Ohlone College
Ohlone Community College District

1. Student Progress and Achievement: Degree/Certificate/Transfer
Ohlone College’s degree/certificate/transfer rate jumped 2.3% 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 are now reflected in the data for the first time. The currently strong student achievement rate should become stronger as the report continues to capture student data from more current terms.

2. Percent of Students Who Earned at Least 30 Units
The percent of students earning 30 units increased 1.6% and is above both the peer group and statewide averages. Over the past three years, student headcount has declined while FTES has risen, indicative of students tending to take more units and to complete earlier. Consequently, the percentage of full-time students has also risen, reflecting the positive effects of recent academic innovations.

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

4. Annual Successful Course Completion Rate for Credit Vocational Courses
Vocational course completion rates continue to be strong, above both peer group and statewide averages. Addition of new departments in Environmental Science, Chemical Technology, and Engineering Technology, coupled with a successful department of Biotechnology, keep Ohlone’s vocational programs both cutting edge and in line with emerging vocations within the district.

5. Annual Successful Course Completion Rates for Credit Basic Skills Courses
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—are currently reflected in the Basic Skills completion rate, which is now above both the peer group and statewide averages.

6. Improvement Rates for ESL
A complete renewal of the ESL curriculum has produced noticeable gains over the past four years in the ESL improvement rate, but the college remains below both the peer group and statewide averages. The upcoming CB21 recoding project should begin to accurately capture data on students who have improved but have not been reported. As the successes of more recent cohorts, who have the benefit of these curricular innovations, are captured in the data, and as the recoding captures previously unreported improvement, the ESL improvement rate should increase.

7. Basic Skills Improvement Rate
An increase in the basic skills improvement rate for 2010 has also moved Ohlone’s rate above both the peer group and statewide averages. Recent additions of learning communities for basic skills students, Puente and Nishati programs, and new supplemental learning services, all specifically directed to support at risk students, should continue to improve rates in the future.