


Environmental Scan

A Plan for Planning

Online at:

www.ohlone.edu/org/research

Using both external and internal data to...

- Evaluate context
 - Look to the future
 - Engage constituents
 - Provoke dialogue
 - Inform planning
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- A decorative graphic consisting of several overlapping, wavy, light gray lines that flow from the bottom right towards the center of the slide.

Focus on data that is...

- Informative
- Relevant
- “Controllable”

...information we can—by our decisions and actions—respond to and influence

To answer questions like, “How well does our internal data address the needs revealed by the external data?” “How well are we meeting college goals?” “Do college goals need to change?”

Roles

- Research Office: Gather, consolidate, evaluate data and present to planning groups.
- Focus Groups: Representative constituent groups—both internal and external—to provide feedback on current and future directions of the college.
 - Community leaders – include supporters who already “know” the college, elected officials
 - Business leaders – from advisory committees and emerging areas
 - Educators – administrators, faculty from area high schools
 - High school counselors – who would also go back and get feedback from their high school students
 - Campus forums – for internal feedback
- Institutional Research and Assessment Team: Analyze and ask questions of the data and collection processes; suggest new/revised data collection; formulate discussion questions for planning groups.
- Planning Groups: Collaborative shared-governance decision-making groups—from departmental program review to strategic planning—that evaluate, plan, and prioritize actions and budgets for both long term goals and annual objectives.

Finished Product

Analytical summary of findings, by categories, linked to details, sources, and college goals

External

Demographics

Economy and housing

Schools

Community colleges

Higher education and public policy

Internal

Demographics, students and staff

Student success

Courses, sections, programs

Planning assumptions

Feedback – focus groups, surveys

Planning questions - talking points; questions of curiosity generated by data to be posed to IRAT, departments, planning groups

Analytical Summary

District

- The Ohlone Community College District is characterized by a culture of attainment. In Fremont, where 54.4% of students live, 27.4% of the residents aged 25+ possess baccalaureate degrees, and an additional 20.6% also have graduate or professional degrees. Nearly half (44.6%) of the employed civilian population work as management or professionals. In such an environment, children are expected to attend college, and high standards are expected of schools and colleges. (United States Census Bureau, American Community Survey)
- Population will increase statewide by 44.4% from 2000 to 2030, but Alameda County's predicted growth rate is about half (23.3%) of California's forecasted growth. (California Department of Finance)
- Hispanic students are the third largest ethnic group on campus at 11.4% of the student population, but are under-represented by 8.0%, below the district resident average of 19.4%. (United States Census Bureau, American Community Survey; California Community Colleges Chancellor's Office)
- Public high school graduates in Alameda County are projected to decline by 16.28% between 2007-2016. (California Department of Finance)

Economy and Housing

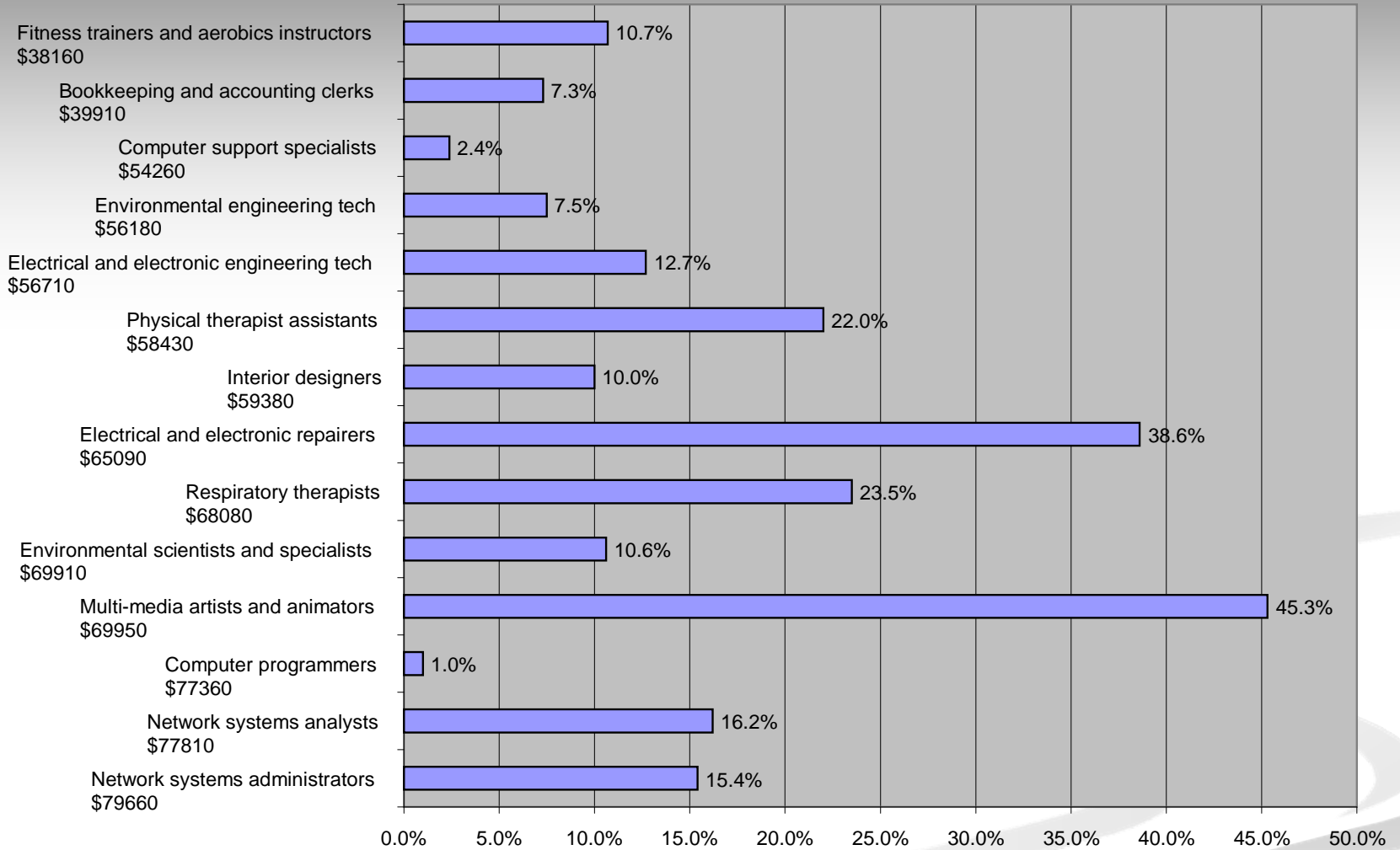
- Nearly 80 percent of all new jobs created to 2012 in the United States require an Associate's degree or less. The predominate mode of training employees is “on the job training,” so the college needs to partner closely with private employers to help provide training programs. (Bureau of Labor Statistics)
- By 2020, the percentage of the workforce in the state with a college degree is projected to decline, while the share of the workforce with less than a high school diploma is projected to increase. (National Center for Public Policy and Higher Education)
- If the average educational level of the state workforce declines, California's personal income per capita is projected to drop 11% by 2020, the largest drop in the nation. One consequence of such a decline in personal income would be a decrease in the state's tax base. (National Center for Public Policy and Higher Education)

Higher Education and Public Policy

- The abolishment of the federal 50-percent rule—which previously prevented a college enrolling more than 50% of its students in distance education or offering more than 50% of its courses via distance education from participating in federal student aid programs—will provoke an increase in both online programs at traditional colleges and the creation of for-profit businesses specializing in distance education. (Chronicle of Higher Education)

Wage Rate Gains in Select Mid-Wage Occupations 2003-2007

With 2007 annual mean wage



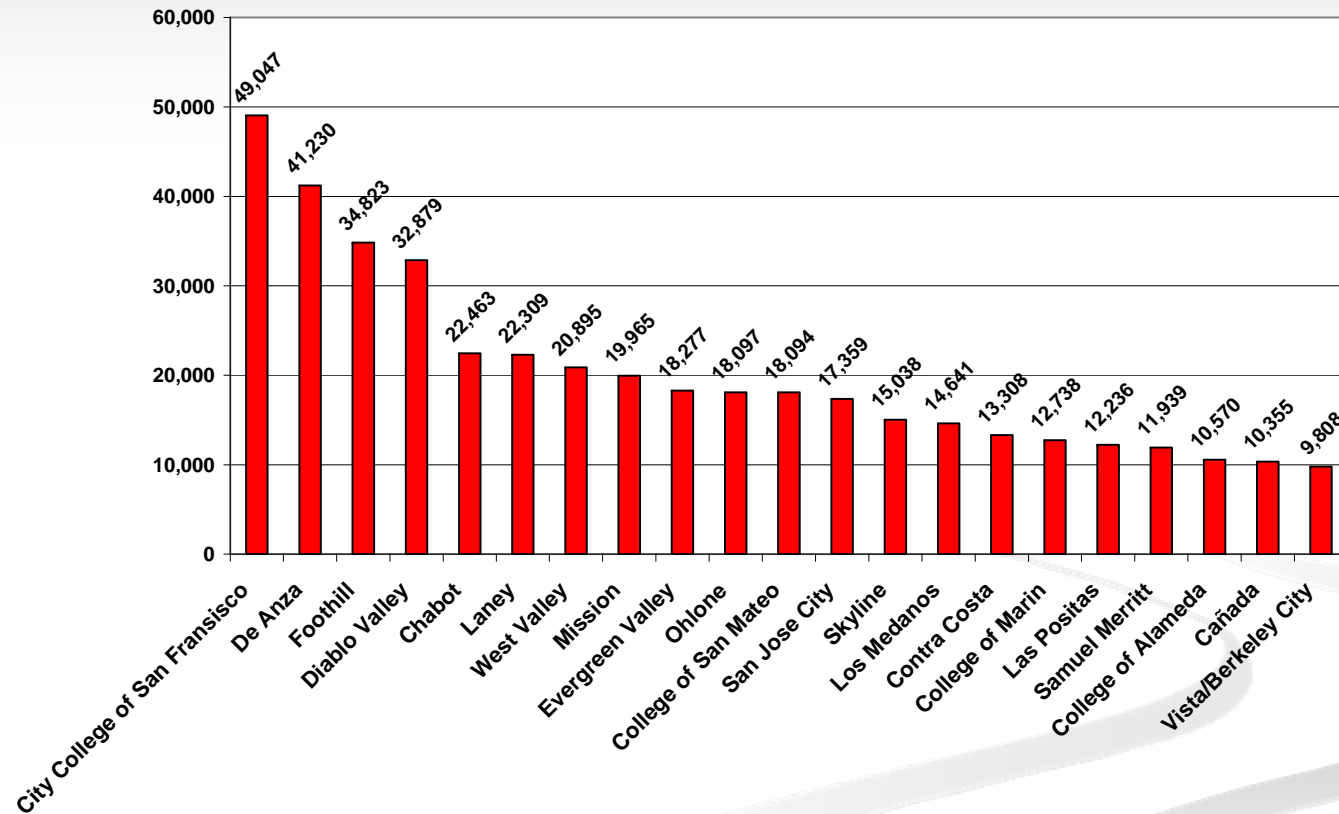
Community Colleges

- With 27.0% of all students enrolled for 12 or more units, Ohlone ranks in the middle of Bay 10 district colleges for rate of full time students. Four area colleges are above 35% full time enrollment, Ohlone's stated goal. (California Community Colleges Chancellor's Office)
- The 2008 Accountability Reporting for Community Colleges report saw Ohlone rate above its peers on five of seven success indicators. The college remains strong in the areas of transfer preparation, vocational course completion, completion of 30 units, persistence, and basic skills improvement rate; however, the college is not as strong in ESL improvement or in basic skills completion rates. (California Community Colleges Chancellor's Office)
- Ohlone is mid-level in the Bay 10 for percentage of students transferring to California State Universities (9th of 21) but in the top third (7th of 21) in sending students to Universities of California. The college's percent of students earning associate's degrees (2.0%) ranks in the bottom third of Bay 10 colleges within the overall range of 0.9%-3.8%. (California Community Colleges Chancellor's Office)
- Ohlone students who transfer to CSUs do so with entering grade point averages at or above the state average for all community colleges. CSU students who transferred in from Ohlone as upper division students have a first year GPA above the state average, and Ohlone's upper division transfers persist to a second year at CSUs above the state average. Completing a comprehensive 60 unit transfer curriculum portends better-than-state-average success rates for students.

Background and Demographics: Community Colleges

One way to assess the success of college programs and services is to compare the college to others involved in the same tasks. Two primary sources of comparison exist within the data of the Chancellor's Office of the California Community Colleges and within the Accountability Reporting for Community Colleges (ARCC) report. Through the Chancellor's Office's DataMart, data can be extracted for our geographic peers, those 21 community colleges that comprise the Bay 10 Districts. From ARCC, data can be compared to those community colleges that are determined to be peers on the basis of uncontrollable, relevant factors that affect each outcome that is compared.

Bay 10 2007-08 Credit Enrollment



Staff

- The percentage of classified staff aged 50+ has declined by 3% since 2006-07, but almost two-thirds (64%) of management are older than 50 years of age. Among full-time faculty, 55% are 50+, but Ohlone has 4% more full-time faculty under age 34 than the state average. (California Community Colleges Chancellor's Office)

Students

- 68.9% of students come from within the Ohlone Community College District; 11.6% come from other areas within Alameda County; 10.9% are from Santa Clara County.

Student Success

- Although the numbers have risen and fallen over the last six years, the total number of transfers to CSU/UC campuses is exactly the same as in 2002-03. There are now more transfers to UCs and less transfers to CSUs. (California Postsecondary Education Commission)

Courses and Sections

- Weekly student contact hours (WSCH) increased by 26.6% in 2007-08 over the previous five year average, while full-time equivalent faculty (FTEF) only increased by 10.9%. This resulted in a 14.4% increased efficiency in WSCH/FTEF.

Planning Assumptions

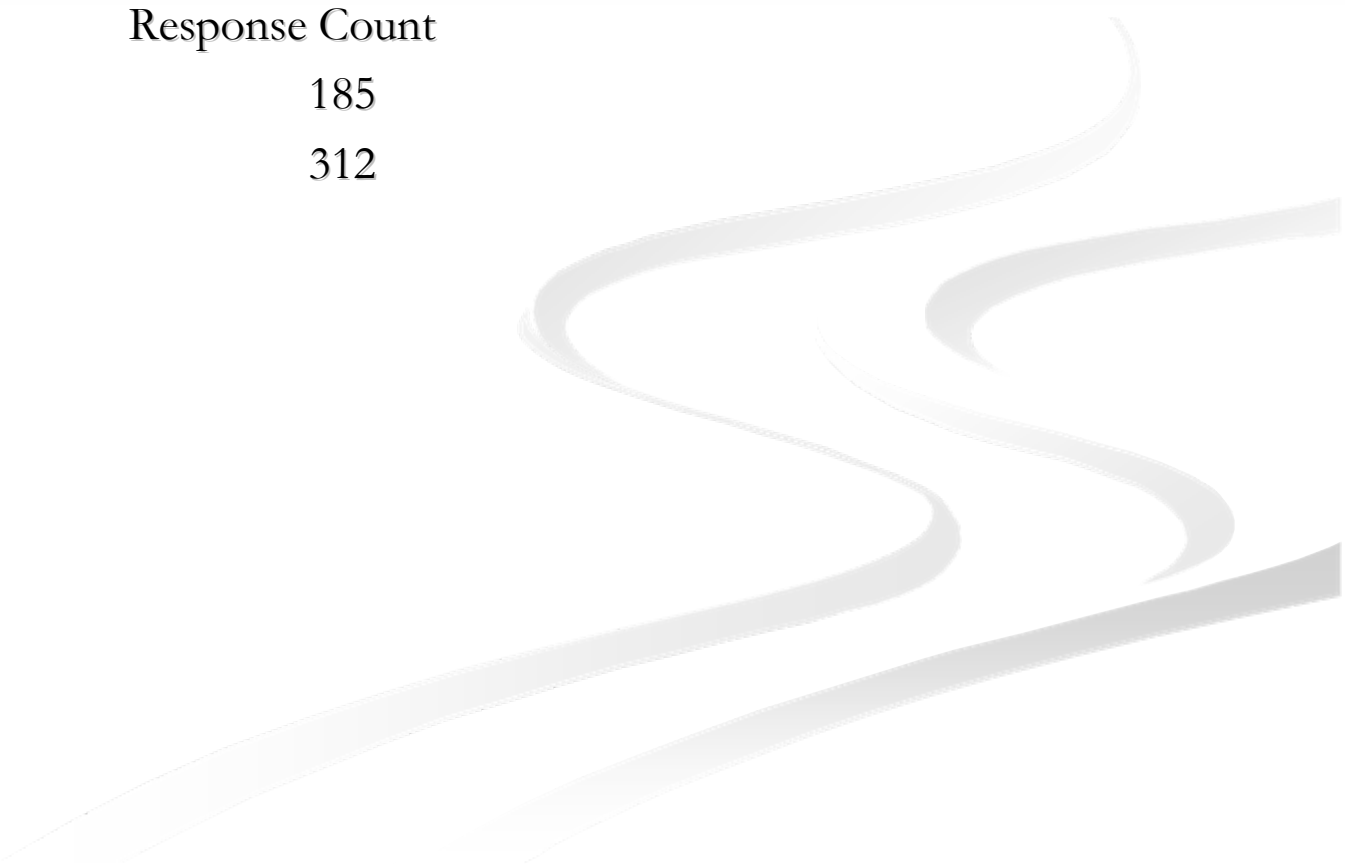
- The Fremont campus is within one of the most affluent zip code areas in Northern California and near one of the top high schools in the state. Elsewhere in the district high schools are below the state standards for the Academic Performance Index and affluence is not a characteristic of most neighborhoods.
- Firms are employing fewer people, employee tenure is declining, incomes are prone to greater fluctuations, and tax revenues are increasingly uncertain. Community college budget crises will become more frequent and disruptive to the mission of the college.
- For the foreseeable future, the college will continue to do more with less.
- Students will want course choices and convenience, and they are capable of finding options elsewhere when the college cannot meet their needs.
- Younger students will be “digital natives.” Their technology skills and awareness will bring expectations for technology and they will constantly redefine “state of the art.”

Feedback

Survey results for Spring 2008 student survey, students age 20 and under:

- I have completed a Student Educational Plan (SEP) with the Counseling Department.

Response Percent	Response Count
Yes 37.2%	185
No 62.8%	312



Planning Questions

- Ohlone has had a declining evening enrollment—both in percent and in numbers (down 1,000 evening students since 2001FA). Are there factors that now make evening classes less attractive? Has the college-going culture changed?
- Headcount numbers of Hispanic students declined by 5.1% in 2007FA at the same time district Hispanic population increased from 18.0% to 19.4% of district residents, widening the under-represented gap for Hispanics on campus from 6.4% to 8.0%. With targeted efforts to reach Hispanics, why are we losing ground?
- Efforts to increase full-time student enrollment are showing gains, with the percent of students who are full-time increasing in 2007FA from 24.4% to 27.0%. Title III has employed Learning Communities as a vehicle to foster full-time growth. Have these learning communities been the key to this success, or do learning communities tend to primarily attract students who would be full-time, anyway? Is the growth in full-time students attributable to something else: ...the economy, maybe?