

**CURRICULUM AND SCHEDULING OFFICE
PROGRAM AND SERVICES REVIEW**

A Study

Presented to

The Vice President, Instruction and Student Services/Deputy Superintendent,

Ohlone College

and the Ohlone Community College District Board of Trustees

Submitted by

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Curriculum and Scheduling Office

Program and Services Review

Abstract

The Curriculum and Scheduling Office is responsible for providing services that support the instructional and co-curricular functions at Ohlone, thereby allowing departments within Student Services and Instruction to operate more smoothly and serve students better. The Curriculum and Scheduling Office functions as a knowledgeable resource to Student Services, Instruction, and Business Services offices and personnel. The services rendered by the Curriculum and Scheduling Office relate to curriculum, scheduling, and articulation and are integral to students, faculty, and staff at Ohlone.

Curriculum

The curriculum component of the Curriculum and Scheduling Office includes involvement with the Course and Program Approval Committee (CAPAC), CurricUNET, advanced placement credit, curriculum guides, degree audit, and University Express. The Director, Curriculum and Scheduling serves as an ex-officio, non-voting member of CAPAC and one of the support staff in the Office prepares the documentation and provides valuable support to CAPAC. CurricUNET is Ohlone's online course approval software program and the Office has been instrumental in the configuration, development, and fine-tuning of this program, in addition to providing instruction on its use to college personnel. In Summer 2003 the Office worked extensively to increase the number of Advanced Placement (AP) exams that the College would accept for credit, in an effort to increase the number of highly qualified students who would attend Ohlone. With the goal of establishing consistency and accuracy of degree and certificate requirements, the Office is now the sole source of curriculum guides for students,

counselors, and degree audit. Degree audit is a module within Datatel that allows an audit program to evaluate the student's transcript, reporting which program requirements have been completed and which requirements still need to be completed. University Express is a program for students interested in transferring to a four-year college or university after Ohlone, and the Director, Curriculum and Scheduling has served on this task force.

Scheduling

The scheduling component of the Curriculum and Scheduling Office involves college publications, innovative scheduling, the accuracy of information within Datatel, non-class scheduling, and Civic Center Rentals. Central to the tasks of the Curriculum and Scheduling Office has always been the production of College publications: the College catalog and the semester class schedules. In an effort to increase declining enrollment and provide additional revenue for Ohlone, innovative scheduling was undertaken. Innovative scheduling involves a "thinking outside the box" mentality with regard to scheduling and results in Ohlone offering more sections of courses on 9, 12, and 15 week schedules than had been offered previously. As a part of its responsibility to maintain the integrity of course, section, and program data in Datatel, the Curriculum and Scheduling Office regularly audits the database. This task involves running up to 100 reports during each audit period; audit periods occur many times during the academic year, including in preparation for building the class schedule, submitting MIS and 320 reports to the Chancellor's Office, and prior to the start of registration each semester. Ongoing enrollment demands continuous auditing of the database. Not only is the Curriculum and Scheduling Office responsible for the accurate scheduling of classes each semester, but it is also responsible for scheduling the majority of non-class events, including meetings, clubs, various campus activities, and outside rentals.

Articulation

Articulation is a process whereby a community college and a four-year college or university agree that the community college's courses will be accepted in lieu of courses at the baccalaureate granting institution. Articulation is a key component in easing students' transfer to a four-year college or university after Ohlone, as students can avoid repeating courses upon transfer. Articulation involves both transferability and articulation. Transferability implies that units earned for a course taken at Ohlone will be accepted at the receiving institution; articulation is the agreement between Ohlone and another institution that specific courses will be accepted to meet General Education or major requirements at the receiving institution. Articulation is established on a course-to-course and institution-to-institution basis.

ASSIST is the statewide electronic repository of all articulation agreements among each community college, University of California campus, and California State University campus. The articulation is entered into ASSIST by the CSU and UC Articulation Officers. Students, counselors, and faculty may access this database online at <http://www.assist.org> and determine which community college courses are articulated and how that articulation meets General Education or major requirements at the UC or CSU campus.

Introduction

Office Personnel

Michael Bowman, the Director of Curriculum and Scheduling, is in his fifth year at Ohlone, coming to the College with experience as a professor of history, a Dean of Students, and a Vice President of Academic Affairs. He holds a master's degree in History from San José State University and has been interrupted by employment relocations in two doctoral programs: completing the residency for a Ph.D. in History at University of California, Riverside, and completing to candidacy an Ed.D. at the University of San Francisco. He has 37 years experience in higher education.

Kimberly Robbie, Educational Services Support II, serves with a master's degree in Higher Education Administration from San José State University and has 11 years experience in higher education. She has been a CSU evaluator and a registrar at an independent college. Currently she is the primary support person for curricular and articulation innovation and for database integrity. Unfortunately, she also must administer scheduling and Civic Center Rentals, tasks for which she is patently over-qualified.

Heidi Barkow, Educational Services Support I, maintains CurricUNET and does all the support work for CAPAC. She is within 17 units of completing her Associate of Arts degree at Ohlone and she is completing her fourth year of full-time employment in the Curriculum and Scheduling Office. Between time as a student, part-time employee, and full-time employee, she has been part of the Ohlone community for six years.

Impact of Services

The services provided by the Curriculum and Scheduling Office directly impact students, faculty, staff, and the community. Students benefit from the Office's services by receiving the

Class Schedule in the mail each semester and by being able to access the schedule online via WebAdvisor. Students are also able to receive current information about Ohlone services and programs through both the catalog and Class Schedule; are able to access current articulation information online; and are able to access curriculum guides online, in the catalog, and in the Counseling Department.

Faculty benefit from the services provided by Curriculum and Scheduling by having a resource to assist them with online updating of their course outlines and programs; support regarding the transferability of their courses; and a resource for program innovation, such as transfer degrees, innovative scheduling, and advanced placement credit. Michael has also frequently met with counselors individually and in groups to teach them how to use degree audit and to troubleshoot challenges with them as they arise.

Ohlone staff are served by Curriculum and Scheduling when the Office assists with the scheduling of rooms for campus activities and meetings; facilitates the scheduling process with the division deans and division secretaries; and runs audits to ensure the accuracy of information in Datatel.

Like students, the community is served by access to the class schedule and catalog, but is also a recipient of the services of the Curriculum and Scheduling Office through the ability to rent facilities at Ohlone.

Support of Ohlone College Goals

The Curriculum and Scheduling Office provides services which support several of the Ohlone College Goals (Appendix A), specifically Goal #3 and Goal #4. In support of College Goal #3 about increasing the proportion of full-time students, the Curriculum and Scheduling Office is a critical part of the Scheduling Team comprised of academic deans; the Vice President,

Instruction and Student Services/Deputy Superintendent; Associate Vice President, Student Services; and other college personnel, as needed. This team meets regularly to plan for innovative scheduling. The Curriculum and Scheduling Office also facilitated the transition of classes from the MacGregor campus to improved Newark area facilities, specifically Newark Memorial High School and University of Phoenix. These enhanced facilities have resulted in improved course availability in the Newark area during the evening, although Ohlone is not currently able to offer as many day classes at the University of Phoenix as were offered at the MacGregor site.

Michael's involvement with the preparation and implementation of University Express directly corresponds to College Goal #3. Besides input on the logistics of scheduling and building cohort groups in Datatel, he was also able to draw upon his experience administering a cohort-based degree completion program. The successful implementation of this program fosters the College's goals of increasing the number of full-time students and involving more students in cohort groups.

The Office perceives one of its roles as the mentoring and support of other Ohlone personnel, which fulfills College Goal #4. The Office provides instructional opportunities for College personnel and makes itself available by answering questions and providing guidance. The Office has provided CurricUNET instructional sessions, Datatel Refresher courses for division deans and division secretaries, and regularly answers questions, provides technical support, and offers guidance to other departments and personnel.

Support of Student Services Curriculum

The Division of Student Services adopted a Student Services Curriculum in October 2004 (Appendix B). The Student Services Curriculum is intended to be the vision of Student Services

at Ohlone for the next five years and the work of Student Services will be guided by these learning concepts during this time. These student learning concepts constitute a Student Services Curriculum in the following areas: responsibility, respect, integrity, leadership, and purpose. Curriculum and Scheduling supports the Student Services Curriculum in the areas of responsibility and purpose.

Responsibility.

The Student Services Curriculum area of Responsibility states that "...students develop personal responsibility for their lives, and their learning skills such as time management, budgeting, and ability to meet deadlines. Students learn self-sufficiency, responsibility, and accountability." As a result of the information printed in the Class Schedule and catalog, students will be able to manage their time in meeting published deadlines and follow the steps necessary to complete co-curricular activities, such as online admission, placement testing, orientation, and registration.

As a result of Degree Audit in WebAdvisor, students will be able to develop their own Student Education Plan, enabling them to become more self-sufficient and responsible for their academic future.

As a result of articulation information available on the Internet (<http://www.assist.org>), students will be able to determine which Ohlone courses are required at a University of California or California State University campus, and thereby identify which Ohlone courses will satisfy those course requirements. This capability allows students to budget their time and be more efficient in their course selection at Ohlone.

Purpose.

The Student Services Curriculum area of Purpose states, “We [Student Services] provide leadership opportunities, academic advising, and personal and emotional support as students transform themselves through their self-learning and academic efforts.” As a result of information contained in the Class Schedule and catalog, students are alerted to the many vocational and educational possibilities available to them at Ohlone College, at other universities, and in the workplace. The accessibility of this information enlightens Ohlone students to the many possibilities offered to them at Ohlone and helps them to find their purpose, both at Ohlone and in their life after Ohlone. Although Curriculum and Scheduling may not individually meet with students to provide academic advising, the Office provides the necessary tools and resources--such as the catalog, Class Schedule, degree audit, and curriculum guides--for counselors, Admissions and Records evaluators, faculty, division deans, and division secretaries to provide academic advising to students.

Ohlone College Vision Statement

In addition to providing support to the College goals, the Curriculum and Scheduling Office also supports the Ohlone College Vision Statement, which states, “Ohlone College will be known throughout California for our inclusiveness, innovation, and superior rates of student success.” This support is achieved through innovative scheduling, increased articulation, and involvement in new academic opportunities. The goal of innovative scheduling, articulation, and new academic opportunities—such as transfer degrees and University Express—is to improve the success rates of Ohlone students and give them the tools they need to succeed after Ohlone. By providing additional locations, times, and schedules at which classes are offered, current students have more options available to them and more members of the community will be able

to take advantage of the opportunities Ohlone has to offer. A stronger articulation program at Ohlone will aid students when they transfer to a four-year college or university, thereby improving their rate of success both at Ohlone and at their transfer institution. New academic opportunities will enable students to succeed in ways that may not have been possible before. Through the assessments completed for this Program and Services Review, the respondents indicated that their desire is to have the Curriculum and Scheduling Office continue to focus its efforts on innovation and attaining superior rates of student success.

Curriculum

CurricUNET

The Office both addressed current College needs and applied current technology through the implementation of CurricUNET. Michael and Heidi served on a College work group comprised of the CAPAC chairperson, deans, and faculty to research and plan how CurricUNET would be implemented. Heidi spent considerable time doing data entry to guarantee that all of Ohlone's paper course outlines were entered correctly into CurricUNET and has volunteered her services—both to individuals and groups—to provide CurricUNET instruction and troubleshooting for faculty, including offering her time on evenings and weekends. Both Michael and Heidi have interfaced with CurricUNET personnel to troubleshoot challenges, resolve errors, and ensure that CurricUNET runs efficiently and effectively. Michael has given numerous CurricUNET instructional sessions to deans, administrators, and faculty, and both Michael and Heidi consider it their responsibility to assist the faculty and deans with the transition to this new online course approval process.

Advanced Placement

Arguing that students who take Advanced Placement (AP) exams in high school are usually among the most capable but are deterred from enrolling at Ohlone because their AP credit was not accepted, Michael met with Deans to solicit their help in encouraging faculty to approve AP exams within their departments. The result was a manifest increase in AP exams being accepted for Plan A General Education; more importantly, CAPAC then adopted a policy of accepting all CSU and UC approved AP exams to meet GE certification and to count toward Plans B and C GE requirements. Because students who take AP exams are also most likely to seek transfer to a university, the new AP policy for GE certification corresponds well with the goal of increasing the number of transfer-ready students. In two years the College moved from having one officially approved (and 5 tacitly approved) AP exams applicable to meeting General Education requirements to 12 AP exams that meet Plan A General Education and an additional 9 exams that meet Plans B and C General Education requirements.

Curriculum Guides

Prior to the 2004-2005 catalog, curriculum guides were prepared for the catalog based on information the Office of Instruction received from the division deans. Since the deans were often not aware of all General Education requirement changes and curricular changes outside their division, these curriculum guides were often erroneous and did not match the curriculum guides prepared by the Curriculum and Scheduling Office for distribution to students via the Counseling Department and the College Web page. At that time, the divisions also typically posted their degree requirements on their division Web pages, adding to students' confusion as these degree requirements often did not match the curriculum guides they received from the Counseling Department. In Summer 2004, the Curriculum and Scheduling Office worked in

conjunction with the Web Team to remove the degree requirements from the divisions' Web pages and create one unified Web page that included the curriculum guides for every Ohlone degree and certificate. Since 2004-2005 the Curriculum and Scheduling Office has been solely responsible for producing the curriculum guides for the catalog, distribution to students via the Counseling Department and Web Team, and for divisions to include in their publications. Starting with the 2005-2006 catalog, the Curriculum and Scheduling Office sought to further improve the curriculum guide process by updating the curriculum guides solely based on CAPAC minutes, thereby ensuring that all curricular changes had been approved by CAPAC.

Degree Audit

During the Summer of 2002, the Curriculum and Scheduling Office invested eight weeks into building and implementing the Degree Audit module within Datatel. In order for a degree audit to work, every academic program and all the program requirements for each catalog year must be entered into Datatel using programming syntax. This task, covering the 1998-2003 catalog years, was completed during Summer 2002. Subsequently every summer the programs for each new catalog year are also entered. There are now 1790 program requirements built to support 585 academic programs.

Tedious as this implementation was, the positive results for the College are enormous. For the Evaluators in Admissions and Records who confer degrees and certificates, Datatel can now process a student's transcript and compare it to academic program requirements in seconds, rather than the days previously required. Counselors can run similar evaluations for students against numerous programs, enabling them to show the student many program options, also in seconds. With recent enhancements to WebAdvisor, students can generate any number of their own hypothetical program goals and know immediately how close they are to completing an

academic program. Finally, work has already begun on implementing the Student Education Plan module that takes degree audit to the next level of identifying for students an educational plan to complete their remaining degree or certificate requirements. The impact of degree audit on accessing and evaluating data, expediting processing time, and enabling academic planning for students, counselors, and evaluators is significant, particularly in a time when resources must be efficiently expended.

Sometime in the near future, E-advising will also be incorporated into WebAdvisor. With its ability to project student education plans and which courses will be in demand for future semesters, the College will have a wealth of data for demand-driven scheduling. This capability would enable more efficient scheduling by knowing which courses are most likely to fill, and would keep the schedule relevant to student needs.

Scheduling

College Publications (catalog and schedule)

The Curriculum and Scheduling Office produces the Ohlone College catalog annually and the Class Schedule three times a year (Spring, Summer/Fall, and Fall). The catalog has had substantial editorial revisions each of the past two years. The intent has been to make the catalog more informative, helpful, consistent, and inviting. The Office views the catalog as both an academic contract between the College and the student, as well as a public relations document. The publication must exhibit clarity, consistency, and integrity--but also be attractive and engaging. To that end, the catalog has moved to an 8 ½" x 11" format; has moved away from stock photographs to photographs of Ohlone sites and students; has added charts consolidating and clarifying key informational items; and added color and graphics to produce that public relations "wow!" factor.

The Office also views the Class Schedule as both an information and a public relations publication. Although the primary purpose of the Class Schedule is to inform students of available sections for which they can register each semester, the schedule also lends itself to highlighting news and generating interest in other campus developments. When schedules are printed, a copy is mailed to all currently enrolled students. But to further the public relations idea of the schedule, copies are also sent to the local libraries and given to College Relations to distribute throughout the community.

The development of the schedule is a labor-intensive project monopolizing a month of personnel resources in September and February of each year, but this is the central task of the Office. The creation of the schedule involves interacting with various departments and offices on campus, including not only the division offices but also Admissions and Records, Business Services, Orientation, Placement Testing, and Counseling. Associated with schedule production is the maintenance of database integrity, not only so publications are accurate, but also because WebAdvisor--the electronic version of the schedule--retrieves its data directly from the sections built in Datatel.

Collateral to the work of the Office in producing the schedule is the support of division deans and secretaries in their tasks of identifying and entering sections into Datatel. The Curriculum and Scheduling Office conducts instructional meetings for the deans and secretaries prior to each schedule-building schedule, audits the entire database and alerts divisions to room or personnel scheduling conflicts, checks each of 1200-1400 sections to ensure necessary weekly student contact hours are met for apportionment purposes, and edits the document for content and grammatical accuracy.

An essential task in the production of any publication is the work that must be done with graphic designers and printers. The College is fortunate to have two graphic designers—one for the catalog and one for the three Class Schedules—with whom there is a consistent and excellent work history. There is also a consistent history with the catalog printer, but the schedule contract has recently been awarded to a new printer and some minor publishing errors are still being resolved.

Recent trends.

To minimize the cost of publications and to maximize distribution of the catalog, the recent trend has been to reduce the number of paper catalogs, to supplement them with CD versions (which are now distributed at New Student Orientation), and to recognize that many students rely on electronic copies of the catalog on the Ohlone Web site. The total number of paper catalogs purchased by the College in 2001 was 6000, compared with the current purchase of 2000 catalogs and 1500 versions on CD. The number of printed class schedules has also been dramatically reduced with the advent of WebAdvisor. As recently as 2002 the College required 91,000 printed schedules for Summer/Fall; for Summer/Fall 2005 only 45,000 schedules were ordered. Although significant savings are offset somewhat by rising printing costs, at least this is an area where budget savings can be addressed.

Innovative Scheduling

The Curriculum and Scheduling Office is regularly and intricately involved in addressing and responding to current and future needs at Ohlone and finding ways in which to resolve challenges with which the College is faced. When innovative scheduling began in Spring 2004, Curriculum and Scheduling provided support by finding available classrooms; advertising the 9, 12, and 15-week sections in the Class Schedule; and providing updated information to the Web

Team regarding scheduling options. The Office also was primarily responsible for transitioning sections from the MacGregor site to Newark Memorial High School and University of Phoenix sites.

In addition, Michael has also served on the alternative calendar work group, which is considering the possibility of Ohlone changing from 18-week semesters to another calendar system. The move to a compressed calendar would temporarily complicate life in the Curriculum and Scheduling Office; moving 3000+ sections to different meeting times or days would be particularly labor intensive. However, the benefit to students, and ultimately to the College, would be significant. A shorter semester would generally appeal to students and faculty; the addition of a January intersession would provide new scheduling opportunities, as would a divisible eight-week summer session; and mandatory scheduling of late afternoon classes would maximize classroom use. The potential downsides, of course, would be that students might not take late afternoon classes even if they are offered, and maximizing classroom use for classes diminishes the opportunity for non-class scheduling.

Innovative scheduling will certainly need to be employed within the next several years as the College embarks on two significant building projects. The new campus to be constructed in Newark is primarily a staging challenge. As the College moves closer to opening the Newark campus, growth must be promoted at the Newark Memorial High School and University of Phoenix sites. Because currently available classrooms rented at those two sites are already fully scheduled, growth will require more space. As the College pursues this goal, it may inadvertently over-impose itself on one or both of those hosts or decide the current Newark Area sites is not adequate to stage the level of desired growth prior to the opening of the new campus.

Future challenges

It is the construction of the new Student Services Center on the Fremont campus that could be most disruptive to class scheduling. In addition to the disruption that construction would cause, the demolition of Building 7 would severely tax classroom availability. Six classrooms would be lost for at least the year (probably more) between the start of the Student Services Center and the completion of the Newark campus. Since it is not anticipated that the College can afford to significantly reduce the number of sections offered any given semester, finding homes for the displaced classes presents a formidable challenge. Although planning for such an occurrence is still in the preliminary stages, it is recommended the College consider 1) converting first floor Hyman Hall computer labs into general classrooms (perhaps with wireless capability and available laptops for evening computer labs); 2) removing or refurbishing outdated or inappropriately furnished classrooms (2204, 4104A, the photo lab); and 3) converting some discipline-specific classrooms to more general use classrooms (6301, 9103).

Newark Area classes.

On June 30, 2004 Ohlone's lease at the MacGregor site was not renewed and it became necessary to find an alternate location for classes in Newark in the transition period between the elimination of the MacGregor campus and the completion of the Ohlone College Newark Center for Health Sciences and Technology in 2007-2008. It was decided that the University of Phoenix site in Fremont could accommodate the morning and early afternoon sections previously held at the MacGregor campus and Newark Memorial High School could accommodate the evening sections previously held at the MacGregor campus. Michael and Kimberly facilitated the transition of classes from the MacGregor campus to the improved Newark area facilities at Newark Memorial High School and University of Phoenix. They toured both campuses and met

with administrators at these new campuses to align these facilities with the courses to be offered there. These improved facilities have resulted in Ohlone being able to offer more class sections in the Newark area, thereby being able to serve and educate more students.

Enrollment management.

The Curriculum and Scheduling Office personnel have regularly served as resources for enrollment management and enrollment-based scheduling. For the Summer/Fall 2005 Class Schedule, the Office implemented enrollment-based scheduling for the Newark Area campuses. Enrollment-based, or demand-driven scheduling, presumes that class offerings seek to be responsive to expressed student need, and those classes that consistently fill are then scheduled more frequently. The Office also tracks viable sections at specific points in time every semester to assist in enrollment management. By tracking section offerings, the College is more able to present accurate comparative figures when asked the inevitable questions by media, administration, and Board members, “How many more (or less) sections do we have compared to last year (or last semester)?” In tight budget times, the College must be proactive in building for growth—or even for maintenance—so accurate knowledge of sections built in prior semesters is vital to College-wide planning.

An examination of Table 1 on the following page reveals that the best three continuous semesters of enrollment were Spring 2002-Fall 2002. This period has become a template when trying to build for growth. One will recognize, however, that since Fall 2002 the College has been unable to replicate the 1400+ end-of-semester sections that characterized Spring and Fall 2002, nor will Summer 2005 have more completed sections than Summer 2002. Fall 2005 does not have as many sections scheduled as ultimately ran in Fall 2002, but the College currently has

only three classrooms at University of Phoenix for daytime, Newark area offerings. In 2002 at the MacGregor site there were 17 classrooms and 84 daytime Newark classes.

Nonetheless, the College's facilities—both on the Fremont campus and the Newark-area campuses—are booked to near capacity. There is rarely an unused classroom any day on our campus between 8:00am-2:00pm, nor is there classroom space available Monday-Thursday nights. If enrollment declines, it is not for lack of maximizing the facilities.

Close investigation of Table 1 will also reveal that enrollment management is not an exact science. Fall 2003 had 147 less sections offered than Fall 2002, yet enrolled 153 more full time equivalent students (FTES). Conversely, Summer 2004 had almost identical section offerings to Summer 2002, but 20% less FTES. So, it is not always true that “If you build it, they will come.” Summer 2004 the College built it, but they didn't come; Fall 2003 the College didn't build it, but they came anyway.

Table 1. Evaluation of Sections Offered at Select Benchmarks in Time

	Summer 2001	Summer 2002	Summer 2003	Summer 2004	Summer 2005
<i>SUMMER</i>					
At schedule print - "Initial Offerings"	306/ 291	344/ 334	327/ 315	395/ 379	406/ 394
1 week before start - "Offerings"	350/ 334	381/ 362	337/ 321	400/ 375	378/ 357
1 week after start - "After LE Cancellations"	366/ 350	397/ 377	340/ 323	396/ 371	392/ 360
End of semester - "Taught"	369/ 351	400/ 378	341/ 323	399/ 371	
Yield: Resident Credit FTES	931	1023	890	822	
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<i>FALL</i>					
At schedule print - "Initial Offerings"	1331/ 1258	1376/ 1295	1299/ 1227	1418/ 1348	1448/ 1377
2 weeks before start - "Offerings"	1408/ 1331	1440/ 1351	1332/ 1253	1430/ 1351	
2 weeks after start - "After LE Cancellations"	1455/ 1376	1507/ 1413	1349/ 1261	1382/ 1295	
End of semester - "Taught"	1518/ 1394	1524/ 1421	1394/ 1274	1327/ 1259	
Yield: Resident Credit FTES	3415	3644	3797	3468	
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
<i>SPRING</i>					
At schedule print - "Initial Offerings"	1436/ 1354	1239/ 1158	1303/ 1227	1380/ 1296	
2 weeks before start - "Offerings"	1461/ 1379	1255/ 1172	1335/ 1252	1385/ 1270	
2 weeks after start - "After LE Cancellations"	1511/ 1401	1270/ 1183	1326/ 1232	1397/ 1272	
End of semester - "Taught"	1559/ 1409	1291/ 1196	1359/ 1234	1443/ 1269	
Yield: Resident Credit FTES	3488	3128	3143		

The first number in the column indicates all active sections; the second, bolded number in the column represents sections excluding Consortium, Special Projects, Contract Education, Work Experience Education, and Supervised Tutoring.

Datatel

Because the Office has become very involved in course, section, and program data—and given the absence of a College researcher—it has become necessary for the Curriculum and Scheduling Office personnel to take on new tasks. Michael has assumed primary responsibility for evaluating the data and ensuring accuracy of both the 75/25 and the faculty obligation reports. While this task may be outside the normal scope of the Curriculum and Scheduling

Office, it certainly takes advantage of his knowledge of faculty assignments, load, Datatel codes, Title 5 regulations, and release time and sabbatical assignments. The Chancellor's Office Program Inventory, amended TOP and CIP codes, implementation of CurricUNET, MIS and 320 reporting, and the testing of Datatel patches all demand of the Curriculum and Scheduling Office a regularly maintained and accurate database.

As audits of Datatel are run, errors are corrected, either by the Office or, when it can be a teaching opportunity for division secretaries and deans, by the Division Office. With hundreds of bits of data on thousands of sections each year, maintaining data accuracy is a priority in the Office since this database is accessed by the entire College, including staff and students alike. Likewise, the data must be accurate since it is the basis for Chancellor's Office reporting and State apportionment.

Prerequisite monitoring.

A major improvement to prerequisite monitoring in Datatel was completed in Summer 2004. Previously prerequisites had been built according to multiple patterns and the supporting non-courses, waivers, and rules were often not built at all. Now all prerequisites, along with non-courses, waivers, and rules, have been rebuilt following a single pattern. The result is that counselors, Admissions and Records, and the division offices now have a consistent waiver process to follow, and the number of students being inappropriately blocked from registration by faulty prerequisite rules has been virtually eliminated. This innovation makes the registration process less frustrating for students and relieves counselors, Admissions and Records, and Curriculum and Scheduling of unnecessary trouble-shooting during registration.

Upcoming projects.

An upcoming project for Curriculum and Scheduling will be to build non-courses that can be used to automatically enter AP credit, credit by exam, 2 + 2 credit, and military credit on transcripts. The absence of those tools currently has delayed the processing of some graduates' transcripts because the non-automated process is cumbersome. It is expected that once this project is completed, all graduates can be processed in an efficient and timely manner.

Non-Class Scheduling

The process for scheduling non-class events, including Campus Activities, campus meetings, and clubs, has become more efficient in the last two years. Logistics are often complicated and necessitate regular communication with Campus Police, Buildings and Grounds, Information Center, Instructional Technology, and division offices. All room reservations are now sent via e-mail to Campus Police, Buildings and Grounds, and the Information Center so that they are aware of reservations in advance and can be proactive in handling arrangements. Staff within Instructional Technology are notified of all reservations in the computer labs so that the staff can prepare the computer labs prior to the event. Unfortunately the pressure to continuously build larger and larger semesters has resulted in less available space for non-class scheduling. Additionally the current trend to enter into partnerships reduces available space for both class and non-class scheduling and the opportunity to generate rental revenue.

To further streamline non-class event scheduling, work has already begun on the implementation of a currently unused module within Datatel. Currently non-class events are not entered into Datatel but instead hand-written into the semester's scheduling binder maintained in the Curriculum and Scheduling Office. The Scheduling module would allow for non-class

events to be entered into Datatel, would track non-class events within the database, and allow for more accurate database searches of available classroom space. Implementation could be by Fall 2005, provided necessary programming and reporting capability could be built by the Information Technology staff.

Assessment of Scheduling

In the past several years Ohlone has seen a decrease in the number of classrooms available for scheduling which has further complicated the process of increasing the number of sections available each semester (Table 2). The division deans frequently run into the challenge of being able to offer additional sections and having faculty available to teach them, but not having a viable location for the section to be taught. Not only has available classroom space decreased recently, but the number of available conference rooms has also been decreased. The majority of campus meetings now must either meet at a time when classrooms are not highly scheduled, usually during the afternoon, or must contend for the two available conference rooms that the College currently has.

Table 2. Rooms No Longer Available for General Use

Room	Previous Usage	Current Usage
1130	Conference room	ASOC Offices
1202	Conference room	Business Services Offices
1216	Conference room	President's Office
6106	General classroom	NTSA Lab
7201	General classroom	Dedicated Nursing classroom
7202	General classroom	Dedicated Nursing classroom
8110	General classroom	Accounting Lab
8201	General classroom	Biotechnology Lab
8202	General classroom	Biotechnology Lab
Building 27	Conference room	Foundation Office

It should be noted that Building 27 was only briefly available for general conference room use, and there is once again conference space available in Building 25 that had been temporarily lost to computer storage.

Significantly, though, the loss of classrooms at the MacGregor site and the anticipated loss of Building 7 classrooms present constant scheduling challenges. The net effect of the transition of daytime Newark area classes from MacGregor to the University of Phoenix, coupled with the pending demolition of Building 7, is a loss of 20 classrooms. To continue to meet the scheduling needs of the College, more space for daytime classes in the Newark area must be found, either at the University of Phoenix or elsewhere, and more general use classroom on the Fremont campus will have to be created.

Civic Center Rentals

At the time Michael assumed his position in March 2001, there was a full-time employee inside the Curriculum and Scheduling Office responsible for scheduling non-class events and two full-time employees outside of the Curriculum and Scheduling Office who managed Civic Center Rentals. In order to fund a staff member to support Michael with his assumption of articulation duties, the work of non-class event scheduling was subsumed under Kimberly's job description. With a reorganization in Spring 2003, the work of Civic Center Rentals was also delegated to the Curriculum and Scheduling Office. Because of the significant workload associated with scheduling and the assumption of Civic Center Rentals, the Curriculum and Scheduling Office needed to streamline the scheduling process for Civic Center Rentals to make it more efficient. As a result, the Office created a Web site for Civic Center Rentals through which a rental application can be downloaded, fees are listed, policies and procedures are disseminated, and contact between clients and Civic Center Rentals is facilitated. In addition,

when the Office assumed the responsibility of Civic Center Rentals it also inherited reporting responsibilities, and the Office completes mandated reports on rental activity to the Alameda County Assessor's Office each February. Since assuming oversight of Civic Center Rentals in February 2003, the generated rental income has increased from \$51,925 in 2002 to \$80,815 in 2004.

With a mandate from the College's Budget Task Force in Spring 2004 to generate more revenue from Civic Center Rentals, the Office undertook a revision of its current rental fees. The research, conducted before the proposed revision was submitted to the Board in July 2004, included extensive investigation of comparable fees charged by other area community colleges, local school districts, Fremont-area hotels, and community centers. Although non-profit rental rates were not changed as had been proposed, a new for-profit fee schedule was approved by the Board of Trustees and adopted as of September 1, 2004. The new distinction between for-profit and non-profit rental clients and the new rental rates for for-profit clients have generated greater revenue.

Assessment of Civic Center Rentals

As mentioned earlier, in February 2003 the responsibility of Civic Center Rentals transitioned from the Outside Facility Rentals Office to Curriculum and Scheduling. During the past two years there has been both an increase in the number of clients served by Civic Center Rentals and in the revenue that is brought to the College. Table 3 shows the level of activity for Civic Center Rentals during the past three calendar years (January 1-December 31). These figures do not include rentals of the Smith Center, as those rentals are handled directly by the Smith Center.

Table 3. Comparison of Civic Center Rentals Activity

Year	Number of clients	Revenue
2002	17	\$51,925.00
2003	20	\$69,837.73
2004	20	\$80,815.34

It may appear that there were only three new rental clients from 2002 to 2003 and no new rental clients from 2003 to 2004. However, in 2003 there were six new rental clients, who generated \$6,512.50 in additional revenue to the College. In 2004 there were seven new rental clients from the previous year; these rental clients contributed an additional \$7,012.00 to the College. Conversely, there are seven rental clients from 2002 who did not rent facilities in either 2003 or 2004. These seven clients represent a loss of \$5,495.50 to the College. Therefore, the increase in revenue from new clients surpassed the loss of income from non-returning clients.

As displayed in the chart above, there has been an increase in revenue from Civic Center Rentals for each of the past three years. There was a \$17,912.73 increase in revenue from 2002 to 2003, and an additional \$10,977.61 increase in revenue from 2003 to 2004. Since Curriculum and Scheduling overtook responsibility of Civic Center Rentals, revenue from facility rentals has increased 55.6%. The declining rate of increase between 2003 and 2004 reflects a decline in available space and an increase in for-profit rental rates.

Rental rates for for-profit clients increased significantly after the establishment of for-profit rental rates. The average rate increase from the non-profit rates to the for-profit rates was 140.8%, with the rental fee for the tennis courts and weight room having the smallest increase at 50% and the classrooms having a 250% rate increase. The establishment of for-profit rental rates has resulted in increased revenue for the College, although unfortunately this increase falls short

of the amount planned by the College's Budget Task Force, since the majority of rental clients are non-profit clients and a rental fee increase for non-profit rental clients was not approved.

Kaplan Educational Services is Ohlone's most frequent for-profit rental client, and the creation of for-profit rental rates has generated considerable additional revenue from Kaplan. While Kaplan has not yet finalized its reservations for the 2005 calendar year, the reservations through September indicate an increase of approximately \$10,500 over 2004 when Kaplan was able to pay the non-profit rates during the same time period. This increase represents approximately an additional \$2000 of revenue to the College each month. To get a further picture of how the increased for-profit rates have benefited the College, Kaplan has currently been billed \$16,960 for January 1-September 14, 2005, which is an increase of 43% over the amount they were billed for the entire 2004 calendar year.

Articulation

Although articulation is an adjunct task of the Curriculum and Scheduling Office, it was deemed by survey results (Table 7) as the most important task on which the Office should focus. Michael is also the College's Articulation Officer, and is thereby responsible for facilitating the course-to-course transfer of courses from Ohlone to four-year colleges and universities.

In the past two years, articulation, in general, has become a more vastly complicated process. The closing of the CAN Office (Course Articulation Number, California's common course numbering system for public colleges and universities) effective June 30, 2005 has created confusion and anxiety as Articulation Officers fear the need to rearticulate every CAN course with each UC and CSU. The development of the Lower Division Transfer Pattern (LDTP) at all CSUs will require new articulation for each lower division major preparation course for the top 30 majors at every CSU. By identifying at least two required lower division

major preparation courses for each of the top 30 majors at all 23 CSUs that will then have to be articulated one way or another at all 109 community colleges, the LDTP workload alone will be daunting. Add to that the potential of having to re-articulate all CAN courses because of the closing of the CAN Office, and it appears obvious that additional articulation resources will be needed in the Curriculum and Scheduling Office in the near future. Statewide, Articulation Officers are expecting their workload to increase exponentially at a time when resources are diminishing. Several CSU campuses (including Fresno, Long Beach, Sacramento, and San Luis Obispo, most notably) will not even accept requests for new articulation because their personnel resources are so limited.

Increases in Articulation and Transfer

In spite of the lack of responsiveness on the part of some universities and the increasing workload in the Curriculum and Scheduling Office, articulation has remained a priority and has met with significant success. In the past few years, the number of courses articulated between Ohlone and the individual UC and CSU campuses has increased 50%, going from 1523 courses at 18 campuses to 2286 courses at 23 campuses. Currently 2004-2005 alone has seen an increase by over 200 courses articulated with CSUs and UCs. In the case of some campuses, the new articulation has been dramatic, more than doubling in the past few years; examples of articulation increases in excess of 100% are with California State University Monterey Bay; California State University Sacramento; California State University San Luis Obispo; San Francisco State University; Sonoma State University; University of California at Berkeley; University of California at Irvine; and University of California at San Diego.

An additional aspect of articulation is to enable general transfer of courses to UC and CSU. Since 2001, the number of UC transferable courses has remained fairly stable, rising from

351 to 368, but the number of CSU transferable courses has increased dramatically from 607 to 825, a 36% increase in four years. It should be noted that getting UC transferability requires University of California Office of the President (UCOP) approval, but CSU transferability is a function of the research and judgment of the California community college articulation officer. Therefore, in the case of CSU transfer courses, Ohlone has greater control of its own destiny.

With the demise of CAN the increase in CAN'd courses may become meaningless after a one year grace period for the 2005-2006 academic year. However, it should be noted that since 2001, the College has added 34 courses with CAN identifiers, thereby making each of those courses immediately articulated with all CSU's who have similarly CAN identified courses.

Assessment of Articulation at Ohlone

In 2004-2005 Kimberly wrote a thesis on developing a model articulation program at Ohlone College. As part of her research, surveys and interviews were conducted with Ohlone College counselors and local articulation officers. Ten Ohlone counselors participated in a survey and three Ohlone counselors were interviewed in depth. Five local articulation officers were interviewed, including four community college articulation officers and one California State University articulation officer.

Prioritization of articulation tasks.

Ohlone counselors were first asked to prioritize four articulation tasks according to importance, with a score of one indicating the most important task and a score of four indicating the least important task. It is important to note, however, that not all ten counselors ranked all four tasks; one counselor had three tasks with a one rating and one counselor ranked two tasks as number four and zero tasks as two or three.

Since time and resources for articulation are currently limited at Ohlone, it was important to determine how counselors perceive the Articulation Officer's time and efforts should best be directed. The articulation tasks included: getting as many courses articulated with local universities as possible (referred to as Task A in Table 4); getting fewer courses articulated but with as many universities as possible (Task B in Table 4); getting as many new CAN (California Articulation Number) courses as possible (Task C in Table 4); or identifying the most popular majors (top 10) and getting as many of those courses articulated as possible (Task D in Table 4). The results of this question appear in Table 4.

Table 4. Ohlone Counselors' Ranking of Four Key Articulation Tasks

	OHLONE COUNSELORS										Total	n =	Relative rank of importance, based on average score
	1	2	3	4	5	6	7	8	9	10			
Task A Score	4	4	2	4	3	4	4	4	3	4	36	10	3.60
Task B Score	3	3	3	1	1	3	2	4	2	1	23	10	2.30
Task C Score	2	2	4	3	1	2	3	X	4	3	24	9	2.67
Task D Score	1	1	1	2	1	1	1	1	1	2	12	10	1.20

Based on the survey, Ohlone counselors considered it most important for the Articulation Officer to concentrate on identifying Ohlone's most popular majors and getting as many of those major courses articulated with as many universities as possible. 80% of the counselors surveyed considered this task the most important, and the remaining 20% gave this task a number two rating. In contrast, Ohlone counselors believed that it is least important to devote time to articulating as many courses as possible with local universities. By getting the courses for the most popular majors articulated at a large number of universities, this process will benefit the

largest number of students, especially since major course articulation can enable students to transfer to a university with not only their general education requirements completed but their lower division major requirements completed as well.

Transfer trends.

The majority of Ohlone's students transfer to California State University, East Bay; San José State University; San Francisco State University; University of California, Berkeley; and University of California, Davis. Ohlone has articulation agreements with all of these institutions. Kimberly was interested in discovering if the counselors had observed any transfer trends which should result in additional articulation agreements. Responses to this question included both public and private institutions. The responses for this question included requests for all campuses of the University of California system and articulation for specific majors. For example, one counselor indicated a pre-pharmacy major and dental hygiene major.

Due to the wide range of answers on this question and differences in the way the question was interpreted by the counselors, there does not appear to be a consensus of answers. However, the answers provided are helpful as they allow the Curriculum and Scheduling Office to understand where Ohlone students are transferring and where the deficiencies in the current articulation program occur. Additionally, it is important to note that four of the ten counselors surveyed did not respond to this question. The counselors' responses to this question are included in Table 5.

Table 5. Transfer Trends Upon Which Ohlone Should Focus Articulation Attention

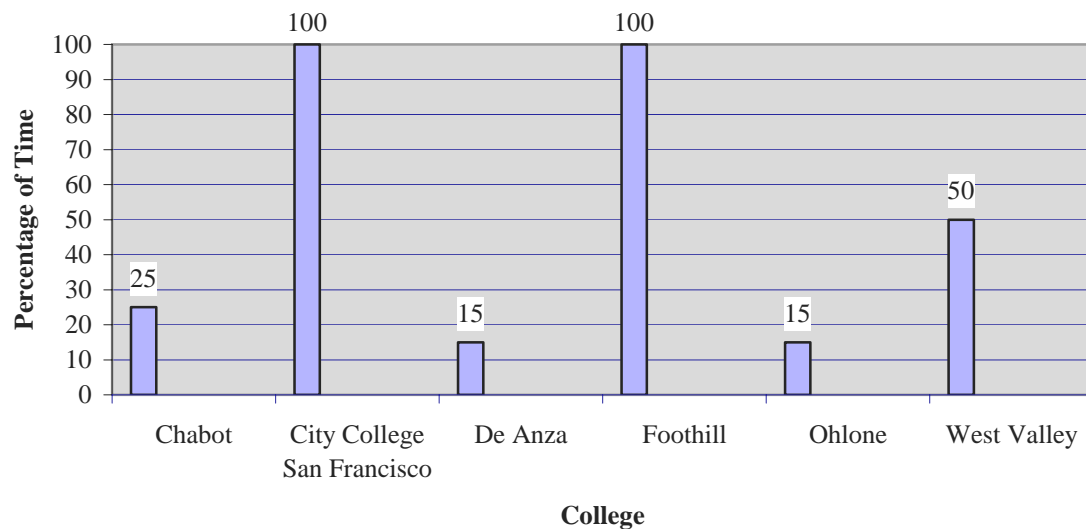
University or Program	N = 6
California Polytechnic State University, San Luis Obispo	3
San Diego State University	2
University of California, Los Angeles	2
University of California, San Diego	2
All University of California campuses	1
California State University, Sacramento	1
Dental hygiene major at University of California, San Francisco	1
Historically Black Colleges and Universities	1
Pre-pharmacy major	1
University of California, San Francisco	1
University of California, Santa Cruz	1
University of Pacific	1

Time spent on articulation.

Although Michael is expected to devote 40% of his time on articulation, performing the additional responsibilities as the Director, Curriculum and Scheduling have effectively reduced that percentage to 10-15%. Kimberly was interested in understanding how the five local community colleges surveyed have organized their articulation offices. The percentage of their time devoted to articulation ranges from 15% to 100% (Figure 1). These results are even more dismal than results reported by the California Community College Chancellor's Office that 73% of community colleges have half- to full-time Articulation Officers, since West Valley College has a half-time Articulation Officer and Chabot, DeAnza, and Ohlone Colleges have a less than a half-time Articulation Officer. All of the surveyed Articulation Officers had additional assignments including Counselor, Technology Preparation Project Coordinator, Transfer

Services Coordinator, College Advantage Coordinator, Cooperative Admission Program Coordinator, and assisting with the Honors Institute. Articulation Officers admitted that their college's support of articulation is a major factor in how they are able to perform their jobs.

Figure 1. Amount of Time Dedicated to Articulation at Local Community Colleges



Program and Services Review Survey

Curriculum and Scheduling Office constituents, including Ohlone division deans, division secretaries, faculty, and staff, were asked to complete a survey evaluating both the satisfaction with and the priorities for the Curriculum and Scheduling Office (Appendix C). 34 surveys were sent to service constituents and 18 surveys were completed, for a 53% response rate. Nine questions sought satisfaction levels with various services provided, while a tenth question asked respondents to rank in priority order the top three of eleven possible tasks. Not all respondents provided a ranking for the tenth question. It should be noted that the production of college catalogs and class schedules was determined prior to distribution of the survey to be a non-negotiable priority of the Curriculum and Scheduling Office, and therefore was not included in the list of priorities needing to be ranked.

Questions 1-9 were ranked on a Lickert scale of 1-4, with the following corresponding values: 1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree. There was also a value of 5 = no basis for judgment for those who would be unfamiliar with some aspect of the Office's services. Table 6 indicates the value of the responses and the mean result for each question.

Table 6. Results of Program and Services Review Survey

Question #	Strongly Agree	Agree	Disagree	Strongly Disagree	No Basis for Judgment	n =	Mean
1	7	9	1	0	1	17	1.65
2	7	9	2	0	0	18	1.72
3	2	8	6	0	2	16	2.25
4	9	6	0	0	3	15	1.40
5	4	6	1	0	7	11	1.73
6	1	4	4	5	4	14	2.93
7	9	7	0	0	2	16	1.44
8	11	3	0	0	4	14	1.21
9	10	7	0	0	1	17	1.33

Examining the results, in seven of the nine areas respondents expressed overall satisfaction with the Curriculum and Scheduling Office's services. The Office is rated most strong in being a knowledgeable and helpful resource in areas of academic policy. This finding indicates that the transition of the services provided over the past four years--from being previously clerical support to the present manifestation as a key participant in curricular development and academic innovation--has been a valued progression by the College.

The most valued service is the support provided by the Office to each of the constituent groups. From the response to this question, as well as to the aforementioned academic policy resource question, it is evident that the Curriculum and Scheduling Office is an important—albeit often unseen—support to the academic operation of the College. All respondents agreed or strongly agreed that the Office is essential to the completion of their tasks.

The service wherein all respondents either agreed or strongly agreed concerned the improved course approval process using CurricUNET. For a software program that has only been in full implementation for six months to receive such a favorable response is significant. It is anticipated that as CurricUNET is more refined and additional reports and services become available, satisfaction with the program should become even more favorable.

The final question that received all agree or strongly agree responses was the Office's support of Datatel processes such as schedule building, contract production, and report generation. As Datatel has become more technical and complicated with the advent of Pay by Contract, degree audit, innovative scheduling, faculty obligation reporting, program inventory, and more extensive monitoring of prerequisites, it is vital that campus personnel have a knowledgeable resource to whom they can turn for consultation. This service has become even more essential with the decrease in Information Technology staff and the loss of a college researcher. The Curriculum and Scheduling Office has become, as it were, the Ombudsman for all course, section, and program questions about Datatel.

In addition to the seven areas where the Office is doing well, there emerged two areas of concern: available classroom space and the process for scheduling that space. There was a significant lack of satisfaction regarding sufficient classroom space to support innovative scheduling. Although it is not the responsibility of Curriculum and Scheduling to create more

classroom space, it is their responsibility to assist in the scheduling of space in a way that supports the goals of the College. This sometimes becomes a balancing act among preserving classrooms for instruction, providing meeting space for campus groups, and affording opportunities for community groups to use College facilities. But given the saturation of room use by classes throughout most of the day and evening—and somewhat on weekends—the necessity of saying “no” to many room requests produces dissatisfaction.

Given the lack of sufficient classroom space and the frequency with which room requests must be denied or changed to less favorable meeting times, it is not unreasonable to understand why respondents answered “disagree” to the question about the efficiency and effectiveness of scheduling rooms for non-class events. With the loss of meeting rooms—most notably 1216—there are few times and rooms available for meetings, and the Curriculum and Scheduling Office generally is the bearer of that bad news to those who need meeting space.

Question #10 asked respondents to priority rank 11 important tasks of the Curriculum and Scheduling Office. Table 7 shows the results of that ranking.

Table 7. Priority Ranking of Curriculum and Scheduling Office Tasks

Priority Ranking	Task	Number of surveys reported in Top 3	*Overall score
1	Increase articulation	7	19
2	Support innovative scheduling	7	15
3	Maintain integrity of course and section data in Datatel	7	14
3	Increase UC transferability, IGETC, CSU Breadth	7	14
5	Support innovation (transfer degrees, University Express)	6	10
6	Move to a compressed calendar	3	8
7	Support Pay by Contract for faculty	4	6
8	Provide CurricUNET training for faculty	3	5
9	Increase Advanced Placement credit for Plan A GE	2	2
9	Expand Degree Audit to include educational plans	1	2
9	Schedule rooms for non-class events	1	2

*3 points when ranked as #1 priority, 2 points for #2 priority, and 1 point for #3 priority.

As recently as four years ago, the Office devoted itself primarily to two of the above tasks: maintaining the integrity of data in Datatel and scheduling rooms. A third task for the Office has always been processing curricular changes from CAPAC; the implementation of CurricUNET has automated much of that process, but the Curriculum and Scheduling Office has now assumed the additional responsibilities of implementing, troubleshooting, and training for that software program.

An examination of the above rankings reveals that the integrity of Datatel is a top-three priority, that room scheduling is now viewed as a less significant aspect of the work of the Office, and that CurricUNET training for faculty is not an overwhelming priority.

The most noteworthy result of the priority ranking is that the Office is requested to concentrate on those areas closely associated with College Goal # 3, “Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities, and improved course availability.” Increased articulation with four-year universities—including course-to-course articulation, UC and CSU transferability, and specific GE approvals—and supporting innovation both in academic policy and in scheduling are the emerging areas of priority for Curriculum and Scheduling, although these kinds of tasks were not within the purview of the Office four years ago. But in response to carefully delineated college goals and student learning outcomes, the Office has become involved with expanded and innovative initiatives such as increased articulation, University Express, transfer degrees, compressed calendars, and the like. The survey results indicate these tasks should remain a focus of the Curriculum and Scheduling Office.

Conclusion

Trends

The Curriculum and Scheduling Office is currently caught in a maelstrom of change, both from within and without. It is the goal of the Office to adapt to change as seamlessly as possible, absorb additional duties, and maintain its necessary support function for the campus community. While the Office is aware that change takes time, trial, and error, it is their goal to continue to provide services without interruption.

Externally, the way the state public education system does articulation is going to be dramatically different, and adapting to that change will be labor intensive. Driven by the legislature's impression that too many students take too long to graduate—and thereby continue to fill enrollment openings that should be available for new or transfer students in the CSU and UC systems—the Lower Division Transfer Pattern (LDTP) is being hurriedly implemented at all CSUs.

The current enrollment trends, should they continue, will also add urgency to the tasks of innovative scheduling, developing cohort groups such as University Express, and implementing more student-friendly enhancements on WebAdvisor. Because the Curriculum and Scheduling Office is integral in the programming and maintenance of Datatel, which enables the aforementioned tasks to work, and because the Office is intimately involved in the conceptual and planning processes for each, these tasks could jostle for priority with the general work of producing schedules and catalogs, supporting deans and secretaries, maintaining data integrity in Datatel, and doing the work of articulation.

Internally the College's most recent reorganization is destined to bring additional responsibilities to Curriculum and Scheduling. Already enrollment management has been assigned, so state reporting, enrollment tracking, apportionment maximizing, and the oversight of the graduation ceremony have been added to the list of office responsibilities. Again, like the external pressure of articulation responsibilities, the addition of enrollment management cannot be effectively absorbed without additional resources.

The emphasis—both prior to, and concurrent with, Title III—on both transfer and increasing full-time students is a positive and necessary development, which the Curriculum and Scheduling Office can, and will, support. To make this happen, it could well be that the Office

will be asked to participate more with faculty in developing additional transfer degrees and articulation, to create more innovative scheduling options to accommodate cohort groups and compressed calendars, and to work more closely with deans to maximize classroom use in the face of declining classroom options on the Fremont campus and the need to stage more sections in the Newark area.

As students become ever more dependent on WebAdvisor for both information and access to services, maintenance of data in Datatel and enhancements to WebAdvisor become more critical. Implementing electronic services—waitlists, E-advising, non-class event scheduling, processing of non-course credits on transcripts, even the mundane but mandatory course and program conversion to new TOP and CIP codes—are time sensitive and vital. Each of these projects should only need to be done once; nevertheless they still must be done and are time-consuming, since they involve orchestrating the work of several departments. In addition, these enhancements must be accurately maintained upon implementation and instruction provided to students, faculty, and staff.

Likewise, faculty are getting more used to electronic services, particularly processing course proposals and revisions through CurricUNET. Although it is fully functioning for courses, the module for programs still needs refinement, and all the current programs remain to be built in CurricUNET. Despite continuous training opportunities for faculty, regular tutoring and troubleshooting of errant entries into CurricUNET is a constant request of the Office. The further development and maintenance of this electronic service will be on-going.

The decline in general classroom space at a time when more transfer courses need general classrooms may necessitate a re-evaluation of dedicated classrooms as they are currently used. The Vice President, Instruction and Student Services/Deputy Superintendent at

one time highlighted a development at a college where all classrooms were wireless and laptop computers were distributed to students before each class. Perhaps the College could implement this model--at least in Hyman Hall--and thereby make each classroom potentially a lab or a general classroom. This model would alleviate--although not resolve--the need for more general purpose space.

The trend to partner with other educational institutions, although philosophically and strategically laudable, currently places the Curriculum and Scheduling Office in an uncomfortable position. With limited vacant classroom space, it appears counterproductive to support the use of facilities by other institutions when division deans are struggling to find scheduling options for College classes. Since a formal arrangement has already begun, the Office believes it would not be appropriate to discontinue the programs that are in progress, but expansion of the partnership should be delayed until there is classroom space available to support the venture. This is especially true given the prospect of losing six classrooms when Building 7 is demolished. It is feared that the successful Ohlone for Kids program will also be a victim of diminishing space and may have to be relocated in order to continue.

Impact

Although the Curriculum and Scheduling Office is often an invisible support of more visible programs and projects on campus, the Office is vitally linked to most of the campus' functions. The Office interacts with Human Resources by preparing faculty contracts, faculty obligation, and 75/25 reports. It relates to Information Technology through MIS and 320 reporting, scheduling of rooms for computer maintenance between terms, and maintaining the integrity of data in Datatel and CurricUNET. The Office supports academic divisions by monitoring contact hours, auditing schedules, and providing instruction and support to division

secretaries. Business Services interrelates with the Office through billing Civic Center Rental clients, auditing fees attached to sections, and monitoring consortium and Contract Education sections. The Office affects counselors through writing and distributing curriculum guides, programming prerequisites and waivers, and providing instruction for the use of Degree Audit. It touches faculty by supporting program development such as transfer degrees, instruction for the use of CurricUNET, and submission of courses for CSU and UC transferability. Most importantly, the Office supports students by compiling and printing class schedules and catalogs; working to ease transfer by increasing articulation; and aiding student education planning by programming and maintaining degree audit.

Since the Office's role is central to many offices and processes within the College and higher education, the Office feels the impact of changes to requirements, processes, or organization of those entities with whom it works. The Office routinely needs to adapt to change and the additional responsibilities these changes can bring. However, it is such constant change and such variety of responsibilities that makes work in Curriculum and Scheduling never dull nor commonplace, and it is these challenges that the Office welcomes in their continuing effort to improve the services it offers to students, Ohlone personnel, and the community.

Recommendations

Although many suggestions were included in the text of this program and services review, a prioritized summary of needed additions or changes to the current work of the Curriculum and Scheduling Office is highlighted below.

- Employ additional staff in the primary tasks of scheduling, thereby freeing current qualified staff to concentrate on more managerial responsibilities, including the increased demands for articulation.
- Move Civic Center Rentals to another department on campus since this responsibility does not directly correspond to Student Services.
- Create additional general classrooms. This task can be accomplished through a combination of remodeling some current classrooms, converting some class labs-- including Hyman Hall--into shared lab and lecture use, suspending the growth of partnerships with other institutions until there is adequate new space available, and increasing available rented space with Newark Memorial High School and University of Phoenix.
- Pursue increased articulation with those CSU campuses with whom there is currently little or no articulation, as well as increase articulation with UC campus and independent colleges and universities.
- Implement, with adequate staff support, enhancements to WebAdvisor—including waitlisting and E-advising—and implement the scheduling module in Datatel for non-class events.
- Develop a Curriculum and Scheduling Web site for ease of access to information, forms, and resources.

- Continue to develop innovative scheduling opportunities, including compressed calendar and January intersession.
- Increase involvement in decision making between the Curriculum and Scheduling Office and other campus offices.
- Purchase a skybox at the Oakland Coliseum so the Vice President, Instruction and Student Services would never have to miss a Red Sox vs. A's game. (Just checking to see if the VP is still reading!)

Goals

Table 8. Curriculum and Scheduling Office Goals for 2005-2008

Goal	Timeline (Begin/Complete)	Outcome Measures	Cost (Time/hours)
Employ staff to be responsible for non-class scheduling	Summer 2005/ Fall 2005	Amount of time spent by Curriculum and Scheduling Office on Recommendations increases	\$40,000
Increase articulation with under-articulated CSU campuses	Summer 2005/ Summer 2007	Increase number of articulated courses at those CSU's identified as having little or no articulation	\$0/ 160 hours
Implement waitlisting on WebAdvisor	Summer 2005/ Fall 2005	Increase in class enrollment; faculty and student satisfaction	\$0/ 80 hours
Implement scheduling module in Datatel	Summer 2005/ Fall 2005	Ease of determining room availability	\$0/ 20 hours
Develop Curriculum and Scheduling Web site	Summer 2005/ Summer 2006	Employee satisfaction with increased access to information	\$0/ 80 hours
Create Articulation Web site	Fall 2005/ Fall 2006	Increased communication with Ohlone counselors regarding articulation and improved access to articulation information for students	\$0/ 100 hours
Write Scheduling manual for new personnel in Curriculum and Scheduling Office	Summer 2005/ Summer 2005	Ease with which new employees learn tasks	\$0/ 60 hours
Convert TOPS/CIP codes to new numbers	Summer 2005/ Summer 2005	Courses and programs correspond to Chancellor's Office codes	\$0/ 60 hours
Enter programs into CurricUNET	Summer 2005/ Summer 2006	Faculty able to create and revise academic programs using CurricUNET	\$0/ 160 hours

Goal	Timeline (Begin/Complete)	Outcome Measures	Cost (Time/hours)
Add Datatel audits to general use menu	Summer 2005/ Spring 2006	Audits are more accessible to staff	\$0/ 20 hours
Implement E-advising	Summer 2006/ Fall 2007	Counselors and students develop educational plans electronically	\$0/ 160 hours
Facilitate classroom transition with loss of Building 7	Summer 2006/ Summer 2007	Classes relocated with minimal disruption to schedules or reduction in section offerings	\$0/ 20 hours
Facilitate relocation of sections to Newark campus	Spring 2006/ Spring 2007	Classes relocated to meet program goals for Newark campus	\$0/ 80 hours

APPENDIX A
OHLONE COLLEGE GOALS

On June 9, 2004 Ohlone adopted new College Goals. These goals include the following:

1. Promote appreciation for and understanding of diverse races and culture by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curriculum, and ethnic/cultural events.
2. 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.
3. Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities, and improved course availability.
4. 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.
5. Promote the health, environmental, cultural, and economic vitality of the communities served by the District through programs of outreach, community service, and partnership ventures.
6. 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.
7. Increase public and private funds for educational programs, equipment, and facilities through entrepreneurial activities, grants, and the college foundation.

APPENDIX B
STUDENT SERVICES CURRICULUM
10/01/04

A core value at Ohlone College is student success. Within the College, Student Services exists to focus on the whole student, and enhance the entire student learning experience. Everything we do contributes to and promotes the quality of student learning, the recruitment and retention of students, and the ongoing fulfillment of their potential. A college-wide dialogue is being encouraged in the development of these measurable outcomes and assessment strategies. Student learning outcomes and assessment approaches at the college level are being developed through the shared governance process, particularly with the Faculty Senate and College Council. In addition to providing some of the basic services necessary for the daily operation of the College, the vision of Student Services over the next 5 years will center around 5 main learning concepts that will guide our work. These student-learning concepts constitute a Student Services Curriculum in the following areas:

RESPONSIBILITY

Student Services helps students develop personal responsibility for their lives, and their learning skills such as time management, budgeting, and ability to meet deadlines. Students learn self-sufficiency, responsibility, and accountability through the co-curriculum processes of on-line admissions, assessment, orientation, Financial Aid, Transfer Career Services, individualized counseling, and personal health services.

RESPECT

Student Services provides the co-curriculum of respect of self and others through a myriad of student development opportunities designed for learning about differences and commonalities. Participation in competitive sports, and the opportunity to understand one's own and others' learning abilities and disabilities are components of respect. Student Services

focuses on building a diverse learning community that demonstrates the value of each individual through trust, cooperation, and teamwork in an environment of civility.

INTEGRITY

Student Services helps students develop their honesty of character through awareness and intervention. The student code of conduct is built in tandem with the academic dishonesty regulations. The lack of gossip is encouraged.

LEADERSHIP

Student Services is in the role of providing leadership skill building opportunities through student development workshops, classes, and one to one mentoring. Campus activities, associated students, clubs, student ambassadors, and launching leadership workshop series are all fundamental components of teaching students leadership skills.

PURPOSE

As one of our students said this summer, everyone wants and needs to know their purpose. Student Services is composed of professional educators who provide learning opportunities for students to self discover purpose. We provide leadership opportunities, academic advising, and personal and emotional support as students transform themselves through their self-learning and academic efforts. Purpose is powerful.

Ohlone Student Services vision for the next five years is an achievable possibility centered around these five concepts. In many ways Student Services provides opportunities for students to experience and experiment with these concepts in the management of their day-to-day lives and interactions both in and outside the classroom. The possibilities of Student Services are the possibilities for students. And the possibilities for students are the possibilities for Ohlone College.

APPENDIX C

CURRICULUM AND SCHEDULING OFFICE
PROGRAM AND SERVICES REVIEW SURVEY 2005

Please help us complete our Program and Services Review by taking a few minutes to answer the following questions. Indicate your satisfaction by circling the appropriate response:

- 1 Strongly Agree
2 Agree
3 Disagree
4 Strongly Disagree
5 No basis for judgment

Please return a hard copy of this survey by **Wednesday, April 20** to the Curriculum and Scheduling Office mailbox to ensure confidentiality.

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | The process of working with the Curriculum and Scheduling Office to build the class schedule (including schedule front and sections) is effective. | 1 | 2 | 3 | 4 | 5 |
| 2. | The catalog is well written, informative, and easy to understand. | 1 | 2 | 3 | 4 | 5 |
| 3. | The room scheduling process for non-class events is efficient and effective. | 1 | 2 | 3 | 4 | 5 |
| 4. | CurricuNET makes the course approval and revision process efficient. | 1 | 2 | 3 | 4 | 5 |
| 5. | Procedures for articulating courses and the results of articulation efforts are effective. | 1 | 2 | 3 | 4 | 5 |
| 6. | There is sufficient classroom space to support opportunities for innovative scheduling. | 1 | 2 | 3 | 4 | 5 |
| 7. | The Curriculum and Scheduling Office is a knowledgeable and helpful resource in the technical Datatel processes of schedule building, contract production, and report generation. | 1 | 2 | 3 | 4 | 5 |
| 8. | The Curriculum and Scheduling Office is a knowledgeable and helpful resource in areas of academic policy and innovation, such as advanced placement credit, compressed calendars, and University Express. | 1 | 2 | 3 | 4 | 5 |
| 9. | The Curriculum and Scheduling Office provides support essential to the successful completion of my tasks at the College. | 1 | 2 | 3 | 4 | 5 |
| 10. | Besides their regular day-to-day tasks, what are the top three priorities on which the Curriculum and Scheduling Office should focus? Please number your top three priorities 1, 2, and 3. | | | | | |
| | <input type="checkbox"/> Expand Degree Audit to include educational plans | | | | | |
| | <input type="checkbox"/> Increase Advanced Placement credit for Plan A GE | | | | | |
| | <input type="checkbox"/> Increase articulation | | | | | |
| | <input type="checkbox"/> Increase UC transferability, IGETC, CSU Breadth | | | | | |
| | <input type="checkbox"/> Maintain integrity of course and section data in Datatel | | | | | |
| | <input type="checkbox"/> Move to a compressed calendar | | | | | |
| | <input type="checkbox"/> Provide CurricuNET training for faculty | | | | | |
| | <input type="checkbox"/> Schedule rooms for non-class events | | | | | |
| | <input type="checkbox"/> Support Pay by Contract for faculty | | | | | |
| | <input type="checkbox"/> Support innovation (transfer degrees, University Express) | | | | | |
| | <input type="checkbox"/> Support innovative scheduling (Late Start, Newark Area) | | | | | |