

*A World of Cultures
United in Learning*



Entrepreneurial Ventures
Program Review

May, 2006

Ohlone College's Entrepreneurial Ventures

Located in Building 27 on the Fremont campus, is Ohlone College's version of an entrepreneurial enterprise. The mission of this enterprise is to serve the college's local community by providing specialized corporate and lifelong learning educational opportunities. Entrepreneurial Ventures services include: Contract Education, Community Education, Ohlone For Kids and Campus related Entrepreneurial Ventures

Entrepreneurial Ventures specifically serves the community at large through its diverse program and service offerings. Industry and small businesses are serviced by contract education services and industry driven and workforce development grants. Lifelong learners have access to a variety of online and specialty on campus courses. The Ohlone for Kids (OFK) program is a community outreach program that currently provides summer enrichment courses for kids entering the fourth through the ninth grades.

Entrepreneurial Ventures collaborates with Ohlone's Division Deans, Faculty and Staff to address specialized training and educational needs of the college community. A great example of this collaboration is the Biotech Retraining Program between the Biotechnology Program and Entrepreneurial Ventures. Entrepreneurial Ventures has also worked collaboratively with the Computer Studies Program, ESL Program, Nursing Program, Math Program, English Program, Counseling Program, Psychology Program and the Business and Business Supervisory Management Programs.

Entrepreneurial Ventures is a self-supporting division of Ohlone College. Fees charged for the services rendered by the various Entrepreneurial Ventures Programs cover the operating cost of the division. Any additional revenues generated beyond the operating costs are reinvested back into campus programs to provide much needed instructional equipment, office equipment or to cover other operating expenditures.

1. Program Descriptions and Scope.

A. Contract Education (Corporate Education and Workforce Training Programs).

- Onsite customized workforce training workshops and seminars designed specifically to meet the needs of local industry, government agencies and community organizations. Some of the corporate workshop courses presented in the past have included Leadership Skills, Project Management, Conflict Management, Ergonomics, Business Ethics, Customer Service, Good Manufacturing Practices, Good Laboratory Practices and ESL.
- The Corporate College Program offers for-credit college offerings delivered to individual businesses.
- Performance Consulting Services. This program provides industry with a systematic approach for identifying and achieving employee performance to support their business goals.
- Support Services include employee's assessment/testing and "coaching" services.

B. Industry Driven and Workforce Development Grants.

- Biotechnology Manufacturing Worker Retraining Program. This program is funded by a Department of Labor Grant through the Alameda County Workforce Investment Board. In partnership with Ohlone College's Biotechnology Program this training program prepares displaced workers for work in Biotechnology and

Pharmaceutical Manufacturing. These positions include Bio-Process Technicians, Labeling and Packaging Operators, Instrument and Media Prep Technicians, and positions in pharmaceutical manufacturing.

- **Industry Driven Sustainable Business Grants**

The project, entitled *Sustainable Business Development* project, will develop and deliver sustainable business development training to employers/ees in and around the college's service area. The training methodology takes a career ladder approach and focuses on all levels (entry to executive) of training opportunities. Refer to Appendix A for the grant abstract.

C. Community Education – Lifelong on campus and online courses are offered in partnership with specialized contractors, Ed to Go and Gatlin Education services.

On Campus – Business/Life Courses

- Notary Public Workshop
- Become a Loan Signing Agent
- Test Preparation
SAT I and SAT II
- Traffic School (on campus) and Online

Certificate Programs offered in partnership with Gatlin Education Services in the following categories:

- Health Care
- Internet, Design & Technical
- Business and Legal
- Construction Technology
- Microsoft Certification
- Networking and CompTIA
- Video Game Design_

Ed to Go classes offered in the following categories

- Basic Computer Literacy Computer Applications
- Graphic Design
- The Internet
- Web Page Design
- Web Graphics & Multimedia
- Web & Computer Programming
- Database Management & Programming
- Computer Troubleshooting & Networking
- Certification Prep
- Digital Photography & Digital Video
- Languages
- Writing & Publishing
- Entertainment Industry
- Test Prep
- Personal Finance & Wealth Building
- Health Care, Nutrition, & Fitness
- Personal Enrichment
- Child Care & Parenting
- Art, History, Psychology, & Literature

- Math, Philosophy, & Science
- Accounting
- Grant Writing & Nonprofit Management
- Start Your Own Business
- Personal Development
- Business Administration
- Sales & Marketing
- Law & Legal Careers
- Health Care Continuing

D. Ohlone For Kids (OFK) Summer Enrichment Program. The OFK program has offered summer enrichment classes for students entering the 4th through the 9th grade for the past 18 years. This program continues to grow and meet the needs of student and parents residing within the Tri City area.

Classes are offered in the following categories:

- Art
- Language Art
- Math
- College Prep/Study Skills
- Computer Studies
- Performing Art
- Science
- Social Studies
- Sports
- Electronics
- Technology

E. On Campus Entrepreneurial Partnership Ventures.

- Entrepreneurial Ventures has partnered with the Computer Sciences Department to provide CISCO certification in India. The hybrid course was conducted via online and onsite by an Ohlone College instructor.



- Renegades Recording Studio is a collaborative partnership between Entrepreneurial Ventures, the Commercial Music Department and the Radio and Television Program. Renegade (named for the Ohlone College team mascot) provides a recording environment that is professional and user friendly, an ideal place for students, alumni, music industry professionals and the amateur community. With two full-sized and fully-equipped sound stages, an AVID Media Composer Adrenaline non-linear video editing equipment and ProTools DigiDesign non-linear editing gear, Renegade Studios will offer the finest recording facilities anywhere in the Tri-Cities area. Potential market area includes the south ends of the east bay and peninsula, as well as the south bay.

2. Relationship to Ohlone College Mission and Goals.

The mission of Ohlone College is to serve the community by providing a center for career, technology, science, liberal arts education, cultural enrichment, economic development, and lifelong learning. The Entrepreneurial Ventures Division supports the college's mission by providing programs and services specifically in the areas of career training, economic development and lifelong learning.

In addition to supporting the college's mission, Entrepreneurial Ventures supports College Goal 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, and College Goal 7 – Increase public and private funds for educational programs, equipment and facilities through entrepreneurial activities, grants, and the college foundation.

Entrepreneurial Ventures Learning Outcomes.

The learning outcomes defined for Entrepreneurial Ventures will focus on customer satisfaction; industry/customer needs analysis and program revenue outcomes. Learning outcomes for Industry Driven and Workforce Development Grants are defined within each grant and can be made available upon request.

Each program that resides in the Entrepreneurial Ventures Division will

- Develop awareness of customer behaviors and interactions with a diverse customer population.
- Solve diverse and unstructured problems related to business and customer needs.
- Analyze consumer and business-to-business educational and training needs.
- Understand and appreciate the cultural, social, political, economic forces that affect businesses.

Assessment:

- Customer satisfaction outcomes are assessed in the form of a customer satisfaction surveys and through direct dialog with customers and training participants.
- Industry/customer needs are analyzed through the use of surveys, direct industry contacts, economic development data, class sign-ups and number of new and returning customers that contract for training.
- Program revenues are assessed according to yearly goals established for each program that is part of the Entrepreneurial Ventures Division and actual revenue generated for specified fiscal years.
- Assessment for Industry Driven and Workforce Development Grants can provided upon request.

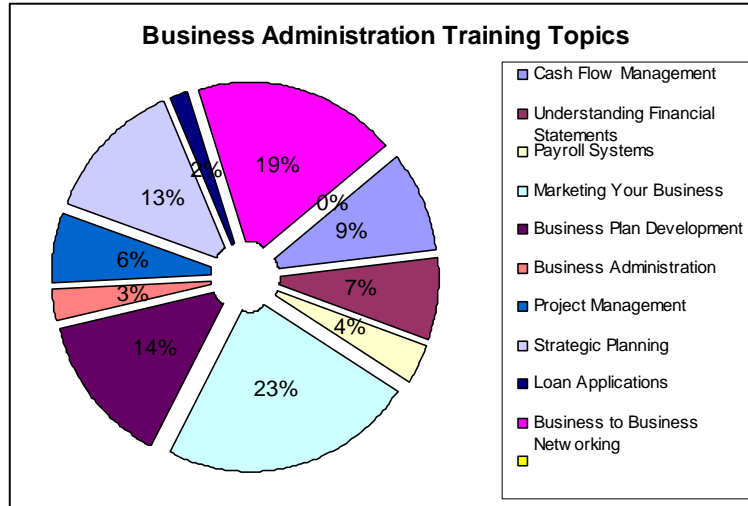
Contract Education Assessment

Industry Customer Needs Assessment

Results from the latest (2003) Fremont Chamber Small Business Training Needs Assessment Survey of Fremont Chamber members have provided outcomes for this area. As indicated in

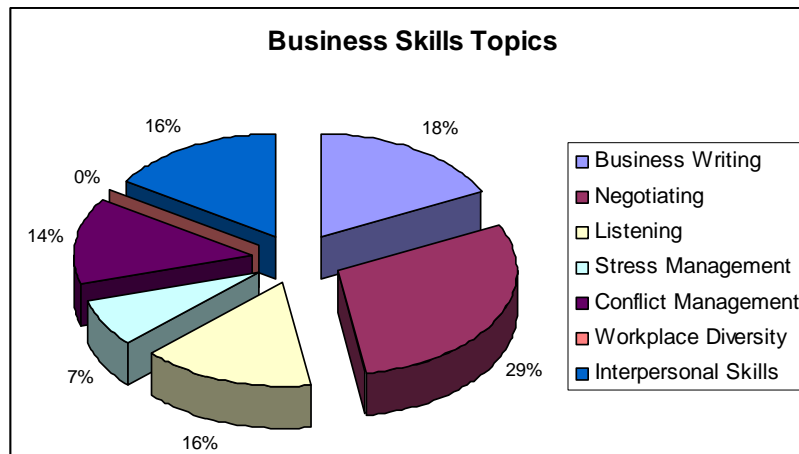
graph 1 twenty three percent of the respondents to this survey indicated interest in business administration training topics related to marketing your business. Business to business networking (19%), business plan development (14%) and strategic planning were additional areas of training interest. Additional areas of interest are noted by percentage in the graph 1.

Graph 1



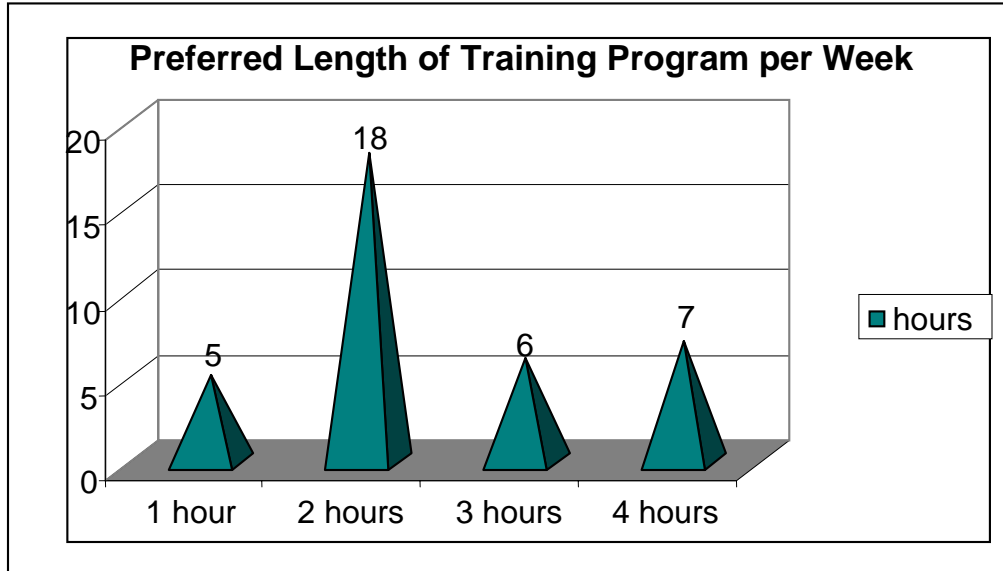
Graph 2 indicates the results from the survey participants when asked about their interest in business skill topics. These included negotiating (29%), business writing (18%), interpersonal skills (16%) and listening (16%). Additional areas of interest are noted by percentages in graph 2.

Graph 2



Graph 3 indicates the preferred optimal length of a training program to be two hours.

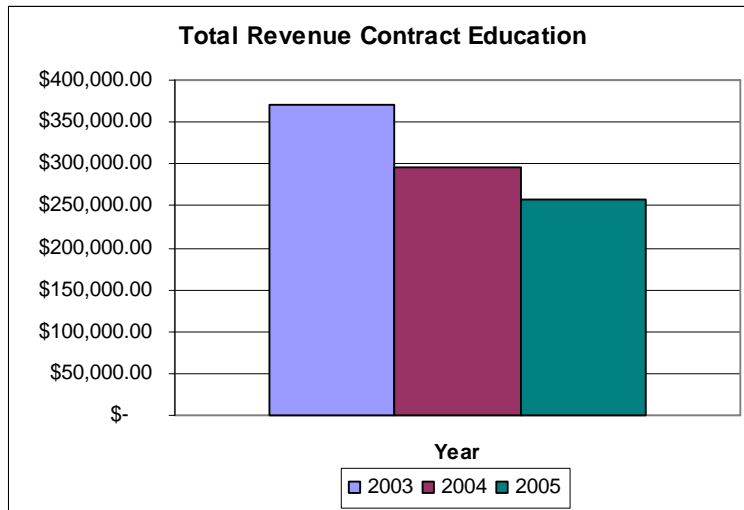
Graph 3



Revenue Assessment:

As indicated in the Graph 4 revenue generated by contract education has declined approximately 30 percent from fiscal year ending 2003 to fiscal year ending 2005.

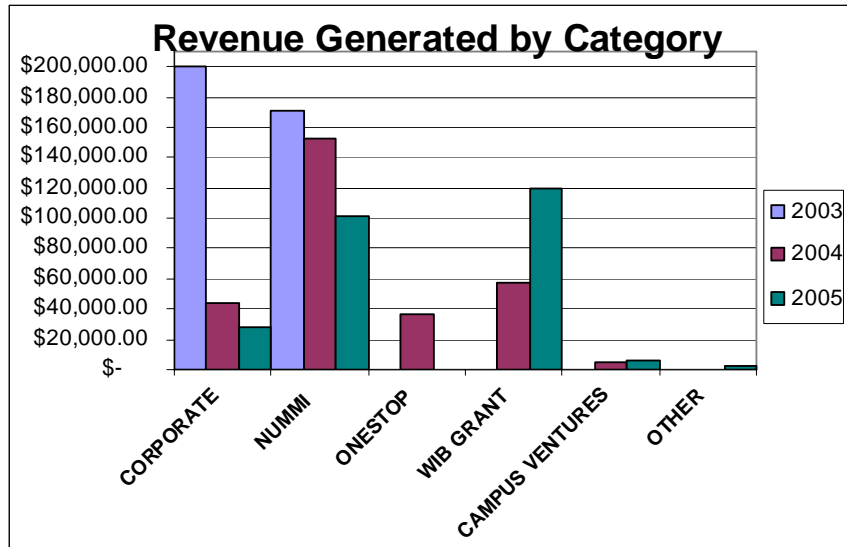
Graph: 4



As indicated in graph 5, the majority of this revenue decline can be contributed directly to corporate contracts. Several of the companies that Contract Education has contracted with over the past three years have reported economic downturns, reorganizations and personnel turnover as critical factors preventing further employee training contracts. During the 2002-3 fiscal year several companies contracted for one time specialized training. For example, Lam Research contracted for special training in Materials/Purchasing (\$40,000). This one time training prepared 40 employees to prepare for and pass purchasing buyer certification. Follow-up contracts have been pursued however numerous organizational changes, layoffs and budget

reductions in funds for external training have been roadblocks to securing additional contracts for training.

Graph 5



At the time of this program review NUMMI is undergoing reorganization within their management and human recourse departments. Part of this reorganization included a complete review of the corporate college program that is provided onsite at NUMMI. NUMMI contracts related to the corporate college currently comprise approximately 40% of the revenue generated by contract education. A decision was made by NUMMI management in December of 2005 to discontinue the corporate college program. This will have an immediate impact on the revenue generated by contract education. NUMMI is currently conducting a training needs assessment and has expressed interest in contracting with Ohlone College once this assessment has been completed. A brief summary of the NUMMI corporate college program participants is included Appendix B of this report.

As noted in Table: 1 the average number of companies contracting with the Contract Education program during the past three fiscal years has remained stagnant.

Table: 1

Fiscal Year	Number of Companies	New Customers
2002-2003	12	5
2003-2004	11	6
2004-2005	11	5

Revenue History- Contract Education

The following data was produced 12/05 using DATATEL.

Year	Gross Revenue	Expenses	Net Profit/Loss
2004-05	258,625.00	201,857.99	56,767.01**
2003-04	296,298.00	298,153.15	(1,855.15)
2002-03	368,349.00	364,747.00	3,602.00

**Note: approximately \$75,000.00 in contract education salaries were charged to the IDRC Business Sustainability Grant for services related to that grant. Leveraging this overhead allowed for the profit margin noted for 04-05.

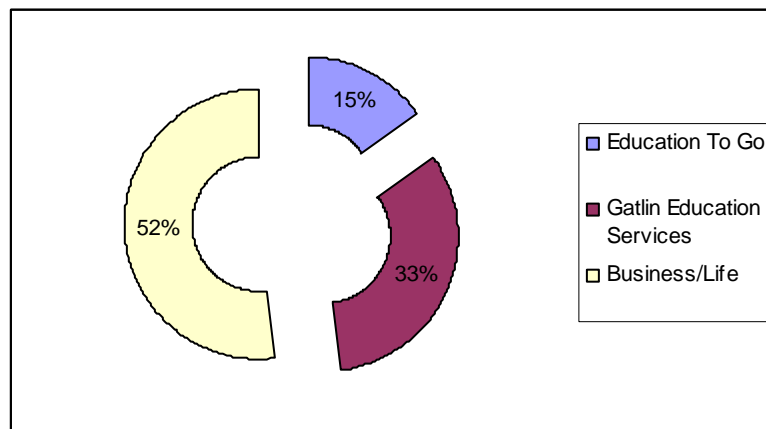
Community Education

During the 2003-04 fiscal year the Community Education program manager retired. Based on course and revenue data, administration decided not to replace the community education program manager position. The Community Education program is currently managed by the division dean with the support of a part time program specialist. The majority of classes offered are online and in partnership with Ed to Go and Gatlin Education Online Certificate Programs. Courses offered on campus are listed under Business/Life Category. During the 2004-05 fiscal year online registration for community educational classes and Ohlone for Kids classes was successfully implemented. Over 85% of the registrations for Ohlone for Kids were conducted using the online registration program. This has been a great customer service enhancement and also has allowed community education and OFK staff to focus on other priorities.

Online Student Education to Go Profile Summary:

Seventy three percent of the students who enrolled in Community Education classes as of March 2006 are female. Age demographics vary considerable, with the 42-47 age group having the highest percentage at 18%. The majority of students who enroll in online classes have learned about class offerings through the class schedule, flyers or brochures. Student's objectives for taking online classes include developing new skills, improve existing skills or advancing their careers. Eighty two percent choose to take classes online citing its more convenient and it fits better into their schedule. The top four zip codes for students enrolling in community education online or on-campus classes are 94536, 94539, 94538 and 94560.

Graph 6



Average class charge for Gatlin
Average class charge for Ed to Go
Average class charge for Business/Life

Revenue History- Community Ed

The following data was produced 12/05 using DATATEL

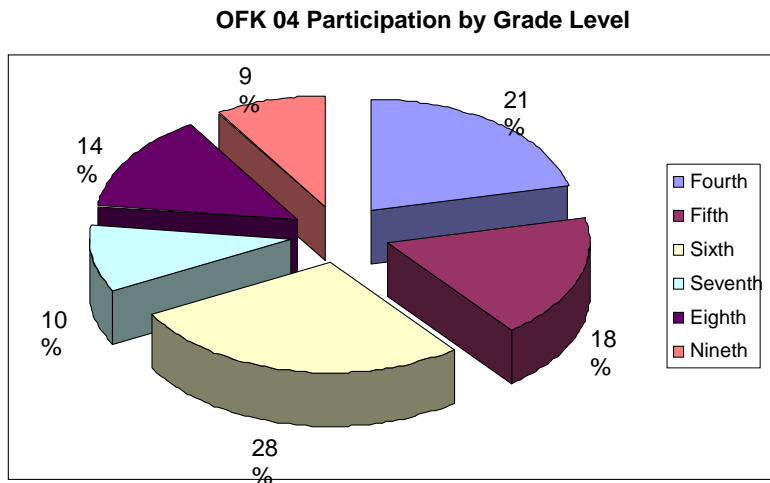
Year	Gross Revenue	Expenses	Net Profit/Loss
2004-05	69,698.80	69,524.07	174.73
2003-04	73,449.50	134,171.63	(60,722.13)
2002-03	116,704.00	173,474.00	(56,770.00)

Ohlone for Kids

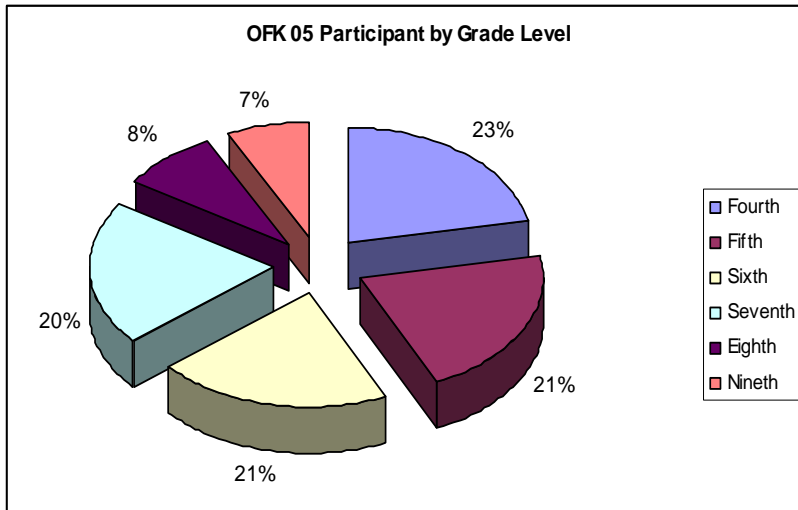
For the past two fiscal years OFK classes were offered onsite at Ohlone College and Mission San Jose High School. At the conclusion of each year an online customer survey was administered to the parents who's students participated in the OFK program. Data from the 2004 and 2005 OFK program is presented in this report. The survey sample size for 2004 was 113 and for 2005 136.

Graphs 7 and 8 indicate the percentage breakdown of participants grade level of those parents who responded to the survey.

Graph 7

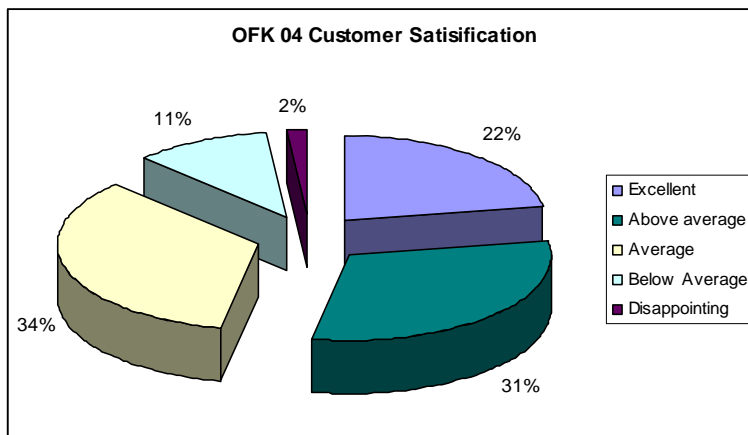


Graph 8

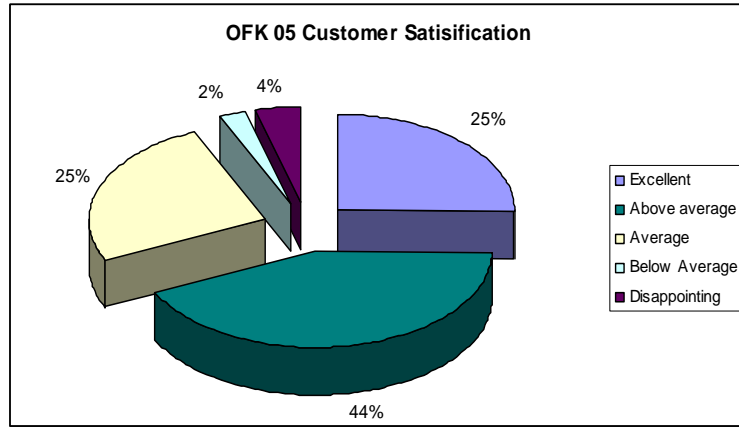


During the 2004 OFK year 87 percent of the respondents rated customer satisfaction average, above average or excellent. This percentage increased to 94 percent for the 2005 OFK program with 69% rating customer satisfaction above average or excellent.

Graph 9

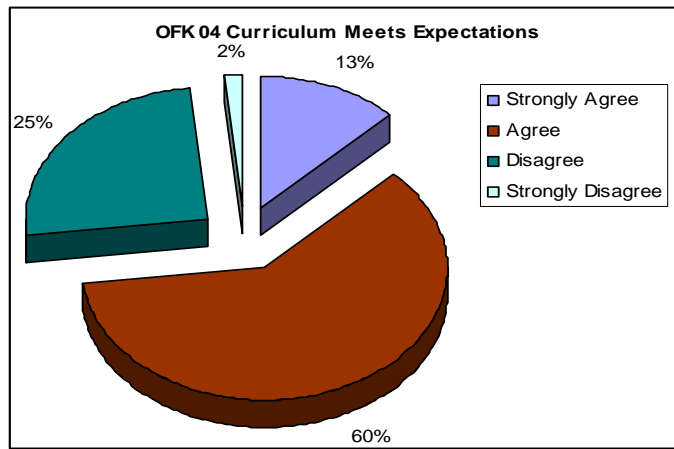


Graph 10

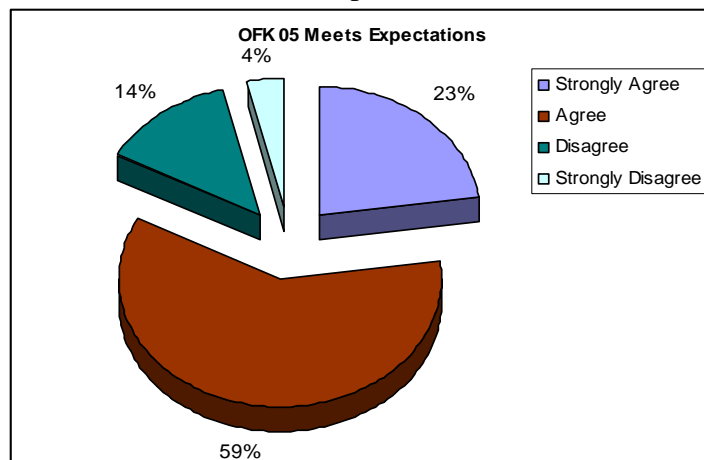


When asked if the OFK curriculum met expectations 73% of the 2004 survey participants and 82 percent of the 2005 survey participants selected agreed or strongly agreed.

Graph 11

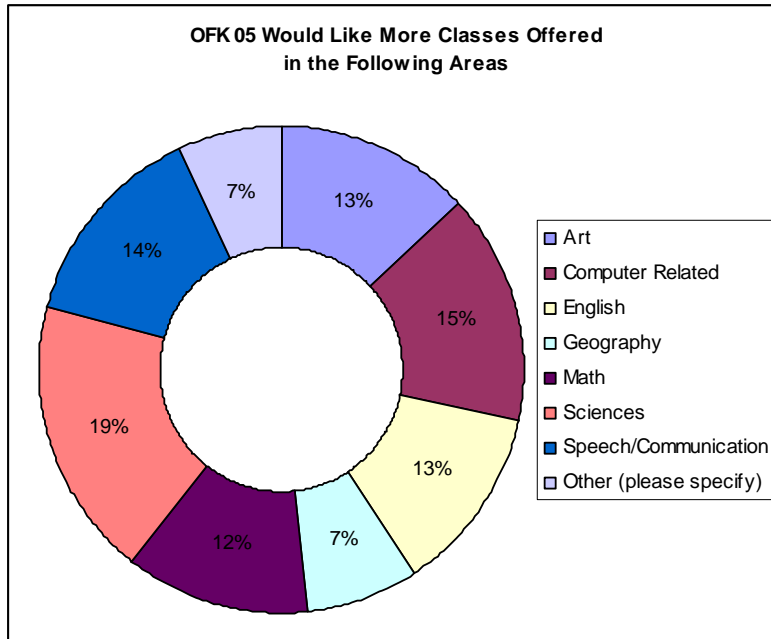


Graph 12



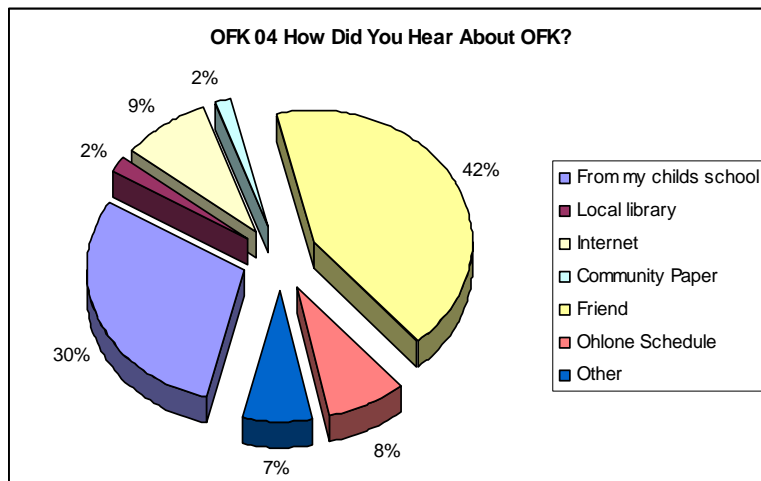
Graph 13 indicates the areas which survey participants would like to see more classes offered. Science classes were at the top with 19% followed by math at 15% and speech/communication classes at 14%.

Graph 13

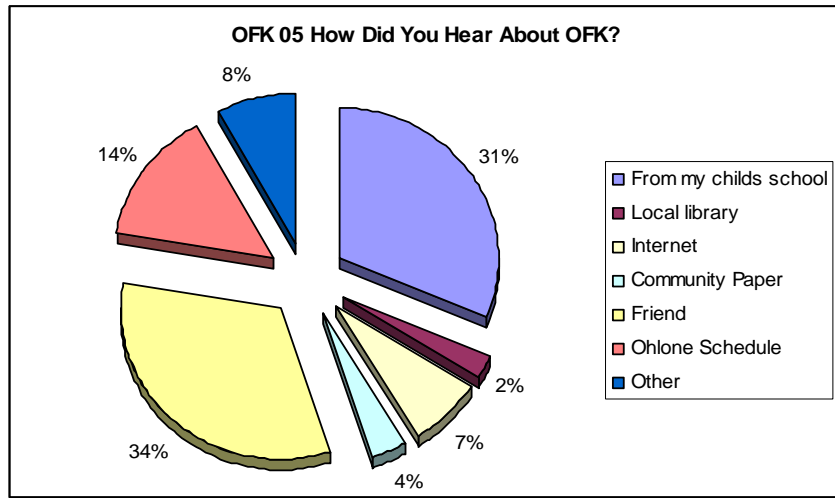


The graphs below indicate that 42% (2004) and 34% (2005) of the survey participants heard about the OFK program from friends. From my child's school was the next highest percentage response for both 2004 and 2005.

Graph 14



Graph 15

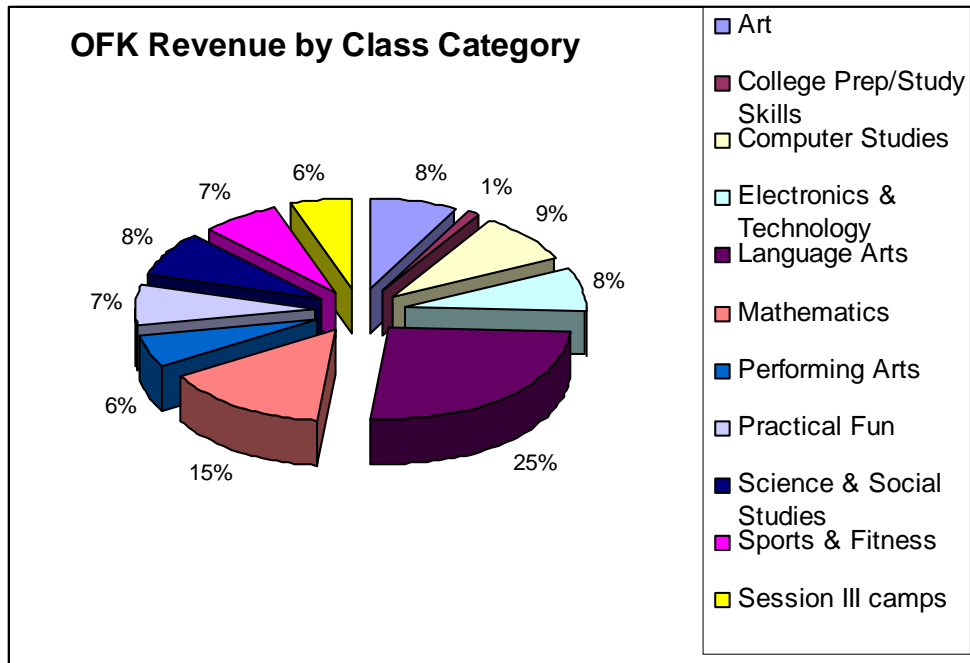


OFK Registration analysis by Zip Codes

Area	Zip	Number of Students
Hayward	94544	5
Pleasanton	94588	6
San Jose	95132	7
Newark	94560	15
Pleasanton	94566	19
Union City	94587	27
Milpitas	95035	30
Fremont-Irvington	94538	34
Fremont- Niles/Centerville	94536	68
Fremont-Ardenwood	94555	73
Fremont-Mission/Warm Springs	94539	505

This data is from the online registration program implement for 2006.

Total number of courses offered	67
Fee	\$99 to \$275
Number of students attended at Ohlone College	674
Number of students attended at Mission San Jose High School	777
Number of classes run at Ohlone College	74
Number of classes run at Mission San Jose High School	117
Total amount of fees paid	\$344,930.00
External online registration	85.94%
Staff registration	14.06%



Revenue History- Ohlone for Kids

The following data was produced 12/05 using DATATEL. Note: Because OFK runs through two fiscal years (the last week of June/ July) a percentage of the revenue and expenses is calculated and recorded for the fiscal year for which the program occurred.

Year	Gross Revenue	Expenses	Net Profit/Loss
2004-05	402,600.00	276,244.08	126,355.92
2003-04	340,546.50	255,096.80	85,449.7

Future Direction:

- Based on the current trends in contract education this component of Entrepreneurial Ventures (EV) is transitioning away from the direct sales approach to servicing local business thru industry driven collaborative grants. During the past two years EV has been involved with two such grants that have focused on Sustainable Business Development and Biotechnology. These resources allowed the division to offer several workshops and seminars that directly addressed the needs of local industry. The division is considering reinventing this area under the program name Ohlone for Business.
- The Ohlone for Kids program will begin expanding program offerings year around. During the summer of 2006 we are piloting Ohlone for Teens. Results of this effort will be available after the completion of the 2006 Summer Program.
- Our current community services program continues to focus on online courses and working with independent consultants to offer Notary Public Workshops and SAT I and SAT II courses. The division is considering reinventing this area under the program name of Ohlone for Lifelong Learning.

Appendix A



Ohlone College Economic & Workforce Development Grant Application Abstract & Information Sustainable Business Development

Funding Agency: California Community College's Chancellor's Office
Economic & Workforce Development Program

Funding Period: November 9, 2004 through June 30, 2005 (1st Fiscal Year)
July 1, 2005 through June 30, 2006 (2nd Fiscal Year)

Funding Category: Industry Driven Regional Collaborative

Category Definition: IDRC funds are provided to local community colleges for flexible, short-term, "design it yourself" local projects and to meet regional business needs, particularly in high growth, emerging technology industries.

Project Abstract: The project, entitled *Sustainable Business Development* project, will develop and deliver sustainable business development training to employers/ees in and around the college's service area.

The training methodology will take a *career ladder approach and focus on all levels (entry to executive) of training opportunities.*

The career ladder concept will begin with the project researched and developed Sustainable Development Training Certification which may include the following coursework:

- Introduction to Sustainable Business
- Sustainable Operations
- Sustainability, Community & Social Justice
- Strategy and Strategic Management
- Entrepreneurship & Intrapreneurship

Derived from direct needs analysis with partnering entities, additional training services developed and delivered to partners may include:

1. Systems Thinking
2. Sustainable Product Development
3. Sustainable Building

4. Business and Marketing Plan Development
5. Marketing and Sales
6. Finance and The Triple Bottom Line
7. Pollution Prevention in the Workplace
8. Sustainable Operations
9. Energy Efficiency & Waste Management
10. Other related environmental management issues requiring business development and/or workplace training.

During the grant cycle, a **minimum of 125 businesses (employers)** will participate in the project and a **minimum of 300 participants (employees)** will receive services through a series of training opportunities, technical assistance services, and/or consulting services.

The project is designed to meet the needs of the small business employers by providing quality educational training services that support and maintain the development of a well-trained workforce hence sustainability.

Partners with the project may include private industry, economic development organizations, employment departments, local high schools, and neighboring community colleges.

Additionally, the project will leverage the funding by establishing the sustainable business development training within the already existing OneStop Career Center infrastructure.

Project Contacts: Vicki Shipman, Project Director, Ohlone College
Leta Stagnaro, Dean, Entrepreneurial Programs, Ohlone College
Bob LoBue, Program Manager, Contract Education, Ohlone College
Anna Maria Lopez, Project Assistant, Ohlone College

Project Partners: CIWMB – Recycling Market Development Zone
CIWMB – Sustainable Building Unit
Newark Chamber of Commerce
Fremont Chamber of Commerce
New United Motors Manufacturing, Incorporated
Borden Chemicals
Alameda County WIB

Appendix B

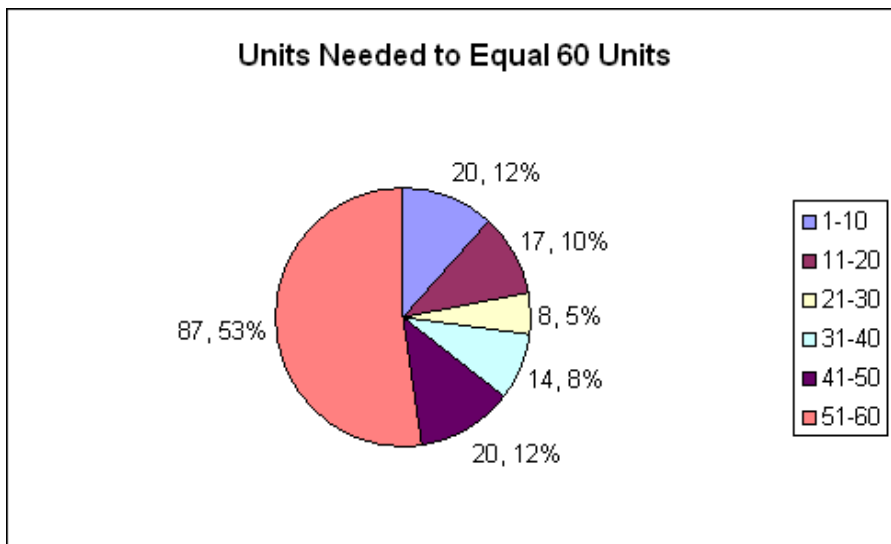
Ohlone College has been offering college credit courses on site at NUMMI since 1995. There was mutual agreement that providing on-site education would benefit team members by: improving their problem solving and analytical skills, improving oral and written communication skills, possible career ladder opportunities, enhanced education and being able to earn an AA degree on-site at NUMMI. NUMMI and Ohlone College collaborated in 2001 to define a curriculum to meet the requirements for an Associate Arts degree in Liberal Arts that could be completed in 2 ½ years and all classes would be offered on-site at NUMMI. The program was launched in 2001 and we have had 166 team members involved in the program from 2001-2005. We have offered 32 classes attended by 917 (duplicated) team members for an average attendance of 29 students per class from 2001 – 2005.

Ohlone College Program at NUMMI Team Member Involvement Time Period From 2001 – 2005

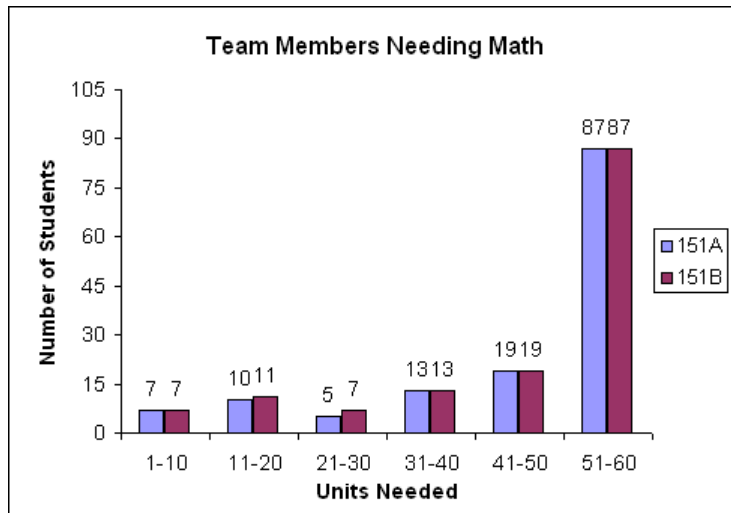
NUMBER	YEAR STARTED
92	2001
17	2002
23	2003
14	2004
20	2005
TOTAL 166	

Team Member Involvement and Current Status

We have 11 team members that need 10 units or less and 17 members that need 11 – 20 units to meet the 60 unit requirement. We have 45 people that need 30 units or less to meet the 60 unit requirement. Refer to the table on the next page for a detailed breakdown.



We do have 144 team members that need to take Math 151A & 151B. We have 7 team members that need 10 units or less including Math, and 11 team members that need 20 units or less including Math. You can refer to the chart below for a completed breakdown. We do plan to offer Math 151A and Math 151B starting in January 2006.



We do want to address the need for Math and meeting the 60 unit graduation requirement. We want to capitalize on our current momentum by offering Psychology 112 (Social Psychology – 3 units) and Work Experience 195 (4 units) in the fall of 2005. This will allow team members to earn 7 units during these 9 week courses. We would offer Math 151A (2.5 units) from January – March 2006, and Math 151B (2.5 units) and Work Experience 195 (4 units) from March – May 2006. This would allow team members to meet the Math requirement and earn 9 units between January – May 2006. We want to wait to January to offer Math to allow time to administer a Math Assessment test, prepare the team members for the math class and get a Math instructor.