Gaps

From Environmental Scan

- Decline in evening and weekend enrollment
  - 27.6% of enrollment in 2008FA was in evening sections; in 2014FA it was 11.8%
  - 2011 students enrolled in weekend classes in 2008FA; 394 enrolled in 2014FA
- Persistence and retention rates below state average
  - The statewide average retention rate (students who remain in class to the end of the semester) is 86.3%; Ohlone’s rate is 85.0%.
  - The statewide average persistence rate (students who enroll in the subsequent semester) is 70.5%; Ohlone’s rate is 68.1%.
- Realignment of CTE programs to reflect labor market issues, demand, and advisory committee input
  - Computer-related industries are the fastest growing in the Bay Area, yet students enrolling in CNET and CS disciplines have declined 10.0% and 12.2% in the past three years.
  - The demand for preschool teachers has grown 10.0%; the Bay Area completers are twice (211%) the number of job openings; enrolled students in ECS are down 28.9% from 2011-12
- Need to increase concurrent enrollment offerings
  - In 2008FA, 2214 high school students were concurrently enrolled in Ohlone college courses; in 2013FA, concurrent enrollment was 1443.
- Declining currency of some college programs
- Increasing diversity of students, particularly those with lower socioeconomic and education preparation levels

From Equity Plan

- Equity issues among adversely impacted groups, including women in science, African Americans, Hispanics, and Pacific Islanders
  - African American students have suffered adverse effects across multiple success indicators: course completion, basic skills success, probation, and degree completion.
  - Women are under-represented in engineering and physics.
  - African Americans and Hispanics are under-represented in 3-4 science disciplines.
- Ability to address the needs of disproportionate groups while also supporting low-performing students in all groups

From Accreditation
• Services available to evening, weekend, and online students
• Staffing plan for addressing emerging needs, particularly the need for full time faculty
  o From 152 and 65/35 to 118 and 48/52
• Data-driven planning and decisions

From Surveys

• More responsive customer services to students and to staff, either online, by phone, or in person

From 2010-2015 Strategic Plan

• Prospects for non-apportionment revenue
• Availability of—or awareness of—online services to students, for example, Academia

From Emerging Mandates

• Impact of Common Core
• Curricular responses to accountability ratings
• Responses to possible performance-based funding, federal college ratings, CCCCCO-mandated goals, and new accreditation standards

From Work Group and College Council discussion

• Fostering collegiality across the campus
• Student access to technology, particularly access away from campus for low-income and/or under-represented students
• Adequate support and services for second language students, particularly international students
• Developing and maintaining college identity—both for students and for staff—throughout construction
• Changing mission of the college in response to issues of accountability, repetition, possible baccalaureate offering
• Challenges to growth, including space, declining high school grad numbers, aging of the district, inclination to choose now-available employment over college
  o Since 2010-11, enrollment in the seven district high schools has decreased 2.8% (442 students).
  o By 2030 the District will have twice as many residents age 65+ as it had in 2010
• Maintaining/increasing community support as the college campus and community programs change