

REPORT OF STRATEGIC PLAN ASSESSMENT
SPRING, 2007

The following is a progress report on the Ohlone Community College District 2004-2009 Strategic Plan as of April, 2007.

GOAL I

Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/ cultural events.

MEASURABLE OBJECTIVES

I.1 Expand by fall 2006 the International Education Program including study abroad, student and faculty international exchange opportunities.

The Study Abroad Program was re-instituted, with a group going to Sydney Australia In 2006.

ASOC student leaders traveled to Taizhou, China in May 2006 as part of the exchange agreement.

Several faculty exchanges with Taizhou, China have taken place between 2005 and 2007.

Ohlone now has Exchange agreements with four higher education institutions in China.

Alliant International University and Ohlone have a partnership in two plus two degrees in international relations and multi-cultural studies with bachelors degrees offered on the Fremont campus.

Alliant International University Mexico City campus will become the site for Ohlone's Mexico study abroad programs.

DeVry University has a partnership in 2006 with Ohlone for housing international students

Mr. Eddie West was appointed International Programs Director for 2006-07

Recruitment of international students from Pacific Rim countries for 2006-07 was supported by the college president's participation in a recruitment symposium.

The Ohlone Chamber Singers spring concert 2005 featured Latino masterworks and in 2006 African music was featured.

The Ohlone Chamber Singers participated in a summer 2005 European Concert Tour

Scholarships for Ohlone students to study in Korea were given by CCIE in 2005 and 2006.

A new Ohlone English Language Institute development (revenue generating) tied to ESL program was initiated in 2007 with 20 students participating.

Contract Education in Shanghai, China in providing avenues for Ohlone faculty to teach at partner colleges and universities.

Development of a Study Abroad program in India is made possible from a CCIE grant to Ohlone in 2006-07.

In 2005 an exchange agreement was made with the Japanese Sign Language Institute.

I. 2 Institute by fall 2007 a World Forum series of educational symposia tied to a new Freshmen Year Experience as well as community outreach

Since its inception in 2004, the President's Office has sponsored World Forums on Iraq, Afghanistan, China, Africa/Hunger, Israel and Palestine, Global Environment, Mexico and Immigration, Africa Darfur/ Genocide, Privacy and Government Surveillance.

Learning Communities with Multi-cultural/International Themes have been developed by faculty in 2005 and 2006.

Faculty make assignments in a variety of classes which tie in the World Forums.

I.3 Develop by fall 2008 two Sister City-Sister College projects, one in the Pacific Rim and one in the American Southern Hemisphere

While Ohlone College now has agreements with 5 colleges in China, a formal sister-college arrangement has not been finalized with a single institution. The campus of Alliant International University in Mexico City will serve as a sister-college.

Based on faculty visit to India in 2007 a sister college proposal has been submitted for BIT India, Jaipur, which is the Fremont sister city in India.

I.4 Increase threefold by fall 2009 the number of campus-based cultural activities

It is estimated that a two-fold expansion of cultural activities has taken place since the 2003 baseline year, including:

ASOC Unity Week expansion of activities

World Forums

Para Mi Raza Event at Ohlone

Raza Day Event with Fremont Schools

International Peace Symposium on Ohlone Campus

Indo-American/Ohlone Health Fair

Multi-cultural Celebration for Ground Breaking of new campus in Newark

Formation of International Students Club

Formation of Asian Pacific Club

Celebrations and entertainment on the Quad

Musical programs with multi-cultural themes

Hosting college dancers from China and sending Ohlone students to China

I.5 Increase twofold by fall 2010 the percentages of full-time college personnel from under-represented populations in the District

District recruitment activities aimed at diversifying work force and hiring decisions made over past two years (2005-2007) have resulted in more employees from underrepresented groups in administration, faculty and staff. The percentages vary with different groups but all have increased significantly the largest increase having occurred in administration.

I.6 Add New Objective from Council: Develop a global view by incorporating cultural perspectives across the curriculum.

I.7 Student surveys will indicate at least 90% of students agreeing that Ohlone promotes positive interaction among students from diverse backgrounds.

Baseline student survey results in March 2007 show 90.6% agreement.

(Other) Activities that support Goal I include:

Program Review for Foreign Languages Department. *scheduled*

Hiring a counselor to work with Latino outreach. *completed*

Grant received for development of Puente Project. *Accomplished*

NSF grant for outreach to underrepresented youth, especially Latinos in Newark. *Received*
 Title III grant to increase success rates of underrepresented students. *In progress*
 Latino community Outreach Activities. *In progress (early success noted in Goal IV)*
 Keeping the Chicano Studies full-time faculty position filled. *Under review*
 Expansion of foreign language offerings in Chinese. *Pending*
 Promote and advertise more broadly cultural events to increase participation. *In process*

GOAL II

Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates.

The Learning College Model represents a paradigm shift in how the college organizes itself, its curriculum, teaching methods and student services from institution-centered to student-centered. In comparison to generally established norms in higher education, Learning Colleges are more responsive to individual student needs, engage students and faculty in more active and collaborative instructional activities, and evolve as continuously improving communities with shared vision and values.

*Results of March 2007 student survey show that:

92% of students found the Ohlone campus to be a positive and supportive environment to pursue an education.

91.5% of students rated instructors as highly skilled and well prepared for their classes

90% agreed their instructors were available to talk outside of class

85.6% agreed that the quality of instruction at Ohlone was excellent

MEASURABLE OBJECTIVES

II (1) Increase the number of faculty trained in active and collaborative learning methods to 75% by end of spring 2010.

As of Spring 2007, 146 full-time faculty took workshops in active, collaborative learning

In 2006 a cadre of mentors was established to assist faculty with one on one training upon request. A new training facility was developed on fourth floor of library.

* Results of 2007 student survey show 83% agree that instructors encourage active involvement and participation in classes

An online staff development calendar was developed:

<http://www.cheryllambert.com/ohlone/calendar/main.php?calendar=staffdev&view=week>

Staff Development/Title III data base with the software Access was developed and implemented which tracks and quantifies all Staff Development activities for faculty, staff, and management.

The Staff Development web site and all staff development forms were revised to integrate College values, goals, student learning outcomes, and assessment.

<http://www.ohlone.edu/org/staffdev/>

II (2) Increase the number of faculty trained in technology-assisted learning to 100% by end of spring 2010.

As of spring 2007 136 full-time faculty took workshops in technology assisted learning. Two experimental classrooms and an innovation training center were installed in 2006 in building one.

Faculty received training in I-tunes University as part of pilot project with Apple.

* Results of 2007 student survey show 73.5% of students say their instructors engage them by using technology in the classroom

II (3) Achieve engagement of 100% of full-time faculty in new learning methods and systems by end of spring 2010.

As of spring 2007 over 50% of faculty are engaged in new learning methods since the baseline year of 2003. A research project was conducted in 2006-07 involving faculty teaching in the experimental classrooms. Initial findings were very positive and suggestions for improvement have also been made. A basic skills faculty learning community was formed in 2006 and a number of training events have been held with faculty in this area.

The following learning communities were created 2005-07:

Fall 2005

University Express (Group 1) ENGL-101A, PSY-101, HIST-117A, PD-113

30 common students, plus 1 that enrolled in a different ENGL-101A

University Express (Group 2)

ENGL-101A, PSY-101, HIST-117A, PD-113

17 common students, although 3 of these were not in PD-113

University Express

For developmental students

ENGL-151B, ENGL-163, SOC-101, PD-113

29 common students

University Express

For developmental students

ENGL-151A, ENGL-162, PD-212C

23 common students; Note: This cohort originally included the cross-listed class

ART/IS/MUS/TD-100, but only 10 of the cohort's students were enrolled in this course at census

On with the Show in English”

For ESL Students

ESL-151/SPCH-151, TD-118

25 common students

Puente (NEW)

Devoted developmental English students with Hispanic heritage

ENGL 151B, PD 113, ENGL 163

Note: Two other Learning Communities were listed in the class schedule, but enrollments did not demonstrate a common cohort of students.

“Looking Out/Looking In”: ENGL-127& SPCH-103 (the ENGL class was cancelled, and the SPCH students did not share a common ENGL).

“Looking in the Mirror”: ENGL-101A & HIST-117A (only 6 students in common, out of around 30 in each class)

Spring 2006

"On the Road to Research & College Success" (NEW)

Online Learning Community

ENGL-101A, PD-113, LS-101 X

15 students in common, out of 16, 19, & 20, respectively

On with the Show in English"

For ESL Students

ESL-151/SPCH-151, TD-118

23 students in common, out of 23 & 24 respectively)

Note: Other Learning Communities were listed in the class schedule, but enrollments did not demonstrate a common cohort of students.

"English in Psychology": PSY-101 & ENGL-101A (the ENGL class was cancelled, and the PSY students do not share a common ENGL class at all).

"Golden Four": MATH-156, ENGL-101A, & SPCH-101 (the MATH class was cancelled, and there were very few students common to the other two classes).

"Business of Biotechnology": BIOT-100, BA-123, & BA-125 (none of the BIOT students were in either of the other classes, and the two BA classes had a very small number of common students).

There were three University Express cohorts planned for Spring 2006, but the common number of students did not seem to demonstrate a true cohort:

ENGL-151B, ENGL-163, PD-113, and SOC-101 or PSY-101

ENGL-101A and HIST-117A

HIST-117B and ENGL-101B or ENGL-101C

Fall 2006

Ohlone College Investigative Analyst (NEW)

ENGL 101A, HIST 117B, PHIL 106

Who Am I in America? (NEW)

Devoted to ESL students

ESL 184R, ESL 184W, PSY 101, CAOT 120, PD 150

On the Road to Research & College Success

Online Learning Community

ENGL 101A, LS 101, PD 113

Puente

Devoted developmental English students with Hispanic heritage

ENGL 151B, PD 113, ENGL 163

Three University Express

Two for developmental English students

ENGL-151A, ENGL-162, HIST-117B, PD-113

ENGL-151B, ENGL-163, SOC-101, PD-113

One with all college level courses

ENGL-101A, BIOL-105, HIST-117A, PD-111

Spring 2007

High Tech Hijinks: Reading and Writing in a High Tech World (New)

Devoted to developmental English students

ENGL-151B, ENGL-163, CNET-101
 Overcoming Algebra (New)
 Devoted to developmental Math students
 MATH-199, MATH-151A, PD-111
 Debate Today's Issues with Tomorrow's Leaders (New)
 SPCH-106, PS-102
 On With the Show: In English?
 Devoted to ESL students
 ESL-151, TD-118
 Two University Express
 One for developmental English students
 One with all college level courses
 Athletic Cohorts

There is wide spread use by faculty of blogs and web-based tools.
 Faculty survey was conducted by the technology committee and results will be incorporated in forth-coming technology strategic plan.
 Virtual rehearsal studio was created near Speech lab in Hyman Hall.
 Nursing faculty training in simulation usage (3 courses use simulation)

II (4) Achieve engagement of 15% of part-time faculty in new learning methods and systems by end of spring 2010.

As of Spring 2007, 104 part-time faculty took workshops in active, collaborative learning
 And 31 part-time faculty took workshops in technology assisted learning

An estimated 5% of part-time faculty have been trained as of spring 2007.
 Created Adjunct@ohlone e-mail list
 Learning college dialogue session opened to adjunct

II (5) Increase the accuracy of student course placements in basic skills and college-level classes to 90% by fall 2008.

New systems and procedures have been installed in the new assessment center and staff report accuracy exceeds the 90% objective.

II (6) Increase by 25% student satisfaction with availability of courses compared to initial baseline survey by fall 2009.

* Data from the spring 2007 student survey shows 59% student satisfaction with courses offered at times convenient to their personal schedule needs. This data forms the baseline.
 Compressed Calendar—IT Department supported faculty and staff work on new 16 week calendar (on-time) for fall registration 2006, Academic calendar and curriculum converted into compressed calendar and modular calendars 2006-07.

PLANNED ACTIVITIES

- Train ESL and basic skills faculty in new teaching/technology methods.
 Basic Skills Learning Community of English, Math, ESL, and DSPPS faculty and counselors was formed in Fall 2006. This group is actively involved in professional development activities. Additionally they are assessing the Ohlone College Basic Skills Program in relation to State criteria

- Train cadre of faculty to serve as mentors in technology assisted and active learning strategies.

Eight Faculty Mentors trained in summer 2006 and available to assist other faculty in active and collaborative and technology assisted learning methodologies.

Title III Mentor email address - mentors@ohlone.edu - and web site - <http://www2.ohlone.edu/people2/bbradshaw/mentor>

Mentor Activities

Workshops and one-on-one mentoring for Distance Education

Workshops and one-on-one mentoring for Technology assisted learning and classroom management methodologies including camtasia, web page development, use of Web Advisor 3, use of excel for grading, use of MAC Computers, use of Tablet PCs

Assisted ESL/Basic Skills faculty to develop a data base to capture student data

Workshops and one-on-one mentoring for faculty developing and teaching in Learning Communities. Faculty working together in the learning communities have reported an increase in the use of collaborative learning due in part to the collaborative nature of some of their integrative assignments and the opportunity to learn from each other as a result of working so closely together.

Active and Collaborative Teaching/Learning Group formed Spring 2007. A group of about 6-8 faculty, including several part-time faculty, met to discuss and share collaborative techniques, select one to implement in their classes, and evaluate the results of that implementation in the next coaching session.

- Conduct faculty workshops in new teaching/learning modalities.

The Innovation and Technology Center for faculty and staff professional development was completely renovated this year. The Innovation and Technology Center (ITC) offered 17 workshops and conducted 26 one-on-one mentoring sessions related to using technology in courses, Fall 2006. The ITC offered the same workshops and conducted numerous mentoring sessions during spring 2007. (Detailed report is available for review) Additionally on-going training available on walk-in basis

*iTunes University implemented in Fall 2006 with initial pilot including 10 faculty.

During Spring 2007 the iTunes web interface was updated and a second pilot group was organized. For more information see - <http://itunes.ohlone.edu/>

Microsoft IT Academy offered free to all faculty and staff. 18 employees participated.

First Learning College Activity week conducted the week prior to the semester's start, August 21 – August 25, 2006. Fifty-four workshops were conducted with a major focus on active, collaborative and technology based learning methods

Second Learning College Activity week conducted January 22 – January 26, 2007. Fifty-six workshops were conducted. (

ITC Coordinator coordinated with @ONE from Evergreen College to host new innovative sessions at Ohlone June 2007 <http://www.ccone.org>

Staff Development Needs Assessment Survey developed and sent out to all campus employees. Responses were received from 57 full-time faculty, 34 part-time faculty, 31 staff, 4 confidential employees, 5 managers/supervisors, and 1 Dean/VP. Survey results used to develop additional workshops. (Available for review)

Evaluation survey developed and sent out for second Learning College Activity Week. Survey responses used for future planning. (Responses available)

Faculty Peer Support sessions offered for faculty to share teaching strategies

Seventy six people were approved to go to workshops funded by Staff Development or other funds. (Detailed Report available)

LAPSI Program established Fall 2006- Spring 2007. Three workshops to train faculty, staff and students have been conducted; one faculty attended a National LAPSI workshop. Pilot program with 10 courses conducted during Fall, 2006 and Spring 2007 For more information, see LAPSI web site

<http://www.ohlone.edu/instr/studenttechcenter/lapsi.html>

- Select pilot projects (learning communities, cohorts, learning technology) and field test through Title III grant.

Learning Communities and Cohorts:

As Learning Community Coordinator, Vicki Curtis--

Facilitated two workshops in August 2006 for faculty just beginning in learning communities

held regular in-person or virtual meetings with the fall semester learning community faculty teams to assist with planning, assessment, and troubleshooting of challenges in the LC's

Led learning community brown bags where LC ideas and successes were shared
Established a learning communities advisory group composed of representatives from all campus services and programs to establish and define learning community procedures for learning community advertisement, recruitment, enrollment, tracking and design
Designed and distributed informal LC student surveys to collect feedback from the students in the fall 2006 learning communities.

Arranged for a group of faculty to attend the Regional Learning Communities Consortium's annual Fall Fandango conference

Learning communities have been very positive for the students involved. A survey given to learning community students in December of 2006 indicated that the majority of students were very pleased with their learning community experience. (see attached student comments taken from the survey) Many of them stated that they would recommend taking a learning community to other students. The only downfall mentioned was the time commitment due to the large number of classes included in the learning communities. They preferred to have only 2-3 linked classes. (Student comments available)

Development of Learning Community web site

<http://www.ohlone.edu/org/itc/learningcomms/>

Development of University Express web site <http://www.ohlone.edu/org/univexpress/>
Description and advertisement of Learning Communities in College Catalog and Class Schedules

Faculty Innovations in Learning Projects developed 2006-07. Five hundred dollar stipends provided for faculty to redesign or develop a new course which integrates innovative, active, collaborative and/or technology assisted learning methodologies.* Projects may be submitted by an individual faculty member or by a group of faculty who plan to work together to develop collaborative assignments and assessments. This includes the development of a new learning community. The ultimate goal is to foster *student engagement and success* in achieving student learning outcomes (SLOs) through the development and implementation of expertise in new learning practices and improvements. Creativity and innovation as well as collaboration among faculty are encouraged to meet students' unique needs. Thirteen projects including 22 faculty were approved. Details can be found on the Title III web site.

- Purchase equipment through Title III grant and other resources for SMART classrooms. *In progress including Bond funds.*

Experimental Classrooms (1402 and 1406) opened Fall 2006

Faculty training on the new equipment and innovative use of classroom learning space is ongoing. Online wikki developed for feedback. DVD created on use of this space.

Implementation and evaluation of these classrooms is the dissertation project of one of our Deans. Faculty and students find this new learning space to be futuristic, allowing increased active, collaborative and technology based learning methodologies

- Pilot test through Title III optical scanning system for student assessment and education plans. *2007-08*
- Purchase and install new equipment and software for student demand schedule system. *2008*
- Pilot test wireless classroom environments and classes where student provide their own computing devices. *2008 Newark Campus*
- Develop cadre of faculty who will teach at Newark Campus and devise new learning strategies and technology to be deployed in new facilities. *Appointments to new campus made, implementation retreats held, steering committee active.*
- Conduct a pilot college-wide test of electronic Ed. Plans driving class schedules
- Survey students for satisfaction with course availability *Spring 2007*
- Conduct research on student course success and completion rates in ESL and basic skills. *Ongoing*
- Conduct research on student success and satisfaction with new cohorts and learning communities. *Ongoing*
- Offer additional courses in Web-based formats as well as Web-hybrid courses. *100% increase in web-courses since 2003 baseline.*

Distance Education - Spring 2007

- 31 Hybrid Courses
- 115 Web Enhanced
- 145 completely online
- Total: 291 courses
- Implement assessment of student learning outcomes in all courses and programs *90% Completed and expect 100% by fall 2007.*

GOAL III

Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability.

MEASURABLE OBJECTIVES

III.1 Increase the percentage of students enrolled by 6.5 credits or more in block course and/or cohort group classes to 40% by end of spring 2010. *In progress. Note goal of 40% will apply to Newark campus, not Fremont campus.*

Ten new learning communities were developed to be offered fall 2006

1st On-line learning community developed for 2006-07.

Ohlone TV produced a promotion video for new Biotechnology program

(Persistence rates of students in block or cohort courses will have baseline in 2006-07 since this was not a wide-spread practice previously.)

III.2 Increase the accuracy of student course placements in basic skills and college-level classes to 90% by fall 2008. *Completed.*

Puente Project initiated to support Latino student success. 21 students passed Eng 151B and 101A as well as personal development courses.

III.3 Increase the number of students enrolled for 6.5 credits or more who have Web-based portfolios and education plans to 100% by fall 2008. *In progress. Revise to 2008 for pilot group, 2009 for general population.*

Due to T-Reg majority of Ohlone students now registering and checking grades via Web Advisor on Internet.

Staff received Webinar training on digital Resume portfolios and online advising.

Staff attended demo-training session on Web-based student portfolios

III.4 Increase to 40% students enrolled full-time by end of spring 2010 compared to initial baseline. *Small increase noted in 2006-07 compared to baseline. Goal is likely to high given college demographics and mix of programs and courses offered.*

Hosted high school counselors conference with 31 in attendance

Selected 10 pilot projects (learning communities, cohorts, learning technology) to be field tested through Title III grant

Implementing High School College Connection program for seniors to attend Ohlone College full-time. Newark and New Haven schools districts participating.

Expanded University Express cohort groups

Implemented partnership with Alliant International University to bring full-time freshmen and sophomores to Ohlone College and to increase transfer rates to university

ASOC project to install seats, tables and umbrellas on Quad (Main Street concept) that are conducive to full-time student attendance and enhanced social/learning environment

Students with at least 12 units

	Total number of students enrolled	FTES	Total number of students with at least 12 units	Percent of FT students to total number of students enrolled	Percent of FTES to total number of students enrolled	Percent of FT students to FTES
2004FA	9963	3416	2769	27.8%	34.3%	81.1%
2005SP	11569	3281	2705	23.4%	28.4%	82.4%
2005FA	10867	3477	2699	24.8%	32.0%	77.6%
2006 SP	10259	3196	2512	24.5%	31.1%	78.6%
006 FA	11859	3819	2884	24.3%	32.2%	75.5%

There has been discussion, which needs to continue, that we could compare students with 12 or more units to the total number of students less high school and Public Safety Consortium students. The contention is that high school students are prohibited by law from taking more than 6 units while consortium students are law enforcement and public safety professionals enrolled only for professional development, never intending to be “college students.” If we factor these two populations out of the total number of students to create a “full time-possible” cohort, the percentages of FT students is closer to 30%.

Comparison of Fall 2004 and Fall 2006 data shows that:

Number of students enrolled for less than 3 credits (taking one class) increased 64%

Number of students taking more than 3 but less than 6 credits (two classes?) increased 25%

Number of students enrolled full-time (12 or more credits) increased 4%

Number of students taking from 6 to 11.9 credits showed no change

Number of students enrolled increased 19.0%

Number of full time equivalent students increased 12.1%

The final column in the chart showing what percent of FTES is made up by full time students shows us that, at minimum—because not every full time student enrolls for just 12 units—close to 80% of our FTES and its attendant apportionment is generated by about 25% of our students. This makes concentration on recruiting and retaining more full-time students a continuing worthwhile goal financially as well as the opportunity it represents for students. However, the **data analysis does not appear to support the 40% target as a measure of success** given the patterns of enrollment and thereby expressed needs of students in the community.

III.5 Increase by 15% over initial baseline semester to semester persistence rates of ESL and basic skills students by end of spring 2010. *In progress with some improvement noted in 2006 compared to 2003 baseline.*

Faculty and staff created a Basic Skills Learning Community for practitioners supported by the Title III grant.

A new basic skills Learning Community was developed and offered

		Number passing the highest level basic skills course in the given semester	Number persisting to the college-level class in the following semester	Number passing the college-level class in that semester	Percent persisting to college-level in one semester	Percent passing the college-level course (out of the students who persisted)
English	2004SU	100	63	43	63.0%	68.3%
	2004FA	381	272	171	71.4%	62.9%
	2005SP	300	203	130	67.7%	64.0%
Math	2004SU	77	24	16	31.2%	66.7%
	2004FA	263	152	76	57.8%	50.0%
	2005SP	244	132	77	54.1%	58.3%
Total 04-05		1365	846	513	62.0%	60.6%

English	2005SU	91	47	24	51.6%	51.1%
	2005FA	340	267	185	78.5%	69.3%
	2006SP	242	183	133	75.6%	72.7%
Math	2005SU	78	32	16	41.0%	50.0%
	2005FA	255	161	84	63.1%	52.2%
	2006SP	196	99	49	50.5%	49.5%
Total 05-06		1202	786	491	65.4%	62.5%
English	2006SU	119	75	45	63.0%	60.0%
	2006FA	379	292		77.0%	
	2007SP					
Math	2006SU	70	22	13	31.4%	59.1%
	2006FA	201	118		58.7%	
	2007SP					
Total 06-07						

		Number passing ESL-149/184R,W in the given semester	Number persisting to ENGL-151A in the following semester	Number passing ENGL-151A in that semester	Percent persisting to ENGL-151A in one semester	Percent passing ENGL-151A (out of the students who persisted)
ESL	2004SU	NA				
	2004FA	57	28	16	49.1%	57.1%
	2005SP	27	7	7	25.9%	100.0%
Total 04-05		84	35	23	41.7%	65.7%

ESL	2005SU	NA				
	2005FA	24	14	10	58.3%	71.4%
	2006SP	27	9	6	33.3%	66.7%
Total 05-06		51	23	16	45.1%	69.6%

ESL	2006SU	19	16	12	84.2%	75.0%
	2006FA	12	3		25.0%	

	2007SP				
Total 06-07					

Persistence from ENGL-151A to ENGL-151B

	Enrolled in ENGL-151A in the given semester	Passed ENGL-151A in the given semester	Persisted to ENGL-151B in the following semester	Passed ENGL-151B in that semester
2004SU	86	54 62.8%	27 50.0%	15 55.6%
2004FA	362	183 50.6%	137 74.9%	97 70.8%
2005SP	370	170 45.9%	81 47.6%	61 75.3%
Total	818	407 49.8%	245 60.2%	173 70.6%

2005SU	105	77 73.3%	40 51.9%	31 77.5%
2005FA	350	157 44.9%	119 75.8%	76 63.9%
2006SP	347	146 42.1%	83 56.8%	63 75.9%
Total	802	380 47.4%	242 63.7%	170 70.2%
2006SU	87	60 69.0%	33 55.0%	25 75.8%
2006FA	474	232 48.9%	175 75.4%	
2007SP	342			
Total	903			

If we look at those numbers that best align with the intent of Title III—that is, to move students from basic skills and into college level courses—then we have measurable objectives for a reasonable goal.

Persistence rates of ESL are below 2004-05 baseline for fall but 3% higher combining summer/fall numbers (this being the first year the highest level ESL courses have been offered in summer, and those who normally would have waited to fall were able to take the course in the summer).

Persistence rates of basic skills math and English have both declined from last year's high but are both above the 2004-05 baseline.

III.6 Increase by 7% over initial baseline semester to semester persistence rates of students taking more than 6.5 credits by end of spring 2010.

Persistence rates for fall 2006 are 3% higher than baseline 2003.

New course N119 developed for nursing students to improve success

Weekly support group for nursing students with faculty and college mental health counselor

Persistence rates for students taking more than 6.5 credits were 1% over 2004-05 baseline.

Students with more than 6.5 units

	Enrolled in more than 6.5 units in fall	Enrolled in any number of units in spring	Semester to semester persistence
2004FA	4653	3718	79.9%
2005FA	4524	3505	77.5%
2006FA	4880	3781	77.5%
	Enrolled in more than 6.5 units in fall	Enrolled in more than 6.5 units in spring	Semester to semester persistence
2004FA	4653	3153	67.8%
2005FA	4524	2924	64.6%
2006FA	4880	3178	65.1%

What this might indicate is that the gains in full time enrollments have not come from those students who were already half time or more, but from new students.

Measurable Objective relating Goal One (Multicultural Education) and Goal Three (Student Development)

The District has made a concerted effort to increase enrollment and retention of Hispanic students given that in the baseline year 2003-04 the Ohlone enrollment was about 50% of what would be a proportional representation of this ethnic group in the general population (other ethnic groups are on par or above in Ohlone participation rates).

Fall 2006 data show the following:

Overall enrollment is 12.5% Hispanic compared with 8% in 2003.

There was an increase of 17% between 2005 and 2006

In the age group 19 years and younger there was a 36% enrollment increase of Hispanic students (532 compared to 391) which bodes very well for future enrollments.

(Other) Student Development Activities:

Establishment of a Transfer Center and a Student Success Center

Automated Wait Listing implemented with 6646 users yielding 2149 enrollments

Reorganization of student services involved creation of a new Registrar (Kimberly Robbie) and Director of International Services and Programs and Dean of Institutional Research (in place of current job title Director of Curriculum and Scheduling-Michael Bowman)

New Financial Aid Director Deborah Griffin improved area by including summer term in award package, getting aid to students quicker and mailing checks to students.

PLANNED ACTIVITIES

- Hire programmer/analyst to support Title III grant. *completed*
- Train ESL and basic skills faculty in cohort group strategies. *In progress*
- Train all full-time faculty in cohort group learning strategies. *In progress*
- Train all full-time faculty in new technologies to support learning communities and cohort group's success. *In progress*
- Develop model for supporting full-time students at Newark campus and provide at least 4 new learning communities when campus opens. *Planning underway and learning communities identified.*
- Appoint task force for Ed Plan, assessment, counseling, registration and course schedule improvements to support full-time student success. *Student Development Committee in place.*
- Design and test computerized skills assessments for accurate course placement.
Completed.
- Develop at least 12 new cohort learning groups on Fremont campus. *Completed.*
- Pilot test new electronic student Ed. Plans. *In progress.*
- Counselors and selected faculty develop collaboration project for basic skills and transfer student advisement.
- Develop and pilot test Web-based student portfolios of learning
- Implement high school College Connection program for seniors to attend Ohlone College full-time. *Successful pilot program with Newark High School in 2006-07. Addition of second high school planned for 2007-08.*
- Implement Puente Program and evaluate for success of full-time underrepresented students.
Completed.
- Expand University Express cohort groups, including evening and weekend cohorts
- Implement partnership with Alliant International University to bring full-time freshmen and sophomores to Ohlone College and to increase transfer rates to university. *Initial program offered. In progress for expansion.*
- Implement student demand scheduling program and integrate with Ed Plans
- Revise academic calendar and curriculum into compressed calendar and modular calendars.
Completed.
- Expand co-curricular activities aimed at full-time student participation. *In progress*
- Design and construct new facilities (Main Street concept) that are conducive to full-time student attendance and enhanced social/learning environment. *Building one enhanced and also upper Quad tables installed. Landscaping and railings enhanced around campus. New student services building construction underway in spring 2007.*
- Facilitate faculty engagement in student mentoring (especially basic skills students) to improve retention of at-risk students.

GOAL IV

Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial and supportive of the Learning College model.

MEASURABLE OBJECTIVES

IV (1) Increase to 100% the number of staff satisfactorily completing continuous quality improvement (CQI) training by fall 2008. *In progress. New Ways to Work staff development and classifications revisions under negotiations.*

Classified Staff flex days, topical seminars, and recognition programs were approved by the Staff Development, the District and CSEA.

Consultant hired to train managers and staff in continuous quality improvement methods.

IV (2) By Fall 2009, results of student satisfaction surveys will be fully integrated into the quality improvement training program. *Surveys prepared and administered spring 2007. Results to be integrated in to summer planning retreats and ongoing staff development.*

IV (3) By Fall 2006, upgrade college technology plan for ubiquitous strategy and universal access improvements. *Preliminary technology plans in process for final approval end of spring 2007.*

IV (4) By Fall 2009, acquire new software and equipment to transition to a user-owned/provided IT model. *Pending*

IV (5) By Fall 2009, complete training program of staff and faculty as more self-directed and capable in IT applications/maintenance. *Pending*

IV (6) Increase to 100% faculty using Datatel Enterprise Resource Planning System (ERP) data for course management and student retention by fall 2008. *New ERP software to be installed in 2008 and training for new system to accompany.*

IV (7) Achieve at least a 75% administration, staff and faculty satisfaction rating for the College Council as a shared governance organization by fall 2006. *Objective not met. Survey of staff opinion taken spring 2007 shows 43% satisfied, 31% not satisfied and 26% of staff had no opinion. 46% of faculty were satisfied, 17% not satisfied, and 37% had no opinion.*

PLANNED ACTIVITIES

- Conduct baseline study of staff competencies and training needs. *In progress.*
- Install new equipment and software in IT to support ERP goals. *In progress.*
- Provide training to staff in continuous quality improvement and New Ways to Work. *In negotiations*
- Develop training program for faculty and managers in use of ERP for decision making. *Pending new ERP system installation in 2008.*
- Train faculty mentors in Release 18 Datatel to assist faculty and managers ERP use. *Pending*
- Evaluate CQI and ERP training delivered to faculty and managers.
- Develop staff training program in support of negotiated agreement to revise job descriptions, training requirements, and cross-functional Ways to Work. *Pending*

GOAL V

Promote the health, environmental, cultural, and economic vitality of the communities served by the District through programs of outreach, community service, and partnership ventures.

MEASURABLE OBJECTIVES

V (1) Increase by 10% over the initial baseline satisfaction with employers in the District with the One Stop training center by fall 2009.

V (2) Increase by 20% over the initial baseline the number of employers in the District actively collaborating with college training and community service programs. *This activity will increase dramatically with the opening of the new campus in Newark. Objective will be benchmarked to spring 2009.*

V (3) Achieve a 75% or greater satisfaction rating from constituents of Latino-based community groups served by college outreach activities as measured in surveys in January 2006 and January 2009. *Outreach underway, but no formal assessment to date.*

V (4) Achieve a 75% or greater satisfaction rating from participants in District programs offered to employers by spring 2008. *Contract education program under revision and will be expanded with opening of Newark Center. High level of satisfaction reported by employers participating in grants for environmental sustainability and worker retraining in bio-technology.*

PLANNED ACTIVITIES

- Conduct a Marketing Study documenting changing needs of employers for company-based training.
- Actively recruit employers to participate in contract education and to provide internships for college students.
- Establish international internship opportunities in collaboration with Alliant International University.
- Study ways to blend contract education with the services of the One Stop. *Organization of Newark campus in 2008 will reflect these improvements.*
- Explore consortia approaches to programs offered by Ohlone and other Bay Area colleges. *Joint application with 7 other colleges submitted but not funded.*
- Implement the Puente program and evaluate after two years. *Implemented.*
- Implement the NSF Latino outreach grant and evaluate after two years. *Implemented.*
- Expand the Sustainability grant training to local firms in the Bay Area. *Pending opening of new campus in 2008.*
- Develop the curriculum plan for the Newark Center to include expansion of health science and environmental training and degree programs. *In progress.*
- Explore training programs to be delivered to international locations, focusing upon sister cities partnerships. *Initial offerings in India 2005 and China 2006-07.*

GOAL VI

Promote and maintain an accessible, clean, safe and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification, universal design, and environmental sustainability.

MEASURABLE OBJECTIVES

VI. 1 By Fall 2005 revise the Fremont Campus Master Plan to reflect an emphasis upon university transfer and campus community. *Delayed and in process currently.*

VI. 2 By Fall 2006 implement an expanded campus wellness program. *Delayed and in process.*

VI. 3 By Fall 2009 provide a college and community conference center on the Fremont campus to support conferences, cultural events and hospitality services. *Delayed due to developer negotiations. Still in planning stages.*

VI. 4 By Fall 2008 complete the Fremont Campus upgrade project of exterior painting, interior and exterior facilities day-light enhancement, landscaping and pedestrian circulation system improvement. *Near completion spring 2007.*

VI.5 By Fall 2008 achieve LEEDS certification for both the Newark Campus and the new Fremont student services buildings. *LEEDS on track at Gold level for Newark in 2008. Fremont campus 2009.*

VI. 6 By Fall 2006 submit a revised Emergency Preparedness Plan to the Board for approval. *Completed in 2007.*

VI.7 By Fall 2005 appoint a Director of Asset Management and Auxiliary Services. *Completed January 2006.*

VI.8 By Fall 2006 appoint a Coordinator of Environmental Programs and Services for the District. *Completed and committee established.*

VI. 9 By end of 2009 reduce base costs of utilities by 20% from 2005-06 levels. Installation of solar water heater for swimming pool and energy efficiency measures reduced utilities costs for 2006-07 by \$110,000 or approximately 8%. Newark campus estimated savings from solar electricity generation is 30%.

VI.10 Annual surveys of student opinion will show 95% or higher rating that Ohlone has a safe campus environment

* March 2007 student survey shows 87.8% say they feel safe on campus.

PLANNED ACTIVITIES

- Board approved Master Plan for Fremont campus integrated with Newark Campus plan and private development of surplus property

- Work with private developers to create a community hospitality facility on the campus frontage
- Work with private developers to discern which current auxiliary services (food service, bookstore) will remain on college main street, which will be provided on the frontage property and how their respective business plans will work
- Receive proposals from private developers, evaluate and enter into contracts with one or more firms
- Develop plans for relocation/and or updating of all athletic fields using redevelopment funds
- Develop a plan for all secondary effects construction projects and integrate with master planning as well as frontage development
- Carry out the projects of new construction and renovation of the Fremont campus
- Achieve Silver or higher LEEDs rating for the Newark campus and basic or higher for the new student center at Fremont.
- Continue Earth Day beautification program each spring and expand campus recycling/reuse activities throughout the year

GOAL VII

Increase public and private funds for educational programs, equipment, and facilities through entrepreneurial activities, grants, and the college foundation

MEASURABLE OBJECTIVES

VII.1 Increase the Foundation endowment from \$650,000 to \$2 million by fall 2009.

Endowment increased to \$1.25 million in 2006-07.

VII.2 Establish by fall 2006 a full-time grants development position. *Position established in 2005-06, not filled in 2006-07. New position appointed spring 2007 in combination with position of Director of College Relations.*

VII.3 Establish by spring 2006 an asset management long-range plan. *List of priorities for Capital Projects submitted to Board in 2006, updated in 2007.*

VII.4 Increase to \$2 million annual revenue received from asset management by fall 2008. *Delayed due to developer negotiations.*

VII.5 By Fall 2009, increase funds received by the Foundation in the annual campaign by 300% over the 2005 baseline. *Annual campaign for 2007 underway. General giving to foundation increased 25% in 2006 over 2005.*

PLANNED ACTIVITIES

- Develop within the Foundation a Planned Giving Committee. *Completed.*
- Increase membership in the President's Circle. *Completed*
- Expand board members of the Foundation to a more diverse group. *Progressing.*
- Conduct a Capital Campaign in 2006-07 for facility matching funds and building naming opportunities. *Campaign underway. \$2.5 million (matching) gift received.*
- Increase donations of instructional equipment from companies through program advisory contacts and the President's Circle. *In process*

- Execute lease and or purchase/lease agreements with private developers for the frontage and hillside surplus properties and integrate with master plan. *In process.*
- Develop one or more revenue generating partnerships on the Newark Campus
- Implement an annual campaign in fall 2006 that is continued on an annual basis but involves multi-year contributor pledges. *Delayed, but implemented in 2007.*
- Develop and carry out a major gifts cultivation/solicitation program
- Hire an administrator for asset management and auxiliary services and a grants director on self-support funding. *Completed*

GOAL VIII

Develop and implement a district-wide facilities plan which encompasses the design, construction (including furnishings and equipment), renovation and major scheduled maintenance of college facilities that support programs and enhance student and employee success.

MEASURABLE OBJECTIVES

VIII.1 By June 2007 the Board will identify funding sources for the improvement or reconstruction of college athletic facilities as described in 2004 conditions report.

College Council and Board of Trustees have discussed but not agreed upon a definite plan.

VIII. 2 By Fall 2006 the Board will have an approved capital construction project priority listing and plan for garnering required resources.

Draft priority list submitted to Board in 2006 and 2007. No final decisions. Active engagement in land exchange and frontage leases as revenue sources.

VIII.3 By July 2007 the Board will request bids for frontage property development

April 2007 Board authorized administration to prepare bid documents

VIII.4 By July 2007 the Board will decide on whether or not to negotiate land exchange prospects for Fremont hillside property

March 2007 Board authorized administration to enter into preliminary negotiations

VIII.5 By July 1 each year submit capital construction priority plans to State

Plans submitted to Chancellor's Office for 2005 and 2006 on schedule.

VIII.6 By June 2007 the District will develop priority list of near term facilities improvement projects according to student and staff survey results

Pending analysis of survey results

VIII.7 Develop proposal for a (self-funded) revenue project to construct parking decks at Smith Center

Preliminary meetings held with developers in spring 2007. Awaiting proposal.

VIII.8 Achieve LEED basic level or higher for new construction of Newark campus and Fremont campus student services building according to board policy.

Construction proceeding with plan to attain goal at Newark in January 2008 and Fremont campus in 2009.

VIII.9 Develop alternative energy systems and energy conservation measures to reduce CO2 emissions by 15% by 2010

In progress.

VIII.10 Annual surveys of student opinion will show 85% or more students agreeing that campus facilities are well-maintained and provide a comfortable learning environment.

* March 2007 data show 80% agreement with this objective. This forms baseline.

PLANNED ACTIVITIES

Inventory needs for building improvements by meeting with each department and create list of projects. *Completed in 2006.*

3DI inventory of deferred maintenance projects. *Completed in 2004*

Create priority list of campus improvement projects. *Completed in 2006 but not approved.*

Update master plan for Fremont campus and integrate with frontage development

Projects *Completed in 2005*

Update study of athletic field condition and budgets for repairs or construction. *Completed in 2006*

Ground water intrusion project. *Funded by State for 2007-08*

Solar energy generation project for Fremont campus. *In process*

Develop plans for parking structure connected to Smith Center. *In process*

Construct temporary gravel parking during construction of Student Service Center. *Pending*

Student survey of satisfaction with campus grounds and facilities. *Completed*

Explore Baseball League plans for ballpark on Newark campus. *Proposal developed but no resolution of funding source for baseball field construction.*