

Ohlone Community College District

Educational Master Plan

2010 – 2015

Final Draft

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i. Timeframe

The previous Educational Master Plan (Ohlone's first ever comprehensive plan) encompassed a 10-year timeframe, 2001-2011. A subsequent update in 2003, which focused on refining the Educational Plan for the Newark Center for Health Science and Technology, included a 15-year district enrollment projection through 2018. The college Strategic Planning cycle in on a five-year timeframe and has just recently been updated for the 2010-2015 period. For consistency, the Educational Master Plan will now adopt the same planning timeframe as the Strategic Planning cycle. However, the enrollment projection scope will use a 15-year timeframe to provide a broader context for educational planning and to align with the 15-year time frame of the Facilities Master Plan.

ii. Location Nomenclature

In this Educational Master Plan there is a need for consistent nomenclature to be used for the three major instructional “sites” including the two physical locations in Fremont and Newark, and the growing online and hybrid course component. The following is background related to this and explanation of the names that will be used.

Fremont Campus

This is the oldest of the three educational sites. It opened in 1974. Until 1994 it was the only formal site and thus was referred to as Ohlone College. Although classes were offered at a number of locations in Newark over the years, it was not until 1994 that a formal and ongoing site was established at the MacGregor School, a former middle school. While the MacGregor site was operating, the Mission Boulevard site was referred to as the Fremont Campus or the Main Campus with many still calling it simply Ohlone.

Newark Campus

As mentioned above, a formal and ongoing site for classes in Newark was established in 1994 at the MacGregor School. For the first several years it was called the Newark Ohlone Center (NOC). As enrollment at the site grew and plans for a new center were being considered, the name was changed to the Ohlone College Newark Center (OCNC); although many still referred to it as NOC. The passage of the Measure A Bond in 2001 included funding for a new center in Newark with a focus on health sciences and technology, although a healthy offering of general education classes was also planned. As the plans were refined just prior to construction, the working title for a time was Newark Center for Technology and Health Science. Upon formal adoption of the Revised Educational Master Plan in 2003, the name became officially the Ohlone College Newark Center for Health Science and Technology (NCHST). This official name is not used in everyday language and people alternately refer to it as either the Newark Campus or the Newark Center. Although the state officially labels it as a “Center” as opposed to a “College,” the Educational Master Plan will, for consistency with the other two “sites,” will use the title Newark Campus.

E-Campus

In 1998 the college began offering online courses. Over the next 10 years, online courses grew to represent 10% of student enrollment. More recently hybrid courses, a combination of traditional classroom and online components, are becoming more and more common. Across the state these fully online and hybrid courses are governed under policies and guidelines within the context of Distance Education. For a while, Ohlone used Distance Education as an umbrella term for online classes but as the number of courses grew, we began to think more in terms of a “third instructional location.” We tend to use names such as Distance Education, Online Education, Online Learning, Virtual Campus, and E (Electronic)-Campus. E-Campus is currently emerging as the more common name and it will be used in the Educational Master Plan to designate our online and hybrid offerings. As these offerings grow, it is important to look at this delivery method as a distinct “place” with a community of faculty and students needing focused planning attention.

iii. Introduction and Background for this Update of the Educational Master Plan

This Educational Master Plan provides a comprehensive and strategic framework for planning, implementing and evaluating the learning programs and services at the college, in accordance with the college mission, values, goals and institutional planning processes. The Educational Master Plan also provides direction for facilities and other resource planning in support of student learning.

Faculty and staff at Ohlone College demonstrate commitment to students and their learning success. We are a Learning College and learning is at the center of all we do on a daily basis. It is a challenge to find time to step back and engage in more strategic activities such as educational master planning. Yet, as reinforced by our accreditation standards, good practice dictates our daily work be done in the context of a broader planning perspective, especially when we must make difficult decisions about how we allocate our limited resources.

In March of 2002 the first ever comprehensive Educational Master Plan for the District was approved by the Board of Trustees following a shared governance development process during 2001. Simultaneously to the approval of the Educational Master Plan the District voters approved 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.

Since 2002, the faculty and staff at the college have engaged in ongoing educational master planning using the initial document as an overarching context. A Revised Educational Master Plan for the Newark Center for Health Sciences & Technology (NCHST) was approved by the Board of Trustees in December 2003, after an active shared governance development process. This plan and numerous associated planning retreats involving faculty and staff from across the college led to the successful opening of the new Newark Campus in January 2008. Further, the Emerging Fremont Campus Educational Master Planning Concepts were approved by the Board of Trustees May of 2004. These concepts have guided the use of Measure A Bond funds for Fremont Campus projects and the Facilities Master Plan.

During 2004-05 the college community engaged in a comprehensive process of strategic planning resulting in a 2005-2010 College Strategic Plan approved by the Board of Trustees in May 2005. During 2008 and 2009 the college community engaged in an active process of assessment of the 2005-2010 College Strategic Plan and additional strategic planning leading to a 2010-2015 College Strategic Plan approved by the Board of Trustees in the fall of 2009.

A comprehensive institutional self study was conducted in 2006 and 2007 in accordance with the standards of the Accreditation Commission for Community and Junior Colleges. A site visit was conducted by the Western Association of Schools and Colleges in March 2008. Highlights of the self study and evaluation related to educational planning include:

- No formal recommendations were made related to Standard II: Learning Programs and Services. This was a major statement of confidence by the Accreditation Commission in the academic excellence of the learning programs and services at Ohlone.
- A series of self-identified improvement objectives were developed.
- A focused assessment of distance education was completed.
- A comprehensive Substantive Change Proposal for the Newark Campus was completed.

During 2008-09 a comprehensive redesign of the college planning processes resulted in a more formal and structured linkage between Program and Services Review and the overall college planning process, including the budget planning cycle. We are now using the CurricUNET Program Review Module to conduct Program and Services Reviews. The new web-based tool provides a template for performing the

program review and creates a paperless system. It is a relational database tool, which facilitates the generation of data and the linkages between program review, budget decision-making, facilities planning, and information technology decisions. The software facilitates the tracking of activities and outcomes tied to budget requests, provides historical tracking allowing for program review feedback loops, and tracks recommendations and commendations from review to review. The ultimate vision is to use this tool to make Program and Services Review an ongoing rather than intermittent process that continually feeds into the institutional planning cycle.

A key element in the college planning and evaluation cycles is conducting and documenting an Environmental Scan of internal and external data and of trends that have an impact on college planning. The college's Glossary of Planning Terminology defines Environmental Scan as "the acquisition and use of information about events, trends, and relationships in the local community and beyond that informs the college of forces and needs relevant to planning future direction. Environmental scanning constitutes a primary mode for institutional learning and self assessment." The Office of Institutional Research has designed and published Ohlone's Environmental Scan, which is being used as source information for all college planning, including the Educational Master Plan update.

The Educational Master Plan is divided into three major sections.

A. Foundations

Section A presents the overarching educational philosophy and principles of Ohlone College. The college mission and values are also expressed. Further, the commitment to the Learning College Model is discussed and the students we serve are described.

B. Institutional and External Planning Context

Section B describes the integration of the Educational Master Plan with the overall institutional planning processes. The relationship with the program and services review process of the college is discussed along with the linkage with the institutional strategic goals and objectives. Given that a major institutional accreditation self study was conducted in 2006 and 2007 and reviewed by a external visiting team in 2008, the resulting improvement agenda for learning programs and services is incorporated in our Educational Master Plan. Also incorporated are improvement goals related to the Accountability Reporting for Community College Findings and Self Assessment (2009). Finally, relevant data from the college's Environmental Scan is analyzed and gaps are identified to be addressed in our learning programs and services.

C. Academic Directions

Section C addresses important academic directions for the faculty and staff to pursue over the next several years. Enrollment projections are presented at the college and program/department levels and new program directions are identified. The need for a strong contingent of full time faculty is described and goals established. Finally, specific direction is given for the facilities master planning process as well as the standards we set for our learning spaces.

A. Foundations

This section of the Educational Master Plan focused on the overarching educational philosophy and principles of Ohlone College. The college mission and values are also expressed. Further, the commitment to the Learning College Model is discussed and the students we serve are described.

The following topics are covered in this section:

1. Foundation Principles for Educational Master Planning
2. Mission Statement
3. Core College Values
4. Our Students as Related to Our Mission
5. We Are a Learning College
6. Implications for the District Facilities Master Plan: Standards for Learning Spaces

1. Foundation Principles for Educational Master Planning

This 2010-2015 Educational Master Plan represents an update of the 2001-2011 Plan. It integrates many of the planning activities over the past decade mentioned above. The updated plan has also been developed on the foundation of a series of educational master planning principles that have emerged as the college community has engaged in significant planning and assessment efforts since 2001. The following is a list of principles:

- Our educational planning is conducted within a strategic and comprehensive district perspective.
- The college meets the accreditation standards of the ACCJC and uses the Self-Study process and resulting Planning Agendas for Improvement as integral components of our planning and evaluation processes.
- Faculty and staff engage in a robust process of instructional program, service and course reviews with an emphasis on student learning outcomes and assessment.
- All program areas are intentional about supporting the strategic goals of the college and conduct education planning in alignment with the College Mission and Values.
- Our educational master planning is done with a commitment to shared governance and the administration works closely with the College Council and Faculty Senate in the planning process.
- The Fremont Campus, Newark Campus and E-Campus, are parts of an integrated learning ecosystem.
- Faculty and staff professional development activities support active and collaborative learning and interdisciplinary approaches for all faculty and programs in the District.
- The Fremont Campus has a transfer emphasis; however basic skills and occupational programs are also offered.
- The Newark Campus has an emphasis on health, sciences and technology; however basic skills, transfer and general education programs and courses are also offered.
- The E-Campus provides a wide variety of courses in support of the college mission and the emphasis of the two other campuses.
- Academic Affairs and Student Development are integrated within a comprehensive system of teaching and learning.
- Providing pre-collegiate basic skills programs, courses and services is fundamental to our mission and directly relates to the needs of the community.
- Our basic skills program should be characterized by an interdisciplinary approach, particularly between the English, ESL and mathematics departments.
- We are committed to providing instruction for all who can benefit and maintain support services for physically and learning disabled students.
- Each of our academic divisions house career, technical and/or professional education programs and the Deans and faculty work together to provide a coordinated approach.
- Our transfer degrees and courses, our general education patterns, and our transfer and articulation are of high quality and provide students with maximum transfer potential.
- We engage in active partnerships with our area high schools to create access for high school students to college classes. We are also committed to increasing the number of students who complete high school and continue to college.

2. Mission Statement

The mission of Ohlone College is to serve the community by 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. (Board approved on 12/13/06.)

3. Core Values

- We provide lifelong learning opportunities for students, college personnel, and the community.
- We open access to higher education and actively reach out to underserved populations.
- We promote diversity, inclusiveness, and openness to differing viewpoints.
- We maintain high standards in our constant pursuit of excellence.
- We value trust, respect, and integrity.
- We promote teamwork and open communication.
- We practice innovation and actively encourage risk-taking and entrepreneurship.
- We demonstrate stewardship for our human, financial, physical, and environmental resources.

4. Our Students as Related to Our Mission

This table presents the students served by Ohlone College as reflected in our Mission Statement:

Components of the Mission Statement	Students
Basic Skills	At Risk and Dropouts Traditional College Age Delayed Entry Re-Entry Career Changing Incumbent Workers Dislocated Workers Disabled Students English Language Learners
Career Entry	High School At Risk and Dropouts Traditional College Age Delayed Entry Re-Entry Career Changing Incumbent Workers Dislocated Workers Disabled Students English Language Learners
University Transfer	High School Traditional College Age Delayed Entry Re-Entry Dislocated Workers Disabled Students English Language Learners
Economic Development	Career Changing Incumbent Workers
Personal Enrichment	Career Changing Lifelong Learners

Special Note on High School Students as part of Ohlone's Constituency

The primary population for California community colleges includes people who are 18 years of age or older or high school graduates. However, colleges are allowed to enroll students K-12, if they so choose, through a process called Special Admissions. Special Admissions is now regulated under Education Code established by SB 338 in 2003. Enrollment of K-12 students in college courses is generally referred to as concurrent enrollment in California; although the term dual enrollment is used more frequently in other states where it is a growing trend. For many years Ohlone has allowed K-12 dual enrollment in college classes. And for the past ten years we have developed focused partnership programs with high schools in the district.

Because dual enrollment is a choice rather than a mandate it is subject to lower priority status when state funding is reduced due to economic downturns. In the current budget crises we have downsized dual enrollment rather significantly on a number of fronts. First, in the spring of 2009 the Board of Trustees voted to discontinue dual enrollment of students in grades K-9. Although the parent community was upset, the Board felt this prioritization was in the best interest of the District. Further, the foreign language partnership with Irvington and Mission High Schools has been eliminated involving 35 course sections (although students are still able to earn credit, there is no fiscal impact and enrollment is not submitted for apportionment). Finally, Ohlone once offered 16 sections of American Sign Language at the Fremont high schools but this has been reduced to eight.

Our general strategy for working with the high schools on dual enrollment programs is to be responsive to interest expressed by the schools. We do not push any particular program agenda. As a general target, dual enrollment should not exceed 5% of the annual FTES capacity. A more comprehensive report titled "Description of High School Dual Enrollment Strategies" is provided in Appendix A and provides historical background, current strategies in use and partnership programs in place, and program reductions due to 2008-2010 budget crises.

5. We are a Learning College

The college vision, values, mission and resulting strategic plan represent a concerted college-wide effort to embrace, nurture and practice the tenets of the Learning College model. This model has been an influential movement among community colleges across the country over the past decade. The League for Innovation in the Community College has provided significant leadership in developing and promoting this model. Ohlone faculty and staff have responded to this model in a very positive way. Individual faculty members are engaged in a wide variety of teaching and learning innovations and improvements that support the Learning College model and focus of student success. It is not surprising that Ohlone faculty members have embraced the Learning College model as its focus on learning and student success has been part of Ohlone's academic culture since its inception. The former Executive Director of the League, Dr. Terry O'Banion, in his landmark 1997 book A Learning College for the 21st Century defines a Learning College as an organization that:

1. Creates substantive change in individual learners.
2. Engages learners as full partners in the learning process.
3. Creates and offers as many options for learning as possible.
4. Assists learners to form and participate in collaborative learning activities.
5. Defines the roles of learning facilitators by the needs of the learners.
6. Succeeds only when improved and expanded learning can be documented for its learners.

Another key element of the Learning College model is all administrators, faculty and staff are learners; and learning is considered a fundamental strategy for organizational function and improvement.

Ohlone has a strong and long standing institutional commitment to being a Learning College. This commitment goes back to our beginning evidenced in the Ohlone College Master Plan Philosophical Guidelines from 1969. Listed below are a few important excerpts from the 1969 statement:

Ohlone College:

1. Focuses on the work and dignity of each student.
2. Focuses on learning.
3. (Demonstrates) flexibility in meeting student needs.
4. Perceives achievement as a function of individual growth and not of time alone.
5. Enables each student to acquire the trait of learning as a lifelong pattern.
6. Each member of the staff contributes to the process of guidance and counseling.
7. Seeks constant re-examination as a natural process of making appropriate modifications.
8. Seeks innovation, supports creativity and imagination, ...conformity for its own sake is ignored.

This can be reviewed in full at the following site:

<http://www.ohlone.edu/org/academicaffairs/docs/foundingeducationalphilosophyapril1969.pdf>

6. Implications for the District Facilities Master Plan: Standards for Learning Spaces

During the planning for the new Newark Campus, faculty, Deans, directors and administrators engaged in active dialogue to create standards, which guided the learning space design, and selection of technology. The Learning College Model provided the framework for these standards. A workshop with an instructional designer from the Stanford Center for Innovative Learning started our planning process by asking the users to, "Give me some verbs!" Technology, furniture and other resources are merely tools to support what students and faculty want to do. With this in mind, the following "verb statements" are offered as guidelines for the development of new and refurbished learning spaces at Ohlone College. These guidelines support the Learning College Model with a focus on active and collaborative learning and individual student success. Students and faculty will be able to:

- Engage with each other (student-student, student-faculty, faculty-faculty).
- Operate in teams and groups of varying size.
- Work in learning communities.
- Compare, contrast, analyze, and debate concepts and information.
- Construct information and knowledge.
- Present reports and project results.
- Project audio and visual images in digital, film, and printed formats.
- Connect with outside information sources.
- Communicate with outside resource people.
- Students can participate from other locations.
- Students with disabilities can participate easily.
- Capture learning activities for future reference.
- Work in informal learning spaces nearby.
- Work in virtual learning space, 24-7.
- Flexibility in the use of space, furniture, materials and technology.

In addition to these "verb statements" there are physical environment standards that must be met. Qualitative feedback received from students, faculty, staff and visitors to the Newark Campus has reinforced the significance of promoting a culture focused on learning, academic excellence, innovation and green building principles. Important considerations for formal and informal learning spaces need to include color, lighting preferably natural light, sound quality, healthy ergonomics, healthy air quality, and

the use of non-toxic building materials and cleaning products. Using sustainability principles of the U.S. Green Building Council can ensure high quality learning environments. Learning spaces must be easy to maintain budgetary commitments are needed for ongoing maintenance.

The Newark Campus has offered the opportunity to assess the designs incorporated into the campus learning spaces. Shifting from traditional classrooms with tablet arm desks and chalkboards to learning spaces designed based on a holistic view of the learning environment has been an integrated focus of the educational master planning process. After the first semester at the new Campus, a survey was conducted to collect data about the new learning environments. Faculty were asked, “What word best describes your teaching/learning experiences at the Newark Campus? Responses included: stimulating, exciting, rewarding, superb, growth, fun and, for one, frustrating. Another question asked, “As you reflect back over the semester, and to what extent did the design of the learning space itself affect your teaching/learning experience and your interactions with your students?” Responses included: The movable furniture, huddle boards, and use of student laptops allowed me to plan any learning activity my heart desired; Having technology that is actually designed into the room that works consistently makes it so much easier to conduct my class, I cannot even compare it to the older classrooms in Fremont; The windows and natural light were an incredible enhancement to mood and energy level; and The view brought the outside in and I could feel the elevation of energy level and reduction in stress.

B. Institutional and External Planning Context

This section of the Educational Master Plan integrates with the institutional planning processes of the college. The relationship with the program and services review process of the college is discussed along with the linkage with the institutional strategic goals and objectives. Given that a major institutional accreditation self study was conducted in 2006 and 2007 and reviewed by an external visiting team in 2008, the resulting improvement agenda for learning programs and services is incorporated in our Educational Master Plan. Also incorporated are improvement goals related to the Accountability Reporting for Community College Findings and Self Assessment (2009). Finally, relevant data from the college's Environmental Scan is analyzed and gaps are identified to be addressed in our learning programs and services.

The following topics are covered in this section:

7. Institutional Planning Cycles
8. Program and Services Review
9. Relationship to Institutional Strategic Goals and Objectives
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11. Accountability Reporting for Community Colleges (ARCC) Findings and Self Assessment: 2009
12. Thirty (30) Important Indicators from the Environmental Scan
13. Environmental Scan Gap Analysis

7. Institutional Planning Cycles

Educational Master Planning is conducted within the broader cycles of college planning and since we are an educational institution, the Educational Master Plan is central to college planning. Charts describing the strategic and annual planning cycles are presented in Appendix B. Also included in Appendix B is an Outline of Plans showing how the various college plans related to the college strategic goals and objectives.

The following is a brief description of the college strategic and annual planning cycles.

Strategic Planning Cycle

In order to establish a cyclical process for strategic planning, a comprehensive assessment was determined to be a good starting point. The elements of the assessment included an environmental scan (college community needs and college outcomes in meeting those needs, both expressed in a data-oriented document), accreditation planning agendas, results of Program and Service Reviews, and a thorough evaluation of the status of current college goals and objectives. The next step in the cycle is a reaffirmation of college values and a review and possible revision of the college mission statement. With the benefit of the assessment, the college is ready to analyze the degree to which it is fulfilling its mission and meeting community needs. A visioning process follows to encourage the college and community a voice in what the college will be in the future.

Following this work, the college determines what current goals should continue and drafts new goals to be achieved in the next cycle. Goals are expressed in more specific objectives and include timeframes. Over the life of the strategic plan, objectives which achieve the goals are implemented and the results assessed. Finally, a new assessment occurs and the cycle begins again.

Annual Planning Cycle

Each year, to coincide with budget deadlines, the college engages in a process to determine a prioritized list of improvements it would like to undertake to achieve college objectives. This process engages all programs and services by asking that they submit Program Improvement Objectives that are the products of their program reviews. These Program Improvement Objectives are accompanied by action plans and resource needs. The college prioritizes the objectives according to how effectively they contribute to college objectives and uses the list for determining resource allocation. Because the list includes all college programs and services, the result is an annual representation of needed college improvements. Currently, the college is reviewing its budget history to determine how program and service needs align with it. The purpose is to provide the college with a clear understanding of needed improvements and how to spend its resources accordingly.

8. Program and Services Review

A major strategy for improving the college planning is for Program and Services Review to be more central to the planning process. Two key elements for this are:

1. Creating linkage between Program and Services Review and college planning (Strategic Planning, Budget Planning, Educational Master Planning, Technology Planning, etc...);
2. Transforming Program and Services Review from an episodic process (once every four years) to an ongoing process with annual updates. The CurricUNET Program Review Module has been designed to implement these two key elements.

The CurricUNET Module brings faculty through a step-by-step web-based evaluations process:

- Program Description and Scope: An overview description of the program.
- College Mission: How the program supports the college mission, vision, and one or more of the college values; one or more of the college goals; and one or more of the college objectives.
- SLO Assessment: Expected student learning outcomes at the program level and associated assessment strategies and improvements.
- SLO Matrix: Maps and links course-level SLOs to program-level SLOs.
- Student Achievement: Includes a series of measures including course completion, course retention, persistence, program completion, and associated analysis.
- Program Analysis: Summarizes key assessment findings by describing program achievements and areas needing improvement.
- Program Improvement Objectives and Assessment: Action Plan (1-3 Years): Action steps needed to complete the Program Improvement Objective.
- Use quantitative and qualitative data to describe PIO results and contributions to student success and the achievement of college goals and objectives; and analyze the impact of resources used.
- Outside Review Results: Could include reviews by advisory committees, other closely related academic departments, focus groups of students, etc...

In the academic and student development areas, Deans and faculty are working on the goal to enter all instructional program and service reviews into the CurricUNET Program Review Module by the end of the 2010-11 academic year. This should be achievable with only minor modification with our current Instructional Program and Services Review timelines as follows:

1. Areas “up for” review in 2009-10 will be using the new module to complete their reviews.
2. Areas that completed reviews in 2008-09 are asked to enter their work into the module this year.
3. Areas that are “up for” review in 2010-11 will be using the new module.
4. Areas that are “up for” review in 2011-12 are also encouraged to complete their review in the new module before the end of the 2010-11 year.

There will be several very positive outcomes to accomplishing this important goal:

1. Once a program or service review is in the module, it will then be easily reviewed and updated regularly, rather than necessitating a big project every few years.
2. Course-level SLOs and program-level SLOs can be linked and analyzed for consistency.
3. We will be able to focus on assessment for program improvement on an ongoing basis.
4. Given that CurricUNET is a database program, the needs of each program will feed into the college planning process through the sorting and linking nature of the system.

Useful website: Program and Services Review Site: <http://www.ohlone.edu/org/programreview>

9. Relationship to Institutional Strategic Goals and Objectives

The Educational Master Plan integrates most directly with Goals 1 and 2 of the College Strategic Plan and the associated objectives. These goals and objectives are related directly to the core elements of the College Mission. Goal 1 focuses attention on university transfer, general education and basic skills education. Goal 2 relates to career entry and economic development. Various department and teams will be working to achieve the objectives in the plan.

GOAL 1: Through innovative programs and services, improve student learning and achievement.

Objectives:

1. By 2013, complete an assessment of student learning outcomes for all courses and programs.
2. By spring 2013, increase average course retention to a rate at or above the statewide average.
3. By fall 2013, increase semester to semester persistence of ESL and basic skills students to a rate at or above the statewide average.
4. By fall 2014, increase success in basic skills courses to a rate at or above the statewide average.
5. By fall 2014, increase the improvement in ESL courses to a rate at or above the statewide average. For this objective “improvement” is defined by the California Accountability Reporting for Community Colleges (ARCC) report as follows: A student who started in ESL at least two levels below transfer and, within three years, successfully completes a higher level ESL or English course. This rate is reported to colleges each year from the Chancellor's Office and is derived from MIS data submitted by the colleges.
6. By spring 2013, increase to 600 the number of students transferring to UC and CSU.
7. By spring 2013, increase to 500 the number of students receiving associate degrees.
8. By spring 2013, increase to 300 the number of students receiving certificates of achievement and accomplishment.
9. By 2015, increase the number of students taking 12.0 units or more per semester to a rate of 30% compared to headcount enrollment.
10. Ongoing, consistently prepare transfer students to perform in the junior year at the university at a level at or above that of students who started at the university as freshmen.
11. By 2015, expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online.
12. By 2015, establish and maintain student mastery of Information Competency Standards at a level at or above the statewide rate.
13. By 2012, implement systems that enable all students to declare an academic goal and are provided with an electronic degree audit which informs progress towards that goal.
14. By 2012, establish mutual agreements with local schools to redefine expectations of partnership in light of reduced staffing and budget support while maintaining clear pathways for students.

Special Note on the Basic Skills Initiative

The faculty in English, mathematics, ESL, and Counseling have developed an ambitious plan to address the basic academic skills needs of students with a more focused and consistent set of teaching and learning strategies. We are working in concert with the statewide Basic Skills Initiative.

Useful Website: <http://www.ohlone.edu/org/basicskills/>

The Basic Skills Action Plan is presented in the Appendix C.

GOAL 2: Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

Objectives

1. By 2011, produce a local strategic plan for Career Technical Education to include an inventory and assessment of our current programs, environmental scan data, a SWOT analysis, and a five-year set of goals, objectives and action plans. A strategic process map serving as a foundation for planning is presented in the Appendix D.

2. Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development.
3. By 2013, create a curriculum which enhances the availability of programs that focus on emerging industries including green technologies and those identified by the Alameda County Workforce Investment Board and Department of Labor's high growth, high demand job training initiative.
4. By 2013, provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

10. Self Identified Improvement Agenda from 2008 Institutional Self Study Assessment

During 2006 through 2008, a comprehensive Institutional Self Study was completed related to the standards of the Accreditation Commission for Community and Junior Colleges as administered through the Western Association of Schools and Colleges. Standard II is the framework for Learning Programs and Services. The Self Study yielded 41 improvement objectives, 16 of which are under Standard II and link directly with the Educational Master Plan. This agenda for improvement is presented below with reference to the specific sections of Standard II.

Instructional Programs

- An ongoing system of assessment of student learning outcomes at the program level will be in place for all programs. [II.A.1.c]
- The Student Learning Outcomes and Assessment Committee will be an active leadership body, which will engage the college in ongoing development, review and assessment of student learning outcomes. (Beyond meeting the standard) [II.A.2.f]
- A system of assessment of learning outcomes at the program level will be in place to indicate more clearly that all degrees and certificates are awarded based on achievement of student learning outcomes. (Beyond meeting the standard) [II.A.2.i]
- A structured assessment process that can be individualized by each General Education area will be developed and faculty will be encouraged to complete their own assessment plan through course and/or program review. (Beyond meeting the standard) [II.A.3.a]
- An ongoing review of assignments and assessment/evaluations that correlate with course-level student learning outcome (on Official Course Outlines) will be in place and faculty will be encouraged to create assignments that promote active, collaborative learning and use of technology. (Beyond meeting the standard) [II.A.3.b]
- An ongoing review of assignments and assessment/evaluations that correlate with course-level student learning outcome (on Official Course Outlines) will be in place and faculty will be encouraged to create assignments that promote student learning related to ethical issues within the Social Science, Humanities, and/or Cultural Diversity areas. (Beyond meeting the standard) [II.A.3.c]

Student Support Services

- The Student Services Curriculum, incorporating the five student development learning concepts of Responsibility, Respect, Integrity, Leadership and Purpose, will be consistently applied to the program reviews of all student services, thereby ensuring a standardized approach and an improved delivery of services to students. (Beyond meeting the standard) [IIB.1]
- The appropriate, comprehensive, and reliable Student Services available to students on the Fremont Campus will be expanded to students on the Newark campus. Through the use of technology, improved Student Services will be available to students either in person or electronically any time they are attending classes on either campus. (Beyond meeting the standard) [II.B.3.a]

- A college culture that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development among students will be created at the Newark campus. (Beyond meeting the standard) [II.B.3.b]
- Counseling and Student Services support staff will be available to support student development and success as the college continues to grow in enrollment. (Beyond meeting the standard) [II.B.3.c]
- All student records will be electronically recorded and stored. (Beyond meeting the standard) [II.B.3.f]
- A process and schedule for regular, ongoing student evaluation of Student Services will be established so that the college can measure achievement of student learning outcomes. (Beyond meeting the standard) [II.B.4]

Library/Learning Support Services

- Increase student mastery of Information Competency Standards, as defined by the Academic Senate of the California Community Colleges in 2002, and measured through a systematic implementation of data collection and analysis to track continued progress. (Beyond meeting the standard) [II.C.1.b]
- Provide adequate access to the LRC and LRC learning support services for both campuses, regardless of student or faculty location or means of delivery. [II.C.1.c]
- Achieve long-term maintenance and capital improvements necessary to increase effectiveness of learning support services. [II.C.1.d]
- Contribute to the achievement of student learning outcomes by providing adequate LRC and other learning support services. Provide evidence of this goal through the on-going evaluation practices currently employed, and development of new strategies to increase value of user input. (Beyond meeting the standard) [II.C.2]

11. Accountability Reporting for Community Colleges (ARCC) Findings and Self Assessment: 2009

Each year the Chancellor's Office issues the Accountability Reporting for Community College (ARCC) Findings and Self Assessment based in MIS data submitted by the colleges. The report provides analysis of a number of important indicators Student Progress and Achievement: Degree/Certificate/Transfer; Percent of Students Who Earned at Least 30 Units; Persistence Rates; Annual Successful Course Completion Rates for Credit Vocational Courses and Basic Skills Courses; Improvement Rates for ESL; and Basic Skills Improvement Rates. The most recent analysis of these indicators is presented below:

Student Progress and Achievement: Degree/Certificate/Transfer

Ohlone College's degree/certificate/transfer rate has been steady for the past two years and remains well above the peer group and statewide averages. The effects of innovations such as learning communities, the learning college model, 16 new transfer degrees, and the emphasis on achievement fostered by Title III and NSF grants would not yet be reflected by students in the 2002-03 cohort. The currently strong student achievement rate should become stronger as the report begins to capture student data from more current terms.

Percent of Students Who Earned at Least 30 Units

The percent of students earning 30 units is strong and above the peer group average; however, it is below the statewide average. Over the past two years, student headcount has declined while FTES has risen, indicative of students tending to take more units and to complete their courses of study earlier. Consequently, the percentage of full-time students has also risen, reflecting the positive effects of recent academic innovations, such as more consistency in basic skills assessment and instruction, physical

improvements in classroom learning environments, increase in active and collaborative learning methods, and increase in availability and use of technology tools in learning.

Persistence Rate

Ohlone has shown significant gains in its persistence rate over the past two years and continues to be above both the peer group and statewide averages. These gains reflect the results of innovations mentioned above aimed at fostering retention and completion and are indicative of students who are satisfied with their education.

Annual Successful Course Completion Rate for Credit Vocational Courses

Vocational course completion rates continue to be strong, above both peer group and statewide averages, despite a decline from the past two years' rates. Addition of new programs in Environmental Science, Chemical Technology, and Engineering Technology, coupled with successful department of Biotechnology and Computer Networking and Emerging Technologies, keep Ohlone's vocational programs both on the cutting edge and in line with emerging vocations within the District.

Annual Successful Course Completion Rates for Credit Basic Skills Courses

Although the college has had consistently strong rates in vocational and general education indicators, it has not been at the peer average in Basic Skills, despite a 2008 rate that is above both the prior years' rates. It is anticipated that the good effects of the Basic Skills Initiative and the Title III grant—which includes improved placement testing and tracking, as well as innovations in tutoring and supplemental learning—will soon provoke higher rates within the Basic Skills areas.

Improvement Rates for ESL

A complete renewal of the ESL curriculum has produced noticeable gains over the past three years in the ESL improvement rate, but the college remains below the peer group and statewide averages. As the successes of more recent cohorts, who have the benefit of these curricular innovations, are captured in the data, the ESL improvement rate should also improve.

Basic Skills Improvement Rate

A decline in the basic skills improvement rate for 2008 has also moved Ohlone's rate slightly below both the peer group and statewide averages. Recent additions of learning communities for basic skills students, Puente and Umoja programs, and new supplemental learning services, all specifically directed to support at risk students, should improve rates in the future.

12. Thirty (30) Important Indicators from the Environmental Scan

The following are 30 selected key indicators from the Environmental Scan that impact the educational planning environment of the college. These are not listed in any particular order. The full Environmental Scan, including sources, can be viewed on the web presented at:

<http://www.ohlone.edu/org/research/envscan/>

1. 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.
2. Forty-three percent of district residents are foreign born and in 56.3% of the district households, English was the predominant language in only four of 10 district households in 2007. Other languages spoken at home were Spanish (14.3%), Asian (27.2%) and other Indo-European

- (13.9%). Of these households, 48.7% of Spanish speakers, 46.4% of Asian speakers, and 33.2% of other Indo-European speakers reported they spoke English “less than very well.”
3. The college is significantly underrepresented among Hispanic and White students.
 4. Public high school graduates in Alameda County are projected to decline by 16.28% in 2007-2016.
 5. The college’s projected ten year growth rate of 14.1%, as estimated by the Chancellor’s Office, is 65th among 72 California community college districts, despite a 39.7% projected growth for 18-19 year olds in the county over the same period. This suggests the district is “aging” and families with children are increasingly likely to reside elsewhere in the county.
 6. Although high school enrollments in the district have increased slightly (0.9%), high school graduation rates have declined by 3.5%, suggesting a smaller pool of college-prepared students and an increased demand for basic skills. English learners and socio-economically disadvantaged students pass the high school exit exam at rates well below other students.
 7. Mission San Jose High School continues to rank academically as one of the top high schools in the state, but only 10% of their graduates enroll at Ohlone after graduation. Conversely, 561 Mission San Jose students are concurrently enrolled at Ohlone, preparing themselves for universities after high school graduation.
 8. Six district high schools have an Academic Performance Index score below the state’s target of 800, but five of the six increased their API between 2006-07 and 2007-08. Ohlone College students are diverse academically as well as ethnically and culturally.
 9. Much of the employment growth is in computer, electronic, and technical services, consistent with the Silicon Valley environment. However, computer and semiconductor manufacturing industries are in decline, reflecting increased outsourcing in those industries.
 10. Nearly 80 percent of all new jobs created in the United States require an Associate’s degree or less. The dominate mode of training employees is “on the job training,” so the college needs to partner closely with private employers to help provide training programs.
 11. Many of those industries projected to add the greatest number of jobs by 2014 do not align with current college programs, but many, too, do not require college preparation. Of those occupations that are consistent with college programs, those in health sciences, business, and technology are the most common.
 12. 63.5% of area jobs are in the mid-wage level (\$30,000-\$80,000). These are jobs that are often accessible with an associate’s degree, even those at the higher end of the scale. Two of the growth areas also correspond to emerging programs in multimedia and environmental science.
 13. Among working age adults, about 52% of Hispanics do not have a high school diploma, compared to 8% of Whites. Alternately, only 12% of working age Hispanics have a college degree, compared with 46% of working age Whites.
 14. By 2020, the percentage of the workforce in the state with a college degree is projected to decline and the share of the workforce with less than a high school diploma is projected to increase.
 15. The decision by the California State University system in 2009 to cap enrollment will put added pressure on the state’s community college system to increase capacity at a time when community colleges are also facing resource shortfalls.
 16. 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.
 17. 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.
 18. 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%.

19. 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.
20. Annual FTES has increased 10.9% since 2005-06 despite a decline in overall headcount in 2007-08. Fewer students are taking more units, so the percent of full-time students has increased 2% since 2006-07.
21. 8.1% of FTES is generated through distance learning. Since Fall 2004, online sections have increased almost 200% (192.9%) and online enrollment has increased 174.7%.
22. 78.3% of all course enrollments in Fall 2007 were in CSU/UC transferable courses. Vocational course enrollments have declined 3% from Fall 2006. Basic skills enrollments have increased 43.6% over Fall 2006, reflecting an increased demand and the focus of the goals of Title III and the Basic Skills Initiative.
23. Enrollment by first-time freshmen aged 19 and younger is trending upward in California community colleges. At Ohlone, there are about 30% (29.2%) more students aged 19 or less than there were in Fall 2005. There was also a 7.7% decline for all age groups over age 25, most dramatically among students age 40-49.
24. All program awards (degrees and certificates awarded) have been in decline for each of the past four years, and degrees awarded have declined 20% since 2004-05.
25. 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 fewer transfers to CSUs.
26. Ohlone's course retention and success rates are below the state averages and both have been in decline for each of the past three years, although the rates still compare favorably to those colleges identified by the Chancellor's Office as "peers."
27. The college's persistence (year-to-year retention) rate is above both the California Community College average and above those "peer" colleges as identified by the Chancellor's Office.
28. The percentage of students successfully completing vocational courses is above both the CCC and peer group averages; however, the percentage of students successfully completing basic skills courses is below both the CCC and peer group averages.
29. 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% increase in efficiency in WSCH/FTEF.
30. Basic skills enrollments have increased 45.5% in English but have declined 8.3% in mathematics compared to the previous five year average.

13. Environmental Scan Gap Analysis

An analysis of the Environmental Scan has led to the identification of gaps between current data and the need for additional data, as well as gaps between the community and student needs described in the data and the ability of college's programs and services to meet those needs. These gaps are described below.

Data Gaps

- Population, age and K-12 data need to be integrated for clearer projections.
- Look more deeply at district attainment, income level, property value, ESL need by city areas.
- Is there a gap between the characteristics of Mission San Jose and the other feeder high schools?
- On data about predominant household language, what is percent of fully non-English speakers?
- Need to quantify students reporting a disability to determine trends and relationship to district numbers.
- What are the growth industries that don't align with current college programs?

- How many people from other counties commute into Alameda County?
- The first-time student number seems low. What has been the trend here and at other colleges?
- Student survey data on satisfaction with offerings should be included here.
- Basic skills enrollments have increased 45.5% in English but declined 8.3% in math compared to the previous five year average. We should look at the math trends, as they appear to spike up and down annually.

Program and Service Gaps

- There is a gap between projected demand for classes and what our funding is likely to support.
- Increase the percent of Hispanic/Latino students.
- We need to strengthen our staff capacity in career/technical and workforce development programs.
- We should focus more on the needs of adult students.
- We should continue the development of our E-Campus concept.
- Our Multimedia program is established but may need to grow. The Environmental Science Program is new but growing.
- Should we add gerontology studies?
- Student outreach improvement:
 - Focus on the value of an associate's degree.
 - Promote financial aid more. One-Stop Center should help with this.
 - Does EOPS focus on the emancipated minor group?
- Student success rates needing improvement:
 - ESL improvement or in basic skills completion rates.
 - Percent of students earning associate's degrees and certificates.
 - Transfers to CSUs.
 - Course retention and success rates.
 - Degree and Certificate completion.

C. Academic Directions

This section of the Educational Master Plan identifies important academic directions for the faculty and staff to pursue over the next several years. Enrollment projections are presented at the college and program/department levels and new program directions are identified. The need for a strong contingent of full time faculty is described and goals established. Finally, specific direction is given for the facilities master planning process and well as the standards we set for our learning spaces.

The following topics are covered in this section:

14. 15-Year Enrollment Growth Assumptions: 2010-2025
15. Growth Projections by Program
16. New Program Directions
17. Local Commitment to Strong Contingent of Full Time Faculty
18. New Faculty Position Prioritization
19. Full Time Faculty Position Projections
20. Implications for the District Facilities Master Plan: Fremont Campus
21. Implications for the District Facilities Master Plan: Newark Campus
22. E-Campus Planning and Development

14. 15-Year Enrollment Growth Assumptions: 2010-2025

There are two major factors affecting enrollment growth at community colleges:

- Student demand can ebb and flow with the economy local population trends
- State funding sets enrollment caps or growth rates

The average annual growth rate for Ohlone has been approximately 1.5% since the college opened in 1967. This 42-year history of the interaction between student demand and state funding levels is a solid bell-weather metric for strategic enrollment planning.

Often more state funding is available when the economy is good but the good economy can decrease student demand for classes because employment rates are up. Conversely, a poor economy leads to less state funding when unemployment and student demand is up.

The Educational Master Plan for the Newark Campus was updated and approved by the Board on December 10, 2003. This Educational Master Plan contained a rationale for a projected 15-year (2003-2018) annual growth rate of 1.5% for the District. This plan can be accessed at:

<http://www.ohlone.edu/org/academicaffairs/docs/20031210educmstrplannewark.pdf>

Additional explanations of the rationale for the 1.5% annual growth rate, including K-12 enrollment trends, are presented on Pages 5-9.

Using the 1.5% annual growth rate the college would grow from 8,600 FTES in 2009-10 to 10,752 in 2024-25. Because the growth rate is compounded annually the effective growth rate for the 15-year period would be 25%.

15-Year Annual 1.5% Growth Scenario Equals 23.5% Compounded Growth			
Current	09-10		8,600
1	10-11	8,600	8,729
2	11-12	8,729	8,860
3	12-13	8,860	8,993
4	13-14	8,993	9,128
5	14-15	9,128	9,265
6	15-16	9,265	9,404
7	16-17	9,404	9,545
8	17-18	9,545	9,688
9	18-19	9,688	9,833
10	19-20	9,833	9,981
11	20-21	9,981	10,130
12	21-22	10,130	10,282
13	22-23	10,282	10,437
14	23-24	10,437	10,593
15	24-25	10,593	10,752
Growth in FTES			2,152
Effective growth rate			25.0%

Based on enrollment trends, environmental scan data, program reviews, and dialogue amongst faculty and Deans, the following general assumptions are being made about the average growth in academic programs over the next 15 years:

- English and math will grow at 1.75%
- Chemistry and Biology will grow at 1.5%
- ESL will grow at 1.25%
- Core Transfer and General Education will grow at 1%
- Health Science will remain at current levels
- All other areas will grow an average of .75%

Another important facilities planning factor are our assumptions about growth at the major instructional locations. The following is the current thinking on enrollment patterns over the next 15 years by location, assuming no building on the Newark Campus during that time:

Location	Current Levels		24-25		Growth	
Fremont	63%	5,418	58%	6,236	818	15%
Newark	18%	1,548	20%	2,150	602	39%
Online	11%	946	15%	1,613	667	70%
OOC	8%	688	7%	753	65	9%
OOC	100%	8,600	100%	10,752	2,152	100%

Fremont Campus:

FTES will grow by 15%
 Percent of total FTES will drop from 62% to 58%

Newark Campus:

FTES will grow by 39%
 Percent of total will grow from 18% to 20%

E-Campus:

FTES will grow by 70%
 Percent of total will grow from 11% to 15%

Off Campus:

HS Dual Enrollment Partnerships, Public Safety Consortium and Other Off-Campus
 FTES will grow by 15%
 Percent of total will decrease from 8% to 7%

15. Growth Projections by Program

This will update the program growth analysis charts from the 2001 Educational Master Plan. Those charts proved to be an efficient and effective tool.

Legend

- | | |
|---------------------------------------|---------------------------------------|
| M: Maintain existing courses/programs | FL: Facility improvements/renovations |
| L: Limit courses/programs | E: New equipment needed |
| AC: Add courses | F: Fremont |
| AFP: Add a full program | N: Newark |
| R: Reduce courses | O: Online |
| DP: Delete program | OC: Off Campus |
| D: Delete inactive courses | |

Divisions:

- | | |
|------------|--|
| Birkedahl: | Fine Arts, Business and Communications |
| Buehler: | Learning Resources and Academic Technology |
| Brown: | Counseling and Special Programs |
| Carli: | Health Science and Environmental Studies |
| Gertz: | Deaf Studies |
| Quinta: | Science and Technology |
| Stacey: | Humanities Social Science and Math |
| Warden: | Physical Education and Athletics |

Programs with designated growth projections other than “M” will have an explanatory narrative.

Activity	Dean	Name	1 - 5 Years	Location(s)	6 - 10 Years	Location(s)
05005	Birkedahl	Business Administration	AC	F, N, O	AC	F, N, O
05007	Birkedahl	Real Estate	M	F, N, O	M	F, N, O
06000	Birkedahl	Mass Communications	AFP	F, N, O	M	F, N, O
06001	Birkedahl	Broadcasting - TV/Film	M, FL, E	F	M, FL, E	F
06002	Birkedahl	Broadcasting – Radio	M	F	M, E	F
06003	Birkedahl	Journalism & Legend Magazine	M, AC	F	M	F
06160	Birkedahl	Multi Media	M, E	F	M, AC, E	F
10000	Birkedahl	Art and Art Gallery (Includes 10001)	M, FL, E	F	M, FL, E	F
10002	Birkedahl	Graphic Art/Computer Graphics	M, E	F	M, E	F
10003	Birkedahl	Photography	M, F	F	M, F	F
10004	Birkedahl	Theatre & Dance (Includes 10006)	M, FL, E	F	M, FL, E	F
10008	Birkedahl	Music	R, E, FL,AC	F, O	D, AC, FL, E	F, O
13001	Birkedahl	Interior Design	M, E	F	M, E	F
15003	Birkedahl	Speech and Communication	D, E, FL, AC	F, O	D, AC, FL, E	F, O
08002	Brown	Work Experience Education	AC	OC	AC	OC
49002	Brown	Personal Development	M	F,N,O	M	F,N,O
	Brown	Learning Skills Program	M	F	M,AC,E	F

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05006	Buehler	Business Supervision Management	M	F, N, O	AC	F, N, O
16000	Buehler	Library Science	M	F, N, O	M	F, O
05000	Buehler	Computer Applications and Occ. Tech	M	F, N, O	AC	F, N, O
03020	Carli	Environmental Studies	AC/E	N	M	N
08003	Carli	Allied Health	AP/AC, E	N	M	N
12001	Carli	Nursing	AC	N	M	N
12002	Carli	Physical Therapist Assistant	M	N	M	N
12003	Carli	Respiratory Therapy	M	N	M	N
13000	Carli	Consumer & Family Science	M	N	M	N
08007	Gertz	Deaf Preparation/Education	M	F	M	F
08008	Gertz	Interpreter Preparation	M	F	M	F
08009	Gertz	American Sign Language	M, FL, E	F	M	F
04000	Quinta	Biology: Transfer Majors	FL, M	F	FL, E, M	F
04000	Quinta	Biology: Health Science	FL, AC	F	FL, AC	F
04004	Quinta	Biotechnology Program	AC	N, O	AC	N, O
07000	Quinta	Computer Science	M, E	F, O	M, E	F, O
07081	Quinta	Computer Networks Emerging Tech	AC, E	F, O	AC, E	F, O
09001	Quinta	Engineering	M	F	M	F
09001	Quinta	Engineering Technology	AFP, E	F	M, E	F
19000	Quinta	Physics/Physical Science	M	F, N	M	F, N
19000	Quinta	Astronomy	AC, E	N, F	AC, E, FL	N, F
19001	Quinta	Chemistry	FL, M E	F, N, O	FL, M, E	F, N, O
19001	Quinta	Chemical Technology	AFP, E	F, N	M	F, N
19001	Quinta	Pharmaceutical Technology	-	-	AC, AFP, E	F
22002	Quinta	Geography	FL, M	F, N	FL, M	F, N
22002	Quinta	Geographic Information Systems	AFP, E	F, N	M	F, N
22002	Quinta	Anthropology	AC	F, N, O	M	F, N, O
22002	Quinta	Geology	AC, E	F, O	M	F, O
11000	Stacey	Foreign Languages	FL, E	F, N	FL, E	F, N
13050	Stacey	Early Childhood Studies	M	F, N	M	F, N
15000	Stacey	English and ELC (Includes 15001)	AC	F, N	AC	F, N
15004	Stacey	Philosophy	AC	F, N	AC	F, N
17000	Stacey	Mathematics	M	F, N	M	F, N
20000	Stacey	Psychology	AC	F, N	AC	F, N
21000	Stacey	Administration of Justice	M	F, N	M	F, N
22000	Stacey	History/Political Science	AC	F, N	AC	F, N
22001	Stacey	Sociology	L	F, N	AC	F, N
22003	Stacey	Chicano Studies	M	F, N	AFP	F, N
49001	Stacey	English as a Second Language	M	F, N	M	F, N
49306	Stacey	Basic Skills	AC	F, N	AC	F, N
08005	Warden	Physical Education	AFP/D/FL	F/N/O/OC	AFP/FL	F/N/O/OC
08005	Warden	Kinesiology: Athletic Training	AC	F	M	F
69600	Warden	Athletics	AFP/FL	F	AFP/FL	F

Explanatory narratives for programs with designated growth projections other than “M”

Fine Arts, Business and Communications

05005, Business Administration

The following new courses should be added: Introduction to Accounting Information Systems, Financial Accounting for Non-Accounting Managers, Governmental Accounting.

06000, Mass Communications

Add three courses to class schedule that have already been approved. The degree application is under review. Expand the number of smart classrooms.

06001, Broadcasting – Television

The TV program has an urgent need to renovate facilities and equipment to stay current with the industry, which is included in the strategic plan submitted by the TV department. In order to stay current with the industry, TV facilities and equipment need an investment of over \$1 million.

06002, Broadcasting – Radio

U.S. licensed radio broadcasting continues its evolution toward HD digital transmission. Even though HD digital is currently available only as a sub-channel option within channels on the existing FM band, it can be assumed that a migration to main-channel digital is in the future. It would be prudent to budget \$20,000 to modify the existing analog transmission chain in the 6-10 year window.

06003, Journalism

This program will expand the curriculum in journalism to include more of an emphasis on new media, such as online and mobile delivery of the news.

06160, Multimedia

1-5 years: In the next five years, the program will be maintained and no new courses added. We will need new computers in the next couple of years as the existing iMacs are getting old and slow and will not work with newer software. Minor purchases for equipment (such as camcorders) will be done through the instructional budget. Software maintenance needs to be purchased every year. 6-10 years: New courses may need to be added to reflect changes in technology and needs in the Multimedia industry. New computers and some equipment may be necessary.

10000, Art and Art Gallery

In order to better serve the existing student populations it would be beneficial to have two 3D studios; one for ceramics and one for sculpture and glass. In 6-10 years the old gas and electric kilns in 4204 will need to be replaced. In the long-term, all of the arts should be housed in a new Building 2.

10002, Graphic Arts

The Graphic Arts program will need to replace computers in HH115 within the next 2 to 3 years. Also needed is a new color printer.

10003, Photography

When the current full-time instructor was hired in 2003 there was discussion of a new photography facility. We will now move forward with plans for facility improvements/renovations to bring a new facility into existence to have Ohlone at the forefront of photo-based arts in our community.

10004, Theatre & Dance

The Theatre & Dance department has extensive needs for upgrading or replacing equipment. One of the chemistry labs to be vacated in Building 2 should be converted for use as a rehearsal and performance space for Theatre and Dance.

10008, Music

Legacy courses must be removed. Mac labs must be upgraded, studio gear upgraded, grand piano purchased. 2125 needs a new sound reinforcement system. For longer term, studios and 2125 need soundproofing. Add additional commercial music courses; retire courses no longer needed as faculty turns over. Building 2 should be reconfigured for expanded rehearsal space. Percussion, amplifiers, and other sound reinforcement must be replaced within this 10-year period.

15001, Interior Design

To ensure the continued quality of instruction in the Interior Design program, broken, outdated, worn-out and obsolete equipment and software will need to be replaced with new. This includes a color copier/scanner to replace the failing copier in room 4304, Macintosh computers in room 4104B, and drafting and graphics software, also in room 4104B.

15003, Speech and Communication

Equipment needed include 5-10 Flip cameras, more smart classrooms.

Learning Resources and Academic Technology

05006, Business Supervision and Management

Make the Certificate of Completion available online by converting BSM 103 to online format.

05000, Computer Applications and Occupational Technology

Courses need continuous updating to keep up with changing technology. More online courses are envisioned.

Counseling and Special Programs

08002, Work Experience Education

Work Experience Education may add new courses in the coming years in order to reflect the college's efforts with links to industry, internships, and experiential and service learning as the college continues to meet the workforce needs of students and the community.

Health Science and Environmental Studies

03020, Environmental Studies

The Environmental Studies program is creating a sequence of courses for students seeking careers in the emerging "green" fields and green market place. These courses provide the opportunity to acquire and develop skills and knowledge required for jobs, as well as transfer level courses. Currently there are two certificates in environmental studies. A new certificate in Alternative Energies will be available in Spring 2010.

08003, Allied Health

The California Employment Development Department has published papers indicating that medical lab technician (MLT) constitutes a skills set higher than those of a phlebotomist. MLTs have more versatility than phlebotomists, as they can work in the medical as well as biotech fields. An AA degree will be awarded after completion of this two year program.

12001, Nursing

Many hospitals are striving to achieve magnet status in patient care. Part of their certification will be the number of Registered Nurses who have graduated with a BS in nursing. Beginning in Fall 2010, we have a one year grant with CSUEB to conduct a seamless ADN to BSN program. In the next two to three years, we would like to study the feasibility to offer this type of program at Ohlone College. We need a partner such as CSUEB for this to be feasible.

Deaf Studies

08009, American Sign Language

Education Master Plan calls for ASL Lab and classrooms to move to Building 6. Facilities will need to be prepared for this move. Current ASL Lab will be overhauled with new equipment, new computers and high technology usage to keep up with the quality of ASL program. We are pursuing outside funds to support and implement this vision.

Science and Technology

04000, Biology

To maintain the quality of the biology programs, such as the Biology Majors Program and the Allied Health Biology Program, a significant upgrade of the facilities is necessary to replace the present three biology laboratories and two stockrooms/prep areas. Aging equipment should be replaced within ten years. The Anatomy laboratory needs a human cadaver dissection and storage facility with adequate ventilation so that this learning and teaching environment is safe for students and teaching staff. Communications technologies and software programs, such as *PowerLab*, as well as various anatomy, animal and plant models will need replacement during the next five years.

04004, Biotechnology

Within the next five years new instrumentation will be needed to insure that our biotechnology program is training students to industry standards. Research and manufacturing in stem cells and their products will require the biotechnology program to offer more classes on these emerging fields of study and medicine.

07000, Computer Science

Older computers in the computer science classrooms in Hyman Hall will need to be replaced within five years to provide up-to-date training. New courses will be added to the catalog to meet the technological advances in this field. There is a continuing need to renew the software licenses used to teach computers science during the next five years.

07081, Computer Networking/Technology

The CNET program comprises four key areas within Information and Communication Technology (ICT): Technical Support; System Administration; Database Administration and Development; and Networking/Telecommunications. Replacement of computers on a five year recycle plan is desired. Specialty hardware including integrated services routers, switches, wireless access point and controllers, and virtualization servers are also required on a five year cycle. Software licenses are of less importance than IT Industry Academy annual subscription fees for Microsoft, Oracle, VMWare, and other potential industry alliances.

09001, Engineering Technology

This new occupational program is now offered primarily by bringing together courses that already exist in the college catalog. However, new courses in Electronics for Technicians; Basic Materials; and others will require supportive instrumentation and equipment during the next five years. The strategy we are employing is to first add a Certificate of Accomplishment in Engineering-Manufacturing Technician during the next five years. This certificate will be followed by a needs assessment and application to the Chancellor's Office for a

Certificate of Achievement and possibly an occupational 2-year degree during the next ten years. In order to properly meet the future training needs of the emerging robotics-related programs and jobs, the robotic kits will need to be replaced within the next five years.

19000, Astronomy

During the next five years, courses will be added to the astronomy curriculum to broaden the scope of this program to include learning modules to prepare students for jobs as planetarium technicians. Within the next ten years the college should build a community planetarium at the Newark Center. Additional telescopes and other instruments will be required during the next ten years for the astronomy laboratory course.

19001, Chemistry

To maintain the high standards of the courses in this majors program in general and organic chemistry, new equipment and significant facilities upgrades and/or replacement are needed. A new science building is needed and the plan to bring \modular chemistry labs to the Fremont Campus will help to bridge the time before a new building is constructed.

19001, Chemical Technology

Within the next five years, new courses and a Certificate of Accomplishment will be added to the curriculum with direction from an advisory committee and faculty research. Within the next six to ten years a new Certificate of Achievement and AS Degree will be developed, approved and implemented.

19001, Pharmaceutical Technology

This is a new area of exploration building from the biotechnology and chemical technology programs. Research is currently being conducted on new course development and a possible Certificate of Accomplishment. This program may require some new equipment.

22002, Geographic Information Systems

Within the next five years a new Certificate of Accomplishment will be added. Computer hardware and software upgrades will be necessary to support the program. A Certificate of Achievement is also in the planning stages.

22002, Anthropology

The Anthropology Department is exploring the addition of courses in linguistics and forensics anthropology to enhance the transfer program. The plan is to apply for and implement the AS Degree in Anthropology during the next five years.

22002, Geology

Courses such as Environmental Geology and California Geology are planned to be developed and offered during the next five years. Upgraded laboratory equipment will be needed for the Geology, Paleontology and Oceanography Lab classes within the next six to ten years.

Humanities Social Science and Math

11000, Foreign Languages

In order to meet the new requirements set forth by the State for the reporting of “lab hours,” a foreign language lab needs to be developed and supervised by the foreign language instructors. The lab may be incorporated within current labs, but this needs to be investigated and materials and supplies purchased.

15000/15001, English/English Learning Center

New literature classes for the English AA degree will continue to be added to the curriculum. Lab classes that focus on particular writing skills are being developed so students who need to develop a particular skill can take the writing skills lab class and still continue in their regular courses.

15004, Philosophy

New philosophy classes are being created and will be offered in fall 2010. Additional classes will be created and perhaps, an AA Degree in philosophy will be developed.

20000, Psychology

The Psychology Department will continue to develop an AA Degree and add classes that support the degree.

22000, History

The History Department has added new classes and is developing an AA Degree. The instructors plan to continue broadening the offerings of the History Department for the AA Degree.

22001, Sociology

With the retirement of the fulltime sociology professor, sociology courses are limited and a new professor will not be hired until the budget improves. Once the budget improves, a new fulltime professor will be hired, new classes created and added to the curriculum in order to have a more comprehensive sociology department.

22003, Chicano Studies

The Chicano Studies Program currently offers one or two classes per semester because of the decrease in demand for the course. The instructor is no longer fulltime, but the adjunct professor is suggesting the development of an Ethnic Studies Program that would include Chicano Studies. A broader program would better meet the needs of our diverse student population.

49306, Basic Skills

The Basic Skills instructors continually review the classes and program in order to meet the needs of the students. New courses are being developed that will supplement current course offerings, or that will add to the program so that students will be more successful.

Physical Education and Athletics

12010, Health

The area of Health currently holds but a few courses. Within the next 1-5 years, there will be a faculty driven movement to create Certificates of Accomplishment to address the growing need for health educators and careers in the health related fields. Ultimately, (6-10 years) a new Associates of Art degree will be created to have a focus on both the vocational and transfer aspects of health education.

08005, Physical Education

The Physical Education program will be creating and sequencing curriculum in support of students seeking careers and transfer pathways in the disciplines of Physical Education, Coaching, and Wellness. In these courses, students will acquire core skills and knowledge needed to assist in moving on to the work force as well as being transfer ready. Program awards planned include Certificates of Accomplishment (1-5 years) and a Certificate of Achievement and AS Degree (6-10 years).

08005, Kinesiology: Athletic Training

We will continue to build the relationship with Mission Valley ROP, Irvington High School SHAPE Academy, and the Irvington High School concurrent enrollment connection with the KIN-258 class. Cross-curricular recruitment via assignments in KIN 240 in particular can identify viable and interested students. As

these relationships grow, we predict an increased number of program completers in the AS degree for Kinesiology: Athletic Training. Long term projects include creating an International component to the programs student body. In partnership with the International Programs, we will begin to welcome and recruit International students who have a desire to learn and be trained in the techniques of Athletic Training.

69600, Athletics

Athletics is an academic program with a cohort of students who will ultimately follow different paths for their educational needs. Within the next 1-5 years, the department will be fully compliant with Title IX law requiring interest surveys identifying viability of new sports. Over the next ten years, we will continue to stay compliant with Title IX and secure a funding to address all facilities and staffing needs.

16. New Program Directions

Potential new programs based on the Environmental Scan and the Newark Campus Educational Master Plan

Newly Approved

Environmental Studies AA/AS (Transfer)
Human Development AA (Transfer)

In Development

Mass Communications AA (Transfer)
Engineering Technology (CTE)
Chemical Technology (CTE)
Geographic Information Systems (CTE)
Solar Technology (CTE)
Wind Technology (CTE)

Exploration Stage

Medical/Clinical Lab Technician (CTE)
Clinical Research Associate (CTE)
Ecosystem Restoration (CTE)
Alternative Fuels Technology (CTE)
Nanotechnology (CTE)
Nano-Manufacturing (CTE)
Emerging Technologies in Information
Communication Technology (CTE)
Bioinformatics (CTE)

17. Commitment to a Full and Strong Contingent of Full Time Faculty

The Importance of College Planning

The central goal of college planning is to improve learning and the decisions on hiring full time faculty are the most important resource decision a college makes. These decisions must be central to annual resource allocation. The deployment of full time faculty should result from ongoing analysis and educational planning based on student need and demand, along with program needs and course offering. At Ohlone, the Faculty Senate and the Academic Deans meet (usually annually) to review proposals for new faculty positions. This is an important Educational Master Planning process. Proposals for positions must address a series of criteria, as explained in Section 18 below.

Internal Commitment Full Time Faculty Are the Backbone of Our College

The establishment and support of a strong and vibrant core of full time faculty members is critical to the quality and effectiveness of the teaching and learning process. This is particularly true for community colleges given the unique diversity of our student body, the broadness of our mission, and the importance of our commitment to shared governance. Leadership from full time faculty is fundamental to shared governance, curriculum strength and ongoing innovation in the teaching and learning process.

At the core of this leadership role are academic freedom and tenure. Genuine excellence in teaching and learning would be limited if faculty to felt their jobs were at risk for expressing unpopular comments in the context of their subject-matter presentations and discussion. This is the essence of academic freedom.

Tenure, or continuing contracts for full time faculty, protects academic freedom and is only available for full time faculty.

The arguments for maintaining a strong cadre of full time faculty are convincing. Full time faculty decisions are central to the college planning process, accreditation standards call for a substantial core of full time faculty, and California state law and regulations direct high levels of full time faculty presence. The planning a college does for full time faculty levels and the deployment of the faculty is done within the context of external directions from accreditation standards and state directives. These arguments are explored more fully below.

External Requirement for Full Time Faculty Levels

In addition to a firm local commitment to a full an strong contingent of full time faculty positions, two significant external requirements direct colleges to maintain appropriate levels of full time faculty. Standards for Accreditation of the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges indicate the importance of full time faculty. In 1988, landmark legislation in California (AB 1725) was enacted to reform the community colleges. AB 1725 (and subsequent Title V regulations) included directives to increase the ratio of full-time to part-time or adjunct faculty in community colleges to 75% of instruction. In 1997 the Chancellor's Office began issuing an annual number of required full time faculty positions to each college based primarily on enrollment numbers. Although the 75-25 requirement did not carry penalties for non-compliance, the Full Time Faculty Obligation Number (FON) does have fines attached for non-compliance.

A more extensive documentation of these external requirements is presented in Appendix E.

Current Situation at Ohlone (2009-10)

We enter the 2009-10 academic year with 139 full time faculty positions, which is 12 below our high of 151 in 2003-04. This drop has occurred because of an artificial lowering of our FON (to 124) from the Chancellor's Office in 2006 coupled with budget decisions to keep positions vacant in response to severe cuts in state funding support. Further, the current budget crisis has led to the District offering an early retirement incentive program and this will reduce the full time faculty ranks by another 12 positions in 2010-11 bringing the full time positions down to 128.

The artificial drop in the FON was due to the reporting of 1,100 FTES fewer for 2004-05 as part of a planned strategy to go into enrollment restoration for 2005-06. We were going to miss cap by several hundred FTES in 2004-05 and decided to report much lower to make restoration the following year easier. We have since restored our enrollment but the FON remains artificially low.

The following are key data regarding the changes in Ohlone's FON:

- For 2003-04 Ohlone's FON was 150.2 and FTES was 8,027, a ratio of 53.4 FTES per position.
- For 2006-07 the FON plummeted to 120.2 even though FTES was at 8,194, yielding a ratio of 68.2 FTES per position. This represents a 27% increase in the ratio.
- For 2008-09 the FON was 123.2 and FTES was 8,327, yielding a ratio of 67.6 FTES per position.

In 2003-04 our 75-25 ratio was reached its highest level ever at 68% but by 2008-09 it had dropped to 59%. This is a direct result of not filling full time positions and backfilling with adjunct faculty.

We have studied the FON assigned to 13 California Community Colleges that are 300-400 FTES more or less than us in size, based on comparative fall semester data. The average FON is 157.5 and the average FTES per FON was 26.9 for fall of 2008 and extrapolated to 53.8 as an annual ratio.

Comparison of Fall '08 FTES and Fall '08 Faculty Obligation

College	2008FA FTES	2008FA FON	Ratio Semester	Est. Annual
Foothill	4,944	213.8	23.1	46.2
Antelope Valley	4,863	150.6	32.3	64.6
Butte	4,811	164.4	29.3	58.5
Cuesta	4,510	146.4	30.8	61.6
West Valley	4,303	197.6	21.8	43.6
Merced	4,269	174.6	24.5	48.9
Allan Hancock	4,180	136.4	30.6	61.3
Chabot	4,177	174.9	23.9	47.8
Laney	3,892	134.9	28.9	57.7
San Jose City	3,787	123.6	30.6	61.3
Solano*	3,771	166.6	22.6	45.3
Shasta	3,766	122.1	30.8	61.7
San Mateo	3,723	142.0	26.2	52.4
Average	54,996	2,048	26.9	53.7
Average		157.5		
Ohlone	4416.00	123.2	35.8	71.7

As demonstrated by these data, Ohlone’s current FON is 123.2 while colleges of our size have an average FON of 157.5. It is clear that our current FON is artificially low due to the factors described earlier.

Future Commitment to Full Time Faculty Levels

The deployment of full time faculty resulting from college planning and the required number of full time faculty as directed by the state are integrated and cannot be viewed as separate and distinct processes. Having an artificially lower FON has allowed the college to create budget savings by not filling faculty positions. However, we should have a specific ratio of FTES per full time faculty position as goal and standard of quality. The 2003-04 ratio of 53.4 FTES per position was in alignment with our peer colleges and seemed to be the best balance of fulltime positions with the FON and with the 75-25 performance.

We will use the target ratio 53.4 FTES per position to determine our internal targets for the appropriate number of full time faculty positions.

18. New Faculty Position Prioritization

The Faculty Senate and the Academic Deans meet (usually annually) to review proposals for new faculty positions. This is an important educational master planning process. The results are forwarded to the President of the College as advisory input into the process of selecting faculty positions to be filled. Proposals for positions must respond to the following criteria:

A. Relationship to College-Wide Needs

1. How does the position relate to our college goals?
2. How will classes offered meet student needs and goals?
3. How does the position address the needs of the Newark Campus?
4. Does the position address an area of growth?

B. Relationship to Department Needs

1. Does the position reflect department goals resulting from program review?
2. What is the ratio of full time to part time faculty?
3. What is the current WSCH/FTEF in the department?
4. Does this position relate to a new program?

Proposed New Faculty Positions for 2008-2009

On October 10, 2007, the Faculty Senate and the Division Deans heard proposals for eight new faculty positions. Considering campus goals and objectives, the Faculty Senate and the Deans ranked the proposed positions in order of priority. The recommendation was made to the College President to fill the proposed new positions in the following order:

- | | |
|--------------------------------------|------------------------------------|
| 1. Learning Disability Specialist | 5. DSPS Counselor (Deaf) |
| 2. Chinese Language Instructor | 6. Costumer Technology Instructor |
| 3. Anatomy and Physiology Instructor | 7. Chemistry Instructor |
| 4. Geography Instructor | 8. International Student Counselor |

\ Detailed proposals for each position can found viewed at the Faculty Senate website:

<http://www.ohlone.edu/org/facultysenate/#proposedpositions>

19. Full Time Faculty Position Projections

As the college recovers from the current budget crisis, the faculty and the administration will work toward rebuilding the full time faculty contingent. The following chart will be used to guide this planning using the shared governance described in Section 17 above.

Faculty Inventory by Discipline, Current Vacancies, Projections for 2015				
Addition of SERP (Early Retirement) takers, 10-09-09				
Approved Positions	Departments	09-10, 10-11, Vacancies		Projections For 2015
			Net	
20	Counseling			20
18	English	1 Retirement, 3 SERP	4	14
14	Mathematics			14
12	Nursing	2 Retirement	2	10
6	Biology/Biotechnology			6
5	Art	1 SERP	1	4
4	Business/Economics	2 SERP	2	2
4	Deaf Studies			4
4	Computer Science	1 SERP	1	3
4	Music	1 SERP	1	3
4	Theater and Dance			4
4	Physical Education	1 Retirement, 1 Resignation, 1 SERP	3	1
3	Athletics	1 Resignation (Baseball)	1	2
3	Chemistry			3
3	Computer Networking			3
3	ESL			3
3	Anthropology/Geology/Environ.			3
3	History			3
4	Librarians/LRC	1 Retirement	1	3
3	Psychology			3
3	Speech	1 SERP	1	2
2	ASL			2
2	Computer Applications/BSM	1 Resignation	1	1
2	Early Childhood Studies			2
2	PTA			2
2	RT			2
2	Foreign Languages			2
2	Physics	1 SERP	1	1
1	AJ			1
1	Engineering			1
1	Fitness/Wellness			1
1	Interpreter Preparation			1
1	Journalism	1 SERP	1	0
1	Multimedia Studies			1
1	Philosophy			1
1	Sociology	1 Retirement	1	0
1	CHS	1 Resignation	1	0
1	Instructional Technologist	1 Resignation	1	0
151	Totals		23	128

20. Implications for the District Facilities Master Plan: Fremont Campus

The opening of the new Newark Center for Health Science and Technology in the spring of 2008 and the completion of the Student Services Center on the Fremont Campus in the summer of 2009, along with the continued growth in the E-Campus, have increased available space at the Fremont Campus. Even with a 1.5% growth rate over the next five years there should be no need for “additional” space. However, the need to upgrade and remodel the existing space on the Fremont Campus is considerable. In fact, there may be a need for replacing some of the old space with new space such as the Science Center described below. Other initiatives such as the fire suppression project and the above-grade water intrusion project will require the availability of “swing space” during construction. However, the space needs of the District for the foreseeable future should be met with existing square footage; but the square footage on the Fremont Campus will require significant investment.

Over the past decade, the ongoing Educational Master Planning has provided the direction for the Facilities Master Planning. A primary example of this was the comprehensive planning associated with the design, construction, and implementation of the Newark Campus. The following presents a series of implications for the Facilities Master Plan over the next five years derived from the Educational Master Planning Process. As will be seen, much of this is based on actions by the Board over the past 10 years related to the Newark Campus and directions for the Fremont Campus.

Redesign the Fremont campus to create learning environments to support the Learning College model using the design of the Newark Campus as a planning framework.

Natural daylight will be increased wherever possible and up-to-date lighting, materials (carpeting, tiling, window shades, etc...), color and furniture in all buildings. New and changing wireless networking technologies will be incorporated into classrooms, meeting rooms and gathering areas. The E-Campus will be supported with appropriate learning spaces and video conference facilities.

Strategically align enrollment planning for Fremont Campus, Newark Campus, and E-College and plan facilities accordingly.

Incorporate the needs of evening and weekend students to ensure the facilities meet their needs of students attending classes at those times.

Encourage collaboration by clustering instructional spaces.

There is a growing recognition of the cost, efficiency, and instructional advantages to having certain disciplines, especially those that are lab space intensive, to be located in close proximity to one another. This is not aimed at rearranging faculty office spaces, which would require separate discussion and consultation with the Faculty Senate. However, some faculty may prefer to be located close to the spaces that they use the most. A summary of how the clustering of academic facilities and faculty offices over the years is presented in the Appendix. This provides a good overview showing that clustering is not a new concept at Ohlone and that the clustering projects described below are part of a longer term evolution that has been underway for years.

During 2003, as planning for the Newark Campus was being finalized, attention turned to planning the future of the Fremont Campus in the light of the secondary effects of space vacated by the move of programs and faculty to Newark. A comprehensive study of space allocation at the Fremont Campus showed that several academic areas were scattered about the campus. There was recognition of the cost, efficiency, and instructional advantages to having certain disciplines, especially those that are lab space intensive, to be located in close proximity to one another.

In 2004 the Board of Trustees approved a set of Emerging Master Planning Concepts for the Fremont Campus, which included the clustering of various academic program areas into three Centers: 1) Science and Engineer; 2) Deaf Studies; and 3) Fine, Performing, and Media Arts.

Center for Science and Engineering

The science and engineering faculty and staff had been exploring the advantages of centralizing the location of the science and engineering labs which are currently distributed between Buildings 2, 6 and 8. The plan considered would have move the Chemistry Lab from Building 2 and the Physics and Engineering Labs from Building 6 to Building 8 to join the Biology and Geography/Geology/Anthropology Labs to form a Science and Engineering Center.

Subsequent planning with architects and college staff led to the conclusion that it would not be feasible to move the Chemistry Lab to Building 8. Further, it is fairly certain that construction of a new Center for Science and Engineering would be more cost effective than remodeling Building 8. The current vision is to demolish Building 8 and build the new Center near the existing footprint of Building 8. Funding for this should be sought through state funding and/or local bond measure support.

To transition to a new Center, and to solve significant issues with the current Chemistry labs, two four- to five-year strategies are underway. Measure A Bond funds will be used to purchase modular Chemistry facilities to be located at the north end of the Fremont Campus on the current footprints of Portables 15, 16 and 17. This will provide a useable Chemistry Lab for the near future as efforts to build a new Science Center are underway. Measure A funds have been used to retrofit Rooms 8104 and 8105 (former Nursing and Respiratory Therapy Labs, which have since move to the new Newark Campus) to house the Physics and Engineering Labs, which moved from Rooms 6107 and 6301 respectively in Building 6.

The Center for Science and Engineering will include sufficient spaces for students to study and gather throughout the day. The plan also includes an expanded Science and Engineering Learning Center for drop in tutoring. In addition, the closer proximity of the science and engineering laboratories will make possible the sharing of laboratory equipment and facilities between these disciplines and support the development of more interdisciplinary programs.

Center for Deaf Studies and ASL: Building 6

Currently the classrooms and labs associated with the Division of Deaf Studies are distributed in several areas. The ASL Lab is located on the fourth floor of 1, a classroom and staff offices are located on the third floor of Building 5, and four classrooms are located in Portable Building 15. Faculty and staff in the Division are discussing how bringing these resources together in a unified setting would benefits students and staff. Since the first floor of Building 6 was vacated upon the move of Network Technology to Hyman Hall and the move of the Physics and Engineering Labs to the Building 8, it seems like a logical spot for the Division, particularly as it will be right on the “Main Street” level. The classrooms on the second and third floors on the west side of Building 6 would be ideal for the Divisions course offerings.

Since 2004, the Interpreter Preparation Program has been relocated from Building 15 to Room 6315 using Measure A Bond funds. Also, active planning and resource development are underway to move the ASL lab and classroom from Rooms 1401A and B in Building 1 to Rooms 6105 and 6105.

Center for Fine, Performing, and Media Arts, Building 2, 4 and Relationship with Smith Center

Faculty in the Division of Fine Arts, Business and Communication are exploring the benefits of adjacencies of the Smith Center and Buildings 2 and 4 as a setting for what could be viewed as a Fine, Performing and Media Arts program cluster. The removal of the Chemistry Labs in Building 2 will provide significant new space for this effort. The departments and programs in the division include Art, Communication, Commercial Music, Dance, Entertainment Design Technology, Graphic Arts and Computer Graphics, Journalism, Music, Multimedia Studies, Television and Radio Broadcasting, and Theater. These areas will join forces to form an interdisciplinary institute and center that should be attractive to students for some time to come. Another important goal is to further fulfill the promise of the Smith Center as a premier instructional laboratory for the various arts.

The clustering of academic space is not a new concept at Ohlone. A more thorough review of space clustering over the years is presented in the Appendix F.

21. Implications for the District Facilities Master Plan: Newark Campus

The Learning College philosophy was at the center of the facility planning for the Newark Campus and the Newark Campus is serving as a model for the facility planning for the Fremont Campus. Although the Newark Campus is relatively new, the future of the facility, particularly the maintenance of the high levels of excellence in sustainability and learning environments, needs to be a high priority in the overall District facility plans.

The directions in this plan have implications for the future of the Newark Campus and the following objectives have been identified:

1. The campus should have assigned Information Technology, Maintenance, and Security staff. This leads to a team approach that is vital to the ongoing support of the site.
2. The operational budget associated with the campus should reflect the significant portion of the student body served at the site.
3. Regular assessments of the LEED Platinum criteria should be conducted to assure the facility continues to meet these standards.

The Educational Master Plan identifies a number of new program development areas, most of which are within the scope of environmental studies and environmental technology: Solar Technology; Wind Technology; Ecosystem Restoration; Geographic Information Systems; Environmental Engineering Technology; and Alternative Fuels Technology.

As these programs are investigated, developed and implemented, planning will be undertaken to explore the building of an additional environmental learning laboratory, separate from but adjacent to, the 1100 and 2100 wing of the campus. The vision would be to construct a “net-zero” building at the LEED Platinum level. Possible public-private funding strategies, including grants and donations, will be pursued.

To accommodate the future growth of the Newark Campus (39%) over the next 15 years we anticipate the need for 100-150 additional parking spaces. We should pursue immediate exploration for the development of an overflow gravel surface for 100-150 vehicles, which could be used as the footprint for an eventual paved lot.

22. E-Campus Planning and Development

In 1998 a small group of faculty “online pioneers” began exploring and developing online classes. Since then, online learning has increased significantly at the college. In 2001 there were 26 courses approved for full online delivery, which has grown to the current figure of 101 approved courses. Further, the number of sections offered each semester has increased from 42 sections in fall of 2004 to 117 in Fall 2009. Full Time Equivalent Student figures have correspondingly increased from 106 in fall of 2004 to 400 in Fall 2009. These increases in online offerings and enrollments have been the results of grassroots faculty interest and development, along with parallel increases in student demand. In 2007 the college has worked to support this growth by reinstating the Dean for Learning Resources and Academic Technology position that was left vacant upon a retirement during the budget crisis of 2002-03. This Dean position is responsible for coordination of the E-Campus. Since the E-Campus courses are managed by the various Academic Deans, considerable collaboration with these Deans and their faculty is required.

The growth in online learning has led to the vision for a third Ohlone campus, referred to as the E-Campus. The E-Campus currently offers over 100 courses that are completely online. The WebCT course management system used to deliver these courses is also used by many faculty to ‘web enhance’ lecture based classroom courses. The E-Campus offers a variety of classes with Internet access in an effort to meet the needs of our community. These classes are grouped into three categories:

- Fully Online: Classes which are entirely conducted via Internet. These courses are Instructor led courses that usually have weekly assignments, quizzes and discussions. The courses are conducted using the tools of the WebCT course management software. Students are not required to come to either the Fremont or Newark campus.
- Hybrid: A blended course comprised of onsite and online components. Classroom hours are reduced and it requires some kind of on-line student activity as part of the course work. This activity may include some or all of the following: quizzes, homework assignments, group discussion, e-mail communication, downloading of files, and tests. *Dates for when students need to be in class on campus are given in the class schedule.*
- Web-enhanced: The course is delivered in the classroom with some web components to supplement class materials and activities. Your instructor will notify you on how to access this course. Class follows the traditional in class format.

The structure of the E-Campus is developing in alignment with the standards defined in the ACCJC/WASC Distance Learning Manual (August 2006). In 2007, the college prepared an Accreditation Self Study in preparation for a March 2008 site visit. As part of the self study process, the Distance Education Committee conducted a focused assessment of distance education using the ACCJC//WASC manual as a framework for review. The manual provides guidelines for implementation and questions to aid in the evaluation of distance learning in the following broad categories: Curriculum and Instruction; Institutional Context and Commitment; Learning Resources; Students and Student Services; and Evaluation and Assessment. The focused assessment was reviewed positively by accreditation visiting team and is presented as Appendix G. The following self-identified improvement objectives were identified in the assessment:

- A resource website will offer faculty more tools/assistance with various needs towards online teaching. Under consideration are guidelines similar to those used by Mt. San Jacinto College.
- Instructional materials and activities in hybrid and fully online classes will fully meet ADA accessibility requirements.
- The current Enterprise Resource System, Web Advisor, will directly interface with the Course Management System (WebCT). This will not only speed up the process of getting students into the course management system, but allow them earlier access to their class (es) and instructors.

- Student evaluation of faculty will be done using an online system for all courses to show more clearly if faculty members are using /have adequate technical skills. This will allow online students to participate more fully in the faculty evaluation process.
- A system of ongoing research on student retention in online classes will be in place.

Additional Objectives

In addition to the improvement objectives identified in the 2007 focused assessment a number of additional important objectives are being pursued as the E-Campus continues to emerge as a third instructional “site:”

- Cover the annual licensing fees for the course management software tools, WebCT/Blackboard, and Presidium, in the General Fund Budget rather than categorical budgets.
- Create an online portal interface for students and faculty designed to build a sense of community and to facilitate communication and services for online learning.
- The Substantive Change Proposal for the Newark Center for Health Sciences and Technology (Approved by the Ohlone Board of Trustees, October 24, 2007 and the ACCJC/WASC Substantive Change Committee as part of the 2008 Institutional Self Study, Site Visit and Evaluation Report) included the following objective: 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-Campus, which offers over 130 course sections.
- Other program areas, including the Ohlone Plan A General Education pattern, will be continually analyzed to determine if substantive change proposals are needed for any program areas for which 50% or more of the courses can be completed through distance education means.

APPENDIX

- A. Description of High School Dual Enrollment Strategies
- B. Institutional Planning Cycles
- C. Basic Skills Action Plan
- D. Workforce and Economic Development Process Map
- E. External Requirements for Full Time Faculty Levels
- F. Clustering of Academic Space Over the Years
- G. Distance Learning: A Focused Assessment

A. Description of High School Dual Enrollment Strategies (Updated: Fall 2009)

The purpose of this document is to provide background on Ohlone College's approach to Concurrent Enrollment of high schools students (or as it is known nationally, Dual Enrollment). As will be seen, the college offers general dual enrollment for students who register individually and we also have "partnership" programs with individual high schools for school based classes. The strategies we use are described in detail in this report. A unique program is College Connection, which involves high school students taking their senior year at the Ohlone Fremont Campus with college-based high school teachers. They attend their high school classes in the morning and take Ohlone classes in the afternoon. Finally, the impact of the current budget crisis on our Dual Enrollment activities is discussed.

The document has the following four sections:

1. Background
2. Current Dual Enrollment Strategies in Use
3. Current Array of Partnership Programs
4. Program Reductions Due to Budget Crisis (2009-10)

1. Background

The primary population for California community colleges includes people who are 18 years of age or older or high school graduates. However, colleges are allowed to enroll students K-12, if they so choose, through a process called Special Admissions. Special Admissions is now regulated under Education Code establish by SB 338 in 2003. Enrollment of K-12 students in college courses is generally referred to as concurrent enrollment in California; although the term dual enrollment is used more frequently in other states where it is a growing trend. For many years Ohlone has allowed K-12 dual enrollment in college classes. And for the past ten years we have develop focused partnership programs with high schools in the district.

A meeting between Ohlone and the Fremont Unified Boards in 1998 resulted in efforts to increase opportunities for high school students to earn college credit. Ohlone President Floyd Hogue, VP of Instruction Paulette Perfumo, and Fremont Superintendent Sharon Jones created an approach to offer Ohlone courses at high schools using two strategies: 1) Courses taught by high school teachers as part of their regular daytime load, and 2) Courses taught by Ohlone faculty. The program was designed around the Education Code related to "special admissions," often referred to as "concurrent enrollment." We now use the term "dual enrollment," more commonly used nationally.

In 2001-02 a problem with dual enrollment (mainly in southern California) involved abuses in the system in the areas of physical education and athletics, which prompted a focused statewide audit in 2002-03. Because of the procedures Ohlone had in place, we passed that audit with no findings and have had clear dual enrollment audits since. The dual enrollment problem led to new legislation, SB338, clarifying the Education Code. We have fully adopted the provisions of SB338 in our dual enrollment partnerships. An agreement form for each individual course section is signed by the high school Principal and Ohlone Dean committing to the compliance requirements.

2. Current Dual Enrollment Strategies in Use

There are now five strategies in use. Strategies 1 – 4 are partnership activities between the college and school districts to offer courses to groups of students during the school day. Strategy 5 involves students taking college classes independently outside of the school day. Our general strategy for working with the high schools on dual enrollment programs is to be responsive to interest expressed by the schools. We do

not push any particular program agenda. As a general target, dual enrollment for apportionment purposes will likely not exceed 5% of our annual FTES.

Strategy 1: Dual Enrollment Using High School Teachers

The college contracts with the school district to offer the courses using high school teachers to teach the courses as part of their regular daytime assignments. This is a “contract for instruction” arrangement, with the college paying the district for the courses taught. The formula for payment began with the college paying for each course based on what would have been paid for an adjunct. Subsequently, this was amended to the basis of 33 students per section; total enrollments are divided by 33 yielding “adjusted sections” reimbursed at \$3,122.10 per section. The college submits the enrollment to the state for apportionment subject to SB 338 special admissions and dual enrollment regulations.

SB338 Guidelines specific to Strategy 1:

- The content of the course must be reviewed by appropriate staff and faculty at the high school and college and be equivalent to the Ohlone course.
- The instructor will follow the Ohlone Course Outline of Record.
- The instructor must meet the minimum qualifications to teach the Ohlone course.
- An Ohlone Faculty Employment Application must be completed (including transcripts).
- The Strategy 1 sections are a “contract for instruction” arrangement, with the college paying the school district for the courses taught. The Office of Academic Affairs should send the annual contracts to the school districts by the end of March of each year (sample attached). This details all the courses taught and the amount to be paid for each. This serves as the source information for the school district to bill the college for the courses.

Strategy 2: Dual Enrollment Using Ohlone Faculty

The college assigns its faculty to teach the courses at the high school sites during the school day. The college submits the enrollment to the state for apportionment subject to SB 338 special admissions and dual enrollment regulations.

Guidelines for both Strategies 1 and 2:

- Courses will appear in both the college and high school schedules of classes.
- Course sections will be open to the general public. School District Board policy does not prohibit the general public from being on campus during the school day to attend a course.
- High school students enrolled in an Ohlone class during the regular school day will otherwise meet their minimum daily attendance requirement in their other classes.
- While in a partnership class students are subject to Ohlone’s academic and disciplinary policies.
- Principals are responsible for assuring documentation of concurrent enrollment permission forms and assurance that students are prepared to benefit from the instruction.
- High school staff will work with Ohlone’s Registrar to facilitate student application and registration.
- High schools should consider standards for acceptance of students into these classes.

Strategy 3: Dual Enrollment Using High School Teachers (Non-Apportionment)

The school district contracts with the college to offer the course using high school teachers to teach the courses as part of their regular daytime assignments. This is a Contract Education approach. The college does not submit the enrollment to the state for apportionment and the arrangements are not subject to SB 338 dual enrollment regulations.

[Individual agreement forms are completed for every course run under Strategies 1, 2 and 3. Copies of these forms are included below]

Strategy 4: 2 + 2 Articulation and Career Pathway Development

Courses offered through the high schools and ROP can, by joint faculty review and agreement, be articulated with Ohlone courses. While the students are taking these courses at the high school or ROP site they are not enrolled in an Ohlone class. Upon entering Ohlone, they can apply for award of credit with grades of B or higher. This is a common strategy across the country for developing Career Pathway Programs between colleges and high schools. Concurrent/ Dual Enrollment could also be used.

ROP and high school courses are articulated by faculty such that when students enroll at the college they are able to receive credit for the articulated course. Students are not enrolled in a college course while they are taking the course. The arrangements are not subject to SB 338 dual enrollment regulations but are subject to Title V regulations concerning 2+2 articulation.

Useful Website: Tech Prep 2+2 - <http://www.ohlone.edu/org/techprep/>

Strategy 5: General Dual Enrollment Outside the School Day

High school students in Grades 10 – 12 are able to enroll in college classes outside the school day and in the summer. The college submits the enrollment to the state for apportionment subject to SB 338 special admissions and dual enrollment regulations. With permission of the Principal and parents high school students may take Ohlone courses on an individual basis under the Special Admissions process. Some take classes on the college campus during the school day – principally home schooled students or participants in the College Connection

Program (see description below): Some students take classes in the evening or on weekends. A large number of students take classes through Special Admissions during the summer term.

Useful Website: General Guidelines for Dual Enrollment -

<http://www.ohlone.edu/org/admissions/k12admission.html>

Separate Note on the College Connection Program

The College Connection program is partially a Special Admissions – Concurrent/Dual Enrollment activity; however, its uniqueness warrants a separate description. In this program a high school teacher(s) is assigned to the Ohlone Fremont Campus with a cohort of high school seniors. The students complete their high school requirements in the morning and augment their schedules in the afternoon by taking Ohlone classes. The College Connection Program began in 2006-07 with a pioneer cohort from Newark Memorial High School. In 2007-08 cohorts from both Newark Memorial and Kennedy High School in Fremont completed the program. Both Newark Memorial and Kennedy plan cohorts for 2008-09. Logan High School in the New Haven District has also been working on developing a cohort.

Useful Website: College Connection - <http://www.ohlone.edu/instr/collegeconnection/>

3. Current Array of Partnership Programs (2009-10)

The following is the current array of programs with the schools:

High Schools	Transfer	CTE
NUSD: Newark	ASL, College Connection	Biotech/LAB Career Ed., Junior High
FUSD: Kennedy	Philosophy, Psychology, Sociology, College Connection, ASL, English, Math	Biotech/LAB Green Technology Academy
FUSD: Irvington	Art, Music, Theater, Foreign Languages, ASL	Information Technology, Kinesiology, S.H.A.P.E.
FUSD: Mission	Music, Foreign Languages, Math	
FUSD: Washington	ASL, Theater	
FUSD: American	ASL	

4. Program Reductions Due to Budget Crisis (2009-10)

Because dual enrollment is a choice rather than a mandate it is subject to lower priority status when state funding is reduced due to economic downturns. In the current budget crises we have downsized dual enrollment rather significantly on a number of fronts. First, in the spring of 2009 the Board of Trustees voted to discontinue dual enrollment of students in grades K-9, except in very rare instances in a very limited set of courses (see link to Guidelines provided below). Although the parent community was upset, the Board felt this prioritization was in the best interest of the District. Further, the foreign language partnership with Irvington and Mission High Schools has been eliminated involving 35 course sections (although students are still able to earn credit, there is no fiscal impact and enrollment is not submitted for apportionment). Finally, Ohlone once offered 16 sections of American Sign Language but this has been reduced to eight.

In the fall of 2008 we had 76 "partnership" dual enrollment classes at the high schools with 1,862 enrollments generating 600 FTES. Many of the fall classes are "annual" which are treated as fall classes leading to the fall numbers being higher. In the spring of 2009 we had 21 classes with 530 enrollment generating 83 FTES. Due to budget issues the fall of 2009 offering of classes to receive apportionment dropped to 36 with projected enrollments of 800 generating a projected 250 FTES (a 53% reduction). The spring of 2010 classes will be reduced to 19 with projected enrollment of 480 and FTES of 75 (a 10% reduction).

OHLONE COLLEGE
DUAL ENROLLMENT AGREEMENT – Form 1
Ohlone College Course Taught by a High School Faculty Member
As Part of His or Her Regular Daytime Teaching Load
2009-10 School Year

Name of High School: _____
Ohlone Course _____
Prefix – Number – Title
(e.g. MATH-188-01 Pre-Calculus) _____ Section No. _____

Number of Ohlone Units: _____

Total Number of Classroom Hours: _____

Meeting Days and Times: Days: _____ Times: _____

High School Room Number _____

Classroom/Enrollment Capacity _____

Beginning and Ending Dates: Start Date: _____ End Date: _____

Name of Instructor: _____

Social Security Number: _____

The undersigned agree to the following:

1. The content of the course has been reviewed by appropriate staff and faculty at the high school and College and has been determined to be equivalent to the Ohlone College course.
2. The instructor will follow the Ohlone College Course Outline of Record.
3. The instructor meets the minimum qualifications to teach the Ohlone College course.
4. The course will appear in both the College and high school schedule of classes.
5. The course section will be open to the general public. School District Board policy does not prohibit the general public from being on campus during the times this course is offered.
6. High school students enrolled in an Ohlone College class during the regular school day will otherwise meet their minimum daily attendance requirement in their other classes.
7. An Ohlone College Faculty Employment Application has been completed (including transcripts) and is attached (not necessary if this have been submitted previously).
8. The instructor will not be compensated by Ohlone, nor covered for worker's compensation insurance; and no rights to employment with Ohlone will vest to the instructor as part of this service.

Signature: High School Principal

Signature: Ohlone College Dean

Date: _____

Date: _____

I agree to teach this Ohlone College course in accordance with the agreement above.

Instructor

Date

OHLONE COLLEGE

DUAL ENROLLMENT AGREEMENT – Form 2
Ohlone Course to be Taught by an Ohlone College Faculty Member
On a High School Campus During the School Day

2009-10 School Year

Name of High School: _____

Ohlone Course _____
Prefix – Number – Title _____
(e.g. MATH-188-01 Pre-Calculus) _____ Section No. _____

Number of Ohlone Units: _____

Total Number of Classroom Hours: _____

Meeting Days and Times: Days: _____ Times: _____

High School Room Number _____

Classroom/Enrollment Capacity _____

Beginning and Ending Dates: Start Date: _____ End Date: _____

The undersigned agree to the following:

1. The course will appear in both the College and high school schedule of classes.
2. The course section will be open to the general public. School District Board policy does not prohibit the general public from being on campus during the times this course is offered.
3. High school students enrolled in an Ohlone College class during the regular school day will otherwise meet their minimum daily attendance requirement in their other classes.

Signature: High School Principal

Signature: Ohlone College Dean

Date: _____

Date: _____

OHLONE COLLEGE

DUAL ENROLLMENT AGREEMENT – Form 3
Contract Education – Non-Appportionment Generating
Ohlone College Course Taught by a High School Faculty Member
As Part of His or Her Regular Daytime Teaching Load

2009-10 School Year

Name of High School: _____

Ohlone Course _____

Prefix – Number – Title
(e.g. MATH-188-01 Pre-Calculus) _____ Section No. _____

Number of Ohlone Units: _____

Total Number of Classroom Hours: _____

Meeting Days and Times: Days: _____ Times: _____

High School Room Number _____

Classroom/Enrollment Capacity _____

Beginning and Ending Dates: Start Date: _____ End Date: _____

Name of Instructor: _____

Social Security Number: _____

The undersigned agree to the following:

1. The content of the course has been reviewed by appropriate staff and faculty at the high school and College and has been determined to be equivalent to the Ohlone College course.
2. The instructor will follow the Ohlone College Course Outline of Record.
3. The instructor meets the minimum qualifications to teach the Ohlone College course.
4. An Ohlone College Faculty Employment Application has been completed (including transcripts) and is attached (not necessary if this have been submitted previously).
5. The instructor will not be compensated in any form by Ohlone College, nor covered for worker's compensation insurance; and no rights to employment with Ohlone will vest to the instructor as part of this service.

Signature: High School Principal

Signature: Ohlone College Dean

Date: _____

Date: _____

I agree to teach this Ohlone College course in accordance with the agreement above.

Instructor

Date

B. Institutional Planning Cycles

C. Basic Skills Action Plan

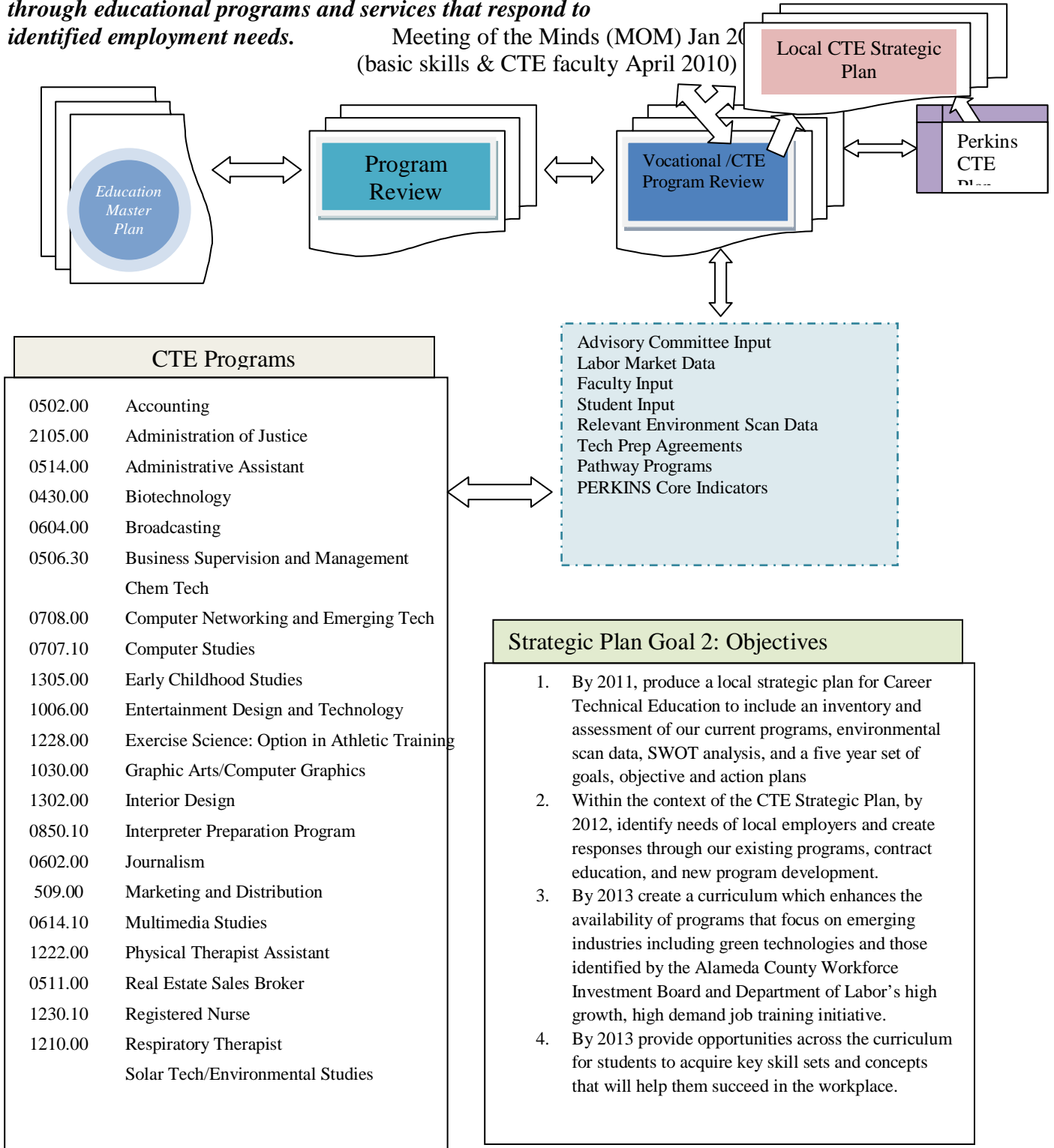
Link: <http://www.ohlone.edu/org/basicskills/>

D. Workforce and Economic Development Process Map

Working Document 11/3/09

Ohlone College Workforce and Economic Development Matrix

Strategic Goal 2: Support the economic vitality of the community through educational programs and services that respond to identified employment needs.



E. External Requirement for Full Time Faculty Levels

Eligibility Standards for Accreditation of the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges indicate the importance of full time faculty in Eligibility Standard 13. Faculty:

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Further the ACCJC 2002 Standards of Accreditation include this statement regarding full time faculty in Standard 3.A.2 (Human Resources):

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution.

The California Community Colleges Chancellor's Workgroup on 75/25 Issues: Report and Recommendations (June 1, 2005) stated:

....the benefits of a sufficient complement of full-time faculty members are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom. In their book The American Community College, (Jossey-Bass, San Francisco, 2003. p. 88) authors Arthur Cohen and Florence Brawer identified a number of functions which are normally performed either entirely or in greater measure by full-time faculty than by part-time faculty: Instructional Activities, Curriculum Management Activities, Periodic Syllabus Revision, Joint Teaching with Colleagues, Interdisciplinary Participation, Involvement in Honors Courses, General Education Involvement, Organization of Extracurricular, Activities, Professional Activities, Participation in Educational Associations, Disciplinary Associations, Community College Associations, Service as Department Chair, and Institutional Committee Service.

In 1988 landmark legislation in California (AB 1725) was enacted to reform the community colleges. AB 1725 (and subsequent Title V regulations) included directives to increase the ratio of full-time to part-time or adjunct faculty in community colleges to 75% of instruction.

Section 4.1.b. of AB 1725 states: If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges. There is proper concern about the effect of an over-reliance upon part-time faculty, particularly in the core transfer curricula. Under current conditions, part-time faculty, no matter how talented as teachers, rarely participate in college programs, design departmental curricula, or advise and counsel students. Even if they were invited to do so by their colleagues, it may be impossible if they are simultaneously teaching at other colleges in order to make a decent living.

Section 35 states: ... the Legislature wishes to recognize and make efforts to address longstanding policy of the Board of Governors that at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time instructors. [This was chaptered as Education Code Section 87482.6.]

Section 70 states: Because the quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient members of full-time faculty...

According to the 2004 Chancellor's 72/25 Workgroup:

Implementation (of AB 1725) was initially achieved by Education Code 87482.7 stating:

(a) The board of governors shall, pursuant to paragraph (6) of subdivision (b) of Section 70901, adopt regulations that establish minimum standards regarding the percentage of hours of credit instruction that shall be taught by full-time instructors.

Subsequently the Board of Governors adopted Title 5 regulations designed to reach the "75% full-time faculty standard." These regulations appear in sections 51025 and 53300 through 53314.

In 1997 the Chancellor's Office began issuing an annual number of required full time faculty positions to each college based primarily on enrollment numbers. Although the 75-25 requirement did not carry penalties for non-compliance, the Full Time Faculty Obligation Number (FON) does have fines attached for non-compliance.

The Chancellor's 75-25 Workgroup also identified other support for a strong full time faculty contingent:

The Academic Senate for California Community Colleges (ASCCC) has adopted numerous resolutions in support of the general goal of 75% full-time instruction and commenting on particular details of the Title 5 regulations. They show consistent, strong support over a long period of time.

The California State University system has also recognized that full-time faculty are important to students and have identified a similar 75% goal as the community colleges (September 2001, ACR 73 (Strom-Martin)).

F. Clustering of Academic Space over the Years

The clustering of academic areas has been in place at Ohlone for years:

When the college opened in 1974 (Building 9 in 1975) clustering was already in place:

- The Physical Education and Athletics Departments and faculty have been clustered in Building 9 in the gym and pool, and near the athletics fields.
- The Music Department and faculty have been clustered in building 2 near their studios and practice rooms.
- The Art Department and faculty have been clustered in Building 4 near their studios.
- The Biology Department and faculty have been clustered in Building 8 near their labs.
- The Chemistry Department and faculty have been clustered in Building 2 near their labs.
- The Library faculty have been clustered in Building 1 in the Library.
- The Counseling faculty were clustered in Building 1 for years and continue to be clustered in the new Student Service Center.

The clustering strategy continued on the Fremont Campus over the years:

- The Theater and Dance Department and faculty and Radio and Television programs have been clustered in the Smith Center near their theaters and studios since it opened in 1994.
- The Computer Science, Computer Networking, CAOT and Multimedia Department and faculty have been clustered in Hyman Hall since it opened in 2001.
- The English/ Math Learning Centers have been clustered in Hyman Hall since it opened in 2001.
- Deaf Studies faculty are clustered in Building 5.

When the Newark Campus was being planned after the passage of Measure A in 2001 the academic areas were clustered in the wings:

- LRC, First Floor, Wing 1
- Environmental Studies – First Floor, Wing 2
- Student Services – First Floor, Wing 3
- Fitness and Wellness – First Floor, Wing 4
- General Education, Second Floor, Wings 1 and 3
- Health Science - Second Floor, Wing 2
- Science and Biotechnology, Second Floor, Wing 4

This clustering has been in place since the Center opened in 2008.

Note on faculty office space:

The clustering of academic space has also evolved to include clustering of faculty offices, as more faculty members have desired to be near their labs or studios. Currently (2009) 66% of faculty offices are clustered. The 34% of un-clustered offices consist mainly of English and Math faculty, along with various GE disciplines, and concentrated on the third floors of Building 2 and 6.

See attached analysis of faculty office space.

G. Distance Learning: A Focused Assessment

[From the Accreditation Institutional Self Study, Fall 2007]

Overview

Online learning has increased significantly at the college. In 2001 there were 26 courses approved for full online delivery, which has grown to the current figure of 101 approved courses. Further, the number of sections offered each semester has increased from 42 sections in fall of 2004 to 130 in spring of 2007. Full Time Equivalent Student figures have correspondingly increased from 106 in fall of 2004 to 331 in spring of 2007. These increases in online offerings and enrollments have been the results of grassroots faculty interest and development, along with parallel increases in student demand.

The dramatic growth in online learning has motivated the faculty to increase the development of outcome-based methodologies to ensure academic quality for online courses. The Faculty Senate, through the Curriculum Committee, has made excellent progress on evaluating the effectiveness of online and media-supported courses. There is one official Course Outline of Record format used for all courses, including courses that may have traditional and online sections. The Curriculum Committee has a standing Distance Learning subcommittee that must approve all courses that will be offered online. The Distance Learning Committee reviews include the frequency of student/faculty contact and online technology support. The Distance Learning Committee provides faculty with guidelines and best practices for online teaching and learning. Course Outlines of Record must specify measurable student learning outcomes, with assignments and assessment strategies to evaluate the stated outcomes. The CurricUNET database for online course development is used as a guide by faculty to maintain consistency. The Curriculum Committee, along with Deans and department faculty, systematically reviews all courses every six years to assure there are relevant measurable outcomes with specific evaluation criteria.

Given the growth of online teaching and learning, the Distance Learning Committee decided to conduct a focused program assessment, which is presented below. 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. This assessment is enhanced by conducting surveys of online faculty and students. The survey of online students was designed in alignment with the survey conducted of students in traditional, classroom-based classes. While the survey of traditional classes was done in paper and pencil format, the online student survey was a web-based format and students were contacted by email to participate. The survey of traditional classes yielded 1126 responses and the online survey yielded 466 responses. The full results of both surveys are located on the college website. (DL-1)

Curriculum and Instruction

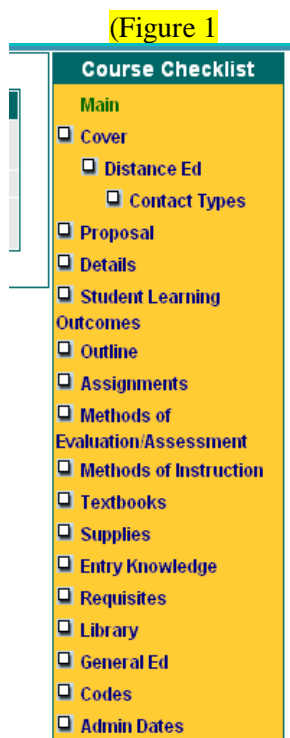
- 1. Each electronically-delivered course or program of study results in learning outcomes appropriate to the rigor and breadth of the course credit, degree, or certificate awarded.**
- 2. Review and approval processes ensure the appropriateness of electronic delivery to meeting the course and program objectives.**
- 3. Portions of courses delivered through electronic means adhere to the same principles as courses delivered entirely through these means.**

Descriptive Summary

The Curriculum Committee requires that all courses reflect the appropriate learning outcomes, regardless of location or delivery method. The Curriculum Committee approves and regularly reviews all Official Course

Outlines of Record. The Committee has implemented CurricUNET, an online curriculum development and review database tool (DL-2). CurricUNET is database software that acts as a repository for the course data and then returns it to the viewer to oversee the whole course content in the form of a PDF file. CurricUNET provides guidelines that direct the development of student learning outcomes and strategies for assessing those outcomes for all courses. Any course involving technology mediation for more than 50% of the delivery is subject to additional academic scrutiny. The Distance Learning Committee reviews all such courses to ensure that the delivery systems meet or exceed the academic standards of the Course Outline of Record.

On using CurricUNET, screen prompts the user to the following area (shown below in Figure 1) where the faculty member will need to edit each line item. As you will notice from this screen image, the Student Learning Outcomes are part of the review process.



When a course has completed its approval cycle and every line item in CurricUNET is checked off, it is presented to the Curriculum Committee. At this presentation, the originator (the original faculty member who started the course outline process) is present. If the originator cannot be present, another member of the course division (program, certificate etc.) is there to address or answer any concerns. At this time, any notes from the Advisory Committees etc., are available if there are questions on any of the line items. The Articulation Officer or representative is also present to ensure units and credits measure up appropriately.

Figure 2 below is a sample print out of Student Learning Outcomes as listed in CurricUNET for one course. This course is for CAOT-148, Computer Applications in Biotechnology.

Figure 2

Page Last Saved on Friday, Aug 26, 2005 at 10:42 AM by Lesley Buehler

Top of Form

Please enter each outcome separately.

The student will:

1. Create a worksheet and add an embedded chart.

2. Construct graphs that are commonly used in an introductory Biotechnology course.
3. Create a PowerPoint presentation.
4. Manipulate data tables and structure, forms, reports and queries using MS Access.

All courses at the college, regardless of delivery method, follow a strict approval and review process. Any course that contains an online component that replaces traditional seat time also goes through a separate course approval process. This approval form process is built into CurricUNET and asks the originator of the course how they will teach their online course; that is delivery through email, chat rooms, discussion boards, interactive exercises and so on. The originator has to review each section on this separate course approval process, which ensures compliance with TITLE V descriptions of online courses and makes the originator think about what and how they are teaching online.

Self-Evaluation

With the implementation of CurricUNET and the extensive review process that course outlines encounter, each of the electronically-delivered courses or programs of study-result in learning outcomes appropriate to the rigor and breadth of the course credit, degree, or certificate awarded. The Distance Learning Committee is required to review, for approval, each course that delivers more than 50 percent of its course content through technology-mediated delivery.

A significant majority, 95%, of online students responding feel the assignments and assessments in their courses effectively cover the course content and 79% report receiving the same or equal attention from their instructors. Ninety-four percent of those responding state they are achieving their learning goals through the online delivery format. Further, 92% of students responding rate their instructors as well prepared and able to teach and 91% indicate that they are able to participate actively in their learning. This shows a consistency across delivery methods of instruction.

The college meets this standard.

Planning Agenda

Although the college meets this standard, the following planning agenda has been developed to improve beyond meeting the standard.

Outcomes: A resource website will offer faculty more tools/assistance with various needs towards online teaching. Under consideration are guidelines similar to those used by Mount San Jacinto College.

Tasks: The Distance Learning Committee is currently looking into planning strategies on how to implement departmental guidelines and will be referring to other college examples in use. Faculty will be asked to contribute ideas and information to the resource website.

Ensuring ongoing compliance: Resource website will be monitored and updated on an ongoing basis, and guidelines prepared by the specific departments will be reviewed regularly.

Impact on student learning: Faculty can spend more time making impacts on student learning rather than having to spend time searching for answers to questions such as those which can be found on the resource website and/or referred to in their specific departmental guidelines. This translates into more time for them to work with their students.

4. Student experiences results in achievement of intended learning outcomes whether electronically-delivered courses provide for synchronous or asynchronous interaction between faculty and students and among students.

Descriptive Summary

Student learning outcomes are consistently pursued throughout a course whether it is taught traditionally (synchronous), hybrid and/or fully online (asynchronous). For a course to be approved all components of the Course Outline of Record must be processed through CurricUNET, as discussed in Standards 1 and 2 above. Faculty refer to the Official Course Outlines produced by CurricUNET as a guide for teaching. The intended learning outcomes and assessment strategies are clearly defined in it and they are again expressed in the syllabus for the course. All courses, whether synchronous or asynchronous are subject to the periodic course review cycle through the Curriculum Committee.

Self-Evaluation

The Curriculum Committee ensures the quality and rigor of all courses. The course approval, course review, and program review processes all address student learning outcomes and assessment. See Standard II.A. earlier in this self study for a more comprehensive description of development and quality assurance processes related to the curriculum.

The college meets this standard.

Planning Agenda

No planning agenda required.

Institutional Context and Commitment

Role and Mission

5. Delivery of courses and programs through electronic means is consistent with the institution's role and mission.

Descriptive Summary

The college Mission Statement reads as follows: "The mission of Ohlone College is to serve the community by 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 delivery of courses through electronic means is very much in keeping with the college's mission to provide an education to a diverse student population. Electronic classes provide more access to the college. For working people, parents, or students with variable schedules, being able to take a class online means access to classes they might not be able to otherwise attend.

The electronic classes offered by the college include courses from 28 disciplines ranging from Allied Health to Women's Studies. Many of these classes fulfill graduation or transfer requirements, such as English 101A (freshman composition) or American History; enhanced personal enrichment, such as Digital Photography and Women's Health, or training for career entry, such as classes in computer programming or real estate practice. Each semester, approximately 2500 students take online classes to complete their educational goals.

Experienced teachers have tried to offer basic skills classes online (primarily ESL classes) with little success. Few students enrolled, as they appear to prefer in-person instruction. As a result, the college does not offer basic skills classes online since this format does not yet seem appropriate to the needs or success of these students.

Self-Evaluation

The large number and variety of course offerings online and the growing number of students who take advantage of the opportunity to take classes online demonstrate the mission of the college is being met through the distance learning program. Student survey data shows that 86% feel the college offers a good variety of classes online that meet their needs, and 95% of those responding feel the online classes are preparing them for their career and/or educational goals.

The college meets this standard.

Planning Agenda

No planning agenda required.

6. Specific needs of students for whom electronically delivered courses are intended are identified and addressed.

Descriptive Summary

Students for whom electronically delivered courses are intended made aware of the specific skills they need to be successful in an online class. Faculty members teaching fully online or hybrid courses make learning resources available to their students using WebCT and their individual websites. The Online Education website has a page devoted to Student Resources (DL-3), which includes links to advice, self-assessment tools, accessibility page/college ADA statements and help for online students. Below is part of a reproduction of the Student Resources page:

- Help Desk. If you are having problems logging into your course, or any other technical problem, click here and complete the form. Someone will respond to you within 24 business hours.
- Online WebCT Orientation. Students should click here to take the Online WebCT Orientation, one week before their course starts.
- Electronic Counseling @ Ohlone. Students can go here to get counseling questions answered online via online e-counselors.
- Online Learning Self-Test. A resource for students to self-assess if they are ready for online learning.
- Online Student Survival Guide A document that is a valuable resource for any student taking or considering taking online courses.
- WebCT Student Resources A student guide to WebCT.
- Library Resources for Online Students Access library resources for online students, including the online library catalog, periodical database, access to reference librarians, and links to the Internet.
- Hardware and Software Requirements A recommended list of hardware, software and connectivity requirements. Download Netscape or Internet Explorer and various plug-ins.
- Browsers Tune up The browser tune-up will ensure that you are using a supported browser. It includes step-by-step instructions to make sure your browser settings are optimized for the best possible WebCT experience.

Within the umbrella of the home page of the college website, there are several links under the SEARCH function and the A-Z listing that allow for both faculty and students to seek accessibility help and information. Students can refer to this information, if they need to. There is also an Adaptive Workstation offered by the Student Technology Center, which offers technology for the disabled student, including software for screen magnification, scanning text, and reading text aloud.

Faculty are engaged in developing many innovative approaches to teaching and learning, both in the traditional classroom setting and in hybrid and fully online classes. Strategies such as instructor developed videos (e.g. Camtasia), websites created by instructors, and Podcasting are useful in more fully engaging students in the learning process. However, these strategies carry with them an obligation to meet ADA accessibility requirements. The experience of the Distance Learning staff indicates that there needs to be a better understanding of, and response to, these ADA issues.

Self-Evaluation

A rich array of online learning resources is available to students. These include resources made available by individual instructors through WebCT and instructor websites.

There are concerns about ADA accessibility to instructional materials, which need to be addressed. The college partially meets this standard.

Planning Agenda

The following planning agenda has been developed to meet the standard.

Outcome: Instructional materials and activities in hybrid and fully online classes will fully meet ADA accessibility requirements.

Tasks: Raise awareness of ADA accessibility requirements. Place a new list item within the CurricUNET Special Course Approval form that allows for the reviewing committee to ensure that the faculty member, (designer)of the course (s) has met with either the Educational Technologist and/or Web Technician to ensure they are aware of online ADA compliances and tools. The Distance Learning Committee is now deciding how this list (line) item will be formatted within the CurricUNET database, [by the time of this narratives' final print that should be in place.]

Ensuring ongoing compliance: For the ADA compliance area, reports can be run within CurricUNET to ensure that over time all online courses will have this ADA list item checked done. Course review and Program Reviews can also serve as a safety net for this condition.

Impact on student learning: Resulting impact for students regarding ADA compliance introduced into all online courses will allow for more students who may not have taken a course to try it. It will also give opportunity for those who need these tools to better succeed where they may have challenges.

Learning Resources

7. Appropriate learning resources are available to students taking electronically delivered courses.

Descriptive Summary

There are several learning resource tools available for students who take online courses. Some of these tools can be found within the online course management software itself; the college is currently using WEBCT 4.1

(DL-4). Use of these tools may be facilitated by the instructor or independently by the students by simply clicking on an icon that says, "References." Other tools may be found through hyperlinks that give the students easy access to external reference websites.

Tools within the course management system include items such as, the course management orientation tool. This is one of the first things students normally look for on their course homepage and this is an icon that tells them how to navigate around the course. There is also an icon that will take them directly to the 24/7 help desk support service (implemented in Spring 07). There are other icons that lead to tools such as the discussions² boards, where students can ask their peers and/or their instructor's questions to enhance their learning, an icon that links directly to the college library and other icons that may house resource materials such as supplemental PowerPoint presentations, PDF documents, videos and text links. One other resource tool that was started about a year ago is the link to an e-counselor.

Self-Evaluation

There are a number of tools that students have access to as well as faculty to use as resources.

The college meets this standard.

Planning Agenda

No planning agenda required.

Students and Student Services

8. Students receive clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

Descriptive Summary

A variety of tools are used to deliver information to e-learning students. First, the online student has access to the college website (DL-5). On the homepage are many links that can take students to another page with the information they are seeking. If students do not see their intended link immediately on the homepage, they can SEARCH and /or use the A-Z drop down list of links. These links include, but are not limited to, an online Academic Calendar and an online catalog by Academic Year. There is also a listing of web pages that clearly explain what courses are needed for degree programs, courses and other necessary information. There are student resource pages for the bookstore, finance, tuition area, tutoring, and health. Students can access their own profile through the online Enterprise Resource system, also known as Web Advisor. In addition, there is a campus directory for all faculty with contact information should students wish to connect with their instructor prior to a course launching and there is access to the class course outlines via the CurricUNET e-tool.

There are several links to the online education page with a direct connection to the onsite course management technician, the 24/7 support helpline, and the resident Educational Technologist. Students also have access to an e-counselor who can provide valuable academic information. Another option students have is an email link and often a website link to their instructor. Often these websites can yield much needed information for the student.

Self-Evaluation

Students are provided a wealth of online services and information to support their learning.

The college meets this standard.

Planning Agenda

No planning agenda required.

9. Enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning and assess their progress.

Descriptive Summary

Many services are offered to the students to enhance their online educational experience. The Student Technology Center provides students access to computers with Internet connections as well as other resources (software; scanner, etc.). There is also an Adaptive Workstation offered by the Student Technology Center, which offers technology for the disabled student, including software for screen magnification, scanning text, and reading text aloud. Online students have access to a free online help desk available 24/7. They also have access to online orientations (tutorials); extensive online resources that help them get started with online education. Students also have the option within the Course Management System, to track their progress and review their grades. Students get feedback from their quizzes if they are automated and comments from their instructors on how they are progressing throughout the course. Of the online students responding to the recent survey, 69 % were pleased with the 24/7 hotline. Web Advisor also allows students access to their personal profile and the ability to see their grades.

Self-Evaluation

Not only are students offered online and in-person orientations, but have access to other support services. The faculty ensure that their students have reasonable and adequate access to a range of student services appropriate to support their online learning.

The college meets this standard.

Planning Agenda

Although the college meets this standard, the following planning agenda has been developed to improve beyond meeting the standard.

Outcome: The current Enterprise Resource System, Web Advisor, will directly interface with the WebCT. This would not only speed up the process of getting students into the course management system, but allow them earlier access to their class (es) and instructors (and vice versa).

Tasks: Selected Faculty, including the Distance Learning Committee and appropriate personal personnel from the Information Technology Department/Academic Technology have been asked to explore this arena.

Ensuring ongoing compliance: Currently the Information Technology department is searching for upgrades of the tools necessary for this integration to occur. At this time (fall 2007) there is in motion an upgrade install of the latest release of the college's Enterprise Resource Planning system. Once the upgrade is completed more can be done to expedite/test the integration of Web Advisor and WebCT.

Impact on student learning: Having two integrated systems (Enterprise Resource Planning/Course Management System) would allow for faster student processing to occur and afford more students time inside their courses. Faculty, as well as admissions and records, would also benefit from this faster processing. Faculty would gain more access time to their students and admissions and records would have more accurate headcounts of which students are in online sections.

10. Advertising, recruiting, and admissions materials clearly and accurately represent the courses and programs, and the services available.

Descriptive Summary

The college uses multiple strategies for advertising, recruiting, and creation of admissions materials that clearly and accurately represents the courses and programs, and the services available. There is a check and balance system that is initiated when information is to be presented about the courses, programs and the services, etc., that comes into play. For example, all courses and programs, as stated before, go through a rigorous approval process using the CurricUNET software tool and the Curriculum Committee. Through that process, courses, programs and related information are reviewed by the Dean for Institutional Research and Curriculum Management (oversees the Curriculum Office) and reviewed for articulation. The end point is the Registrar (oversees the Scheduling Office) who ensures that the student educational database accurately reflects program and course content. Supplemental printed materials that may go through the Public Relations department are often reviewed by the faculty who may have originated that flyer or brochure, their Dean, and consequently the Vice President of Academic Affairs before the flyer and brochure launch. Students can also visit the college website which is consistently updated and maintained.

Self-Evaluation

There are many checks along the way from the faculty originator, to the Dean, to both the Curriculum Office and Scheduling Office who are mainly responsible for assisting with the accuracy of the courses and programs in the Class Schedule.

The college meets this standard.

Planning Agenda

No planning agenda required.

11. The institution demonstrates a commitment to ongoing program support, both financial and technical, and to continuation of the program for a period sufficient to enable students to complete a degree/certificate.

Descriptive Summary

The college demonstrates a commitment to ongoing program support for faculty and for students. This is evident by the following: Online Education Technical Support, Staff Development Training, the Instructional Technology Center facility, and Teaching and Learning lending library at that site.

Recent additions such as the 24/7 WebCT support and extended Innovation and Technology Center hours also show appropriate expansions of opportunities and access. The Instructional Computing Building (Hyman Hall) also showcases the college's planning for facilities and equipment, and recently replaced thin-client technology with individual hard drive stations.

The Distance Learning Manual states: “Because technological currency is important, the level of support for staff development is one indicator of institutional commitment to distance learning.” All of the above demonstrates these key factors in enabling the continuation of the program for the long term, institutionally, and for the sake of student degree completion.

Self-Evaluation

The college has clearly embraced ongoing program support for faculty and students.

The college meets this standard.

Planning Agenda

No planning agenda required.

12. The institution ensures that qualified faculty provides appropriate oversight of courses delivered electronically.

Descriptive Summary

There is currently an Educational Technologist and WEBCT Technician who assist faculty. Initially when a faculty member requests to teach online or produces a course that is technology-mediated, they need to complete the online approval process, which involves completing the CurricUNET special course approval form. Online courses are also reviewed and approved by both the Educational Technologist and the Distance Learning Committee and the Curriculum Committee.

During the course approval process, distance learning staff will review online teaching requirements and then assist with the content and formation of a course. Online courses may also be overseen by a mentoring group known as www.LearningCoaches.com, a new service comprised of senior members of the faculty who have piloted and taught online courses. They are there to assist newcomers. Distance Learning Committee members are also available for assistance in the mentoring process. Several workshops are offered each semester at the college, where senior faculty and/or experts in the field, are invited to facilitate classes aimed at how to use ADA compliant teaching tools and or other useful online teaching methods and strategies. For example, November 2007 yielded a visit by Sean Keegan, a well known ADA compliance resource faculty member from De Anza College to come to the college to host a workshop about how to use ADA software techniques and tools in an online course. Review of the course content and delivery mechanics are also achieved by the Deans gaining permission to enter an online course and issuing an online evaluation of the said course. The Chancellor’s Office also requests the completion of a survey by students at the end of the course period.

Self-Evaluation

Not only have the credentials of the Educational Technologist and support staff been excellent, but they have had the innate ability to instruct and assist others who wish to teach online. As stated earlier, 92% of online students responding to a recent survey stated that their instructors are highly-skilled and are well-prepared in their work.

The college meets this standard.

Planning Agenda

No planning agenda required.

13. The faculty evaluation process provides a means to evaluate technical skills when appropriate.

Descriptive Summary

The faculty evaluation process and associated forms are subject to collective bargaining, changes can be problematic. However, within the existing process, the dean has the option of reviewing the online course, individually, or with the faculty member, and using the course management system WebCT. The dean also has access to student feedback, as the Faculty Staff Technology Center has set up an automated process whereby student evaluations are forwarded directly to them.

The college has several ways of evaluating online faculty including: Self-Evaluation; Peer Evaluation Student Evaluation; Review of the course content and delivery mechanics are also achieved by the Deans gaining permission to enter an online course and issuing an online evaluation of the said course; and Instructor own feedback surveys

At this time the online evaluator tool used may not clearly show if faculty members are using or have adequate technical skills. However, as mentioned previously, students rate faculty ability very highly. The Distance Learning Staff and the Innovation and Technology Center offer faculty training workshops for those who wish to master or improve their current skills.

Self-Evaluation

No one institution can be in true continuing compliance with this standard, as technology is constantly changing and faculty and students strive to keep up with the latest effective teaching tools. The Innovation and Technology Center has been created to assist faculty to keep current with the latest developments in academic technology.

The college meets this standard.

Planning Agenda

Although the college meets this standard, the following planning agenda has been developed to improve beyond meeting the standard.

Outcome: Student evaluation of faculty will be done using an online system for all courses to show more clearly if faculty members are using /have adequate technical skills. This will allow online students to participate more fully in the faculty evaluation process.

Tasks: Currently online survey tools are available to use for faculty beginning during the fall 2007 semester.

Ensuring ongoing compliance: These surveys were compiled using several campus resources (areas/departments). Constant review of these tools will ensure ongoing compliance.

Impact on student learning: Review of the surveys and analysis of the results will yield for better understanding on how to impact student learning in a positive way.

14. The institution provides faculty training and support services specifically related to teaching via electronic means.

Descriptive Summary

Faculty development for online learning has also increased. The staff at the Innovation and Technology Center (DL-6) offers online workshops and hands-on training on both the pedagogy and the technologies to deliver online teaching and learning. A faculty member is designated full time as an Educational Technologist and provides one-on-one consultations to all faculty who plan to develop online courses.

Staff Development organizes a range of activities and workshops related to distance education. A sampling of programs include; Introduction to Podcasting, CCC Confer, How to use the Grade book and Quiz Feature in WebCT, Flex Workshops, Flex workshops often address Distance Learning issues.

The Innovation and Technology Center provides online and one-on-one training to faculty and staff. Training is offered on Web/multimedia presentations, communication and collaboration technologies. The center also provides assistance for online course planning, instructional design and development, pedagogy, and best practices for online teaching/learning, research of discipline-specific web resources, as well as utilization of various educational software tools.

A March 2006 survey of online instructors (DL-7) shows that 80% agree that the training received effectively prepared them to use the technology to teach online. And, 73% agree that they were adequately prepared to teach the course online. In addition, 87% wanted training face-to-face, 50% expressed interest in facilitated online teaching, and 56.7% expressed interest in developing courses that are self-paced online. Further, 60% responded that they would like us to develop and offer in the future more workshops on methods and strategies for online teaching and learning.

Self-Evaluation

The college offers many choices to both its faculty and staff in providing professional faculty training and support services specifically related to teaching via electronic means.

The college meets this standard.

Planning Agenda

No planning agenda required.

Evaluation and Assessment

15. The institution evaluates the educational effectiveness of electronically delivered course work, including assessments of student learning outcomes, student retention, and student and faculty satisfaction. Students have access to such evaluation data.

16. The institution provides for assessment of student achievement in each course and at completion of a program.

Descriptive Summary

The college utilizes assessments that take place in the individual courses by the faculty members, as directed in the Official Course Outlines of Record and monitored by the Curriculum Committee. During program reviews such tools are reviewed and adjusted to suit the ever-changing needs of the subject matter at hand, or if

applicable, the skill set demanded by industry. Distance Learning has increased tremendously in the last few years and a procedure has been developed to allow for ongoing student and faculty surveys an ongoing assessment strategy. In 2006, surveys were completed as part of the Program Review for Distance Learning (DL-8). In 2007, the surveys of all students and online students were conducted and will be continued.

Self-Evaluation

The college has a good system in place to survey students and faculty about assessments of student learning outcomes, and student and faculty satisfaction etc. However, more research is needed in the area of student retention.

The college partially meets this standard.

Planning Agenda

The following planning agenda for has been developed to meet the standard.

Outcome: A system of ongoing research on student retention in online classes will be in place.

Tasks: The Distance Learning Committee will work with the Office of Institutional Research to develop the system for the assessment of student retention.

Ensuring ongoing compliance: The retention data will be housed on the Office of Institutional Research website and will be updated regularly.

Impact on student learning: Analysis of student retention trends will assist in better understanding of how online education impacts student achievement.

Distance Learning References

- DL-1. General Student Survey: <http://www.surveymonkey.com/Report.asp?U=327582710814>
Online Student Survey: <http://www.surveymonkey.com/Report.asp?U=365457983805>
- DL-2. Link to: CurricUNET: <http://www.curricunet.com/ohlone/>
- DL-3. Link to: Online Education Website, Student Resources Page:
<http://www2.ohlone.edu/instr/onlineeducation/>
- DL-4. Link to: WebCT 4.1: <http://webct.cvc.edu/orientations.asp>
- DL-5. Link to: Ohlone Website: <http://www.ohlone.edu/>
- DL-6. Link to: Innovation and Technology Center: <http://www.ohlone.edu/org/itc/>
- DL-7. Link to: March 2006 survey of online instructors
<http://www.ohlone.edu/org/academicaffairs/docs/20052006progrex-distanceeducation.pdf>
- DL-8. Link to: Program Review for Distance Learning:
<http://www.ohlone.edu/org/academicaffairs/docs/20052006progrex-distanceeducation.pdf>