

## **Introduction**

### **A. History and Description of the institution**

History of Ohlone Community College District 1967 to present

Ohlone Community College District serves the cities of Newark, Fremont and part of Union City in the East Bay region of the San Francisco Bay area. Classes began at the college in the fall of 1967, under then-president Stephen Epler, serving approximately 1,300 students. Initially classes were held at a rented facility until a new campus was constructed at the present Fremont site, which opened in September 1974.

In the third year after the college opened, Ohlone developed a Deaf Studies program to serve the deaf and hard of hearing population in this area. Gallaudet University later opened a Regional Center at the college. Ohlone now has one of the largest higher education programs for the deaf in the United States.

Since the 1980s the City of Newark worked to have an Ohlone College presence in Newark. For several years, a rented facility served as the Ohlone College Newark Center. In 2002 a Bond Measure was passed allocating \$100,000 towards constructing a campus on the present 81-acre site on Cherry Street in Newark. As part of the design process, it was agreed through the existing shared governance process to build an environmentally sustainable building. At present, the campus is three months away from completion and will open at the end of January 2008.

Ohlone College currently serves 18,000 students a year, with a diverse ethnic population that closely parallels the population of our district.

Innovations and changes since the 2001 accreditation visit:

- Passage of Bond Measure A providing \$150,000,000 for construction of a Center in Newark, a new Student Services Support building on Fremont campus, and upgrades to existing facilities on the Fremont campus.
- Construction on Ohlone College Newark Center for Health Sciences and Technology nearly completed and projected to be open for the beginning of classes in January 2008.
- Board approved an environmental sustainability policy that includes increased recycling, decreased use of paper, an environmental purchasing policy, and a green building and operations referendum. Sustainability Coordinator position was filled in January 2007 and a Sustainability Committee was formed.
- Construction begun on new Student Services Building; and steel is being placed in the foundation as of October 2007.
- Completion of Child Development Center
- Completion of Hyman Hall, the new technology center on the lower campus site. Contains one large computer lab, two Tutoring labs for math and English, and several classrooms including Multimedia and Graphic Design.
- Campus Renovations:
  - Biotech Lab
  - Experimental Classrooms
  - Faculty whatever it is lab

- Exterior Facelift, Building One
  - Site Safety Projects
  - Upper Campus Parking Lots
  - Removal of Building Seven
  - Athletic facilities upgrades including gymnasium floor, locker room upgrades, and tennis courts.
  
- New President: Doug Treadway, July 2003
  
- New Strategic Plan
  
- New Shared Governance Structure, including formation of a College Council
  
- Awarding of Title III Federal Grant funding
  
- International Programs:
  - China Partnerships
  - ELI
  - World Forums
  
- Board Meetings Broadcast live online (increasing public access)

## B. Demographic Information

This section reports the following demographic information, along with Analysis Findings at various points in the presentation: District Demographics, Student Demographics, Enrollment Data, Enrollment Trends, Course Offerings Data, and Staff Demographics. The findings have also been incorporated into the Annual Data Scan, a summary of key data points that has been distributed to college committees and groups for use in their improvement planning.

### District Demographics

Ohlone College District encompasses three cities within Alameda County: Fremont, Newark, and Union City. The population of the district is 312,753 residents, with the dominant ethnic groups being relatively equally divided between White (37%) and Asian (36%); Hispanics (18%) represent the third largest ethnic group in the district. Thirty-eight percent of district residents are foreign born. In the city of Fremont, where 54.4% of Ohlone students reside, there is a culture of attainment: of the 67% of residents age 25 or over, 26.5% of the population (40% of the 25+ population) holds a baccalaureate degree and another 16.7% (25% of 25+) have earned graduate or professional degrees. Additionally, of the employed civilian population over the age of 16, nearly half (49.8%) work as management or as professionals.

### Ohlone Community College District - Community Demographics

Race	Fremont	%	Newark	%	Union City	%	District Total	%
American Indian	656	0.3%	148	0.3%	132	0.2%	936	0.3%
African American	6,084	3.0%	1,639	4.0%	4,321	6.5%	12,044	4.0%
Asian	74,773	36.8%	8,951	21.2%	28,780	43.0%	112,504	36.0%
Hispanic	27,409	13.5%	12,145	28.6%	16,020	24.0%	55,574	18.0%
Pacific Islander	736	0.4%	378	0.9%	577	0.9%	1,691	0.5%
White	84,149	41.4%	17,103	40.3%	13,610	20.4%	114,862	37.0%
Other	9,606	4.8%	2,107	5.0%	3,429	5.1%	15,142	4.8%
<b>Total</b>	203,413		42,471		66,869		312,753	

Place of Birth or Citizenship Status	Fremont	%	Newark	%	Union City	%	District Total	%
Native	127,919	62.9%	29,049	68.4%	37,442	56.0%	194,410	62.0%
Foreign born	75,494	37.1%	13,422	31.6%	29,419	44.0%	118,335	38.0%
Naturalized Citizen	33,755	16.6%	5,922	13.9%	15,600	23.3%	55,277	17.7%
Not a citizen	41,739	20.5%	7,500	17.7%	13,819	20.7%	63,058	20.3%

<b>Gender</b>	<b>Fremont</b>	<b>%</b>	<b>Newark</b>	<b>%</b>	<b>Union City</b>	<b>%</b>	<b>District Total</b>	<b>%</b>
Male	102,273	50.3%	21,386	50.4%	33,248	49.7%	156,907	50.0%
Female	101,140	49.7%	21,085	49.6%	33,621	50.3%	155,846	50.0%

<b>Age</b>	<b>Fremont</b>	<b>%</b>	<b>Newark</b>	<b>%</b>	<b>Union City</b>	<b>%</b>	<b>District Total</b>	<b>%</b>
Under 5 years	15,137	7.4%	3,062	7.2%	4,870	7.3%	23,069	7.4%
5 to 17 years	37,315	18.4%	8,513	20.1%	13,692	20.5%	59,520	19.0%
18 to 64 years	133,994	65.9%	27,572	64.9%	42,871	64.1%	204,437	65.4%
65 years and over	16,967	8.3%	3,324	7.8%	5,436	8.1%	25,727	8.2%
Median age	34.5	X	33.1	x	32.8	x		

<b>Income and Poverty in 1999</b>	<b>Fremont</b>	<b>%</b>	<b>Newark</b>	<b>%</b>	<b>Union City</b>	<b>%</b>	<b>District Total</b>	<b>%</b>
Median household income (dollars)	\$76,579	X	\$69,350	x	\$71,926	x	\$74,726	x
Median family income (dollars)	\$82,199	X	\$71,351	x	\$74,910	x	\$79,303	x
Per capita income (dollars)	\$31,144	X	\$23,641	x	\$22,890	x	\$28,360	x
Individuals in poverty	10,915	5.4%	2,323	5.5%	4,340	6.5%	17,578	5.6%

<b>Educational Attainment</b>	<b>Fremont</b>	<b>%</b>	<b>Newark</b>	<b>%</b>	<b>Union City</b>	<b>%</b>	<b>District Total</b>	<b>%</b>
Population 25 and over	136,242	67.0%	26,582	62.6%	42,039	62.9%	204,863	65.5%
High school graduate	22,968	16.9%	6,184	23.3%	8,856	21.1%	38,008	18.6%
Bachelor's degree	36,068	26.5%	4,547	17.1%	8,880	21.1%	49,495	24.2%
Graduate or professional degree	22,728	16.7%	1,884	7.1%	3,507	8.3%	28,119	13.7%

<b>Labor and Employment by Occupation</b>	<b>Fremont</b>	<b>%</b>	<b>Newark</b>	<b>%</b>	<b>Union City</b>	<b>%</b>	<b>District Total</b>	<b>%</b>
Employed civilian population 16 years and over	102,187	50.2%	20,452	48.2%	31,280	46.8%	153,919	49.2%
Management, professional and related	50,862	49.8%	6,588	32.2%	11,170	35.7%	68,620	44.6%
Service	7,981	7.8%	2,418	11.8%	3,539	11.3%	13,938	9.1%
Sales and office	25,234	24.7%	5,904	28.9%	8,317	26.6%	39,455	25.6%
Farming, fishing & forestry	108	0.1%	17	0.1%	66	0.2%	191	0.1%
Construction, extraction, and maintenance	6,412	6.3%	1,922	9.4%	2,323	7.4%	10,657	6.9%
Production, transportation, and material moving	11,590	11.3%	3,603	17.6%	5,865	18.8%	21,058	13.7%
Self-Employed workers	5,145	5.0%	948	4.6%	1,444	4.6%	7,537	4.9%

Analysis Findings:

Ohlone College reflects the ethnic distribution of the district, though the Asian student population at 34.6% is larger than the 30.4% of White students, who are 6.6% under-represented. Hispanic students are the third largest student population, although they are under-represented by 5.6% compared to district residents. Filipino/Pacific Islanders, with a student population of 8.4%, are well above the district total of 0.5%.

**Comparison of Ethnicity between Ohlone College and Ohlone College District**

<b>Race</b>	<b>Fremont</b>	<b>%</b>	<b>Newark</b>	<b>%</b>	<b>Union City</b>	<b>%</b>	<b>District Total</b>	<b>%</b>	<b>Ohlone College</b>	<b>%</b>
American Indian	656	0.3%	148	0.3%	132	0.2%	936	<b>0.3%</b>	55	<b>0.5%</b>
African American	6,084	3.0%	1,639	4.0%	4,321	6.5%	12,044	<b>4.0%</b>	538	<b>4.5%</b>
Asian	74,773	36.8%	8,951	21.2%	28,780	43.0%	112,504	<b>36.0%</b>	4,106	<b>34.6%</b>
Hispanic	27,409	13.5%	12,145	28.6%	16,020	24.0%	55,574	<b>18.0%</b>	1,468	<b>12.4%</b>
Pacific Islander	736	0.4%	378	0.9%	577	0.9%	1,691	<b>0.5%</b>	1,002	<b>8.4%</b>
White	84,149	41.4%	17,103	40.3%	13,610	20.4%	114,862	<b>37.0%</b>	3,605	<b>30.4%</b>
Other	9,606	4.8%	2,107	5.0%	3,429	5.1%	15,142	<b>4.8%</b>	1,085	<b>9.1%</b>
<b>Total</b>	<b>203,413</b>		<b>42,471</b>		<b>66,869</b>		<b>312,753</b>		<b>11,859</b>	

Analysis Findings:

There are three major high school districts that serve the Ohlone College District: Fremont Unified in Fremont, Newark Unified in Newark, and New Haven Unified in Union City. The combined student populations for grades 9-12 of those three districts provide a glimpse of prospective students. Notably, 28.1% of high school students in the district are Asian, 26.6% are white, 18.0% are Hispanic, and 11.0% are Filipino/Pacific Islander. African-Americans, at 7.7% of the high school population, are above both the district's 4.0% and the college's 4.5% populations.

**Comparative Demographics - Ohlone College to State, County, District**

	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Multiple, Undeclared
<b>State</b>	<b>0.7%</b>	<b>8.2%</b>	<b>0.1%</b>	<b>2.7%</b>	<b>47.6%</b>	<b>7.8%</b>	<b>30.3%</b>	<b>2.0%</b>

**Alameda County**

Grade 9	0.5%	18.5%	1.4%	4.9%	24.8%	20.3%	26.9%	2.9%
Grade 10	0.5%	18.1%	1.2%	5.2%	23.2%	18.3%	29.1%	4.3%
Grade 11	0.9%	19.1%	1.6%	6.2%	21.1%	17.4%	29.8%	3.9%
Grade 12	0.5%	19.9%	1.4%	5.7%	20.3%	16.5%	32.1%	3.8%
<b>Total County 9-12</b>	<b>0.6%</b>	<b>18.8%</b>	<b>1.4%</b>	<b>5.4%</b>	<b>22.5%</b>	<b>18.2%</b>	<b>29.3%</b>	<b>3.7%</b>

**Fremont Schools**

Grade 9	0.4%	37.2%	1.0%	5.9%	14.4%	7.0%	30.2%	3.9%
Grade 10	0.4%	31.8%	0.6%	5.1%	11.0%	5.5%	29.8%	16.0%
Grade 11	0.6%	31.9%	0.8%	4.8%	7.2%	8.7%	31.2%	14.8%
Grade 12	0.1%	33.9%	0.9%	4.7%	9.3%	4.3%	30.5%	16.2%

**Newark Schools**

Grade 9	0.2%	12.0%	3.2%	9.5%	40.4%	11.5%	23.3%	0.0%
Grade 10	0.5%	12.6%	2.8%	9.3%	35.3%	9.0%	30.6%	0.0%
Grade 11	0.4%	11.8%	2.2%	12.7%	34.6%	11.7%	26.8%	0.0%
Grade 12	0.7%	11.6%	1.9%	10.5%	38.0%	7.4%	30.0%	0.0%

**Union City Schools**

Grade 9	0.4%	21.4%	1.3%	20.4%	28.1%	10.6%	17.8%	0.0%
Grade 10	0.4%	23.4%	1.9%	20.8%	25.2%	12.5%	15.7%	0.0%
Grade 11	0.4%	24.9%	2.4%	19.8%	25.0%	11.1%	16.3%	0.0%
Grade 12	0.7%	24.3%	1.4%	20.9%	24.3%	12.3%	16.3%	0.0%
<b>Total District 9-12</b>	<b>0.4%</b>	<b>28.1%</b>	<b>1.3%</b>	<b>9.7%</b>	<b>18.0%</b>	<b>7.7%</b>	<b>26.6%</b>	<b>7.6%</b>

### Graduates of District High Schools Who Enroll at Ohlone

High School	2005-2006			
	June graduates	Grads starting Summer at Ohlone	Grads starting Fall at Ohlone	% of grads enrolling at Ohlone
American	369	13	74	23.6%
Irvington	420	11	64	17.9%
Logan	856	25	209	27.3%
Kennedy	273	14	83	35.5%
Mission San Jose	473	18	35	11.2%
Newark Memorial	431	15	108	28.5%
Washington	431	18	124	32.9%
	<b>3253</b>	<b>114</b>	<b>697</b>	<b>24.9%</b>

### Dropout Rates for District High Schools

	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Total
Fremont Unified	2.0%	0.4%	1.3%	2.3%	1.8%	2.2%	1.2%	1.0%
New Haven Unified	0.0%	1.5%	0.0%	0.6%	2.7%	3.8%	1.3%	1.8%
Newark Unified	7.7%	2.0%	2.3%	2.1%	4.3%	7.5%	2.4%	3.5%
County Total	4.5%	1.0%	3.0%	1.2%	3.4%	4.8%	1.5%	2.6%
State Total	4.3%	1.3%	3.7%	1.6%	4.0%	5.4%	2.0%	3.1%

#### Analysis Findings:

Generally the county dropout rate is below the state dropout rate, and the district rate overall is below the county dropout rate. Newark Unified tends to be above both the county and state rates. Perhaps a contributing factor—one that may also be traced to the high percentage of foreign born residents in the district—is the number of high school students who are classified as English Learners (EL). EL students are those students for whom there is a report of a primary language other than English and who, on the basis of state approved oral language and literacy assessments, have been determined to lack the clearly defined English language skills that would allow them to succeed in school. Within the district, 8.3% of Newark Unified high school students, 9.3% of Fremont Unified high school students, and 13.4% of New Haven Unified high school students have been identified as English Learners.

## Student Demographics

Ohlone College serves over 14,000 students in an academic year, 69.1% of whom come from within the college district. There are slightly more female (51.2%) than male (47.6%) students and three times as many part-time (75.7%) as full-time (24.3%) students. Almost three-fifths (57.2%) are under the age of 25, with an average age of 28.2, a median age of 23.0, and a modal (most frequent) age of 19.0. Asians comprise the largest ethnic group on campus (34.6%), followed by White (30.4%) and Hispanic (12.4%). Enrollment status divides into approximately one-fifth (18.6%) of students are concurrently enrolled K-12 students, one-fifth (19.3%) are first time students, and three-fifths (61.7%) are returning or continuing Ohlone students. Only 0.1% of students are from outside California. About one-fourth (24.3%) of students are evening students. Over half (55.6%) of the students enroll for less than six units, and of the 24.4% who enroll as full-time students, 12.5% actually complete 12 or more units.

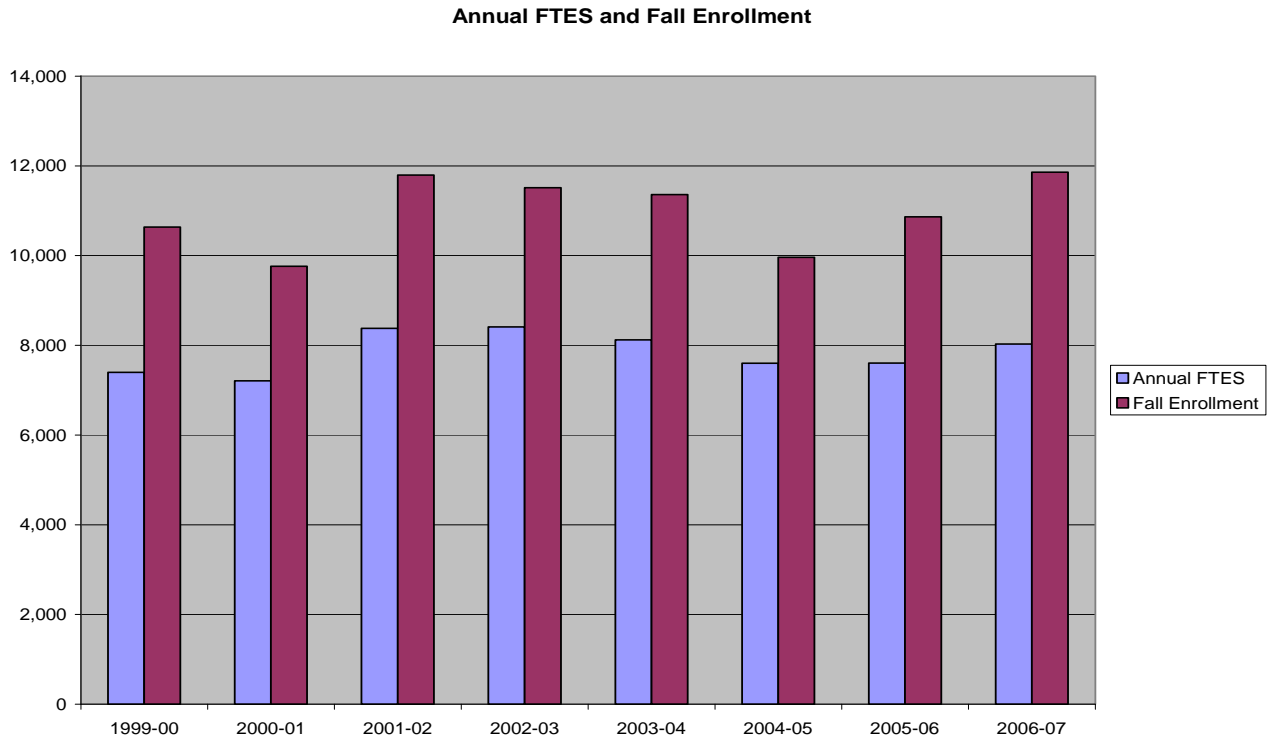
### Ohlone College Student Access Fall 2006

Gender	Count	Percent	Age Group	Count	Percent
Male	5,650	47.6%	19 or less	4,368	36.8%
Female	6,071	51.2%	20-24	2,415	20.4%
Unrecorded	138	1.2%	25-29	1,129	9.5%
Total	11,859		30-34	919	7.7%
			35-39	829	7.0%
Ethnicity	Count	Percent	40-49	1,387	11.7%
African American	538	4.5%	50+	812	6.8%
Asian	4,106	34.6%	Total	11,859	
Filipino	846	7.1%			
Hispanic	1,468	12.4%			
Native American	55	0.5%			
Pacific Islander	156	1.3%	Mean Age	Median Age	Modal Age
White	3,605	30.4%	28.2	23.0	19.0
Unrecorded	1,085	9.1%			
Total	11,859		Full/Part Time	Count	Percent
			Full-time	2,884	24.3%
			Part-time	8,975	75.7%
Enrollment Status	Count	Percent	Total	11,859	
First-time student	991	8.4%			
First-time transfer	1,287	10.9%			
Returning student	2,720	22.9%	Day-Evening Status	Count	Percent
Continuing student	4,606	38.8%	Day	8,456	71.3%
Special Admit (K-12)	2,205	18.6%	Evening	2,893	24.3%
Unrecorded	50	0.4%	Unknown	510	4.4%
Total	11,859		Total	11,859	

<b>Attempted Units</b>	<b>Count</b>	<b>Percent</b>		<b>Residence</b>	<b>Count</b>	<b>Percent</b>
0.5-2.9	2,812	23.2%		Alameda County	8,778	77.3%
3.0-5.9	3,932	32.4%		<i>Fremont</i>	6,175	54.4%
6.0-8.9	1,366	11.3%		<i>Newark</i>	893	7.9%
9.0-11.9	1,187	9.8%		<i>Union City</i>	761	6.7%
12.0-14.9	1,833	15.1%		<i>Hayward</i>	273	2.4%
15.0-17.9	876	7.2%		<i>Pleasanton</i>	201	1.8%
18.0-20.9	111	0.9%		<i>Livermore</i>	124	1.1%
21.0+	23	0.2%		<i>Oakland</i>	85	0.7%
				<i>Castro Valley</i>	84	0.7%
				<i>San Leandro</i>	68	0.6%
<b>Earned Units</b>	<b>Count</b>	<b>Percent</b>		<i>Dublin</i>	51	0.4%
0	1,700	14.0%		<i>Other</i>	63	0.6%
0.5-2.9	2,741	22.6%		Santa Clara County	1,395	12.3%
3.0-5.9	3,817	31.4%		<i>San Jose</i>	655	5.8%
6.0-8.9	1,301	10.7%		<i>Milpitas</i>	412	3.6%
9.0-11.9	1,063	8.8%		<i>Palo Alto</i>	93	0.8%
12.0-14.9	1,064	8.8%		<i>Sunnyvale</i>	91	0.8%
15.0-17.9	397	3.3%		<i>Other</i>	144	1.3%
18.0-20.9	49	0.4%		Monterey County	263	2.3%
21.0+	7	0.0%		<i>Salinas</i>	204	1.8%
				<i>Other</i>	59	0.5%
				San Mateo County	249	2.2%
				<i>Redwood City</i>	65	0.6%
				<i>South San Francisco</i>	52	0.4%
				<i>Other</i>	132	1.1%
				Contra Costa County	212	1.9%
				<i>San Ramon</i>	85	0.7%
				<i>Other</i>	127	1.1%
				San Joaquin County	56	0.5%
				San Francisco City/County	46	0.4%
				Other California counties	342	3.0%
				Out of state	17	0.1%

## Enrollment Data

After a low-enrolled 2004-05 academic year, Ohlone College has increased the fall enrollment by 9.1% in each of the following years, and fall headcount has grown from 9,963 in Fall 2004 to 10,867 in Fall 2005 to 11,859 in Fall 2006. Although FTES remained static between 2004-05 and 2005-06, it increased to 8027 for the 2006-07 year, a rise of 5.5%.



**Ohlone College  
Annual FTES and Fall Enrollment  
2000-01 to 2006-07**

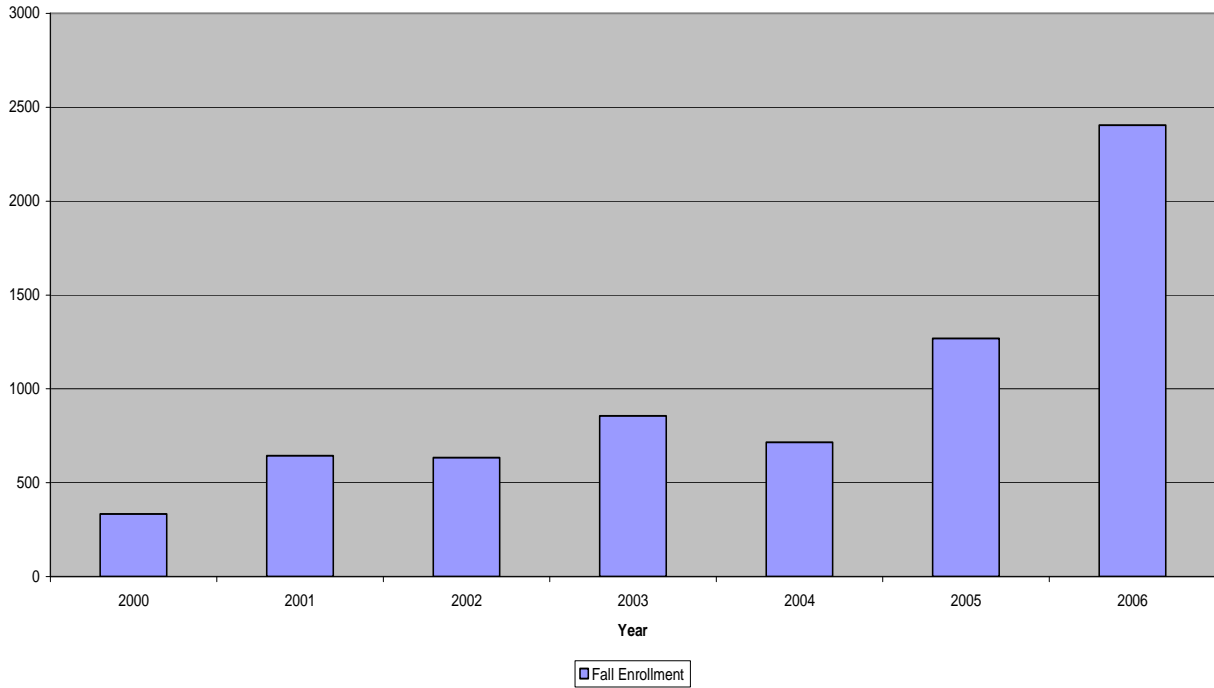
<i>Year</i>	<i>Annual FTES</i>	<i>Percent Change</i>	<i>Fall Headcount</i>	<i>Percent Change</i>
1999-00	7,398		10,634	
2000-01	7,210	-2.5%	9,763	-8.2%
2001-02	8,380	16.2%	11,797	20.8%
2002-03	8,408	0.3%	11,514	-2.4%
2003-04	8,124	-3.4%	11,358	-1.4%
2004-05	7,602	-6.4%	9,963	-12.3%
2005-06	7,607	0.1%	10,867	9.1%
2006-07	8,027	5.5%	11,859	9.1%

### Analysis Findings:

With the budget-imposed downsizing of the previous Newark site in Fall 2003—which at one point generated about 900 FTES—Ohlone College found itself without room to grow. A new Newark campus was slated to open in Spring 2008, but the college still had to address the course needs of students. The virtual classroom was one answer, and distance learning opportunities were increased to meet student

needs. Since Fall 2004, sections offered online have increased almost 200% (192.9%) and enrollment has increased 236.2%. In 2006-07, 836 FTES was generated through distance learning.

Fall Distance Learning Enrollment

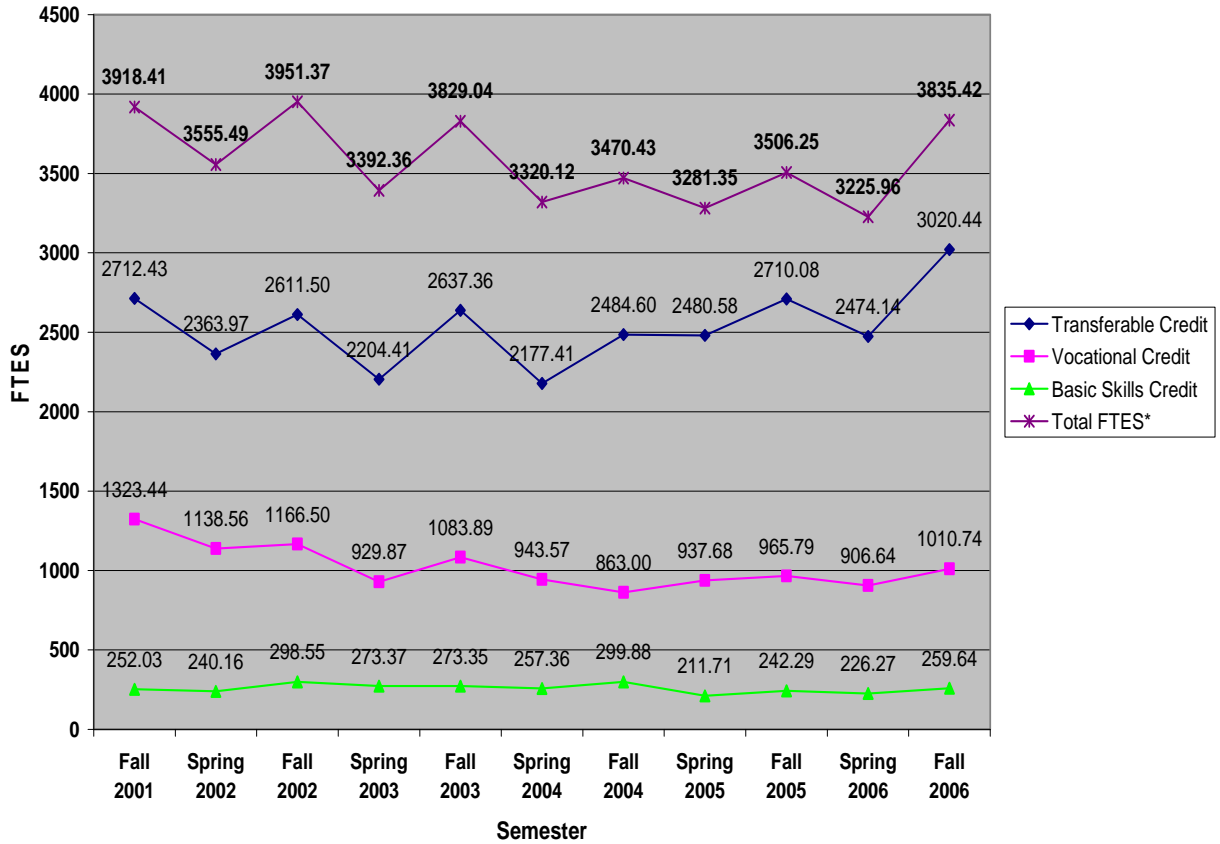


FTES by Credit Type

	Transferable Credit	Vocational Credit	Basic Skills Credit	Total FTES*
Fall 2001	2712.43	1323.44	252.03	3918.41
Spring 2002	2363.97	1138.56	240.16	3555.49
Fall 2002	2611.50	1166.50	298.55	3951.37
Spring 2003	2204.41	929.87	273.37	3392.36
Fall 2003	2637.36	1083.89	273.35	3829.04
Spring 2004	2177.41	943.57	257.36	3320.12
Fall 2004	2484.60	863.00	299.88	3470.43
Spring 2005	2480.58	937.68	211.71	3281.35
Fall 2005	2710.08	965.79	242.29	3506.25
Spring 2006	2474.14	906.64	226.27	3225.96
Fall 2006	3020.44	1010.74	259.64	3835.42

\* Total FTES does not equal the sum of all credit types because vocational credit may also be transferable

### Full Time Equivalent Students by Credit Type



Fall 2006 FTES is at the highest point since Fall 2002, and is up 9.4% over Fall 2005 and up 8.4% over the previous five year average. Transferable credit makes up 70.4% of all courses—up from the previous five year average of 66.0%--and in Fall 2006, enrollment in transferable courses is up 11.4% over Fall 2005 and is up 25.6% over the previous five year average. Vocational credit is down 1.6% from the previous five year average, but up 4.7% over Fall 2005 and is at the highest point since Fall 2003. Basic skills credit is essentially at the same level as the previous five year average (257.4 compared to 259.6).

## Enrollment Trends

### Fall Headcount Frequency and Percentage Distribution by Age Group

Age	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
19 or less	3,781	32%	3,917	34%	3,458	31%	3,399	34%	3,407	31%	4,368	37%
20-24	2,582	22%	2,577	22%	2,469	22%	2,333	23%	2,321	21%	2,415	20%
25-29	1,315	11%	1,184	10%	1,192	10%	1,033	10%	1,150	11%	1,129	10%
30-34	1,127	10%	984	10%	1,105	10%	829	9%	972	10%	919	8%
35-39	907	8%	854	7%	895	8%	616	6%	812	7%	829	7%
40-49	1,366	11%	1,317	11%	1,505	13%	1,133	12%	1,426	13%	1,387	11%
50+	713	6%	681	6%	733	6%	615	6%	778	7%	812	7%
Unknown	6	0%	0	0%	1	0%	5	0%	1	0%	0	0%
<b>Total</b>	<b>11,797</b>	<b>100%</b>	<b>11,514</b>	<b>100%</b>	<b>11,358</b>	<b>100%</b>	<b>9,963</b>	<b>100%</b>	<b>10,867</b>	<b>100%</b>	<b>11,859</b>	<b>100%</b>

### Fall Headcount Frequency and Percentage Distribution by Ethnic Group

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>African-American</b>	393	3%	429	4%	443	4%	395	4%	471	4%	538	5%
<b>American Indian / Alaskan Native</b>	56	0%	61	0%	52	1%	43	0%	48	0%	55	0%
<b>Asian</b>	4,013	34%	4,234	37%	4,115	36%	3,560	36%	3,579	33%	4,106	35%
<b>Filipino</b>	772	6%	757	7%	818	7%	731	7%	794	7%	846	7%
<b>Hispanic</b>	1,350	11%	1,286	11%	1,325	12%	1,174	12%	1,255	11%	1,468	12%
<b>Other Non-White</b>	181	6%	171	1%	160	1%	173	2%	199	2%	197	2%
<b>Pacific Islander</b>	111	0%	131	1%	125	1%	111	1%	108	1%	156	1%
<b>Unknown</b>	1,039	8%	1,008	9%	923	8%	874	9%	1,049	10%	1,085	9%
<b>White Non-Hispanic</b>	3,882	32%	3,437	30%	3,397	30%	2,902	29%	3,364	32%	3,408	29%
<b>Total</b>	<b>11,797</b>	<b>100%</b>	<b>11,514</b>	<b>100%</b>	<b>11,358</b>	<b>100%</b>	<b>9,963</b>	<b>100%</b>	<b>10,867</b>	<b>100%</b>	<b>11,859</b>	<b>100%</b>

### Fall Headcount Frequency and Percentage Distribution by Day/Evening Status

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Day</b>	7,227	61%	7,500	65%	7,663	68%	6,785	68%	7,517	69%	8,456	71%
<b>Evening</b>	4,031	34%	3,763	33%	3,438	30%	3,008	30%	3,068	28%	2,893	24%
<b>Unknown</b>	539	5%	251	2%	257	2%	170	2%	282	3%	510	5%
<b>Total</b>	<b>11,797</b>	<b>100%</b>	<b>11,514</b>	<b>100%</b>	<b>11,358</b>	<b>100%</b>	<b>9,963</b>	<b>100%</b>	<b>10,867</b>	<b>100%</b>	<b>11,859</b>	<b>100%</b>

## Fall Headcount Frequency and Percentage Distribution by Entering Academic Level

Entering Academic Level	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
AA Degree Recipient	744	6%	639	6%	976	9%	637	6%	749	7%	773	6%
BA Degree Recipient	1,470	13%	1,354	12%	1,586	14%	1,327	13%	1,833	17%	2,007	17%
Freshman, High School Graduate Without a College Degree	4,958	43%	4,526	39%	4,057	36%	3,935	40%	4,260	40%	4,398	37%
Freshman, Not a High School Graduate	715	6%	817	7%	627	5%	573	6%	414	3%	125	1%
Other Under Graduate, High School Graduate Without a College Degree	454	4%	500	4%	438	4%	502	5%	566	5%	535	5%
Other Under Graduate, Not a High School Graduate	26	0%	29	0%	23	0%	44	0%	39	0%	6	0%
Sophomore, High School Graduate Without a College Degree	1,088	9%	1,123	10%	1,029	9%	1,134	11%	1,171	11%	1,174	10%
Sophomore, Not a High School Graduate	76	0%	99	1%	91	0%	86	1%	70	1%	18	0%
Special Admit student currently enrolled in K-12	2,015	17%	2,037	18%	1,317	12%	1,484	15%	1,515	14%	2,205	19%
Unknown	251	2%	390	3%	1,214	11%	241	3%	250	2%	618	5%
<b>Total</b>	<b>11,797</b>	<b>100%</b>	<b>11,514</b>	<b>100%</b>	<b>11,358</b>	<b>100%</b>	<b>9,963</b>	<b>100%</b>	<b>10,867</b>	<b>100%</b>	<b>11,859</b>	<b>100%</b>

## Fall Headcount Frequency and Percentage Distribution by Unit Load

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>0 Units</b>	0	0%	0	0%	0	0%	0	0%	3	0%	1	0%
<b>0.1 - 2.9</b>	2,314	20%	1,871	16%	2,289	20%	1,510	15%	2,487	23%	2,477	21%
<b>3.0 - 5.9</b>	3,899	33%	3,833	33%	3,431	30%	3,134	31%	3,225	30%	3,910	33%
<b>6.0 - 8.9</b>	1,697	14%	1,647	14%	1,592	14%	1,404	14%	1,349	12%	1,393	11%
<b>9.0 - 11.9</b>	1,198	10%	1,247	11%	1,244	11%	1,142	12%	1,099	10%	1,194	10%
<b>12.0 - 14.9</b>	1,611	14%	1,809	16%	1,813	16%	1,805	18%	1,656	15%	1,845	16%
<b>15 or Over</b>	1,069	9%	1,101	10%	986	9%	964	10%	1,043	10%	1,039	9%
<b>Non-Credit</b>	9	0%	6	0%	3	0%	4	0%	5	0%	0	0%
<b>Total</b>	<b>11,797</b>	<b>100%</b>	<b>11,514</b>	<b>100%</b>	<b>11,358</b>	<b>100%</b>	<b>9,963</b>	<b>100%</b>	<b>10,867</b>	<b>100%</b>	<b>11,859</b>	<b>100%</b>

### Fall Headcount Frequency and Percentage Distribution by Enrollment Status

Enrollment Status	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Continuing Student	4,756	40%	5,478	48%	5,003	44%	4,644	47%	4,826	44%	4,606	39%
First Time Student	2,097	18%	1,756	15%	2,220	20%	1,464	15%	973	9%	991	8%
First Time Student Transfer	1,684	14%	1,580	14%	1,211	11%	1,072	11%	1,507	14%	1,287	11%
Not Applicable	2,015	17%	1,647	14%	1,317	12%	1,484	15%	1,515	14%	2,205	19%
Returning Student	972	8%	1,050	9%	1,531	13%	1,282	12%	2,030	19%	2,720	23%
Uncollected/Unreported	273	3%	3	0%	76	0%	17	0%	16	0%	50	0%
<b>Total</b>	<b>11,797</b>	<b>100%</b>	<b>11,514</b>	<b>100%</b>	<b>11,358</b>	<b>100%</b>	<b>9,963</b>	<b>100%</b>	<b>10,867</b>	<b>100%</b>	<b>11,859</b>	<b>100%</b>

#### Analysis Findings:

- Students age 19 or less increased by 28.2% from Fall 2005 to Fall 2006, increased 21.6% over the previous five year average, and were at the highest numbers since before Fall 2001.
- Students in age groups 30-34 and 40-49 decreased by 5.5% and 2.7% respectively from Fall 2005 to Fall 2006; the 30-34 group decreased by 8.4% over the previous five year average, but the 40-49 group increased by 2.8% over the previous five year average.
- Headcount of African-American students has increased by 28.6% over the previous five year average and headcount of Hispanic students has increased by 14.9% over the previous five year average. Asian students have increased by 5.3% over the previous five year average.
- Headcount of White students has decreased by 0.4% below the previous five year average.
- The disparity between both numbers and percentages of day and evening students is the greatest since before Fall 2001 with almost three times as many day as evening students.
- The ratio of full-time to part-time students has remained relatively constant since Fall 2001 despite targeted efforts to increase the number of full time students; the increase in numbers of full-time students reflects the increase in overall enrollment.
- The highest percentage of students entering Ohlone College (37%) are freshman high school graduates; next highest at 19% are concurrently-enrolled K-12 students, and 17% are students who already hold a baccalaureate degree.
- Fall 2006 had the highest numbers of students since before Fall 2001 who were concurrently-enrolled K-12 students, a 31.7% increase over the previous five year average.
- Fall 2006 had the highest numbers of students since before Fall 2001 who held a baccalaureate degree, a 32.6% increase over the previous five year average.
- The number of students enrolled as freshmen who did not possess a high school diploma decreased in Fall 2006 from the previous five year average of 629 to 125, a decrease of more than 80%.
- 19% of Fall 2006 students were first time students at Ohlone; 62% had been enrolled previously at Ohlone; 19% were concurrently-enrolled K-12 students.

Course Offerings Data

Evaluation of Sections Offered at Select Benchmarks in Time

	SU2003	SU2004	SU2005	SU2006	SU2007
<b>SUMMER</b>					
At schedule print - " <i>Initial Offerings</i> "	327/315	395/379	406/394	364/356	394/375
1 week before start - " <i>Offerings</i> "	337/321	400/375	378/357	386/373	403/383
1 week after start - " <i>After LE Cancellations</i> "	340/323	396/371	392/360	391/373	416/393
End of semester - " <i>Taught</i> "	341/323	399/371	394/359	397/374	430/393
Yield: Resident Credit FTES	970	846	871	908	

	FA2003	FA2004	FA2005	FA2006	FA2007
<b>FALL</b>					
At schedule print - " <i>Initial Offerings</i> "	1299/1227	1418/1348	1448/1377	1468/1396	1427/1353
2 weeks before start - " <i>Offerings</i> "	1332/1253	1430/1351	1454/1379	1471/1379	1506/1413
2 weeks after start - " <i>After LE Cancellations</i> "	1349/1261	1382/1295	1414/1323	1511/1413	1557/1451
End of semester - " <i>Taught</i> "	1394/1274	1327/1259	1471/1340	1536/1405	
Yield: Resident Credit FTES	3779	3416	3477	3819	

	SP2004	SP2005	SP2006	SP2007	SP2008
<b>SPRING</b>					
At schedule print - " <i>Initial Offerings</i> "	1303/1227	1380/1296	1393/1313	1343/1272	1556/1477
2 weeks before start - " <i>Offerings</i> "	1335/1252	1385/1270	1430/1337	1397/1309	
2 weeks after start - " <i>After LE Cancellations</i> "	1326/1232	1397/1272	1361/1263	1431/1330	
End of semester - " <i>Taught</i> "	1359/1234	1443/1269	1419/1297	1489/1358	
Yield: Resident Credit FTES	3278	3281	3196	3301	

\*First number in column represents all active sections

\*Second number represents sections excluding Consortium, Special Projects, Contract Ed, 195s

Average FTES produced Per Section Taught

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
<b>Summer</b>	2.58	2.81	3.00	2.28	2.43	2.43
<b>Fall</b>	2.77	2.73	2.97	2.71	2.59	2.72
<b>Spring</b>	2.49	2.78	2.66	2.59	2.46	

## Summary of Weekly Student Contact Hours, Full Time Equivalent Faculty, and Load Efficiency

	5 Year Annual Average			2006-2007		
	WSCH	FTEF	Load	WSCH	FTEF*	Load
Administration of Justice	1,437.38	2.79	521.23	1,822.80	2.93	622.12
Air Force	6.48	0.00	na	3.62	0.00	na
Allied Health	745.66	2.67	274.91	1,128.99	3.80	297.10
American Sign Language	7,189.57	14.10	511.61	6,918.85	13.16	525.75
Anthropology	1,357.93	3.10	447.29	2,861.24	5.82	491.62
Arabic	268.39	0.68	412.46	421.60	0.76	554.74
Art	7,502.06	19.44	386.12	10,913.32	20.44	533.92
Astronomy	356.67	0.80	446.75	580.40	1.21	479.67
Biological Science	9,388.95	14.73	647.48	12,496.28	19.53	639.85
Biotechnology	1,648.65	3.48	457.25	3,029.26	4.20	721.25
Broadcasting	1,889.08	4.81	404.16	2,912.07	6.23	467.43
Business Administration	7,825.58	14.82	529.92	10,805.36	17.04	634.12
Business Supervision and Management	581.20	1.40	397.99	606.95	1.20	505.79
Chemistry	5,707.37	9.58	600.53	7,606.79	12.39	613.95
Chicano Studies	479.42	1.40	361.12	426.00	1.38	308.70
Chinese	3,219.37	2.66	1,193.92	5,401.51	4.09	1,320.66
Computer Applications/Occupational Technology	1,311.55	3.88	349.85	1,875.07	3.24	578.73
Computer Networks/Emerging Technology				6,079.51	8.57	709.39
Computer Studies	15,333.38	30.60	493.66	7,123.14	11.37	626.49
Consumer Family Science	1,190.31	1.99	605.61	2,059.76	3.07	670.93
Deaf Preparatory Program	1,224.25	7.08	172.69	1,180.10	7.40	159.47
Early Childhood Studies	3,154.57	6.44	484.52	3,063.31	6.39	479.39
Education	109.31	0.27	417.41	145.17	0.38	382.03
Engineering	591.31	2.07	284.28	1,041.25	2.96	351.77
English	29,854.19	47.61	629.94	37,868.06	57.35	660.30
English as a Second Lang	3,199.91	7.84	405.78	3,939.54	8.00	492.44
French	742.41	1.17	654.54	1,987.80	1.34	1,483.43
Geography	2,473.94	3.68	686.22	2,812.80	4.56	616.84
Geology	969.46	1.67	582.51	1,036.66	1.95	531.62
Graphic Arts	761.30	2.12	357.74	1,039.03	1.64	633.55
Health	1,034.23	1.76	588.66	1,228.17	1.80	682.32
History	6,661.49	9.07	738.21	8,932.12	11.40	783.52
Interdisciplinary Studies	428.74	1.28	345.02	57.00	0.20	285.00
Interior Design	583.90	2.01	291.83	828.53	2.62	316.23
Interpreter Training	636.64	4.15	153.70	628.46	4.18	150.35
Italian	186.63	0.51	383.17	178.40	0.58	307.59
Japanese	323.40	0.80	407.27	870.59	0.76	1,145.51
Journalism	498.03	2.36	215.19	582.06	2.00	291.03
Learning Skills Program	335.56	1.40	247.79	438.84	1.60	274.28
Library Science	233.56	0.52	462.62	173.03	0.47	368.15
Mathematics	21,158.25	47.55	445.39	27,581.17	51.87	531.74
Multimedia	1,941.26	4.37	438.00	2,250.69	4.82	466.95
Music	8,754.85	14.86	590.87	12,197.80	19.57	623.29
Nursing	3,563.47	19.11	184.12	5,237.38	22.67	231.03

	5 Year Annual Average		2006-2007		5 Year Annual Average		2006-2007
Personal Development	802.49	2.04	481.13		1,260.73	1.40	900.52
Philosophy	2,412.73	3.69	651.98		2,389.11	3.80	628.71
Physical Education	13,326.45	25.15	527.93		15,440.69	28.09	549.69
Physical Therapist Asst	792.79	3.44	229.62		1,163.34	4.95	235.02
Physics	2,102.60	4.66	450.72		1,983.11	4.43	447.65
Political Science	2,106.92	3.56	584.20		1,636.21	2.00	818.11
Psychology	4,560.52	6.97	655.55		7,107.59	9.00	789.73
Public Safety Consortium	4,098.68	0.00	na		5,187.85	0.00	na
Real Estate	1,444.67	2.17	649.75		2,225.96	3.43	648.97
Respiratory Therapy	1,140.45	6.85	164.72		2,436.69	9.78	249.15
Sociology	2,464.60	3.36	739.69		3,579.76	5.20	688.42
Spanish	3,366.89	4.25	799.27		6,617.26	5.13	1,289.91
Speech	5,489.44	12.35	446.68		7,398.83	16.71	442.78
Theater & Dance	7,863.64	14.41	547.67		9,823.78	16.81	584.40
Work Experience Education	789.83	0.38	2,472.49		548.44	0.56	979.36
<b>OVERALL TOTAL</b>	<b>210,149.92</b>	<b>419.22</b>	<b>501.37</b>		<b>269,169.83</b>	<b>468.23</b>	<b>574.87</b>

#### Analysis Findings:

- 2006-2007 WSCH increased by 28.0% over previous five year average.
- 2006-2007 FTEF increased by 11.7% over previous five year average.
- 2006-2007 load efficiency increased by 14.8% over previous five year average.
- 15 departments had an increase of greater than 50% for 2006-2007 WSCH over the previous five year average; five departments saw a decline of 20% or more.
- Computer Studies has the appearance of a significant decline, but that is primarily the result of separating off the new CNET department; comparing the 2006-2007 combined totals for CS and CNET to the previous five year average, there is a decline of 13.9%, but a decrease of ten FTEF between the two departments has produced a 33.6% increase in load efficiency over the CS five year average.
- 50% of the total WSCH is produced by the top eight departments.

## Top 10

**Top 10 Producers of WSCH**  
(5 Year Average)

English	29,854.19
Mathematics	21,158.25
Computer Studies	15,333.38
Physical Education	13,326.45
Biological Science	9,388.95
Music	8,754.85
Theater & Dance	7,863.64
Business Administration	7,825.58
Art	7,502.06
American Sign Language	7,189.57

**Top 10 Producers of WSCH**  
2006-07

English	37,868.06
Mathematics	27,581.17
Physical Education	15,440.69
Biological Science	12,496.28
Music	12,197.80
Art	10,913.32
Business Administration	10,805.36
Theater & Dance	9,823.78
History	8,932.12
Chemistry	7,606.79

**Top 10 FTEF**  
(5 Year Average)

English	47.61
Mathematics	47.55
Computer Studies	30.60
Physical Education	25.15
Art	19.44
Nursing	19.11
Music	14.86
Business Administration	14.82
Biological Science	14.73
Theater & Dance	14.41

**Top 10 FTEF**  
2006-07

English	57.35
Mathematics	51.87
Physical Education	28.09
Nursing	22.67
Art	20.44
Music	19.57
Biological Science	19.53
Business Administration	17.04
Theater & Dance	16.81
Speech	16.71

**Top 10 Most Efficient**  
(5 Year Average)

Work Experience Education	2472.49
Chinese	1193.92
Spanish	799.27
Sociology	739.69
History	738.21
Geography	686.22
Psychology	655.55
French	654.54
Philosophy	651.98
Real Estate	649.75

**Top 10 Most Efficient**  
2006-07

French	1483.43
Chinese	1320.66
Spanish	1289.91
Japanese	1145.51
Work Experience Education	979.36
Personal Development	900.52
Political Science	818.11
Psychology	789.73
History	783.52
Biotechnology	721.25

### Analysis Findings

- In 2006-2007, History and Chemistry joined the Top 10 producers of WSCH, while Computer Studies and American Sign Language fell out. Had CS and CNET not separated, CS would still be fourth in the Top 10.

- Speech joined the Top 10 FTEF, but if CS and CNET were still one department, they would be ranked sixth in FTEF.
- Japanese, Personal Development, Political Science, and Biotechnology have joined the Top 10 as most efficient, while Sociology, Geography, Philosophy, and Real Estate have fallen off the Top 10 list.
- The Top 10 producers of WSCH account for 57.1% of the total WSCH.
- Similarly, the Top 10 FTEF departments account for 57.9% of the total FTEF.
- With an average load efficiency of 574, 27 departments are above the average.
- 24 departments have a load efficiency below 525.
- 

## Staff Demographics

### Employment Status – Classified and Management – Fall 2006

	Total Staff			Classified Staff			Management		
	Count	Percent	Statewide Percent	Count	Percent	Statewide Percent	Count	Percent	Statewide Percent
<b>Gender</b>									
Male	95	42%	39%	73	40%	38%	22	51%	49%
Female	129	58%	61%	108	60%	62%	21	49%	51%
<b>Ethnicity</b>									
African-American	15	7%	9%	10	6%	9%	5	12%	9%
Asian	38	17%	9%	33	18%	9%	5	12%	5%
Pacific Islander	3	1%	1%	2	1%	1%	1	2%	0%
Filipino	9	4%	3%	9	5%	3%	0	0%	2%
Hispanic	35	16%	23%	29	16%	24%	6	14%	14%
Native-American	0	0%	1%	0	0%	1%	0	0%	1%
White	116	52%	51%	91	50%	50%	25	58%	65%
Other	2	1%	0%	2	1%	0%	0	0%	0%
Unknown	6	3%	3%	5	3%	3%	1	2%	3%
<b>Age</b>									
Less than 34	40	18%	17%	37	20%	19%	3	7%	5%
35-39	19	8%	11%	17	9%	11%	2	5%	9%
40-44	27	12%	12%	23	13%	13%	4	9%	9%
45-49	28	13%	15%	23	13%	15%	5	12%	15%
50-54	45	20%	17%	36	20%	17%	9	21%	20%
55-59	32	14%	16%	21	12%	14%	11	26%	25%
60-64	23	10%	8%	14	8%	7%	9	21%	14%
65 +	10	4%	3%	10	6%	3%	0	0%	4%
Unknown	0	0%	0%	0	0%	0%	0	0%	0%

#### Analysis Findings:

- Percent of male staff is 2% higher than statewide average for both classified staff and for management.

- Diversity for total staff is comparable to statewide average (48% non-white for Ohlone, 49% non-white statewide), but Ohlone’s management is more diverse than the statewide average.
- Almost half (46%) of classified staff and more than 2/3 (68%) of management are older than 50 years of age.

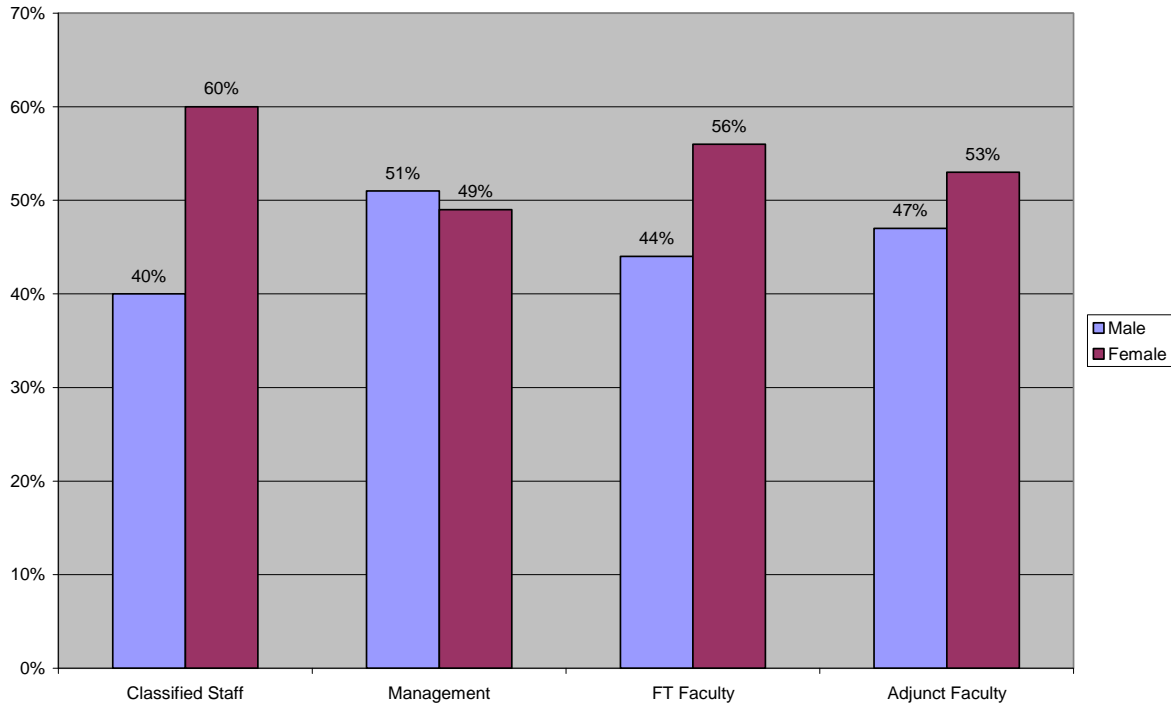
### Employment Status – Faculty – Fall 2006

	Total Faculty			Full-time Faculty			Adjunct Faculty		
	Count	Percent	Statewide Percent	Count	Percent	Statewide Percent	Count	Percent	Statewide Percent
<b>Gender</b>									
Male	195	46%	49%	61	44%	48%	134	47%	49%
Female	230	54%	51%	78	56%	52%	152	53%	51%
<b>Ethnicity</b>									
African-American	17	4%	5%	6	4%	6%	11	4%	5%
Asian	76	18%	7%	22	16%	7%	54	19%	7%
Pacific Islander	1	0%	0%	0	0%	0%	1	0%	0%
Filipino	9	2%	1%	2	1%	1%	7	2%	1%
Hispanic	32	8%	10%	11	8%	12%	21	7%	10%
Native-American	4	1%	1%	2	1%	1%	2	1%	1%
White	267	63%	70%	90	65%	69%	177	62%	71%
Other	1	0%	0%	0	0%	0%	1	0%	0%
Unknown	18	4%	4%	6	4%	3%	12	4%	5%
<b>Age</b>									
Less than 34	61	14%	12%	15	11%	7%	46	16%	14%
35-39	51	12%	12%	16	12%	11%	35	12%	12%
40-44	56	13%	11%	14	10%	12%	42	15%	11%
45-49	53	12%	13%	18	13%	13%	35	12%	12%
50-54	22	15%	16%	10	17%	18%	12	14%	15%
55-59	78	18%	17%	32	23%	21%	46	16%	15%
60-64	37	9%	11%	15	11%	13%	22	8%	10%
65 +	24	6%	9%	5	4%	6%	19	7%	10%

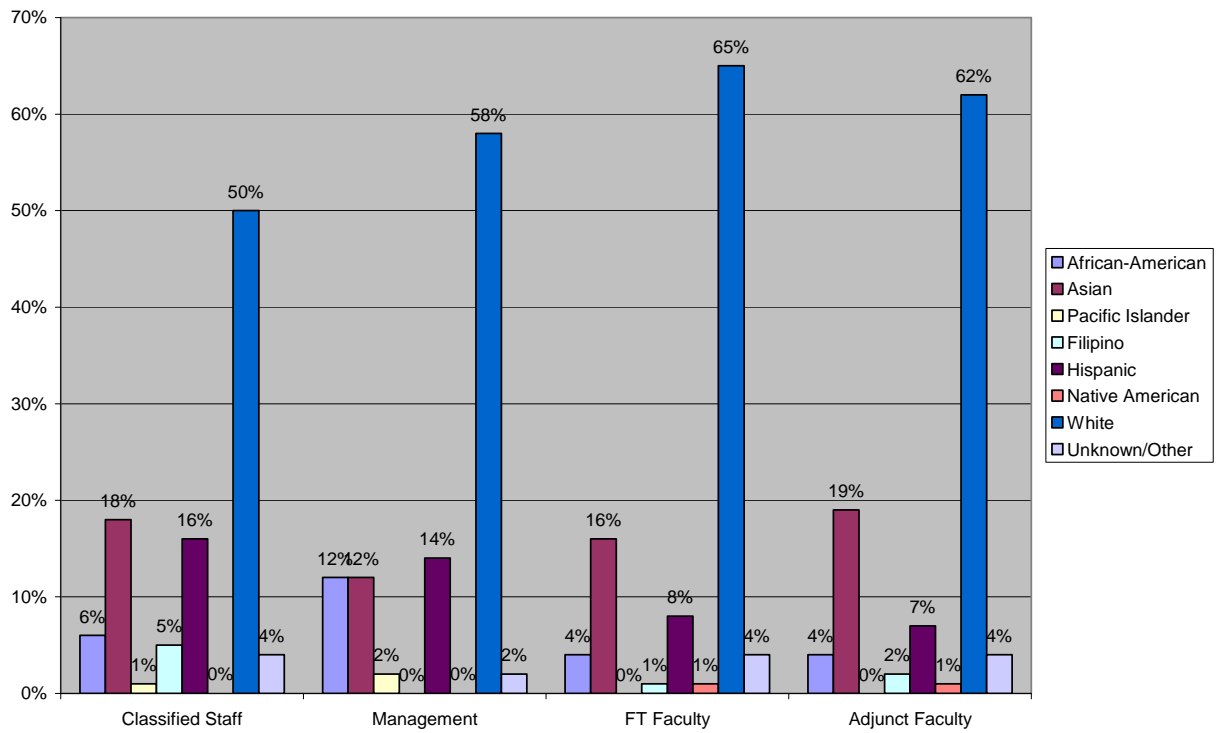
#### Analysis Findings:

- Percent of female faculty is 3% above the statewide average.
- Ohlone’s faculty is more diverse than the statewide average (37% non-white compared to 30% non-white statewide).
- Almost half of the faculty (48%) is older than 50 years of age, but this is below the statewide average of 53%.

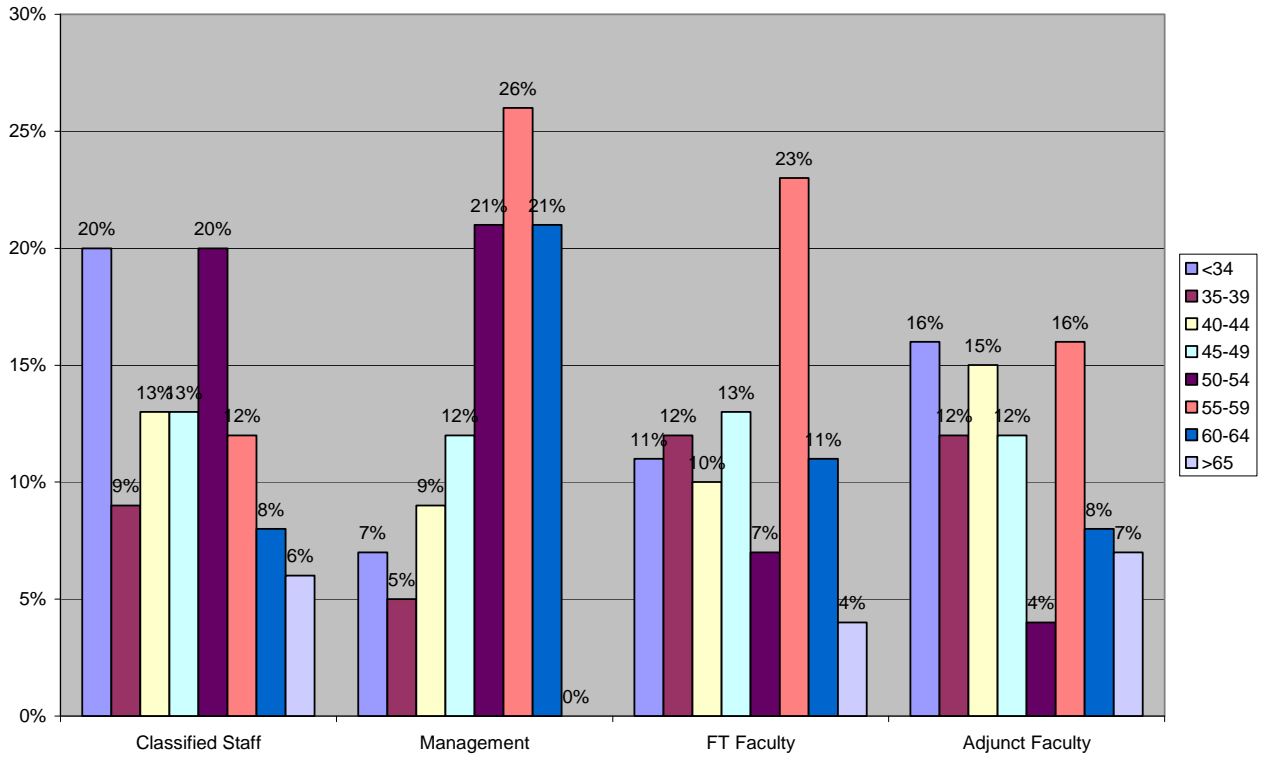
**Staff by Gender - Fall 2006**



**Staff by Ethnicity - Fall 2006**



**Staff by Age - Fall 2006**

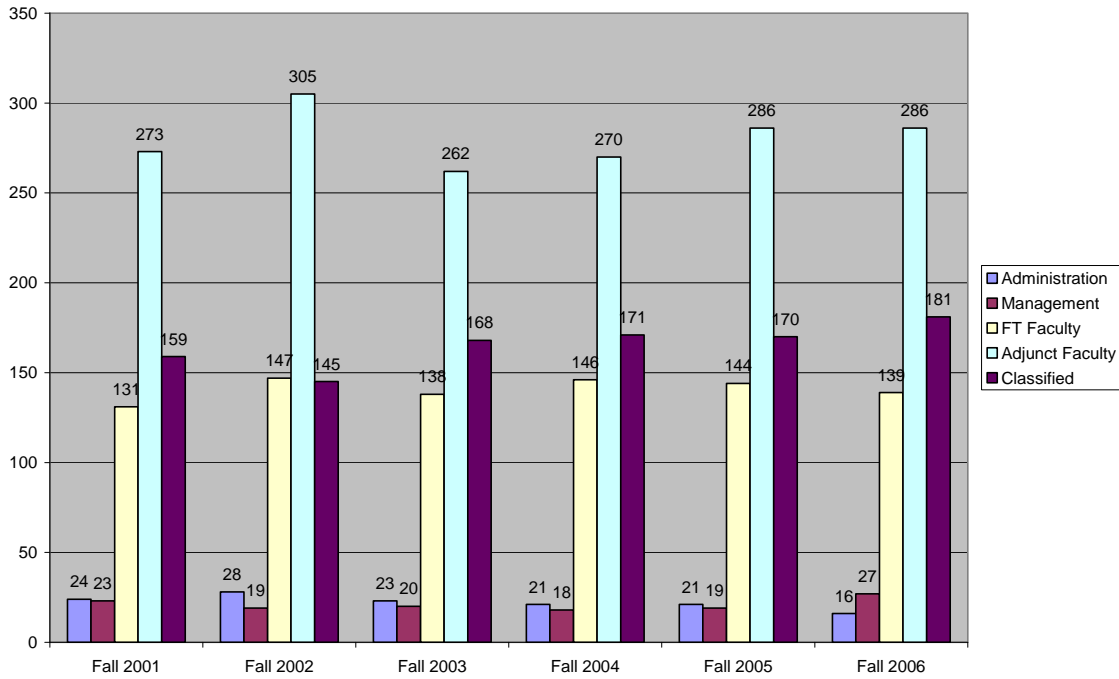


**Employees by Occupational Category - Headcount**

Category	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Administration	24	28	23	21	21	16
Management	23	19	20	18	19	27
FT Faculty	131	147	138	146	144	139
Adjunct Faculty	273	305	262	270	286	286
Classified	159	145	168	171	170	181
Total	610	644	611	626	640	649

Students	11,797	11,514	11,358	9,963	10,867	11,859
Students per Admin/Mgmt	251	245	264	255	272	276
Students per Faculty	29	25	28	24	25	28
Students per Classified	74	79	68	58	64	66
Students per All Staff	19	18	19	16	17	18

### Employees by Category - Headcount

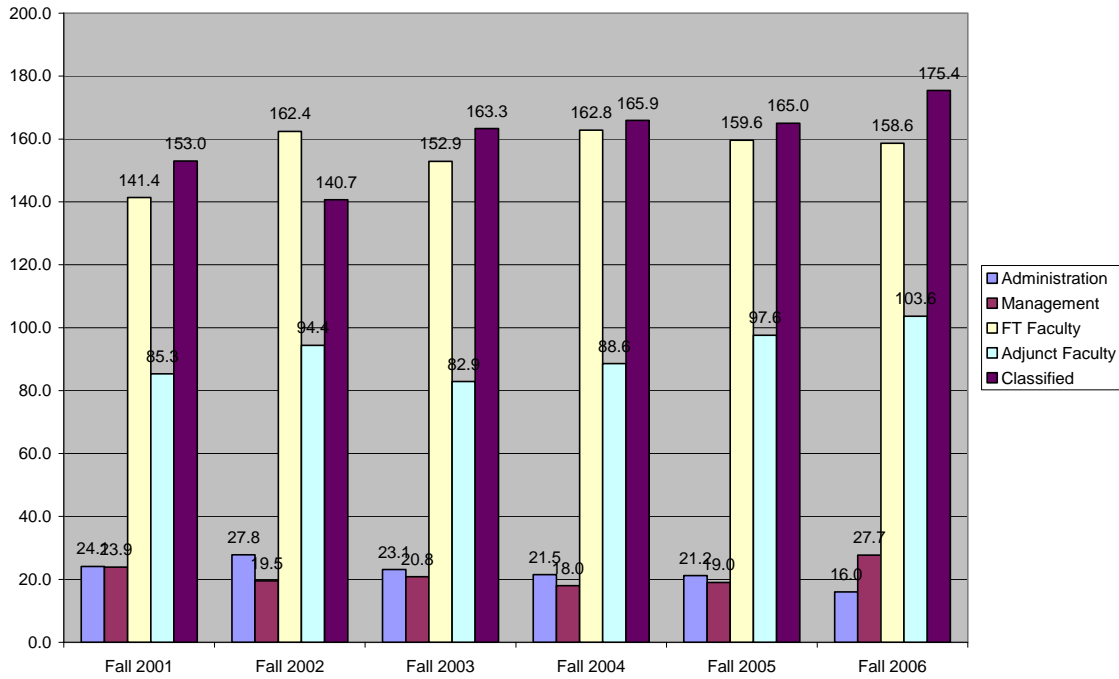


### Employees by Occupational Category - Full Time Equivalent

Category	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Administration	24.1	27.8	23.1	21.5	21.2	16.0
Management	23.9	19.5	20.8	18.0	19.0	27.7
FT Faculty	141.4	162.4	152.9	162.8	159.6	158.6
Adjunct Faculty	85.3	94.4	82.9	88.6	97.6	103.6
Classified	153.0	140.7	163.3	165.9	165.0	175.4
<b>Total</b>	<b>427.6</b>	<b>444.9</b>	<b>442.9</b>	<b>456.8</b>	<b>462.4</b>	<b>481.2</b>

Students	3,918	3,941	3,829	3,470	3,506	3,835
Students per Admin/Mgmt	81.6	83.3	87.2	87.8	87.2	87.8
Students per Faculty	17.3	15.3	16.2	13.9	13.6	14.6
Students per Classified	25.6	28.0	23.4	20.9	21.2	21.9
Students per All Staff	9.2	8.9	8.6	7.6	7.6	8.0

Employees by Category - FTE



Analysis Findings:

In most categories, based either on headcount or on FTE, the number of staff serving students has increased more than proportionately with enrollment so that staff in Fall 2006 are serving fewer students per staff member than in Fall 2001. A notable exception is in the category of administration/management, where the number of staff has not grown at the same pace as student growth and administrators/managers have a proportionate student load 10.0% higher by headcount and 7.6% higher by FTE than in Fall 2001. If the category is divided between administrators and managers, the increase in proportionate student load is even more dramatic: an increase for administrators of 50.8% by headcount (from 491 students/administrator to 741 students/administrator) and 47.4% by FTE (from 163 FTES/FTE administrator to 240 FTES/FTE administrator).

### C. Longitudinal Student Achievement Data

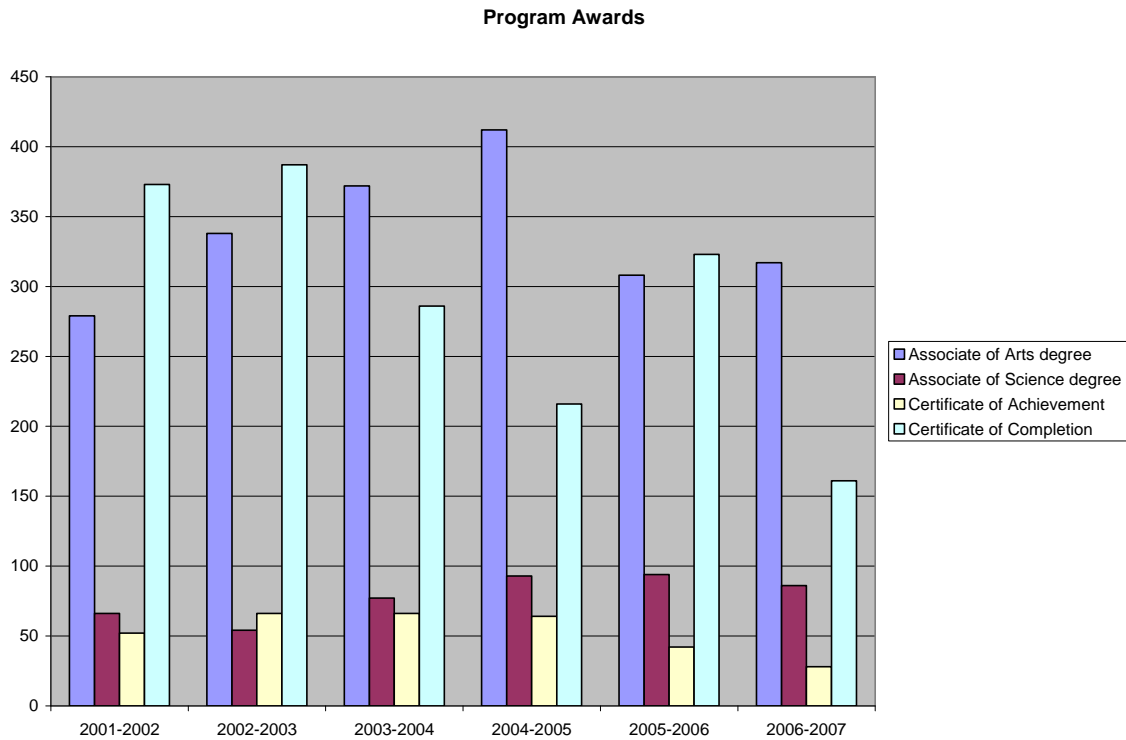
This section reports the following demographic information, along with Analysis Findings at various points in the presentation. These findings have also been incorporated into the Annual Data Scan, a summary of key data points that has been distributed to college committees and groups for use in their improvement planning.

- Student Success
- Transfer Data
- Retention and Success Rates
- Student Services Data

#### Student Success

#### Program Awards

Award Type	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Associate of Arts degree	338	372	412	308	317
Associate of Science degree	54	77	93	94	86
<b>Total Degrees awarded</b>	<b>392</b>	<b>449</b>	<b>505</b>	<b>402</b>	<b>403</b>
Certificate of Achievement	66	66	64	42	28
Certificate of Completion	387	286	216	323	161
<b>Total Awards</b>	<b>845</b>	<b>801</b>	<b>785</b>	<b>767</b>	<b>592</b>



Analysis Findings:

The rise and fall of awards follows the rise and fall of enrollment, although the peaks and valleys tend to be reflected two years after the same peaks and valleys in enrollment.

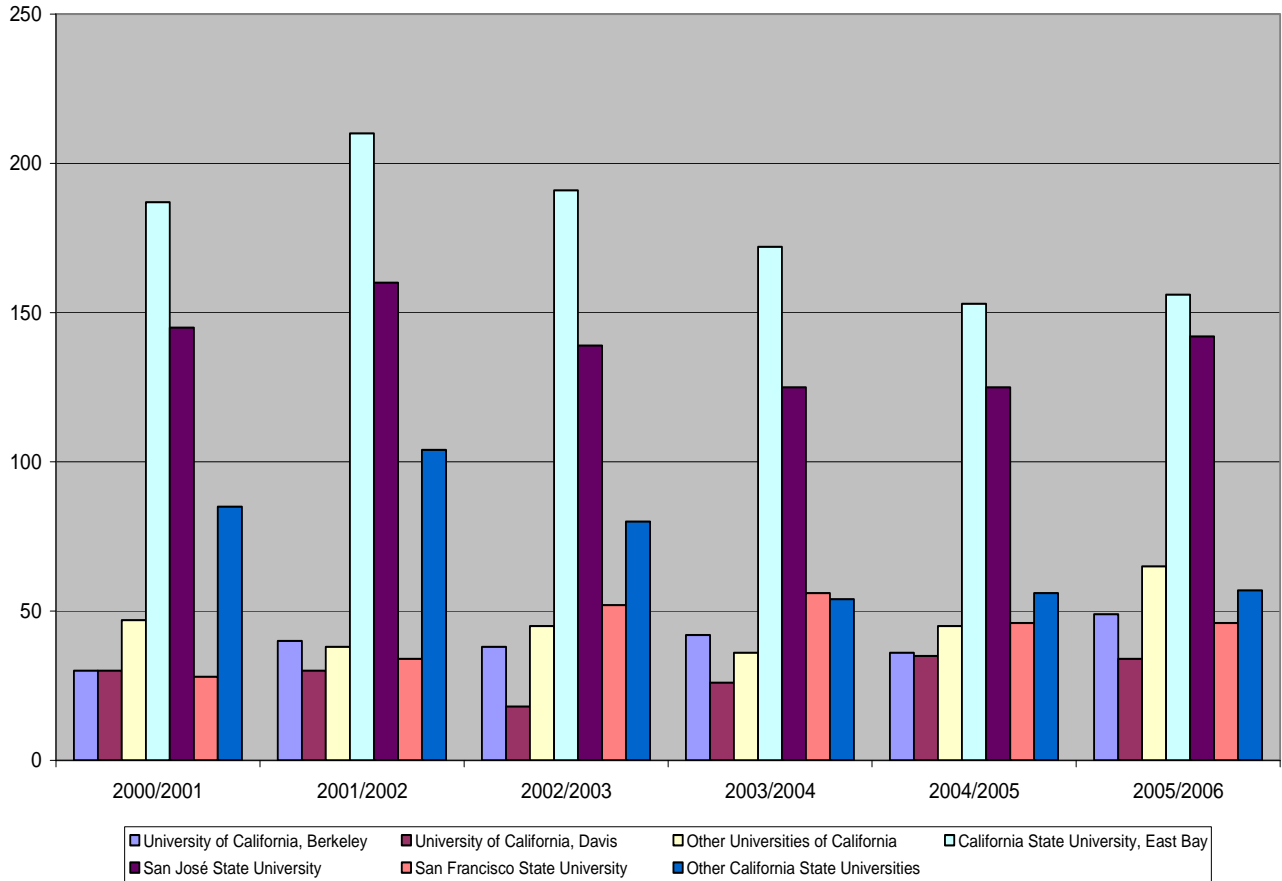
**Transfer Data**

**Ohlone College Students Transferring to Campuses of the University of California and California State University**

	<b>2001/2002</b>	<b>2002/2003</b>	<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>
University of California, Berkeley	40	38	42	36	49
University of California, Davis	30	18	26	35	34
Other Universities of California	38	45	36	45	65
<b>UC Totals</b>	<b>108</b>	<b>101</b>	<b>104</b>	<b>116</b>	<b>148</b>
California State University, East Bay	210	191	172	153	156
San José State University	160	139	125	125	142
San Francisco State University	34	52	56	46	46
Other California State Universities	104	80	54	56	57
<b>CSU Totals</b>	<b>508</b>	<b>462</b>	<b>407</b>	<b>380</b>	<b>401</b>
<b>Total UC/CSU Transfers</b>	<b>616</b>	<b>563</b>	<b>511</b>	<b>496</b>	<b>549</b>

Transfer Pathways; 02/06/2007  
Source: California Postsecondary Education Commission,

### Ohlone College Students Transferring to UC/CSU Campuses



**Analysis Findings:**

Transfer to the University of California campuses following the 2005-06 academic year was up 27.6% over the prior year and up 38.3% over the previous five year average. University of California at Berkeley was the most popular of the UC campuses for Ohlone transfer students, and the 2005-06 transfer total to UCB was the highest in at least 15 years. Transfer to California State University campuses were up slightly (5.5%) from 2004-05 to 2005-06, but declined 8.9% compared to the previous five year average of 440.

In the recently released Accountability Reporting for Community Colleges (ARCC) report, a measure was developed to track student progress and achievement among the California community colleges by the CCC Chancellor’s Office. One measure was the percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: transferred to a four-year college; or earned an AA/AS; or earned a certificate of 18 or more units; or achieved “transfer directed” or “transfer prepared” status. By this measure, Ohlone was ranked fifth among 23 “peer” colleges, 2.7% above the peer group average and 9.7% above the average for all California community colleges.

The same report measured the percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College system. By this measure, Ohlone students were 0.8% below the CCC average but were 2.7% above students at peer colleges.

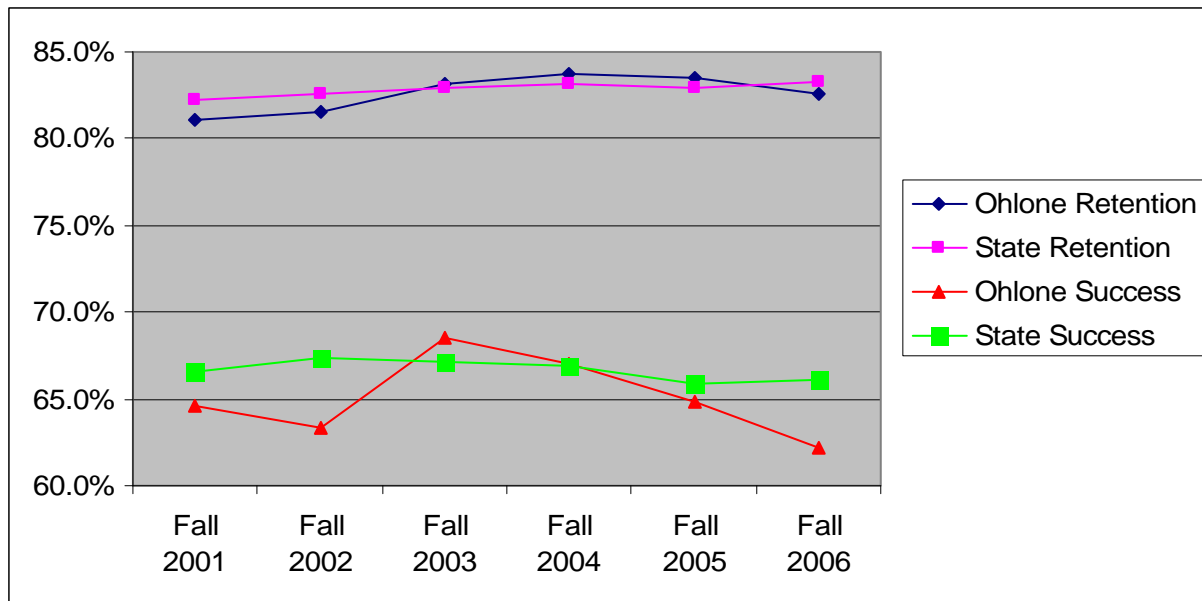
The ARCC report can be accessed in its entirety at:  
[http://www.cccco.edu/divisions/tris/rp/ab\\_1417/ARCC\\_Report\\_2007.pdf](http://www.cccco.edu/divisions/tris/rp/ab_1417/ARCC_Report_2007.pdf).

### Retention and Success Rates

Retention measures the percent of students who were enrolled in a class at census and subsequently completed the course. Success measures the percentage of those students retained who received a grade of A,B,C, or CR.

### Course Success and Retention Rates Compared to Statewide Average

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Ohlone Retention	81.1%	81.6%	83.1%	83.7%	83.5%	82.6%
State Retention	82.2%	82.6%	82.9%	83.2%	82.9%	83.3%
Ohlone Success	64.6%	63.3%	68.5%	67.0%	64.8%	62.2%
State Success	66.6%	67.4%	67.2%	66.9%	65.9%	66.1%



#### Analysis Findings:

Retention rates had been above state average for the three years preceding Fall 2006, but then dipped below the state average by 0.7%. Rates have declined for the past two years from a high in Fall 2004. Success rates have been in decline since Fall 2003 and are at their lowest since at least Fall 2001.

#### Analysis Findings:

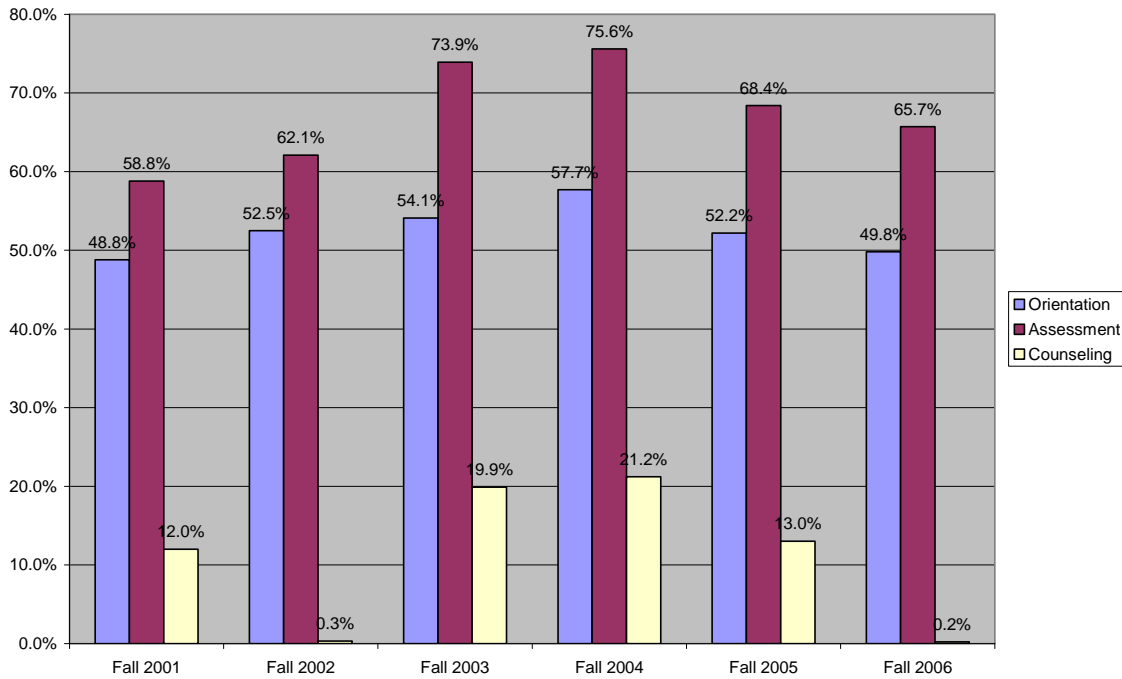
In the Accountability Reporting for Community Colleges (ARCC) report, however, Ohlone's persistence (year-to-year retention) and success rates compared favorably with those college's the California Community College Chancellor's Office identified as "peer" colleges. Ohlone's persistence rate was 0.7% above the peer group average for the percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the

community college system; also, Ohlone’s persistence rate was 4.2% above the CCC average on this measure.

The ARCC report measured the annual successful course completion rate for credit vocational courses as well, and here Ohlone College was 0.8% above the peer group average and 8.8% above the CCC average. There was a measure for successful course completion of credit basic skills courses, but here Ohlone scored below both the peer group average (by 2.9%) and below the CCC average (by 1.0%). Curiously, Ohlone scored above both the peer group average (by 0.5%) and the CCC average (by 2.1%) for improvement rates for credit basic skills courses, a measure of the percentage of students who successfully complete basic skills English or math at a level at least two courses below college/transfer courses and then successfully complete a higher level course in the same discipline.

### Student Services Data

Percent of Eligible Students Receiving Matriculation Services



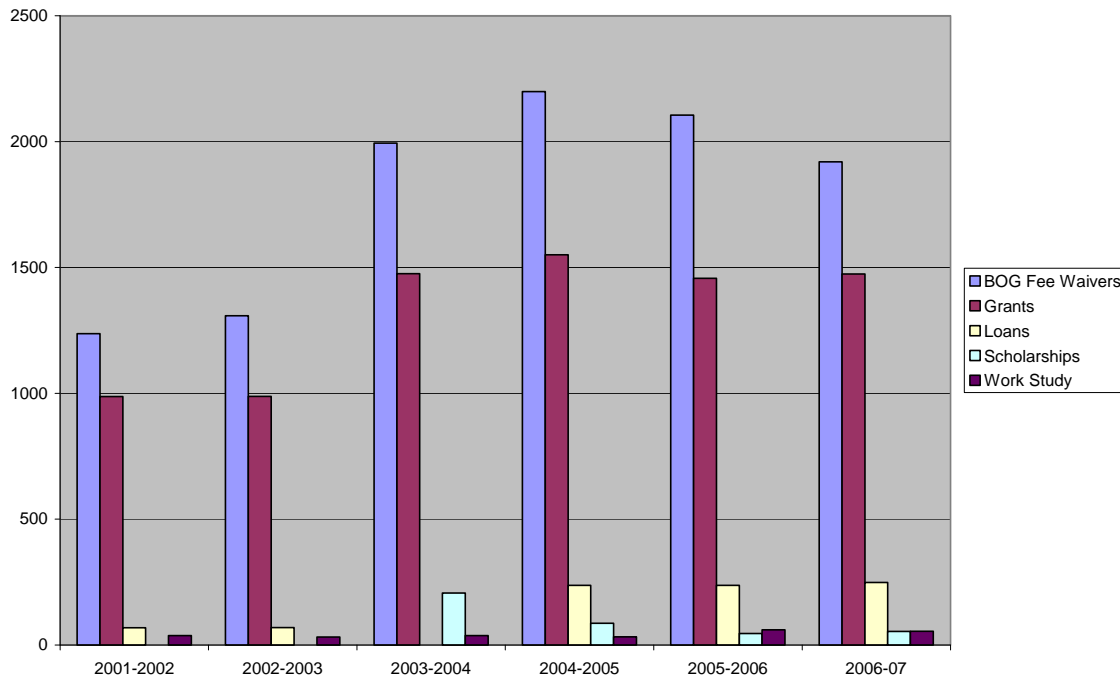
	Fall 2003	%	Fall 2004	%	Fall 2005	%	Fall 2006	%
<b>Orientation</b>	6141	54.1%	5743	57.7%	5673	52.2%	5905	49.8%
<b>Assessment</b>	5858	73.9%	5468	75.6%	5370	68.4%	5739	65.7%
<b>Counseling</b>	2257	19.9%	2111	21.2%	1413	13.0%	19	0.2%
	Spring 2004	%	Spring 2005	%	Spring 2006	%	Spring 2007	%
<b>Orientation</b>	5569	52.7%	5556	48.0%	5273	51.4%	5579	49.8%
<b>Assessment</b>	5301	71.1%	5278	66.9%	5014	66.7%	5424	66.8%
<b>Counseling</b>	1883	17.8%	2301	19.9%	1962	19.1%	2031	18.1%

### Analysis Findings:

- Number of students receiving orientation in Fall 2006 increased 4.1% over Fall 2005, although the percentage of students declined 2.4% for the same period.

- Number of students receiving assessment in Fall 2006 increased 6.9% over Fall 2005, although the percentage of students declined 2.7% for the same period.
- Number of students receiving general counseling services in Spring 2007 increased 9.6% over Spring 2006, although the percentage of students declined 1.0% for the same period (Fall 2006 numbers are atypical due to coding errors).

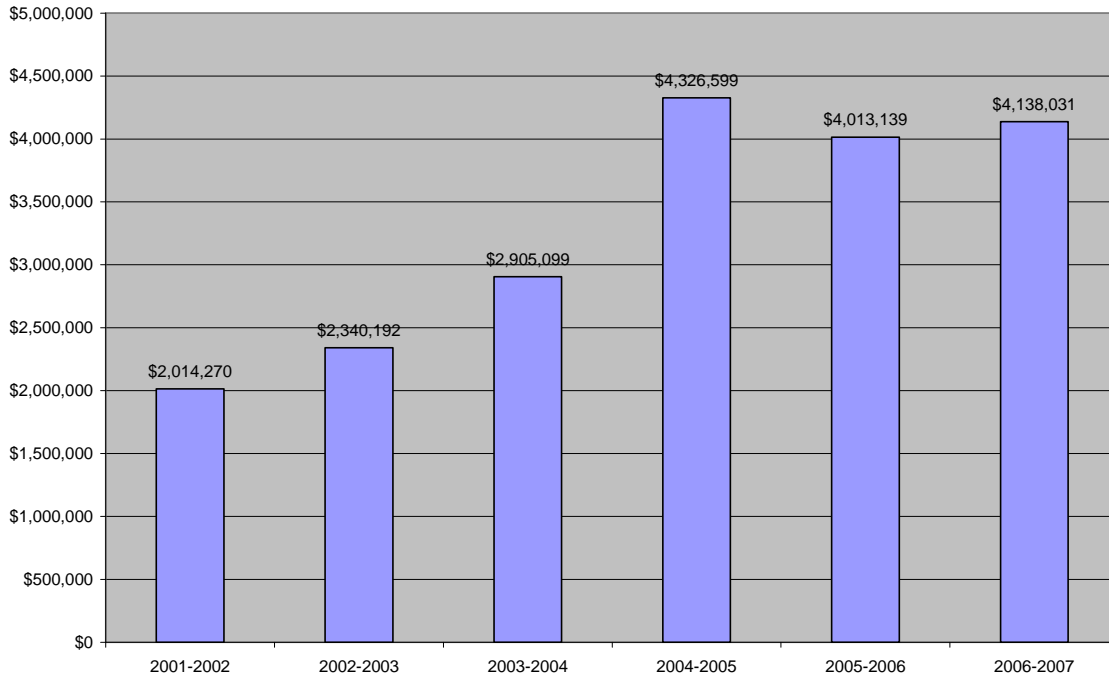
**Financial Aid Awards by Type**



**Financial Aid Awards by Type**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
<b>BOG Fee Waivers</b>	1237	1308	1994	2199	2105	1919
<b>Grants</b>	987	988	1475	1550	1457	1474
<b>Loans</b>	68	69	na	237	237	248
<b>Scholarships</b>	0	0	206	86	46	54
<b>Work Study</b>	37	31	37	32	60	55
	2329	2396	3712	4104	3905	3750

**Financial Aid by Amount Awarded**



**Financial Aid Awards by Amount**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
<b>BOG Fee Waiver</b>	\$207,693	\$241,005	\$478,991	\$811,627	\$749,519	\$688,164
<b>Grants</b>	\$1,508,173	\$1,794,049	\$2,285,466	\$2,650,193	\$2,441,238	\$2,586,965
<b>Loans</b>	\$197,590	\$211,838	\$0	\$706,019	\$703,089	\$720,955
<b>Scholarships</b>	\$0	\$0	\$41,200	\$90,046	\$33,282	\$64,074
<b>Work Study</b>	\$100,814	\$93,300	\$99,442	\$68,714	\$86,011	\$77,873
	\$2,014,270	\$2,340,192	\$2,905,099	\$4,326,599	\$4,013,139	\$4,138,031

**Analysis Findings:**

- Total financial aid decreased in numbers by 4.0% from 2005-06 to 2006-07 and decreased by 8.6% from the high of 2004-2005 (2004-2005 is selected as a benchmark because of the additional resources to promote increased financial aid services to students, provided through BFAP, that were not available in 2001-2002).
- Total amount of financial aid dollars awarded increased by 4.0% from 2005-06 to 2006-07, but decreased by 4.4% from the high in 2004-2005.
- Number of BOG Waivers decreased 4.1% from 2005-2006 to 2006-2007 and decreased 12.7% from the high in 2004-2005.
- Total amount of BOG Waiver dollars decreased 8.2% from 2005-2006 to 2006-2007 and decreased 15.2% from the high in 2004-2005.
- Number of loans increased 4.6% and amount awarded increased 2.6% from 2005-2006 to 2006-2007, and the number of loans increased 4.6% and the amount awarded increased by 2.1% over 2004-2005.
- The number of scholarships awarded has declined precipitously over three years, but 2006-2007 saw an increase in numbers of 17.4% and an increase of 92.5% in the amount of dollars awarded. However, 100% of the scholarship money awarded in 2006-2007 was from sources outside the

Ohlone College Financial Aid office, a loss of \$29,350 in institutionally-awarded scholarships from the previous year.

- The average award of a scholarship in 2004-05 was \$1047; in 2005-06 it fell to \$724, but rebounded to a high of \$1187 in 2006-2007.
- Number of students on college work study decreased 8.3% from 2005-2006 to 2006-2007 and the amount awarded decreased 9.5% for the same time period.
- The average amount of college work study money awarded in 2001-02 was \$2725; for 2006-07, that average has fallen to \$1416.

## **D. Developing and Assessing Student Learning Outcomes**

The faculty and administration 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.

The college defines and publishes for each program the expected student learning and achievement outcomes in its catalog and in Program Review reports, both of which are made public on the college website. The college relies primarily on the Faculty Senate and its Curriculum Committee and sub-Committees on academic and curriculum matters. This includes course approval and review, program approval and review, development of student learning outcomes and grading and assessment policies. In alignment with the Learning College Model, the faculty has institutionalized the development of student learning outcomes and assessment into the fabric of educational planning through course development, course review, and instructional program and discipline review.

Every course outline currently includes student learning outcomes that are achieved and assessed by a variety of methods. Coordinated by department faculty and administrators, every course, regardless of its location or delivery system, must follow the course outline. All courses are regularly reviewed and revised as necessary. Program review requires that student learning outcomes be stated and assessment strategies identified and implemented. The Faculty Senate and Curriculum Committee has established a Student Learning Outcomes and Assessment Committee and the college is supporting this with reassigned time for a faculty coordinator. The faculty have developed and implements the CurricuNET system, the online software that more efficiently and effectively manages and organizes our curriculum approval process.

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.

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. All degree programs require a minimum of 18 to 24 units of General Education to ensure breadth of knowledge and to promote intellectual inquiry. Mathematics and writing requirements are also stipulated within the General Education patterns. The institution's General Education program is scrutinized for rigor and quality by the Curriculum Committee, primarily through the standing General Education Committee. A new General Education assessment strategy using [gorillasurvey.com](http://gorillasurvey.com) was devised for helping faculty assess their courses as appropriate courses for specific areas of General Education Plan A.

In 2003 the General Education Committee developed and implemented three changes to the college's General Education requirements list (1) All major Social Science classes were recognized in Area II - Social Sciences, not just History and Political Science. (2) Students could now chose one of three General Education plans, Plan A – Ohlone College, Plan B – CSU and Plan C – IGETC. (3) Advanced Placement exams were approved for acceptance as meeting General Education requirements. During 2004-2005, the General Education Committee and the faculty of the college began thinking more critically about the AA/AS degree and what it meant and what courses should be included. This included reviewing the merits of keeping the Humanities and Fine Arts areas of General Education as separate and equally important parts of General Education Plan A.

In 2005-2006, the General Education Committee finalized and approved student learning outcomes for each of the seven areas of General Education Plan A and devised an evaluative rubric for measuring or assessing General Education courses using Bloom's Taxonomy of Learning Objectives. The Committee continued to think about what constituted an AA/AS degree and Ohlone College and approved a change to require that student earn at least a "C" grade in ENGL 101A, MATH 155, and all courses approved for Analytical Thinking (Area IVB).

The college strategic plan, as integrated with the Title III project, identifies student 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:

### **E. Off-Campus Centers and Distance Learning**

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 in the City of Newark; 2) Build a new student services facility on the Fremont campus; and 3) Upgrade classrooms and labs on the 40-year-old Fremont campus. As a result of a comprehensive planning process, the District has dedicated the first phase of the new campus at Newark to health sciences and emerging technologies and it has been named the Newark Center for Health Science and Technology (NCHST). The NCHST is schedule to open on January 28, 2008.

In conjunction with this Self Study, the college seeks approval for the accreditation of the NCHST as a second geographical site for the Ohlone College District. Existing degree and certificates will be moved from the Fremont Campus to the NCHST, which constitutes a substantive change requiring a proposal from the college to the ACCJC. Discussion with WASC staff during 2006 led to the strategy of incorporating this Substantive Change Proposal and site visit with the college's overall Self Study and comprehensive site visit. Thus, a separate section of the Self Study was created to present the Substantive Change Proposal for the NCHST. The Substantive Change Proposal provides a comprehensive review of the planning and implementation activities related to the NCHST. Further, throughout the rest of the Self Study, references are made to the NCHST as an integrated component of the college District.

Online learning has increased significantly at Ohlone College, from 26 courses approved for full online delivery in 2001 to the current figure of 101 approved courses. The number of sections offered each semester has increased from 42 sections in fall of 2004 to 130 in spring of 2007. FTES numbers have increased correspondingly from 106 in fall of 2004 to 331 in spring of 2007. The increase in online offerings and enrollments has resulted from grassroots faculty interest and development, along with parallel increases in student demand.

Given the growth of online teaching and learning at the college, the Distance Learning Committee decided to conduct a focused program assessment, which is presented as a separate section of this Self Study. This assessment addresses standards defined in the ACCJC/WASC Distance Learning Manual (August 2006) and uses the guidelines for implementation and the questions to aid in the evaluation of distance learning provided in the manual to organize the assessment.

### **F. External Independent Audit and Information**

The Ohlone Community College District "Report on Audited Basic Financial Statements" dated June 30, 2006, prepared by Gilbert Accountancy, LLP reported that the District complied, "in all material respects" with generally accepted accounting principles, state compliance requirements and federal program requirements.

