

An Ohlone Story

Newark Center for Health Science and Technology From Ordinary to Unique

Overview

Since 1974 the Ohlone College District has rented space from the Newark Unified School district and/or the University of Phoenix to offer Ohlone courses in the City of Newark. During the Fall 1994 semester, the citizens and officials in the City of Newark began expressing concerns towards the long-term commitment of Ohlone College to provide a strong academic program in their city. In September of 1994 the Ohlone College Board of Trustees responded to these concerns by passing a resolution unanimously reaffirming their commitment to a strong and long-term presence in the City of Newark. The board directed the college administration to increase the resources dedicated to the Newark Center and to double the enrollment within five years. From 1995-1998 the Newark Center accomplished this goal by nearly doubling the number of FTES generated at the McGregor site from 231 annually to 443.

In August of 1998 the Board of Trustees concluded that the most effective way of meeting the growing needs of students and providing for growth for the western part of the Ohlone District was to establish a permanent Newark Ohlone Center. As the Newark Center program continued to grow to 900+ FTES, the Board put a bond measure out for public vote. In March 2002, \$150 million construction bond was passed, \$100 million of which was earmarked to create the Newark Center for Health Science and Technology (NCHST) 80+ acre site on Cherry Street. The NCHST will house college programs in the areas of nursing, respiratory therapy, physical therapy assistant, phlebotomy, allied health, fitness and wellness, biotechnology, environmental studies and science, emerging technologies, general education and basic skills education.

The NCHST will be a nexus 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 NCHST's culture and operations. Many students at the NCHST will participate in pre-college programs designed to develop career ladders into the occupational programs at the NCHST or at other community colleges. Experimentation and innovation in teaching, learning and administration will be a hallmark of the NCHST. The NCHST 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.

Relationship to College Values

Open access to higher education and actively reach out to underserved populations

The NCHST is designed to accommodate students from a very diverse population, adapting to the learning needs of all students. Students will be taught in classrooms with state-of-the-art equipment and research-based instruction methods to create a powerful student-centered learning environment. Key curriculum taught at the center will include our highly successful biotechnology program, nursing, health sciences, emerging technologies, and environmental studies.

Stewardship for our human, financial, physical and environmental resources

The NCHST campus will be the first "green" community college campus in the nation, one that teaches environmental stewardship through responsible, sustainable practices. The Newark campus incorporates resource efficient features such as photovoltaic solar panels, geothermal heating and cooling, high-efficiency lighting, low water consumption, and extensive use of recycled materials. These measures help to preserve environmental resources and save hundreds of thousands of dollars in operational costs.

Contribution to Achieving College Goals

Learning College Model

The NCSHT will be a robust expression of the Learning College Model by integrating the following characteristics into the learning programs and experiences offered at the Center:

- A curriculum introducing students to a variety of science and technology subjects and through a focused exploration of science and technology career opportunities and pathways
- Grades 7-12, community college, university seamless delivery of education opportunity
- Entire school engaged (middle school, high school, ROP and college campus)
- Community agencies feed young adult re-engagement in education opportunities
- Cohort learning communities approach related to career pathways
- Community-based outreach and in-reach strategies
- Active, experiential, collaborative and technology assisted methods with basic skills embedded in technical education curriculum
- Internships and community service projects, as well as job placement services
- Counselors assigned to specialize in the recruitment, advising, supporting and follow up
- High school/Ohlone joint teaching and counseling positions, and intersegmental teaching teams

Learning communities, cohort groups, enhanced facilities, and improved course availability

As an open admission institution, Ohlone accepts a wide diversity of students. Some students who aspire to careers in health science, bio-science, environmental science, or just generally interested in getting a college education, are in need of developing or refreshing their basic academic skills in reading, composition and mathematics. For these students the college has developed clusters of basic skills, English as a Second Language, general education, and program specific courses. These pathway programs are designed to work with students in learning communities and will emphasize an integrated approach to skill and knowledge development. Key partners in promoting the pathway programs will include Newark Memorial High School, James Logan High School, Kennedy High School, Irvington High School, and Mission Valley Regional Occupational Program. We will work with other partners including Stanford Center for Innovations in Learning, California State University-East Bay, the Tri-Cities One Stop Career Center and Alameda County Workforce Investment Board.

Resource Development

In addition to the new administration, faculty and staff positions created for the NCHST (described below), the college has created a Director of Enterprise and Asset Management position to focus on raising funds through a capital campaign. The capital campaign is focusing on partnership with industry and individuals, which will assist with equipment and other instructional and operational needs for the new NCHST (Source documents DVD, Marketing brochures). The capital campaign has been awarded a 2.5 million matching grant from a local foundation and has begun an earnest effort in matching those funds with other foundation grants and industry partnership to raise the estimated 5 million dollars to fully furnish the learning spaces at the NCHST. Table 7 provides a summary of the equipment needs. As of September 2007, the college has received over \$500,000 dollars that can be matched towards fulfilling the equipment needs listed above.

Demonstration of the Meeting of One or More of the Accreditation Standards

Standard I.A. Mission

The College Mission Statement states: Ohlone offers 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. The mission of the NCHST stems directly from the college's mission:

The Mission of the NCSHT is to:

- Provide teaching, learning, and service opportunities in the areas of health, science and technology geared primarily toward the workforce development needs of the community.
- Provide transfer courses and services, as appropriate.
- Provide college preparation and career ladder programs.
- Promote active interaction between students, faculty, industry, and the community resulting in sound learning and practical application of knowledge and skill.
- Provide student services to support the educational and learning goals of students.
- Practice the values of sustainability with respect to programs, facilities and land use.
- Strive for excellence in teaching and learning through innovation and experimentation.

Standard II.A. Instructional Programs

The instructional programs of the college will be improved by the addition of this modern and learner friendly facility. The new learning spaces in the NCSHT facilities are designed for flexibility of use specifically to support a variety of teaching and learning strategies. The Prototype Classrooms Story in this self study gives a overview of the planning and attention paid to the impact that space and environment have on learning.

Standard III.B. Physical Resources

The NCHST campus will be the first (gold standard) Leadership in Energy and Environmental Design (LEED) community college campus in the Nation. LEED certification is a green building rating system that provides a framework for assessing green building performance and meeting various sustainability goals. The NCHST will incorporate the latest green architecture and environmental resources. Photovoltaic solar panels, geothermal heating and cooling units, high efficiency lighting, ergonomically designed modular furniture, water conserving fixtures, wetland reclamation, and preservation and advanced recycling techniques. The building and the surrounding outdoor areas will be part of the learning ecosystem and will be utilized as teaching tools to provide learning experiences related to environmental stewardship, renewable energy, and wetland restoration.

Expression of Accreditation Themes

Institutional Commitments

The Board of Trustees, college administration, faculty and staff are committed to providing adequate resources to operate the NCHST. In July of 2005 the Dean of the Newark Center for Health Sciences and Technology position was created. This position reports directly to the College President. The Dean position was upgraded to an Associate Vice President Position in July 2007 and continues to report directly to the College President. The college has assigned two Academic Deans to the NCHST to assist with instructional and operational needs, (a) Dean Health Sciences and Academic Affairs and (b) Dean Learning Resources and Academic Technology. Three new faculty positions have been hired: (a) Environmental Studies, (b) Fitness and Wellness and (c) Learning Resource and Library. At least 32 current full-time faculty will have their full or partial loads at the NCHST, and four current full-time Counselors that have their full or partial load at the NCHST. In addition, the college has created ten

additional classified staff positions which will be filled when the center opens in January 2008. In addition to the new staff positions eight to twelve current staff will be relocated to provide Student Development, technology, facility, and grounds/gardening services.

The district is expecting to encounter some budgetary challenges once the new NCHST is in full operation. This is not unusual given the fact that the bond measure that was passed in 2001 can not be used to operate the facility. The district is in the process of reassessing the allocation of support staff positions to the relative priority needs of the existing and new campus. Due to the fact that a significant number of students and faculty will be relocated, the result being less people and programs to serve at Fremont for a number of years going forward, the District is in a position to re-assign personnel without lowering quality at the main campus. Additionally, the district has created a shared governance committee which is looking (through collective bargaining) at new ways to work as a strategic effort to meet the needs of both campuses once the NCHST is operational. The college has set aside over \$500,000 for initial operating expenses at the new campus. In addition to the operational budget current budgets for instructional programs that will be relocating to the new site will continue to be fully supported.

Evaluation, Planning, and Improvement

The NCHST is a strategic outgrowth of Ohlone College's Educational Master Plan that was part of the planning process in preparation for the 2002 Measure A Bond project. As discussed earlier the proposed change is congruent to our mission statement and will provide the college with a permanent site allowing the college to better serve the north-west areas of our district. After the statewide community college budget crisis of 2002-03 and the hiring of a new college President in the spring of 2003, the institution stepped back for several months to review the site and facilities master plan and educational master plan for the new center in Newark, as well as for the Fremont Campus. This additional time allowed the college to take a more integrated approach to planning the various bond projects as they relate to the district-wide strategic planning. This resulted in a sounder approach and was the educationally and fiscally prudent thing to do. It also provided time for increased campus involvement in the planning process. This additional time allowed for integrated master planning at the District level should result in concrete positive outcomes as follows:

- Higher quality buildings, that will last longer and will be easier to maintain.
- Better and more efficient use of buildings and instructional spaces
- More realistic program plans and budgets
- More realistic enrollment growth projections.
- More pragmatic operational plans and budgets
- Overall savings from more energy efficient and easier-to-maintain facilities
- More involvement in, and understanding of, the overall master planning process

Dialogue

Since April 2006, eight planning retreats, mostly day-long and off-campus, have been conducted for faculty and staff who will be working at the NCHST. Initial retreats focused on (a) developing a Shared Vision for the NCHST, (b) Innovative Learning Strategies and Technologies, (c) Operational Logistics and (d) Implications of the Physical Environment. A follow up retreat in August 2006 addressed the following planning tasks: (a) Designing programs to serve basic skill student needs, (b) designing programs to meet the needs of under prepared and under represented students to enter career pathways in health sciences, biotechnology, environmental and other emerging technologies, (c) creating a learning community that encourages interdisciplinary faculty collaboration, and (d) designing Environmental Sustainability values and practices across the curriculum. Planning strategies which were explored included: (a) cohort groups according to career pathways, (b) team teaching and learning communities, (c) basic skills instruction embedded in career studies and work experience, (d) project-based learning, and (e) simulate the work environment in the learning environment. Planning retreats continued through 2007 in preparation for the January 2008 opening.