Good News for January 13, 2016

Ethnic Studies Needs Analysis
Ohlone has in place a number of venues where we seek the advice of community members, and we often incorporate their ideas into our plans. Public comment at Board meetings is another important opportunity to hear what the external community we serve thinks about how we are meeting educational needs. I want to acknowledge the input we have received over the past few meetings about the value of Chicano Studies.

For community colleges, curriculum and program development are the purview of the faculty teaching in each discipline. And Ohlone follows shared governance processes for decisions that impact academics, such as determining where the greatest need for FT faculty lies. So I am moving forward with an idea that I hope will demonstrate we are listening to our community and respecting our college processes at the same time.

I am establishing a task force made up of faculty teaching ethnic studies and related courses to analyze the need for an ethnic studies program. While such a program would certainly include Chicano studies (no, there is no thought of eliminating Chicano studies), a broader-based program would have better potential to serve our diverse student population than a program focused on just one group. Also, CSU East Bay and San Jose State have ethnic studies concentrations rather than Chicano studies majors, so student transfer would be easier.

I have invited sociology professor Dr. Jennifer Jovel to chair the task force and she has agreed.

Classified Staff Professional Development
The Classified Staff Professional Development Committee held a team building retreat on December 17. In keeping with the theme of the retreat, each staff member who attended was given a lapel pin that said, “You are an Essential Piece.” Motivational messages and exercises offered by speakers Jackie Welch and Romeo Marquez created a good working atmosphere. Staff survey results for the event were very positive.

Outreach
Ohlone College welcomed over 100 local continuation high school students to the Newark Campus this week for an open house event. For many of these local students, this was their first time visiting a college campus. Ohlone Peer Mentors and Puente Program students worked in tandem with faculty, staff, and administrators to provide campus tours, complete Ohlone College applications, and inform these prospective students of the different programs and services that Ohlone has to offer.

Health Science outreach
Two groups of approximately 40 Newark Memorial High School students and their biology instructor toured the Newark Campus recently. These students are interested in the health fields of nursing, respiratory therapy, physical therapy, and kinesiology. The students were
amazed at what they saw in the Health Science Simulation Lab. Many commented that they had no idea that Ohlone College, right across the street, had such a great campus and a variety of majors from which to select.

**Campus Climate Survey**
Ohlone is planning to conduct a campus climate survey of students, faculty, and staff this spring. At this point the Higher Education Research Institute survey titled Diverse Learning Environments looks as though it will give us the information we are looking for. For instance, it will allow us to evaluate the campus climate, collect information about institutional practices, identify strengths and areas for improvement, track progress on diversity efforts, and disaggregate perceptions by different social identities. Such a survey will serve as a great tool to help us achieve our strategic goal to increase College and community understanding of, and sensitivity to, diverse cultures and perspectives.

**Adult classes**
Building on the success of last summer’s ESL bridge class, we are offering two bridge classes during the winter break, one through Fremont Adult and Continuing Education and one through New Haven Adult School. The classes offer adult school students an introduction to the operations and culture of the college to better prepare them for the transition from adult school to college. There are over 60 students signed up for these classes at the two campuses.

A group of Ohlone deans and representatives from the adult schools in our consortium came up with an exciting idea to help promote CTE pathways for adult school students. Adult school students will take one of three online options from Ohlone: a foundational course for all IT pathways; courses in the Customer Service Academy; or Medical Terminology, which provides the foundation for many allied health related jobs. The adult schools will offer learning support courses at their sites where students can work on their online courses in a classroom setting and be supported by tutors and faculty.

**Mindset Intervention**
Omid Fotuhi, Project Manager and Researcher at Stanford University’s Interventions Lab, will come to Ohlone on January 27 to interview a sample of our students about their transition from high school to college as part of the College Transition Collaborative, which looks at social belonging and student success. Following the interviews, he will meet with faculty, staff, administration, the Student Equity Workgroup, the Basic Skills Committee, the SSSP committee, and ODIAC—which is our diversity inclusion committee. We hope to learn from these interviews about effective mindset interventions that increase the success of underrepresented students.

**CC District Remedial Education**
On page 44 of the recent Governor’s Budget Summary, Ohlone shows up as #3 in the top 5 statewide for the percentage of students enrolled in a mathematics course below transfer level who subsequently completed a college-level math course. Our percentage is 46% compared to
the statewide average of 31%, underscoring our ability to successfully transition students to college-level courses.