
CAMPUS-BASED RESEARCH

1. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Access: CCCO data was used to determine Access. This data was compared to Census data for our surrounding communities of Fremont, Newark and Union City.

Table A on the following page shows that Ohlone College has shifted to a white, non Hispanic minority and an Asian majority at 29% and 44% respectively. In regards to Hispanic populations, Ohlone is close to equity in representing its largest population center of Fremont, but far below equity in both Union City and Newark leaving an 8.6% increase overall for Hispanic students to be desirable on the campus overall.

Closer examination of these figures and area demographics are called for to determine if the Hispanic population is attending another geographically near institution (Chabot) or if the population is not attending higher education. A cursory review of demographics for 2005 Fall term showed a slight downturn in Hispanic males who were over twenty-five years of age. This adult population may represent an important contact group.

Statistics for the target group including disabled individuals is not available at this time; however, the region is home to Gallaudet University which serves as a regional center for the Deaf.

Additional statistics showing success by age range included in this report are included as Attachment B.

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- 2. COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

CCCO data was used to examine course success rates. Success rates are given for total figures across the College curriculum for gender and ethnicity. The Chancellor's Office states that transferable courses and basic skills success rates are optional.

Gender: Women tend to outperform men in course success (69% success Women vs. 66% Success Men in 2003 Fall).

Ethnicity: Generally speaking American Indian, African-American and Hispanic students have lower success rates. Filipino students have lower course success in Basic Skills courses. Native-American students are also at risk in all course types except Vocational Courses. Native-American numbers should be viewed with caution given their small numbers.

DSPS: DSPS students have lower course success in Transferable courses. They do very well in Basic skills courses. This points to a potential intervention for these students. DSPS students might benefit from assistance with transition from Basic Skills courses to Transferable courses.

A closer examination of course success by Basic Skills courses did not yield any clear trends. In general, African-American and Hispanic students have lower success rates than other groups.

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- 3. ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

Per the December 9, 2003 communication from the Chancellor’s Office, this metric is now optional. We have produced our overall basic skills progression information below. The College will be looking at using its own database system to develop this metric in the future.

California Community Colleges

Count of Students Who Enrolled in a Basic Skills Course and then Completed a Higher Level Course in the Same Area of Study, 2001/02-2003/04

District	College	Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved
Ohlone	Ohlone	2,182	779	35.70%	437	78	17.85%	2,619	857	32.72%
Statewide Totals		375,993	101,979	27.12%	275,535	75,969	27.57%	651,528	177,948	27.31%

Table B