

Ohlone College  
Newark Center for  
Health Science and Technology

Educational Master Plan

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Ohlone College  
Center for Technology and Health Sciences

Educational Master Plan

Guiding Educational Principles

Our integrated planning process has led to stronger identities for the Fremont and Newark sites. The primary focus of the Fremont Campus will be on transfer programming. The primary focus of the Newark site will be on technology and health science education. Of course, the Fremont Campus will still house occupational and professional programs and the Newark site will not ignore students' plans for transfer, but each location will have its own primary identity. The Newark site will be called the Ohlone College Center for Technology and Health Sciences (The Center).

The estuary system nearby the Center is emerging as a metaphor for the architectural and landscape design of the campus. We are also considering the estuary as a metaphor and context for the guiding principles of our educational plan. The Environmental Protection Agency's National Estuary Program website defines an estuary as:

...a partially enclosed body of water formed where freshwater... flows into the ocean. Estuaries... are places of transition from land to sea... (that) support unique communities, a wonderful abundance and diversity of wildlife and plants, linked to one another and to an assortment of plants and organisms through complex food webs and other interactions. Estuaries... are fascinating and beautiful ecosystems... (that) provide us with a whole suite of resources, benefits, and services... (and they) are an irreplaceable natural resource that must be managed carefully for the mutual benefit of all who enjoy and depend on them.

With this definition in mind, the following principles will guide the ongoing development and implementation of the educational program of the Center:

1. An estuary is home to a diverse community of animal and plant life. The life of the estuary is supported through mutually beneficial linkages and interactions that are sustainable by nature over the long term. These characteristics of community life in the estuary also form the essence of an active and thriving learning environment. Every effort will be made to develop powerful and supportive "learning communities" at the Center at the course, program and campus-levels.
2. An ecosystem approach will be applied to the site and facility planning. The Center will be developed with a clear identity based on the advancement of a 21<sup>st</sup> Century technology within an ecologically sustainable system. Using the Center as a training site and reclamation staging area will support stewardship of the East Bay Estuary. This theme will resonate with the educational programs of the campus.

3. There is great potential for various partner institutions to join with the faculty and students at the Center in the ongoing application of knowledge and technology to practical use and economic development. Just as the fresh and salt water of the estuary combine to create a dynamic yet sustainable ecosystem, so can the powerful blending of learning and doing lead to significant personal and community development.
4. An estuary is a place of transition from the land to the sea. Many students come to community colleges for assistance in the transition to college work and career preparation. Given its central location in the District, the Center will become an important access point for new students to gain transitional knowledge and skills for college preparation and/or career ladder programs.
5. The elements of life in the estuary combine and link to create a natural synergy of life, growth, and sustainability. This concept of interactive synergy will guide cross-functional partnering between programs especially in the areas of basic skills and career ladder development, and contract and community education.
6. Like estuary systems technology is dynamic and evolutionary. The latest technology systems will be incorporated into the design of the Center to maximize the effectiveness of learning and the efficiency of operations, including the use of space. Since the actual construction will be completed several years from now, the plan and design for the Center facilities, particularly the technology resources and infrastructure, need to remain flexible in order to adapt to the rapid technology changes that are likely to occur. The computer and technology laboratories of the Center will be planned within the context of the technology convergence that continues among the various instructional disciplines. Also, the notion of mobile technology and students bringing technology to the Center will be an area of extremely high interest in our technology planning.
7. An estuary is continually refreshing itself and the life within it. Likewise, the Center will provide a chance for Ohlone faculty and staff to rethink the teaching and learning process and experiment with new and innovative approaches to instruction. New administrative processes involving course scheduling and student services can be tested at the new Center to better meet the needs of students and use facilities more efficiently. Innovation in the use, management and support of instructional technology will also be a focus for the Center. This work could also transfer to the Fremont Campus.

#### Planning Assumptions Based on New Conditions

Since Bond Measure A passed in March 2002, new planning considerations have arisen. The state budget crisis of 2002-03 has intervened to dramatically change planning assumptions. A major downturn in the economy of the region has impacted enrollments in technology fields at all colleges. Programs such as electronics and drafting which were scheduled to move to the Center have been eliminated and enrollments have fallen off in Network Technology and Systems Administration, which formed the major growth element in the Center plans.

Enrollment demand remains high in general, however, due to the large unemployed and underemployed population of the service area. Recent announcements of additional restrictions on admissions from high school to the UC and CSU campuses have placed further pressure on

community colleges. However, the community colleges have had even more severe budget cuts than the public universities. As a result, we are unable to serve the increased demand. Caps or ceilings have been placed on community college budgets that are based on full time equivalent students enrolled, thus creating a de facto closure of campuses to student access in much greater magnitude than the action of the universities.

As will be seen in this document, Ohlone College is taking these developments into consideration within an integrated approach to enrollment and budget planning. As a result, it is recommended that the initial square footage allocations and enrollment targets the Center be reduced in order for the District to achieve the following objectives:

1. Construct facilities that the District can afford to staff, operate and maintain under new economic constraints.
2. Develop enrollment projections within state budget constraints.
3. Leave room for future expansion when budget conditions improve or other resources are developed to enhance enrollments
4. Plan for occupancy and future expansion within reasonable guidelines that the public can understand and endorse.
5. Develop the Newark Center without severe reductions to the Fremont Campus

### The Need to Temper Enrollment Expectations

#### The Impact of State Support for Enrollment Growth

Our integrated approach to planning has produced a number of indicators that make it prudent to take a more conservative view of enrollment increases in the future. First and foremost is the state budget and the declining support for enrollment growth. Despite the actual demand for programs, courses and services, the community colleges are only able to grow and accept more students to the extent that the state will fund that growth. To allow more students to attend than the number supported by the state would be fiscally irresponsible. Thus, community college enrollments are, in effect, “capped” at the level supported by the state.

Each year, based on the Governor’s January budget proposal, an anticipated growth rate is projected for the next fiscal year and our local budget is based on that rate. During the years that the Measure A bond was being planned, Ohlone was receiving state support for an average of 3% growth per year. However, since that time, conditions have changed dramatically. Our growth rate for 2002-03 had originally been set at 3.6% and then was cut back to 2.6% at the mid-year point and we ended up actually being funded for only 1.48% growth. Of course, our academic program had already been planned and implemented when the news of these reductions came to light. The “after-the-fact” nature of community college funding can be most disconcerting.

Because our 2002-03 academic program was planned for nearly 4% growth and our actual “after-the-fact” was well less than half of that, course reductions were necessary for 2003-04. Given the state budget crisis and the anticipation of repeated mid-year cuts, our 2003-04 budget and

program was planned and is being implemented on the assumption of “zero growth” funding. Further, because of the great uncertainties in the future of the state budget situation, we are anticipating “zero growth” funding for 2004-05.

Another vagary of the state budgeting process for community colleges is that even though there may be a small amount of enrollment growth identified, usually for political purposes, if other budget areas, such as COLA, are frozen or even cut back, the achievement of growth is very difficult. This is starkly evident when looking at Ohlone’s current situation. Our 2002-03 General Fund budget was \$32.7 million, whereas our 2003-04 General Fund budget is set at \$32.1 million. This is one of the first times in many years that an annual General Fund budget is set below the previous year’s level. At the same time, the state budget is showing a 1.5% growth for community colleges. In everyday language, “This does not compute!”

These fiscal planning and political conundrums make community college enrollment and budget planning precarious. Based on the fact that current state budget support for growth has changed so dramatically and that anticipated growth funding in the near is questionable, we believe it is fiscally prudent to be cautious and conservative in planning future enrollment growth.

#### District-Wide Enrollment Planning

Taking an integrated approach to planning requires that the enrollment forecasting for the Center be conducted within the context of District-wide enrollment planning. The growth of the Center should not be achieved at the expense of enrollment at the Fremont Campus. Whatever growth projections are made must include a plan for how that growth will be shared between the two sites. In our current situation, we believe that, of any anticipated growth earned before the opening of the new Center, we should direct 80% to Center-related programming and 20% to Fremont Campus programs. This allocation plan is designed to support the staging of Center-related programs for occupancy of the new site in 2007-08. Thereafter, we are recommending that, in the ten-year period following the opening of the Center, any growth funding be divided equally between the Center and the Fremont Campus.

#### City Growth Trends

An analysis has been conducted of the population demographics of the communities of Fremont and Newark. Both of these cities are approaching the limits of housing development and hence future population growth. Both Fremont and Newark project population growth over the next 17 years to be between 13% and 14%, less than 1% per year.

#### School District Enrollments

The number of anticipated high school graduates is an important factor in community college enrollment planning. An effective means of projecting future high school graduation figures is to look at current school enrollment data for grades K through 12. This can provide a base from which to project graduation numbers over the proceeding 12 years. The 2002-03 enrollment data for Fremont Unified, Newark Unified, New Haven Unified and Milpitas Unified School Districts is presented below (Source: California State Department of Education, Dataquest):

2002-03 School District Enrollment					
Grade Level	Fremont Unified	Newark Unified	New Haven Unified	Milpitas Unified	Totals
K	2,287	572	930	683	4,472
1	2,510	546	1,041	748	4,845
2	2,479	590	1,010	736	4,815
3	2,427	542	1,057	738	4,764
4	2,491	586	975	706	4,758
5	2,403	565	982	742	4,692
6	2,544	582	1,011	765	4,902
7	2,498	566	1,043	768	4,875
8	2,445	520	1,036	709	4,710
9	2,816	558	1,373	745	5,492
10	2,457	593	1,099	681	4,830
11	2,239	635	900	702	4,476
12	1,856	546	689	793	3,884
Totals	31,452	7,401	13,146	9,516	61,515

Students currently in Grade 8 will be the high school graduation class when the Center opens and the Kindergarten students will be graduating in 2016-17. These enrollment data indicate that there is no discernable growth trend for graduating high school classes in any of the districts and leads to a reasonable assumption that the number of students becoming college age over the next 10-15 years is not apt to increase in any significant manner. The chart on the next page makes this point graphically.

#### Enrollment Targets for the District and the Center

Given the recent reductions in current and anticipated state funding support of community college growth, the relatively flat enrollment projections for high school graduating classes, and the projections of less than 1% growth per year in the general population of the District, it is recommended that our short-term fiscal and program planning be based on “zero growth” funding and that our longer-term planning be based on a 1.5% annual growth rate. When these assumptions are applied to our enrollment planning, along with the previously described allocation of growth between the Center and Fremont Campus, the following model is generated:

District-Wide Enrollment Projections Through Opening the Center in 2007-08			
	Growth Percent	Growth FTES	District FTES Cap
03-04	0	0	7,974
04-05	0	0	7,974
05-06	1.5%	120	8,094
06-07	1.5%	121	8,215
07-08	1.5%	123	8,338
Growth to 07-08		364	

80% of Enrollment Growth Through 2007-08 To the Center			
	03-04	Growth to 07-08	07-08
District FTES Cap	7,974	364	8,338
Fremont/Other	7,196	73	7,269
Newark Related	778	291	1,069

Ten-Year District-Wide Enrollment Projections From Opening the Center in 2007-08			
	Growth Percent	Growth FTES	District FTES Cap
08-09	1.5%	125	8,463
09-10	1.5%	127	8,590
10-11	1.5%	129	8,719
11-12	1.5%	131	8,850
12-13	1.5%	133	8,982
13-14	1.5%	135	9,117
14-15	1.5%	137	9,254
15-16	1.5%	139	9,393
16-17	1.5%	141	9,534
17-18	1.5%	143	9,677
Growth to 17-18		1,339	

50% of Enrollment Growth Through 2017-18 To the Newark Center			
	07-08	Growth to 17-18	17-18
District FTES Cap	8,338	1,339	9,313
Fremont/Other	7,269	669	7,938
Newark	1,069	669	1,738

Based on this evidence, the most realistic enrollment targets for the Center are as follows:

Upon Opening in 2007-08	1,100 FTES
Ten-Years Out, 2017-18	1,800 FTES

This compares to 1500 FTES and 2500 FTES respectively that were generated in the previous planning models that we made within the context of a 3% annual growth rate. Of course, more events could intervene and the average growth rate may in fact be higher or lower than an average of 1.5%. Building facilities that will accommodate between 2,000 and 2,500 FTES, as originally planned, could make sense but must be done with the realization that the College may not be able to fully utilize all the space by itself. This creates an opportunity for exploring partnerships for facility use, and these are being actively pursued.

## SWOT Analysis

Integrated strategic planning involves looking at the strengths, weaknesses, opportunities and threats for the enterprise. This is called a SWOT analysis. The following is a summary of a possible SWOT analysis for the Center:

- Strengths:** High quality, enthusiastic faculty and staff  
 High quality programs in technology and health science  
 Strong community support  
 Location very accessible to the District's community  
 Location lends itself to environmental stewardship  
 Regional economy expected to rebound in technology sectors
- Weaknesses:** Inadequate operating budget  
 Grade 12 enrollments appear to be flat for the next decade or more  
 Adult population in the region will only slightly increase over time
- Opportunities:** Substantial local bond funding for construction and equipment  
 Good potential for productive educational partnerships  
 Bond funding could be leveraged for donations and grants  
 New campus offers chance for experimentation and innovation
- Threats:** State budget probably will not support previously anticipated growth  
 Competition from for-profit schools and colleges  
 Competition from other community colleges

## Mission Statement

Based on our guiding educational principles, new planning assumptions, revised enrollment expectations, and the SWOT analysis, The Center will pursue the following mission:

1. To provide teaching, learning, and service opportunities in the areas of health, science and technology education geared primarily toward the workforce development needs of the community.
2. To provide transfer courses and services, as appropriate.
3. To provide college preparation and career ladder programs.
4. To promote active interaction between students, faculty, industry, and the community resulting in sound learning and practical application of knowledge and skill.
5. To provide student services to support the educational and learning goals of students.
6. To practice the values of sustainability with respect to programs, facilities and land use.
7. To strive for excellence in teaching and learning through innovation and experimentation.

## Vision Statement

The Center will be a dynamic hub for partnership between health sciences and advanced technology programs and regional environmental and economic development efforts. Programmatic relationships with industry, government, foundations and other educational institutions will be integrated into the Center's culture and operations. Many students will participate in pre-college programs designed to develop career ladders into the occupational programs at the Center or at other community colleges. Experimentation and innovation in teaching, learning and administration will be a hallmark of the Center. The Center will also be a model of environmental sustainability. Its programs and practices will constitute an ongoing educational resource for education in environmental responsibility, including alternative energy generation and resources.

## Emerging Implementation Strategies

As our integrated planning process moves into the design phase of the Center planning, a number of important implementation strategies have arisen.

### Staging Program Development

When the last version of the Educational Master Plan for the Center was produced, the financial climate of the state and the district was very different. The Newark Ohlone Center (NOC) at the McGregor Site had grown significantly and was nearing 1000 FTES. The idea at the time was that when the new Center was ready to open those 1000 FTES would move to the new site along with the Health Sciences enrollment from the Fremont Campus and new enrollments generated by the new site.

The recent state budget crisis has intervened to dramatically change these circumstances. As part of the massive budget adjustments required of the college, the lease space at the NOC McGregor site was cut in half and programs and services were moved back to the Fremont Campus, most notably the Network Technology and Systems Administration programs. The result is that the enrollments at the NOC are less than 300 FTES for the Fall 2003 term. This extraordinary reduction in the growth of the NOC means that much work needs to be done to bring the programs, services and enrollments back to a level of strength that will provide the critical mass needed when the new Center is ready to open.

Over the next three years, the college must commit to rebuilding these programs and enrollments. Also, if new programs are developed, we should look to strategies to stage these programs near the new site with the intent of having a strong and vibrant set of programs and services ready to occupy the new Center when construction is complete. We are in conversation with Newark Unified School District regarding the possible use of Newark Memorial High School as an interim site for course offerings. A concerted effort is also underway to identify unused industrial space nearby the new site that might be donated to the College for temporary use for program and services (e.g. an Integrated Outreach and Learning Center in collaboration with our One-Stop Career Center).

## Full-Service Programs and Cross-Program Synergies

As the mission and vision for the Center are emerging, a new perspective on our programs is also developing. A major principle of the Center is that the programs there should be engaged in ongoing interaction with the community and should be geared to meeting a variety of needs. One way to look at this is by identifying different program components that would relate to specific community needs or partnership points. The following is a list of these general components that could be present in every program at the Center (not meant to be in order of priority).

- Community Outreach and Recruitment
- Career Ladders: College Preparation Skills Reading, Writing, Math, and ESL
- Certificates, Certifications
- Associate Degree
- Applied Research
- University Partnerships
- Incumbent Worker Upgrade Training
- Company Specific Training, Contract Education
- Community Education

Another dimension of the Center will be the synergy that can develop as these components are viewed across program lines. Community Outreach and Recruitment, Career Ladders, Contract Education and Community Education programs will have active involvement across program areas.

## Creating an Integrated Learning Center

The location of K-12 schools, particularly elementary schools, is a good indicator of population density. The map on the next page shows the location of K-12 schools in the Ohlone District. This map shows that the location of the Center will be very accessible to a majority of the District population. This accessibility makes the Center a natural site for an emphasis on community outreach and career ladders. Developing career ladders involves providing students with the college preparation skills in reading, writing, math, and ESL to be ready to pursue one of the career fields at the Center or at other community colleges. This emphasis will be strengthened by a strong partnership with the One-Stop Career Center to form an integrated Learning Center. This will be explained in more detail later.

## Educational Partnerships

The Center will be involved in ongoing development of educational partnerships with the community. Strong partnerships with significant educational potential are being vigorously pursued. The Washington Hospital Clinic will provide outstanding opportunities for Ohlone students and the general community. The partnership with Kidango to establish a childcare center will also constitute an important educational element. Partnerships and relationships with four-year colleges and universities are being actively explored with the goals of co-location and dual programming. Discussions are underway with UC Berkeley Extension and Cal State Hayward, along with the South Bay Regional Public Safety Consortium. Plans to meet with other institutions are in the works.

There is also a great promise in working with other community colleges in the region. We plan to reach out to our sister institutions to explore regional approaches to program offerings. With resources being scarce, the idea of colleges working together on joint programming makes great sense. Individual colleges cannot be all things to all people, but together we can provide comprehensive service in a more economical manner

### Flexible and Shared Space

With limited operational funding and ever-changing technology there is a need to optimize the use of and maintain the flexibility of space. In the instructional areas the square footage allocations for general purpose classrooms and computer laboratories need to be designed with this in mind. The classroom space that is not dedicated by reason of specific instructional planning should be viewed in totality and designed for multiple uses over multiple years. Further, the type of computing that will be utilized needs ongoing study and review. If mobile computing becomes as ubiquitous as many think, then the lines between lecture classrooms and computer labs will disappear. This would shift our focus from building spaces with technology that students come to “get” to building spaces for students who “bring” technology with them. This has significant design implications.

### The Opportunity for Experimentation and Innovation

Building a new campus often can provide the impetus for experimentation and innovation in the areas of instruction and administration. There is a growing excitement amongst the faculty and staff at Ohlone to pursue innovation in general. The building of this new Center provides an excellent outlet for the creative energy that is developing. In fact, through the Technology Advisory Committee of Ohlone (TACO), a new subcommittee will be focusing on the opportunities for experimentation and innovation in a variety of areas, including:

- a. Teaching and learning design and delivery methods
- b. Term and course scheduling
- c. The use of technology in teaching, learning, student services and administration
- d. The management and support of instructional technology

## Academic Program Themes

In pursuit of the mission and vision of the Center, the following Academic Program Themes will form the backbone of the instructional program of the Center.

### Integrated Learning Center

The new Center is actually located more near the heart of the Ohlone service area than the Fremont Campus. For instance, five of the six high schools in the district are closer to the new Center site than to the Fremont Campus. The new location is also much closer to most the Fremont and Newark neighborhoods. Thus, the Center could be much more accessible to many of students. The accessibility of the Center can provide students with a first step on the career ladders in the health science and technology programs housed at the Center, we will want to have strong assessment, basic skills and ESL support programs at the Center. College preparation programs will also be provided.

We are also fortunate to have a successful One-Stop Career Center that will be located at the Center and it should be a close operational partner with our basic skills and ESL programs. We will have our Mathematics, English, and ESL Learning Centers, Assessment Center, and the Library Learning Resource Center join with the One-Stop Center to create one integrated Learning Center facility for Basic Skills and Career Ladder Development and Support. As the Center is being designed, more faculty from the associated disciplines, such as mathematics, English, and librarians will be consulted.

### Health Sciences

The Center will be home to Ohlone's excellent programs including Registered Nursing, Respiratory Therapy, Physical Therapist Assistant, Phlebotomy and Allied Health. Since the last publication of the Center Education Plan, plans for a Washington Hospital Clinic on the Center site have become more concrete and the partnership opportunities between the Health Science programs will be actively explored with other providers. Partnerships will also be explored with baccalaureate nursing programs.

The faculty of the Health Sciences Division is committed to providing cutting-edge education for the preparation of quality health care providers who will need to effectively assume professional roles as entry level care givers in an increasingly complex and technologically driven environment. The Center will provide the faculty the opportunity to participate in the design, construction, and equipping of a state-of-the art facility planned specifically for health sciences education in registered nursing, respiratory therapy, physical therapist assisting, phlebotomy, allied health and wellness programs. Currently, the faculty provide this level of technical education at the Fremont campus, which was never designed or built to meet the needs of these unique occupational programs.

New partnerships are being explored that afford the opportunity to foster mutually beneficial partnerships directed at providing health care education in a more cost effective and collaborative way. This would eliminate competition for the same students, duplication of programs, and conflict in the utilization of clinical sites. Respiratory Therapy (RT) has a successful arrangement with Diablo Valley College (DVC) to provide RT education to students in the Pleasant Hill area with minimal cost to DVC. It is reasonable to believe that a similar

arrangement could be struck with other colleges not only for RT, but Physical Therapist Assistant (PTA) as well.

In kind, a reverse arrangement should be made with nearby colleges to provide medical technology programs to Ohlone College students. Additional partnerships should reasonably develop between the two registered nursing and LVN-RN mobility programs. Initial discussions with the dean and program directors have been favorable, and plans for regionalization of health care programs will continue to be pursued. These joint and regional programs may include, but are not limited to, a Joint Power Authority for the Health Science Programs, with some or all of the programs being offered at various locations in the Greater Bay Area, which provides the best educational opportunity for the respective professions.

Additionally, the faculty is interested in enhancing student experiences with Student Health Services and in developing new student-run clinics with our local health care systems. A new campus will provide a unique opportunity to partner with the health care industry to aggressively market careers in health, develop new clinical learning opportunities for students, explore joint appointments between faculty and hospital staff, and jointly develop and operate student-run clinics.

Potential new program areas: Clinical Lab Technician, Clinical Research Associate, Operating Room Technician, and Radiological Technician

#### Environmental Science and Technology

The Biotechnology program is currently housed at the Fremont Campus and was not originally planned for the Center. However, given the emerging mission and vision of the Center focused on health, science and technology, this program is now slated to be one of the core programs at the Center. This is an important program given the growth of biotechnology companies in the Fremont area. Ohlone is fortunate to have active support from these firms through the newly formed and very active Biotechnology Education and Training Alliance. The college has also approved a new full time faculty position for Biotechnology.

Economic development experts in the region are predicting that the future of Silicon Valley and the reemergence of its strong economy will be driven by the exciting opportunities that will result from the growing convergence of science technology (biotechnology, in particular), nanotechnology, and computer science and information technology. Ohlone is proud of its “centers of excellence” in the areas of the natural and physical sciences, and computer science and technology. The emphasis on biotechnology, environmental technology, computer and information technology, and the convergence of the three, will be a major theme of the Center and is already driving the new program development efforts of the faculty.

The Center facilities are being developed with a clear identity based on the advancement of a 21<sup>st</sup> Century technology within an ecologically sustainable model. The campus itself will be a laboratory for learning about the environment and sustainability. Using the Center as a training site and reclamation staging area will support reclamation and stewardship of the nearby East Bay Estuary. This theme will resonate with the science and environmental science educational programs of the campus.

As the biotechnology and environmental science programs are expanded, and other new science and technology programs are developed, discussion will be held with other community colleges and universities in the area to explore educational partnerships. On-site energy generation facilities will be integrated with the curriculum as a learning laboratory. Partnerships with government, private sector and education agencies will result in Ohlone College leading other colleges in self-sufficiency for energy resources. These partnerships will range from joint/regional programs to applied research activities. Also, joint grant writing and other resource development opportunities will be investigated.

Potential new program areas: Ecosystem Restoration, Energy Technology, Alternative Fuels Technology, Nanotechnology, Nano-manufacturing, and Bioinformatics

### Computer and Information Technology

The Networking Technology and Systems Administration (NTSA) Program will continue as a core program of the Center. The new A.S. degree in Network Technology and Systems Administration was approved by the State Chancellor's Office and began in the spring of 2001. The degree has seven areas of concentration: Technical Support Specialist, Network Administrator, PC Technician, Network Technician, Microsoft Systems Engineer, Cisco Certified Network Professional, and Unix Systems Administrator. Students may choose to earn a degree or a Certificate of Achievement in any one of the concentration areas. The recent economic downturn in the high tech industry of Silicon Valley has led to enrollment decreases in the Network Technology and Systems Administration programs. Faculty in these areas are actively working on program revision and development to meet the changing nature of the job market.

Potential new program areas: Wireless Technology, Network Security, Residential Network Technology, Nano-computing, Bioinformatics, and Industry-specific Computer Applications

### Exercise Science and Wellness

In line with the academic emphasis on the health sciences the Center will also provide courses and programs in the area of Exercise Science and Wellness. Curriculum integration with the Health Sciences Division is being explored now and shows great promise. The Exercise Science and Wellness programs will include a curriculum that involving includes fitness assessments, strength training and cardiovascular fitness classes; aerobic classes such as step& kickboxing, Yoga, Pilates, senior fitness classes, and possible sport specific activity classes. A limited number of activity classes such as badminton, volleyball or basketball may also be offered.

Another important focus of the Exercise Science and Wellness program will be on corporate fitness and assessments, and workplace safety. This area may also include working with firefighter fitness and law enforcement agencies. Components of this program can be combined with the physical therapist assistant program to offer workshops on preventing low back injuries in the workplace, and/or ergonomic evaluations to prevent repetitive stress injuries.

Although the idea of having dedicated playing fields has been abandoned, consideration is being given to the development of a fitness-par course, walking-running trail(s) that around the perimeter of the campus and an area for teaching golf. We will be pursuing partnerships for joint facilities and field use with the Silliman Center and Newark Memorial High School.

## General Education

Given the technology and health science focus of the Center, the projected amount of General Education offerings has been decreased. The General Education courses offered will be geared primarily to meet the needs of the students enrolled in the occupational and professional programs at the Center. General Education options for students in programs at the Center will also include courses at the Fremont Campus, courses shared between Fremont and Newark via videoconferencing, as well as distance learning courses. Further, as stated above, all efforts must be made to maximize the flexibility of design and use of the general-purpose classrooms and computer laboratories.

## Contract Education and Community Education

Just as the need for basic skills and career ladder support services will cut across program lines at the Center, so too will the opportunities for Contract Education and Community Education. The plan will be to locate these operations at the Center with the understanding that both Fremont and Newark sites will have involvement in the programs.

### Academic Program Enrollment Projections

For each of the Academic Themes at the Center, and for the campus as a whole, we are attempting to project enrollments. These projections are made within the context of the information and data provided earlier in this plan. The chart below shows the enrollments projected for 2007-08 and 2017-18:

Center Enrollment Projections, 2007-08	A	B	C	D	E
Registered Nursing	37	370	120	80	160
Respiratory Therapy	23	284	100	27	54
Physical Therapist Assistant	15	252	80	36	72
Allied Health	15	286	80	15	35
Biotechnology	10	208	100	47	90
Environmental Science	10	208	100	47	90
General Science	8	400	50	31	68
Network Technology - Systems Administration	45	885	400	133	293
PE/Fitness Center/Wellness	10	210	50	30	66
General Education (Including Basic Skills, ESL)	30	780	400	94	207
Totals	203	5,403	1,480	540	1,135
A = Number of sections per semester B = Semester section enrollment (duplicated headcount) C = Semester unduplicated headcount D = Semester FTES E = Annualized FTES (included summer)					
2017-18			2450		1800

## Student Services and Learning Resources

Protecting access to education and opening boundaries to student success are Student Services' commitments within the landscape of instruction, partnership and community. Student Services create opportunity, support, and transition for students as they navigate the learning environment.

### Planning Principles – Building for 2018

Student learning and student success are the underlying pillars of Student Services. Student Services is in full partnership with Instruction to support and build a comprehensive, integrated student centered learning environment within and beyond the classroom. Staff has used the following broad planning principles for the Ohlone College Center and the Student Services Center at the Fremont campus.

1. Create flexible, multi-use spaces with particular attention to internal environment, i.e. noise reduction, ergonomically correct furniture, group meeting and study spaces. Such flexibility is essential to link short and long-term service efforts to accommodate future facility use and requisite technologies.
2. Incorporate technology into all aspects of Center life to support individual student learning as well as group study and presentations. Technology is viewed as a means to facilitate service access for students, faculty and staff, and a way to maximize space to provide needed services. Space needs include large wired rooms for web application/registration, online orientation, online assessment and information technology centers. The Center and new Student Support Services building needs to provide wireless access for students who do not otherwise have access to the Internet.
3. Promote a student-friendly environment by planning for informal study and gathering places with inside furniture in building lobbies, passage ways, access to vending machines (which can be secured and have enough electricity) or small food/drink concessions, as well as outside areas with grouped benches and tables, sheltered/shaded seating, areas for larger ceremonial gatherings, and ease of outside electrical and wireless use.
4. The focus for Student Services at the Center will be a one-stop operation with independent programs coordinated with the Fremont campus. Because of the geographic proximity to district high schools, Student Services at the Center will be the focus for high school student outreach and recruitment activities. Additionally, specific program support for identified instructional programs will be provided as required by the program. Student Services will identify services located at the Center, limited services at the center, on-line service, or a service only offered at either the Center or the Fremont campus.
5. Student Services at the Center will expand current partnerships with the One-Stop Center and Washington Hospital.
6. Student Services staff at the Center will be generalist in training with cross-functional responsibilities. For specialist services, students may be referred to Fremont based staff through the department website or through videoconference appointments.

Student Services at the Center need to be provided in a single space where the student finds support outside of the classroom. Planning a new campus on the Cherry Street site while simultaneously planning a new Student Services building on the Fremont site has provided an opportunity to integrate our thinking and approach to overall delivery of services and support to students. While the College may be divided up by the overall tasks and themes of three campuses, there is an obvious need for everything to be inextricably linked. It will not be far nor will it be difficult to travel between the Center and the Fremont campus. Just as the College examined the access roads and parking, there is a need to examine the actual and virtual service linkages between the two campuses. Having a viable system in place to provide services to services will bring students, faculty and staff together and reduce the need for duplicating services in each location.

Overall, Student Services staff located at the Center will provide general student support. The concept of a generalist staff is to have staff members who are able to answer 10 frequently asked questions and need to refer to area experts for the one complicated, "exception to the rule" question. Student Services for students at the Center will be available through a variety of means: on site; electronically; through appointments with traveling staff, or by utilizing services at the Fremont campus.

On site services would be based on specific Instructional program needs. An example of a specific instructional support need is in the health sciences area which is currently supported with one full-time equivalent counselor. This kind of program support will continue at the Center. Other services such as assessment, orientation, EOPS, DSPS and student health will be conducted by traveling staff on a regular basis; the staff may or may not be permanently located at the Center. Other services will have an electronic presence via video conference connections, through the website, or on the main campus.

#### Student Services Staff Located at the Center

##### Counseling

Given that the Center will be focused on technology and health sciences, counseling will have at least one counselor located at the Center to support Health Sciences students. Additional counseling staff will continue to be available through video conference connections to Fremont by appointment or through adjunct counseling support. There is a need for a great deal of building flexibility so that programs such as assessment, orientation and recruitment can be located or relocated to either the main campus or the Center depending upon the future needs and goals of the District. A dedicated ITV teleconference linkage is also a way to bridge the time and distance between campus sites.

##### Enrollment Management: Admissions & Records and Financial Aid

Enrollment Management will function under a generalist model to provide general support for student registration, academic records, and financial aid workshops and application information. Admissions and Records and Financial Aid services will have staff present at the Center. Some Financial Aid service will need to be by appointment or at the main campus.

The Enrollment Management areas of Student Services will be a first point of service contact for students and staff. Enrollment Management staff will be trained to make appropriate referrals and serve as an all round resource to students.

### One-Stop Career Center

The One-Stop Career Center is a community partnership designed to provide resources and services in support of the local Business Community, as well as provide individual jobs, education and training opportunities. The One-Stop is a collaborative partner of the College and will expand in the new center to support Student Services at the Center as well as the instructional basic skills program. The One-Stop will be part of the Integrated Learning Center.

### Learning Resource Center (LRC)

At the Fremont campus and at the new Center, the LRC comprises library, media, instructional technology, online education, and tutorial services. The goals of the LRC are to provide a welcoming atmosphere and functional facilities and equipment to support teaching and learning; to supply access to up-to-date books, periodicals, and media materials, and to provide appropriate services that meet the diverse needs of our students, faculty and staff; to promote information literacy and lifelong learning through courses, both online and face-to-face, group and individual instructional activities; to provide comfortable study spaces for students in small groups or individually; to promote reading; to extend access to students at remote sites; and to enrich information access for distance education students. The LRC will be part of the Integrated Learning Center.

### Distance Education/ Instructional Technology

The LRC seeks to increase distance learning opportunities for students, and to encourage and support more faculty to use technology in teaching. The Center faculty will have access to the Fremont campus Educational Technologist and Faculty Staff Technology Center; these services need not be duplicated at the Center.

All the Center classrooms will be multimedia-equipped. The bond-funded Multimedia Classroom project at the Fremont campus can serve as a model, though technological advances should be incorporated as fully as possible during the years of planning and construction. A main component of instructional support and service delivery technology will be the ability to import and export information experts.

At the Center, there will be no need for a specialized Multi-use Distance Learning classroom. Online courses require no classroom except for instructor-determined on-campus meetings and, for these, any classroom will suit.

The Center will support videoconferencing. This modality will enable students at the Fremont campus and those at the Center to be combined into a full class, increasing options for all students. The district has new videoconferencing equipment, purchased with state funds in Summer 2003. The funding enabled the District to buy two sets of this equipment; as a result, the Center already has its own set. A major advantage is that this new equipment is easier for instructors to use than the previous PictureTel equipment.

A second advantage of the new videoconferencing equipment is that it is highly transportable and can be plugged into any data jack in any classroom. This means that, as for online courses, there is no need for a specialized classroom for videoconference courses, as the full multimedia equipment to be installed in all classrooms will provide fully adequate technical support for the videoconference equipment.

The Center will need an appropriate network connection to the Fremont campus to permit full videoconferencing capability. The state has funded CalREN, a new higher-speed backbone network for community colleges, the K-12 system, and the state university systems, CSU and UC. CalREN is the creation of CENIC, the Corporation for Education Network Initiatives in California. The Fremont campus will be a full participant in CalREN once fiber optic cable has been installed. For the Center, a separate Internet connection will be required, and an expansion of bandwidth to prevent videoconferencing from adversely impacting other Center operations.

### Student Services Offered by Appointment at the Center

#### Student Health Services

Student Health Services will have a partnership with the on-site Washington Hospital clinic at the Center. The nurse practitioner will have scheduled student appointments (once a week or as needed for Health Sciences). The support will initially be focused on the needs of the students who are part of the nursing program and other health sciences students. For example, nursing students may get their required immunizations from the partnership with the Washington Hospital clinic.

#### Transfer & Career Services

These services will not have a permanent staff presence at the Center. The Fremont campus will be the focus of the Transfer and Career Services program efforts. With that said, the counselor office space and meeting room space will be utilized for transfer and career program specific outreach activities at the Center.

Transfer and Career Services will be working in conjunction with the Tri-Cities One-Stop Career Center at Newark to provide services to students in the areas of transfer, career, employment, and internships. With the programs at the Center geared toward “the workforce development needs of the community,” the One-Stop will be beneficial to students in assisting to prepare them for the world of work.

Although transfer is not the primary thrust of this Center, there may be students who are interested in pursuing continued education to a four-year institution and for that reason transfer services need to be provided, even at a minimum. The University and College recruiters will be able to use videoconferencing between the main campus and the Center sites to assist students on both campuses. Using this technology will allow the recruiters the freedom of not leaving their campus; saving both human and fossil fuel resources.

#### Campus Activities

It is anticipated that, with the Health Sciences programs located at the Center, at least three student clubs would be active. With a growing stable student population, the ASOC should

provide for a student representative from the Center. It is important to provide student meeting space as well as the capability for students to attend meetings at the Fremont campus via video conferencing technology. In addition to meeting space, students would need storage and the capability to produce signage. This signage might be with a large banner printer, simple paints and banner paper, or electronic billboards.

## EOPS

EOPS will be active at the Center through scheduled visits by an EOPS counselor and recruiter.

## Business Services

### Bookstore

Space requirements have been scaled back to reflect a smaller projected student population for the initial phase of occupancy from 2007-08 to 2017-18. Furthermore, the Center will have a specialized focus on technology and the health sciences and will not require as much shelf space. In addition, the state typically doesn't allocate maintenance and operations support in its funding model for bookstore and cafeteria space so these spaces should be limited.

### Information Services

Instructional technology strategies will encompass mobile computing devices and docking stations. Such technology will necessitate more infrastructure than has been considered previously in campus buildings. On-line services and software applications will be provided from servers. Appropriate systems and storage will need to be provided. The server room must be large enough with ample cooling and power to support all servers. Since students will bring their own computing devices not only for use in class but anywhere on campus, servers and online applications provided must be based on open standards and equal access.

To ensure continuous technology and audio visual support, Information Services support staff will be responsible for the server room, network, classroom computers, and office workstations. In addition, support will be provided with technicians in the labs. Given operational constraints, faculty and students in the Computer Studies Division will provide primary technical support for their classes.

Internet services will be provided for the Center independently from the Fremont campus. WAN services between the campuses will support data traffic and video conferencing. The cost of this connection will have on-going cost implications. Wireless networking will be supported inside the buildings as well as outside common areas. Telephone services will be provided in all classrooms and offices.

### Buildings and Grounds/Security

The District will provide all custodial, maintenance and security support services to the Center as well as to all future tenants located at the site such as Washington Hospital and Kidango. Since staffing costs must be minimized and balanced with needs on the Fremont campus, a merged operation is envisioned with one supervisor coordinating custodial, maintenance and security services.

