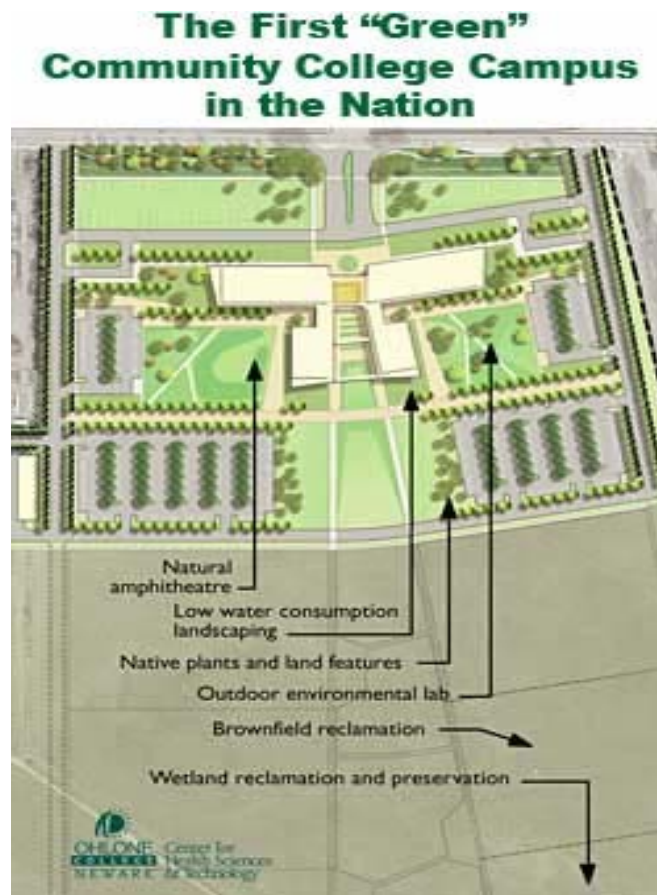


## **Substantive Change Proposal**

### **Ohlone College Newark Center for Health Sciences and Technology**

**39399 Cherry Street  
Newark, CA 94560-4902**



**Leta Stagnaro**

**Associate Vice President  
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**September 15, 2007**

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## **INTRODUCTION**

### ***Purpose***

The following is an application for substantive change based on the addition of a second major instructional site for the Ohlone College District. The new campus is located in the City of Newark, California. The campus is referred to as the Ohlone College Newark Center for Health Sciences and Technology.

### ***Background***

Established in 1965, Ohlone College (pronounced: o lo nee) serves the cities of Fremont and Newark located in the southeast area of the San Francisco Bay Area, California. The College's namesake is the Ohlone Indians who lived for thousands of years in the local area. The native peoples practiced stewardship of the natural environment and respect for all peoples regardless of race, language or other cultural differences. Ohlone College's student population is among the most diverse in the United States. Seventy five percent of the students are from ethnic minority populations and the majority speaks English as their second language. One-third of the students are immigrants. The college enrolls 16,180 students per year at our Fremont and Newark campuses as well as online. The college offers 192 degrees and academic programs. Each year more than 650 Ohlone students transfer to four-year colleges and universities, one of the highest rates of successful university transfer of the 109 California Community Colleges. More than 850 students graduate with associate degrees or earn vocational certificates every year.

In March 2002, the citizens of Fremont, Newark and a small part of Union City passed a local school construction bond measure to accomplish the following:

1. Create the first phase of a second campus for Ohlone College in the City of Newark.
2. To build a new student services facility on the Fremont campus.
3. To upgrade classrooms and labs on the 40-year-old Fremont campus.

As a result of a comprehensive planning process, the college District decided to dedicate the first phase of the new campus at Newark to health sciences and emerging technologies. The Newark Center for Health Sciences and Technology (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 campus, the "Campus of the Future", will incorporate the latest green architecture and environmental resources. Photovoltaic solar panels, geothermal heating and cooling units, high efficiency lighting, green spec ergonomically designed modular furniture, water conserving fixtures, wetland reclamation, and preservation and advanced recycling techniques will be integrated into the culture of this campus.

The building and the surrounding outdoor environment will be part of the campus learning ecosystem and will be utilized as teaching tools to provide learning experiences related to environmental stewardship, renewable energy, and wetland restoration. The “Classroom of the Future” will be equipped to create a high performance learning environment designed for collaborative and holistic learning methods. The “Curriculum of the Future” consists of already in place and approved courses of study that are undergoing further design using a learner-centered cross-disciplinary approach. Partnerships with local businesses will allow the curriculum to be individualized to disciplines such as biotechnology, environmental studies, emerging technologies, and health and exercise sciences.

A great potential exists for various partner institutions to join with the faculty and students at the NCHST in the ongoing application of knowledge and technology for 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 application of theory and skills lead to significant personal and community development.

**A. DESCRIPTION OF PROPOSED CHANGE AND REASONS FOR SUBSTANTIVE CHANGE**

Ohlone College seeks approval for the accreditation of the Ohlone College Newark Center for Health Sciences and Technology (NCHST) as a second geographical site for the Ohlone College District. The NCHST will open in January, 2008. At this new location the college will be relocating degree and certificate programs from its current Fremont-based campus to the new center in Newark.. The college’s Registered Nursing, Physical Therapist Assistant and Respiratory Therapist associate degree programs will have 100% of program offerings located at the NCHST beginning in the Spring 2008 term which starts January 28, 2008.

In addition to the Health Science related Associate degree programs, fifty percent or more of an Associate Arts degree course work in Liberal Studies will be offered at the NCHST and or through our E-learning (Distance Education) program which offers over 130 course sections. Table 1 provides a summary of the selective general education and other courses that are scheduled to be onsite at the NCHST for the Spring 08 term. Students will also be able to obtain several vocational certificate programs at the NCHST. Table 2 provides a list of the current certificate programs that will be offered at the NCHST.

***Table 1: General Education Spring 08 Course Offerings***

<b>Course</b>	<b>Section</b>	<b>Course Title</b>
ART	101	Survey of the Arts
BA	102	Principles of Economics-Macroeconomics
BIOL	130	Introduction to Biology
BIOL	141	Marine Biology
BIOL	142	Environmental Biology
BIOT	105	Heredity, Evolution, and Society
BIOT	110	Biotechnology Lab 1
BIOT	113	GMP/GLP
BIOT	115A	Animal Cell Culture Techniques
BIOT	115B	Bioreactor Cell Culture Techniques

<b>Course</b>	<b>Section</b>	<b>Course Title (con't)</b>
BIOT	117	Immunology
BIOT	119	Clean Room Operations
BIOT	123	Writing SOPs
CFS	109	Nutrition
CHEM	109	Biochemistry for Health Science and Biotechnology
CNET	101	Introduction to Computers and Information Technology
CS	149	PERL Programming
ECS	301	Early Childhood Growth and Development
ECS	304	Observation and Assessment of Young Children
ENGL	101A	Reading and Writing Composition
ENGL	101C	Critical Thinking and Composition
ENGL	151A	Fundamentals of Composition
ENGL	151B	Fundamentals of Composition
ENGL	162	Developmental Reading
ENGL	163	Techniques of College Reading
ESL	121	English Idioms
ESL	181LS	Listening and Speaking Skills
ESL	181RW	Reading and Writing Skills Level 1
ESL	182RW	Reading and Writing Skills Level 2
GEOG	101	Physical Geography
GEOG	105	California Geography
GEOG	121	Into to Geographic Information Systems
GEOG	122	Environmental GIS
HIST	105	History of California
HIST	117A	History of the United States
HIST	117B	History of the United States
MATH	101A	Calculus with Analytic Geometry
MATH	151	Algebra I
MATH	151A	Algebra I (Part I)
MATH	151B	Algebra I (Part 2)
MATH	153	Algebra II
MATH	159	Elements of Statistics and Probability
MATH	188	Pre-Calculus
MATH	190	Basic Mathematics
MATH	190A-C	Basic Mathematics (Self Paced)
PHIL	101	Ancient Philosophy
PSY	101	General Psychology
PSY	102	Intro to Experimental Psychology
PSY	108	A Survey of Human Development
SOC	101	Introduction to Sociology
SPAN	101A	Elementary Spanish
SPAN	121A	Beginning Conversation Spanish
SPAN	121B	Beginning Conversation Spanish
SPCH	101	Intoduction to Public Speaking
SPCH	102	Critical Thinking/Group Decision Making
SPCH	103	Interpresonal Communications

**Table 2: Certificate Program Offered at the NCHST**

<b>Certificate Name</b>	<b>Units</b>
Bio-Pharmaceutical Manufacturing Certificate	12
Earth and Environmental Sciences	17
Geographic Information Systems (GIS)	9-10
Phlebotomy	10
Physical Therapist Aide	15

***Institution Mission Statement***

The mission statement of the college is to serve the communities within Fremont, Newark and Union City 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. The colleges mission statement indicates that a clear relationship exists between the proposed geographical and program location changes and the colleges ability to ensure that adequate services will be provided for all who desire to access quality learning opportunities.

***Rationale for Change***

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. During the 1993-4 academic year Ohlone was offering less that 50 sections at the Newark Unified School District (NUSD) McGregor site. The courses were primarily offered during the evening and generated a little under 95 FTES per year.

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 (Source of Evidence #1). 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 (see Table 3).

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 (Source of Evidence #2). As the Newark Center program continued to grow, the college and the city of Newark began discussing a new permanent location for the Newark Center that would be funded by a community bond. Table 4 shows the growth from 1998-2002.

As evidence of the community support for a permanent site for the Newark Campus Measure A Bond initiative was approved on March 5, 2002. The bond included the construction of the Ohlone College Newark Center and in May of 2005 the college broke ground to begin

building the permanent Ohlone site in Newark. The NCHST will begin offering an array of transfer and personal enrichment courses, AA degree programs and certificate programs in January 2008.

**Table 3: FTES Generated at the Newark McGregor site 1995-98**

	1995-1996		1996-1997		1997-1998	
	Undupl Count	FTES	Undupl Count	FTES	Undupl Count	FTES
Fall	856	91	1,097	117	1,289	167
Spring	927	97	1,228	163	1,496	195
Summer	355	43	510	61	708	81
<b>Annual NOC FTES</b>		<b>231</b>		<b>341</b>		<b>443</b>

**Table 4: FTES Generated at the Newark McGregor 1998-2002**

	1998-1999		1999-2000		2000-2001		2001-2002	
	Undupl Count	FTES	Undupl Count	FTES	Undupl Count	FTES	Undupl Count	FTES
Fall	1,866	270	2,629	434	2,856	352	3262	429
Spring	2,422	384	2,347	386	2,693	373	2864	422
Summer	665	87	804	99	1,563	183	1357	144
<b>Annual NOC FTES</b>		<b>740</b>		<b>919</b>		<b>908</b>		<b>995</b>

**B. NEW EDUCATIONAL PROGRAM (Not Applicable)**

**C. DESCRIPTION OF PLANNING PROCESS**

*Relationship to Institutions Stated Mission*

As discussed earlier, the establishment of the NCHST is congruent with 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. The NCHST is also 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, and revised in 2003 to focus the NCHST on health science and technology.

*Assessment and Planning Process*

Since 1994 the college has been engaged with an ongoing educational planning process for the NCHST. A summary of the planning process is provided below.

- 9/28/94 Board of Trustees resolution commitment to Newark Ohlone Center (Source of Evidence Approval of Resolution No 12/94-95)
- 1996/7 Hired first full time director of the Newark Center
- 4/22/98 Board of Trustees resolution to establish permanent Newark Ohlone Center within the City of Newark. (Source of Evidence Resolution No. 22/97-98)
- 8/98 Letter of intent to relocate a previously grand-fathered education center to be know as the Newark Ohlone Center (Source of Evidence Letter of Intent to Relocate)
- 10/30/98 CCC Chancellor recommendation to approve request to relocate the “grandfather” site to the new proposed site. (Source of Evidence Approval of the Letter of Intent)
- 11/25/98 Letter from Ohlone President Dr. Hogue to Chancellor Nussbaum in response to request for supplemental information. (source of Evidence 11/25/98 letter to Chancellor)
- 1/19/99 Second letter from Ohlone President Dr. Hogue to Chancellor Nussbaum in response to request for supplemental information. (Source of evidence 1/19/99 letter to Chancellor)
- 3/8-9/99 Approval of relocating center (Source of Evidence Relocation of Previously Grandfathered Newark Ohlone Education Center 11.4)
- 3/25/99 Approval by California Postsecondary Education Commission (Source of evidence CPEC Letter 3/25/99)
- 8/99 Education Plan for Ohlone College. Completed in part for preparation for Bond project (Source of Evidence Educational Master Plan 1999)
- 1/24/01 Approval of proposed site in Newark (Source of Evidence Approval of Resolution No. 13/00-01)
- 3/02 Measure A Bond passes
- 12/03 Revised Ohlone College NCHST Master Plan (Source of Evidence OCNCST Revised Master Plan) 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

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
- A better understanding within the college community of how the various bond projects relate and more involvement in the overall master planning process

In preparation for opening the NCHST the college created a new Strategic Plan 2005-2010 (Source of Evidence OC Strategic Plan 2005-10). The planning process began with a planning symposium attended by all full-time faculty, staff, administrators, and representatives from the student government. As a follow-up to the symposium, a series of retreats involving the Board of Trustees, administration, leaders of the community and the College Council were conducted. The board approved the plan in May 2004.

In addition to the symposium several planning retreats to prepare for the opening of the NCSHT have been conducted.

#### Initial Planning Retreats - April 2006:

In April a series of planning retreats were conducted with the following four groups (1) Health and Exercise Science, (2) General Education and Basic Skills, (3) Sciences, and (4) Student and Business Services. These 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

The all day retreats were held off campus and involved faculty, staff, and administrators.

#### Retreat II - August 2006

Planning concepts which were explored included: (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 Retreat III- March 2007

The focus of this planning retreat was to continue on the dialogue from the first two retreats and begin planning curriculum and scheduling concepts. Student input was provided by students who attended this retreat. A faculty steering committee was created consisting of faculty representatives from Basic Skills, Health Sciences, Bio Sciences, Environmental and Sustainability programs, Technology and Counseling. This committee along with the Academic Deans would continue planning the initial spring 2008 course schedule.

### Planning Retreat IV – June 2007

This retreat included Administration, Faculty and Staff. The focus of this planning retreat was on operational issues such as moving, equipment purchasing, technology needs, and professional development. In addition a session was devoted to identifying needs and services that would be offered in the Learning Resource Center and tutoring area at the NCHST.

### Planning Retreat V- August 2007

The focus of this retreat was to continue working on operational issues, scheduling and culture building ideas. A preliminary schedule was introduced and faculty began planning for integrating the four campus themes (a) Health, (b) Bio-Sciences, (c) Environmental and Sustainability and (d) Technology into the curriculum offerings. (Source of Evidence – Spring 2008 course schedule)

In addition to the planning retreats monthly focus meetings with the President's staff, Deans and or faculty were conducted. These meetings address issues related to budget, staffing, operational issues and updates on the construction of the NCHST. The AVP of the Newark Center provided weekly updates at the Presidents Staff meetings and Academic Deans Meeting. The AVP of the Newark Center is a member of the College's Council and provided updates and presented issues related to the NCHST during the council meetings. On several occasions the AVP of the NCHST attended Faculty Senate Meetings to present request for new faculty positions at the center.

## **D. EVIDENCE OF SUFFICIENT HUMAN, ADMINISTRATIVE, FISCAL AND PHYSICAL RESOURCES**

The board of trustees, college administration, faculty and staff are committed to providing adequate resources to operate the NCHST. The college has committed to the following resources:

***Administration***

1. 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.
2. 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.

***Faculty (See Table 5)***

1. Hired three new faculty positions: (a) Environmental Studies, (b) Fitness and Wellness and (c) Learning Resource and Library.
2. Assigned at least 32 current full-time faculty to have their full or partial loads at the NCHST.
3. Assigning 4 current full-time Counselors that have their full or partial load at the NCHST.

***Table 5: Summary of Faculty Positions at the NCSHT***

Full Time Faculty	Number
Registered Nursing Program	11
Respiratory Therapy Program	2
Physical Therapist Assistant Program	2
Earth and Marine Sciences	3
General Education/Basic Skills	6
Fitness and Wellness	1
Biotechnology Sciences	2
Counseling	4
Learning Resources/Library	1
Total Full Time Faculty at NCHST	32
Part-Time Faculty (Estimated)	30

## *Staff*

1. Created ten additional classified staff positions which will be filled when the center opens in January 2008. Table 6 provides the list of the new staff positions. In addition to the new staff positions four-six current staff will be relocated to provide Student Development and technology services. Four-six staff position will be relocated and or shared with the Fremont campus to provide facility maintenance and grounds/gardening services.

***Table 6: New Staff Positions: NCHST***

<b>Title</b>	<b>FTE</b>
Desktop Support Technician II	1
Desktop Support Technician II	1
Student Services Assistant	1
Skilled Maintenance Mechanic HVAC	1
Night Custodian	1
Night Custodian	1
Gardener/Groundskeeper	1
Security Guard I	1
Biotechnology Lab Technician	1
LRC Instructional Assistant	1
<b>Total new staff positions Newark Center</b>	<b>10</b>

## *Fiscal*

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.

## *Capital Resource Campaign*

In addition to the new administration, faculty and staff positions created for the NCHST, the college funded 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.

**Table 7: Group II Equipment Needs**

Program	Estimated \$ Equipment Needs
Registered Nursing Program	\$ 250,000
Respiratory Therapy Program	\$ 325,000
Physical Therapist Program	\$ 200,000
Biotechnology / Science Programs	\$1,200,000
Environmental Sciences/Studies and Technology	\$ 250,000
Learning Resource Center	\$ 500,000
Fitness/Wellness	\$ 250,000
Classroom Laptops and other miscellaneous technology	\$ 500,000
Lobby and Outdoor Furniture	\$ 500,000

As of September 2007, the college has received over \$500,000 dollars that can be matched towards fulfilling the equipment needs listed above.

**E. EVIDENCE OF INTERNAL AND/OR EXTERNAL APPROVAL**

- DSA-All plans for the project were approved bu DSA (the permitting agency)
- EIR-Was self certified by the Board
- DTSC-Hazardous substance mitigation-We have (or are getting) acceptance letters from DTSC
- City of Newark-General Plan Conformance-.Was done at start of project by City of

## Newark Planning Commission

- City of Newark Encroachment Permit(s)-Required to work in public right of way
- Community College Chancellors Office (review)
- Federal EPA (Wetlands) No action required
- Federal EPA (Brownsfield Grant requirements)
- California Department of Fish and Game (Burrowing Owls etc).
- State Water Resource Control Board (Storm Water Fee)
- In addition, we dealt with multiple utilities such as PG & E, USD and ACWD..

## **F. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENTS WILL BE FULFILLED**

The college President/Superintendent confirms that the Ohlone Newark Center for Health Sciences and Technology will meet the eligibility requirements as stated in WASC publication under Appendix A: Eligibility Requirements for Accreditation. The district will continue to commit the necessary resources to ensure that these requirements are met going forward.

### ***1. Authority***

Ohlone College's is accredited by the national Accrediting Commission for Community and Junior Colleges (ACCJC), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. Ohlone has been accredited since 1970. Accreditation visits are made every six years by the Western Association of Schools and Colleges (WASC).

### ***2. Mission***

The Mission of Ohlone College will not change. The addition of a permanent geographical service area will make education more accessible to the residents near the new center. The college's mission statement is found in several documents, including the College Catalog, Strategic Plan and Educational Master Plan.

### ***3. Governing Board***

The Ohlone College Board of Trustees consisting of seven members governs the Ohlone College District, a single college district. The Board holds bi-monthly meetings open to the public with notices and agendas widely posted in advance. The establishment of the NCHST will not affect the authority of the Ohlone College Board of Trustees.

### ***4. Chief Executive Officer***

The President/Superintendent of the College is selected by the Governing Board. Dr. Douglas Treadway, President/Superintendent of Ohlone College, is the chief executive officer, whose primary responsibility is to the institution and has executive responsibilities for administering Board policies.

### ***5. Administrative Capacity***

The administrative staff size is adequate in number, experience and qualification to provide appropriate administrative oversight to the NCHST. The NCHST management staff will work closely with the main campus administration through direct reporting, participation on the College Council, committees, and other joint efforts.

### ***6. Operational Status***

Students are currently enrolled in a variety of courses at the temporary locations in Newark (Newark Memorial High School and University of Phoenix) that lead to Associate two-year degrees, certificate of achievements, transfer and lifelong learning.

### ***7. Degrees***

Students are provided with several options for fulfilling the requirements for an associate degree at Ohlone College. Each is designed to meet specific educational goals. Students may fulfill a major in one of five general areas (Business, Liberal Arts, Fine Arts, Natural Sciences or Social Science) by completing a minimum of 20 unites for the specified department and upon completion of general education requirements specified for a specific area. Degree opportunities, transfer courses and certificate of achievements are clearly identified in the college's catalog.

### ***8. Educational Programs***

Successful completion of approved programs at Ohlone College may lead to

- (a) An Associate of Arts or Associate of Science Degree
- (b) A Certificate of Achievement or a Certificate of Completion in a specified occupational field
- (c) Completion of lower division (freshman and sophomore) requirements for transfer to upper division (junior) standing at a four-year college or university.

The NCSHT will offer a cluster of basic skills classes in reading, composition and mathematics to help students build or refresh the academic skills need to be successful in college level classes. These classes will emphasize active, experiential, collaborative, and technology assisted methods with basic skills embedded in technical and general education curricula.

### ***9. Academic Credit***

The educational programs offered at Ohlone College are consistent with its mission to provide

for basic skills, career entry, university transfer, economic development, and personal enrichment courses. These programs and courses have sufficient content and length and are based on Title 5 – 55002.5 of the California Administrative Code. Credit is assigned to courses based on the “Carnegie unit” which expects student to complete eighteen hours of work for one unit of credit.

### ***10. Student Learning and Achievement***

The Counseling Department serves all current and prospective students of Ohlone College. Counselors assist students in planning and executing a plan of study that appropriately reflects the students' interests and motivation. The counselors provide guidance regarding graduation requirements, transfer options, baccalaureate degrees, career planning, personal decision making, testing and matriculation. Matriculation is a process that enhances student access to the community college and promotes and sustains the efforts of student to be successful in their educational endeavors. The goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives.

The faculty and administration at Ohlone College have made the development of student learning outcomes and assessment at the course, program and college level a central theme of the college's strategic plan. First and foremost on this has been the adoption of the Learning College Model as a guiding context for the institution. This model puts student (and staff) learning at the center of everything the college does, which is in direct alignment with the ACCJC\WASC focus on student learning as the pervasive goal of the accreditation standards.

At the course level, the faculty have integrated student learning outcomes and assessment into the course development and review processes using its curriculum management database system: CurricUNET. The development of CurricUNET and the integration of student learning outcomes and assessment are detailed in the Ohlone Story, “CurricUNET Development and Implementation.” <http://www.ohlone.edu/org/academicaffairs/docs/ohlonestory-curricunet.pdf>

At the program level, the Faculty Senate revised the Instructional Program Review process to include a strong emphasis on student learning outcomes and assessment strategies as the program level. Overseen by the Curriculum Committee, these new guidelines have gone through three years of the four year program review cycle. After the 2007-08 cycle, all programs will have established outcomes and assessment plans. (See Ohlone Story on Student Learning Outcomes and Assessment:

<http://www.ohlone.edu/org/academicaffairs/docs/ohlonestory-sloassessment.pdf>)

Further, the General Education Committee has developed a philosophy that embraces demonstrable student learning outcomes as the foundation of the general education package. Student learning outcomes have been created for all of the general education areas and assessment strategies are in development. (See Ohlone Story on General Education Improvements:

<http://www.ohlone.edu/org/academicaffairs/docs/ohlonestory-generaleducation.pdf>)

The college strategic plan, as integrated with the Title III project, identifies students achievement and success at the college level. The President's Institutional Research and Assessment Team

oversees the assessment of the institution's progress on these outcomes. An Annual Data Scan is created and distributed to the college community to provide direction for ongoing review and improvement. Important sources of evidence related to the college level outcomes and assessment:

- [Strategic Plan \(PDF\)](#)
- [Report of Strategic Plan Assessment, Spring 2007 \(PDF\)](#)
- [Ohlone College Research Office Wiki](#)
- [Title III Project Review, May 2007 \(PDF\)](#)
- [Annual Data Scan 2006-2007 \(PDF\)](#)

The Ohlone College Office of Institutional Research is responsible for the coordination, collection, organization, compiling, and dissemination of information concerning the characteristics and performance of our institution related to student learning and achievement. The purpose of the office is to provide objective, systematic, and thorough research that supports the institution's goals, planning, policy formation, and decision making.

### ***11. General Education***

The three patterns of General Education courses ( Ohlone College GE, CUS GE and IGETC) provide a comprehensive and well-rounded education that promotes the student's personal, cultural and intellectual growth. Completing these courses will instill intellectual curiosity and analytical thinking, promote personal awareness, address social, ethical and philosophical issues and development in skills in such varied fields as the natural sciences, the social sciences, fine arts and humanities.

### ***12. Academic Freedom***

Board Policy 4030 Academic Freedom: The Governing Board of the Ohlone Community College District in order to create an environment and atmosphere most conducive to excellent teaching and to provide students with the most appropriate learning conditions approved the following policy for Academic Freedom: 11/09/05

The community having invested resources in a community college has the obligation to support and sustain an atmosphere which encourages the free exploration of ideas.

Academic Freedom includes the protection of the opportunity for the teacher to teach, and for the teacher and the student to study, without coercion, censorship, or other forms of restrictive interference and that academic freedom encourages the flow of ideas with the recognition that freedom to teach and freedom to learn imply both rights and responsibilities within the framework of the law.

### ***13 Faculty***

Ohlone College employees 150 full-time faculty member and over 300 part-time faculty members. Information about faculty including name, title, and degrees are listed in the college catalog. Information regarding part-time faculty is kept in Human Resources and or in the division office. The faculty handbook provides information on faculty responsibilities, resources and other relevant information regarding teaching and learning at Ohlone College. Faculty at Ohlone are represented by the United Faculty at Ohlone.

### ***14. Student Services***

Ohlone College provides services and programs that enhance a student's use of college offerings and facilitate progress towards academic, career, personal, and social goals. Ohlone College's staff is committed to each student's success and growth as a person. Student services coordinates with all areas of the Fremont and Newark campuses to provide a college experience that is meaningful for students. Student services include the following areas: Admission and Records, Athletics, Bookstore, Campus Activities, Campus Police and Security Services, Counseling, Disabled Students Programs and Services, Extended Opportunity Programs and Services (EOPS), Financial Aid, Student Health Center, Student Success Center, Tutoring Services and Veterans' Educational Benefits. On the Fremont campus most Student Services offices are located in building 1. At the Newark campus Students Services are located on the first floor of Wing 1. The Vice President, Student Development serves as administrator for Student Services. Students are encouraged to contact the Vice President, Student Services for information and assistance.

### ***15. Admissions***

Ohlone College exists to serve residents of the cities of Fremont, Newark, and the Bay Area. Every effort is made to provide the information and services needed to facilitate successful attendance at Ohlone. Unless specifically exempted by statute, every course section, or class, the average daily attendance of which is to be reported for state aid, wherever offered and maintained by the District, shall be fully open to enrollment and participation by any person who has been admitted to the College and who meets such prerequisites as may be established pursuant to the California Administrative Code, and shall be held only in places fully open to all such persons. The college's admission policies are consistent with its mission and are published in the college catalog, the schedule and on the Ohlone website.

### ***16. Learning Resources (LRC) Library***

Within the Learning Resources Centers are a variety of services to maximize student success. The Library on the Fremont Campus contains a broad collection of materials, arranged for easy access using the Library of Congress Classification System, and includes over 61,000 books and 225 print periodical subscriptions as well as a growing collection of electronic resources. The NCHST will house a collection of materials that are related to the programs offered at the NCHST. Media at both campuses will include audio and videotapes, compact discs, and CD-ROMS with listening and view equipment in the media centers. Internet workstations are

available for research and a variety of seating is available including individual carrels, tables and group study rooms. Librarians provide instruction for students, staff and faculty to gather, evaluate and use information both one-on-one at the Information Desk and in classes. Web resources are available for the campus community at <http://www.ohlone.edu.org/library>.

### ***17. Financial Resources***

Ohlone College receives the majority of its funding from the State of California. Additional funding sources come from Federal and State grants and from corporate and private donations.

### ***18. Financial Accountability***

The President/Superintendent has established procedures to assure that the District's fiscal management is in accordance with the principles contained in Title 5, section 58311, including:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

The books and records of the Ohlone Community College District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual.

There are annual outside audit of all funds, books and accounts of the Ohlone Community College District in accordance with the regulations of Title 5. The President/Superintendent shall assure that an annual outside audit is completed.

### ***19. Institutional Planning and Evaluation***

As the Shared Governance Body of Ohlone College, the College Council serves as the Strategic Planning and Budget Committee. The College Council will also serve as the Accreditation Self Study Steering Committee during the 2007-2008 Self Study process. The Colleges 2005-2110 Strategic Plan sets forth the goals, objectives, and strategies that the Ohlone Community College District is pursuing in order to fulfill our mission.

### ***20. Public Information***

Ohlone's office of College Relations provides information to the media and enhances media relationships; to increase public awareness and perception of the College; and to assist divisions and departments to market programs and events. The Office of College Relations provides advertising, marketing, and relationship development to the community, the media and potential students. The office also provide information to the public about events, activities, and offerings

at the College through press releases, the Ohlone College website, events calendar, posters, newspaper ads, postcards, and other materials.

### ***21. Relations with the Accrediting Commission***

The College's office of Academic Affairs along with the Ohlone College Board of Trustees provide assurance that the college adheres to the eligibility and accreditation standards and policies of the Accrediting Commission.

### **G. EVIDENCE THAT EACH ACCREDITATION STANDARD WILL BE FULFILLED AFTER THE CHANGE**

The NCHST as an education center will be integrated into all subsequent WASC accreditation self study and site visits. Programs at the NCHST will comply with the college's program review process. All of the colleges shared governance bodies and processes will include both the Fremont and Newark campus sites.

### **H. OTHER INFORMATION REQUESTED BY COMMISSION STAFF**