survey provided insight on employeer needs. The companies are small. Perhaps cohort type training for several companies can be developed.

• **Program Improvement Objectives:**

1. **Objective:**

Investigate, plan, develop and offer courses through contract education to all parties who can benefit from an educational plan of study

a. *Action Plan*

Year 1:

To identify and work with agencies/entities who contact us to provide courses/serives when feasible

b. *Staffing*

Year 1:

Hire a part time program manager to handle duties such as recruitment, registration, orientation, flyers, room arrangements

c. *Equipment (Include items that fit under department budget codes)*

Year 1:

office space, computer, phone, business cards, travel reimbursement, attending meetings

d. *Technology (Include items that fit under IT budget codes)*

Year 1:

computer

e. *Facilities (Include items that fit under the Facilities budget codes)*

Year 1:

office space

f. *Other(Include other resources needed)*

Year 1:

advertisement budget, travel budget

g. *Assessment Plan: List Assessment Strategies*

Year 1:

number of courses/services offered

h. *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:

working with agencies/entities strengthens our community partnerships

2. PIO Assessment

a. *Enter assessment results with analysis.*

Spring 2012 a survey was sent out to local employeers/businesses. Thirty six (36) companies responded to the 13 question Monkey Survey. Not all employeers answered all questions.

The respondants discussed the need for potential employees to possess knowledge and skills for the position, as well as soft

skills which contribute to the employee's overall success.

- 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.*

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

5. Lead and educate the community in environmental sustainability.

As these opportunities arise, Workforce Development is well positioned to meet the needs of employers and employees to develop a well educated workforce.

- c. *Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.*

If Workforce Development has an entire staff/department the offerings and services would be greatly enhanced.

- d. *Future Action*

Current level of focus maintained. Describe.

The WEDC team will continue to respond to and seek out business opportunities.

1. Objective:

- a. *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:

working with agencies strengthens our community partnerships

2. PIO Assessment

a. *Future Action*

1. **Objective:**

a. *Action Plan*

Year 1:

work with agencies/entities who contact us to provide courses when feasible

Year 2:

to actively engage agencies/entities who might benefit from courses we offer

Year 3:

analyze if our plan is successful

2. **PIO Assessment**

a. *Future Action*

• **Outside Review Results**

1. List each team members name and title.

To date no official outside review has been completed.

2. Discuss key feedback provided by team and how it was incorporated into the report.

WEDC works alongside Alameda County Workforce Development Board. We share aspects of each course.

• **Attached Files**

1. [sr.aspx.htm](#)