OHLONE COLLEGE
Fremont-Newark Community College District

EDUCATIONAL MASTER PLAN
2001-2011

Hyman Hall Instructional Computing Center

March 6, 2002

Dr. Floyd M. Hogue
Superintendent/President
Educational Master Plan Task Group

Co Chair, Dr. J. Paulette Perfumo-Vice President Educational Services/Deputy Superintendent

Co-Chair, Leta Stagnaro-Dean of Exercise Science and Wellness

Katie Frank, Faculty - Fine and Performing Arts
Dr. Mindy Hersh- Dean of Counseling
Steve Juarez-Faculty - Social Sciences
Megan Parker-Administrative Secretary - Exercise Science and Wellness
Dr. Ron Quinta-Dean of Math-Science-Engineering
Mikelyn Stacey-Dean of Social Sciences
Dr. Sue Scott-Newark Center Director
Chris Warden-Faculty - Exercise Science and Wellness
Joanne Schultz-Director of Business Services
Manmohan Gill-Assistant Director of Buildings & Grounds

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President’s Statement and Acknowledgments

In 1967, the Fremont-Newark Community College District began in what was the former Serra School, and Ohlone was chosen as the college name. The college opened on its present site in 1974. The passage of Proposition 13 in 1978 had a significant impact on the college’s educational program expansion and facilities expansion plans.

Without the availability of state funds, the college was unable to complete the initial planned facilities, and has used leased facilities within the community to continue to offer its educational programs and services. Over the last ten years, the college has experienced tremendous growth, and numerous new programs, certificates, and degrees have been added to the curriculum. To guide the college into the next century and to plan its facilities completion, the college community has recently developed four critical plans: a Strategic Plan, updated annually, a Facilities Master Plan, a Technology Strategic Plan, and the Educational Master Plan.

The 2001-20011 Educational Master Plan was started in 1998 when the Newark Ohlone Center was approved by the State Chancellor’s Office as an official center for the district. The rapid increase in growth in that portion of the district made it clear that the college needed a new educational master plan that includes expanding the Newark Center. We expect to use this plan as a guide to set priorities and to make decisions to accomplish the goals of the college as we move into the next century. This Educational Master Plan will be used together with the recently completed Strategic Plan, Facilities Master Plan, and Technology Strategic Plan to influence decisions regarding curricular and program offerings, staff hiring, technology planning and purchasing and facilities planning.

This Educational Master Plan is a living document that will be reviewed and revised periodically to take into account new information and variables as they unfold and potentially influence needed changes. We at Ohlone College are committed to making informed and carefully considered decisions to provide the best educational experience possible to our students. Plans such as these will enable us to achieve excellence in the accomplishments of our goals.

Dr. Floyd M. Hogue
Superintendent/President
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Plan Purpose and Objectives

The purpose of this plan is to provide guidelines for the future advancement of Ohlone College. The plan links together components from Program and Service Reviews, Strategic Plans, the Technology Strategic Plan, the Facilities Master Plan, The Newark Center Educational Master Plan and the 2001 Accreditation Self Study.

Flexibility and adaptability to the guidelines set forth within this document will ensure long-term success, growth and the colleges' ability to take effective action. The President’s Cabinet will ensure that the recommendations of the plan are implemented. Since the Master Plan operationalizes the College’s mission and goals, the Educational Master Plan Task Group Committee will periodically review the Master Plan to assess whether or not it is fulfilling the Mission of the College.

District Goals:
The Board of Trustees of the Fremont-Newark Community College District has established the following broad based goals for the college.

- Create a Learning Centered College
- Collaborate with community agencies to provide seamless and articulated lifelong learning for the community.
- Develop Broad Fiscal Policies

These goals passed unanimously in December of 2001. They will provide a framework for future direction and continued excellence in our educational endeavors.
Vision and Mission of Ohlone College

Shared Vision
To become a student-centered model of excellence in the delivery and support of transfer, career and life-long learning.

Mission Statement
The mission of Ohlone College is to serve the community by providing a center for career, technology, science and liberal arts education, cultural enrichment, economic development and lifelong learning. The college affirms its commitment to open access for all adults who can benefit from its instruction.

Core Purpose
To serve the communities of Fremont, Newark and surrounding areas by providing transfer, career and community education in collaboration with colleges, universities, local high schools and local business and industry.

Faculty, students, administrators, trustees, staff and alumni are committed to fulfilling the core purpose by assuming responsibility for their vital and varied roles at Ohlone College. Trustees establish policy and steward the quality and integrity of the institution; faculty and students actively engage in scholarship and instruction; administrators and staff members facilitate instruction, provide services to students, oversee facilities and work with the community to continue to develop programs.

In pursuing its mission and core purpose, the Ohlone College community is guided by the following core values and principles:
- Excellence in the effective and ethical delivery of student and support services
- Integrity, honesty and personal responsibility in our endeavors
- Respect for self and others
- Dedication and commitment to lifelong learning
To fulfill its purpose, the College offers the following programs, services and opportunities:

- **General Education** - to introduce students to the main fields of knowledge - the humanities, the arts, the sciences, technology, and health and wellness, thereby allowing them the opportunity for personal, intellectual and cultural growth; and to provide them with oral and written communication, mathematical, and critical thinking skills; and an understanding and appreciation of human differences.

- **Transfer Education** - to provide the first two years of college education for those students preparing to continue their studies at a four-year college or university.

- **Career/Occupational Education, Workforce Development, and Economic Development** - to provide a variety of occupational and Workforce Development programs intended to meet the needs of those students preparing for employment immediately following their experience at the College and those currently employed who wish to retrain or upgrade their skills. The College is committed to establishing mutually beneficial partnerships with business, industry, labor, and public service, as well as developing cooperative agreements with high schools, other colleges and universities in pursuit of this goal.

- **Fundamental Skills** - to offer students a program of basic skills instruction which support successful completion of a degree or certificate program. The skills program is designed to improve student abilities in mathematics, writing, reading, speaking and computer literacy.

- **Student Services** - to provide services that assist students to discover their abilities and interests, acquire academic and occupational information, choose their occupations, plan their educational programs, and address their personal, social and cultural concerns.

- **Student Life Activities** - to encourage student's active participation in college life.

- **Equal Opportunity** - to maximize the opportunity of instruction and services for all students regardless of social, cultural, economic or physical circumstances. To achieve this goal, the college provides classes, student services and campus activities in a physical environment appropriate to individual needs.
- **Lifelong Learning** - to provide opportunities for continued learning throughout one's lifetime.

- **Community Education** - to meet the educational and cultural needs of the community not otherwise provided by college credit courses. Classes and activities offered through Community Education are self-supporting.

- **Program and Services Review** - to encourage continuous and timely examination of College programs and services, together with the process and practices designed to implement them and assess their effectiveness.
The following organizational charts reflect the reorganization of Educational Services which occurred during the Winter and Summer of 2001.

During the Fall Semester 2000, an organizational summit was held in November. Management, faculty, staff and student representatives were invited to attend. The attendees at the summit came up with different options for reorganizing divisions and the overall organization of Educational Services. The reorganization options were presented at college-wide forums. The President's Cabinet reviewed the options and finalized the reorganization on December 4, 2000.

Phase I of the reorganization went into effect in January 2001. The results of the reorganization included the creation of two Provost positions, one for Instruction and the other for Student Services. Direct reporting of the Deans was moved from the Vice President, Educational Services to the Provosts. The Instructional Deans were assigned to the Provost of Instruction. The areas of Counseling, Curriculum & Scheduling, Enrollment Management, EOPS, the Student Health Center and the Learning Resource Center were assigned to the Provost, Student Services. Direct reporting of the Newark Ohlone Center and Research and Planning were moved to the Vice President, Educational Services along with institutional wide Strategic Planning.

Phase II of the reorganization went into effect in July 2001. This phase of the reorganization involved realignment of divisions reporting to the Provost, Instruction in order to balance workloads.

The positive outcomes of the reorganization of Educational Services gave responsibility and authority to the provost positions; provided greater focus to Student Services; provided a greater equity in workload; strengthened focus on overall global planning and development district-wide; and provided significant advantages to maintaining the relationships in Educational Services.
OHLINE COLLEGE
Vice President, Educational Services/Deputy Superintendent

- Accreditation
- Bond Campaign
- Budget Planning & Development
- Develop New Newark Ohlone Center
- Educational Services Council
- Faculty Orientation
- Faculty Senate
- Instruction & Student Services (“big picture”)
- Newark Ohlone Center
- Program & Services Review
- Research and Planning
- Strategic Planning

President

Vice President, Educational Services/Deputy Superintendent

Educational Services Provost, Student Services

- Assessment
- CalWORKs
- CAPAC
- Colleague
- Counseling
- Curriculum & Scheduling
- Environment Management
- Admissions & Records
- Campus Activities
- Discipline (Student)
- Financial Aid
- EOPS
- Health Center
- LRC/Staff Development/Tutoring
- Matriculation
- Partnership for Excellence
- Retention
- Student Success

Educational Services Provost, Instruction

- Business & Technology
- CAPAC
- Deaf Studies & Special Services
- Exercise Science & Wellness
- Fine & Performing Arts
- Health Sciences
- High School Partnerships
- Language Arts
- Math & Sciences
- Partnership for Excellence
- Retention
- Social Sciences
- Student Success
- Workforce Development
HISTORICAL PERSPECTIVE OF OHLONE COLLEGE

Officially named Ohlone College on June 18, 1967, the College honors the early Ohlone people of the Costanoan Tribe who inhabited the Fremont-Newark area. The District serves residents in Fremont and Newark at the campus in Fremont and at the Newark Ohlone Center.

Long before the Spanish priests named them Costanoans, they were known by a neighboring Miwok Tribe as the Ohlones or “people of the West.” Distinguished by peaceful pursuits, especially in agriculture, they held profound reverence for the earth, believing it was theirs for living and not for taking. They aided the Franciscan Padres in building Mission San Jose in the late 18th Century and prospered until 1806-33, when a series of epidemics virtually destroyed the tribe. Some descendants, however, still reside in the Fremont-Newark area.

Ohlone College, the only college in the Fremont-Newark District, was established by a vote of the residents of the District on December 5, 1965. Simultaneously, a seven-member Board of Trustees was formed. When classes first started on September 25, 1967, they were held at the former Serra Center Home for Girls in Fremont, Newark High School, and the former Fremont City Hall.

In Fall 1974, construction on the Fremont campus was completed and classes began in September 1974. The permanent main site campus is located on a 534-acre hillside site in the city of Fremont. Three hundred of the acres are leased to and maintained by the East Bay Regional Park District. Because of growth in the District, a shortage of space at the main campus, and the need to expand programs, the Newark Ohlone Center (NOC) was established in 1991.

The Newark Ohlone Center was established in an effort to more effectively serve the needs of the residents of Fremont and Newark. NOC is located 12 miles from the main campus at 35753 Cedar Blvd., Newark, CA. The facility is a former middle school and is leased from the Newark School District. A full-time director for NOC was hired in 1997. NOC offers a variety
of classes both in the day and in the evening. Because NOC has reached its capacity enrollment, the study and establishment of a committee for a bond campaign to build a new NOC facility has been generated. The District has placed an initiative on the March 2002 ballot for a $150 million dollar bond.

In October 1983, the Regional Center for Gallaudet University opened on the Fremont campus. The Regional Center serves twelve western states and works in cooperation with the College for Continuing Education at Gallaudet University. The Center is a resource of information on enhancing the quality of life for the Deaf community.
FUTURE CONSTRUCTION PROJECTS
The following is a summary of new facility projects in priority order as described in the Fremont-Newark Community College District 5 Year Construction Plan 2002-2006.

- Instructional Computing Center. This facility will accommodate growth and provide academic space for programs requiring laboratory and computer facilities. The facility will be fully functional for the Spring 2002 semester.

- Child Care/Development Center. This project would provide a permanent facility and allow expansion of the programs to meet community needs. This project is on hold pending additional funding.

- Disabled Access Phase I. Phase I concentrates on providing immediate access to classrooms and laboratories located in multistory buildings. Planning will start in 2003 and construction will be completed in 2005.

- Disabled Access Phase II. This phase provides access by an exterior elevator to the four story Student Services building. Exterior access ramps and bridges connecting the various parking and campus levels will also be constructed during this phase. Planning will start in 2004 and construction will be completed in 2006.

- Newark Ohlone Center. (Refer to pages 25-45.) Planning will start in 2002 and construction will be completed in 2005. The district plans to fund this project with a local bond measure.

- Student Support Services Facility. This project will provide space for Student Services offices at one location on the Ohlone campus. The district plans to fund this project with a local bond measure. Planning will start in 2002 and construction will be completed in 2005.

- Remodel Buildings #1 and #5. This project would remodel space in Building #1 formerly occupied by Student Services and Building #5 formerly occupied by Food Services and the bookstore. Completion of this project will create much needed additional classroom space. Planning will start in 2003 and construction will be completed in 2006.

- Outdoor Physical Education. This project will relocate the baseball field in accordance with the Facilities Master Plan. The baseball field is now located where central parking and buildings are planned. Planning will start in 2004 and construction will be completed in 2006.
Ohlone College Fremont Campus (OCF) Science Laboratory Modernization

After approximately 35 years of service to the community, the science facilities located on the Fremont campus of Ohlone College are in need of repair and modernization. Enrollments have increased, and new programs have been implemented, in the natural sciences (i.e., Anthropology, Astronomy, Biology, Biotechnology, Chemistry, Geography, Geographic Information Systems (GIS), Geology, Physics, and Physical Science).

During the Spring and Summer months of 2001, the faculty of each laboratory science department worked on proposals to repair and upgrade the laboratory facilities in their area. What follows is a summary of the projects identified as necessary to repair and/or modernize the science laboratories on the Fremont campus: (listed by discipline)

**Discipline/Laboratory Rooms**

**Anthropology/Geography/Geology/GIS**  
**Lab 8109:**  
- New Lab Benches  
- New Lab Chairs  
- Facilities upgrade  
  - AC power (to student stations)  
  - Internet Access to student stations  
  - Light Dimmer  
  - Separating Circuits (8109B/8019A)

**Astronomy/Physics/Physical Science**  
**Lab 6301**  
- New Lab Benches  
- Wall Cabinets  
- Facilities upgrade  
  - AC power (to student stations)  
  - Internet Access to student stations  
  - Shelving in 6302  
  - Install Doors to hallway from 6301A & 6301B (safety access)

**Molecular Biology/Biotechnology/Anatomy-Physiology/Microbiology**  
**Lab 8323 (Majors Biol/Biotech)**  
- New Lab Benches  
- Table-top Fume Hood  
- Mobile Lab Bench  
- Facilities upgrade  
  - AC power to student stations  
  - Internet Access to student stations  
  - Increased Ventilation
Light Switch—Dimmer for lights above Chalkboard/screen
Repair & Reinforce counters along wall
Resurface floor

**Discipline/Laboratory Rooms**

**Lab 8314 (Anatomy-Physiology Lab)**

- New Lab Benches
- Facilities upgrade
- Create Cadaver Storage/Dissection Space within 8314
- ↑ Ventilation
- ↑ AC power to student stations
- Internet Access to student stations
- Light Switch Dimmer
- Replace cabinets w/termite damage

**Lab 8304 (Microbiology Lab)**

- New Lab Benches
- Facilities upgrade
- ↑ AC power to student stations
- Internet Access to student stations
- Light Dimmer Switch
- Floor Resurfacing

**Biology Stockroom 8315**

- Install super structure on lab bench island
- Wall storage units
- Construct storage loft (similar to Bldg 6)
- Glassware Dishwasher

**Biology Stockroom 8305**

- Install super structure on lab bench island
- New Large Autoclave (and plumbing)
- Sterile Media Dispenser
- Glassware Dishwasher

**Chemistry**

Labs 2301, 2310, 2325

- Master Ports (for instructor stations)
- Ceiling mounted LCD projectors
- Pull-down screens
- Light Dimmer Switches
- Emergency Exit Doors (2310, 2325)
- Ventilation Fans (all three labs)
- New Air Control Systems (to maintain all
Rooms including stockrooms at Constant temps
New Benches (Lab 2301—customized)

Storeroom Renovation Needs (2302, 2303, 2316)

Replace or redo counter/install second sink
Larger fume hood with fixtures & largeg sink
Switch-controlled ventilation fans
Nearly all college and university campuses have a hub, a place where students, faculty, staff, and community can find information, services and space for study, gathering and identification with the educational activity of the College. This hub has several names and all its activities a singular mission - to facilitate the admission, retention and success of all students. The proposed Student Support Services Facility is this hub for the current and future students of Ohlone College.

Background
In February 1992, the Fremont-Newark Community College Board of Trustees accepted a Capital Outlay Budget Change Proposal for the Student Support Services Facility as part of the district's master plan submission to the State of California. In 1994, the Board accepted another five year plan for the development of a new "Campus Center" for submission to the Office of the State Architect. The previous Board decisions were based on the outlined need to "serve students more effectively and to use staff more efficiently" and to expand services to students because of the continuing growth. In the past five years, enrollment has increased 17.5 percent in the District.

This section outlines the programs and services to be included in a Student Support Services Facility to be built at the Fremont campus. In the 1994 project description, the document indicates that as the College goes into its second quarter-century, there is a clear need to centralize Student Services. These needs require collaborative services aligned with educational programs. Student Services must find the means to serve greater numbers of students by incorporating state-of-the-art technologies and communications systems. One goal in 2002 is to use the most technologically advanced and fiscally efficient means of serving students through coordinated services and programs.

The same principles have guided planning for a new Student Support Services Facility for the Ohlone College Fremont campus as those for the Ohlone College Newark Center (OCNC). These principles include the following:

1. Create flexible, multi-use spaces with particular attention to internal environment, i.e. noise reduction, ergonomically correct furniture, and spaces student group work and meetings. Space flexibility is essential to cohesively link short and long-term service efforts to accommodate future facility use and requisite technologies.
2. Incorporate technology into all aspects of the complex to support individual student learning and to facilitate access, collaboration, and services, such as space for web application/registration and planning, information kiosks, and delivery to remote sites.

3. Promote a student-friendly environment by planning for informal study and gathering places with furniture in the complex lobbies, access to vending machines and outside areas (grouped benches and tables, sheltered/shaded seating outside the cafeteria, etc.).

4. The Student Services Facility will provide services to current and potential students, faculty, and staff.

The focus for Student Support Services continues to be access and success for students through the following key areas: Admissions and Records, Counseling (includes Assessment, Career/Transfer and Student Employment, and Orientation functions), Financial Aid, Extended Opportunity Programs and Services (EOPS) and the CalWorks program, Campus Activities and Student Outreach, Student Health Services, student study spaces, Bookstore, and Cafeteria.

**Admissions & Records**

The Admissions and Records office serves the entry and registration needs of all students attending Ohlone College including international students, concurrently enrolled high school students and individuals involved in the public safety consortium classes. The roughly 10,000 students per term create over 40,000 course records per term. The Admissions and Records office is responsible for maintaining accurate attendance and academic records and preparing reports reflecting student enrollments. General functions include transfer credit evaluation and certification, transcripts, enrollment verification, residency determinations and certification of all degrees and certificates.

To meet student matriculation needs, Admissions and Records must work directly with all other educational support services. Together, the services assembled in this new site would create a web of support to facilitate individual student retention and success.

**Counseling**

The Ohlone College Counseling Department offers academic advising, career counseling and vocational assessment, placement tests (Assessment), orientation, and new student recruitment. The counseling faculty serve a diverse student body and provide specialized counseling for programs such as nursing students and the Transfer Incentive Program.
Counselors provide individual counseling related to academic, career or general counseling and referrals to other college offices or community agencies. The Counseling Department offers Personal Development credit courses as well as special events, workshops and classroom presentations on campus. Counseling faculty provide high school and community programs which interface with Ohlone.

It is crucial for students to have easy, direct access to the counseling department. Counselors are responsible for orienting new students and supplying the academic information and counseling necessary for students to matriculate. Counseling functions are closely related to the Admissions and Records office services. Close proximity of these services is essential. The location of the counseling department in the new Student Support Services Facility provides ease of referral to other student support services such as: Career/Transfer and Student Employment services, Financial Aid, Student Health Services, EOPS, and CalWorks, and delivery to remote sites.

**Financial Aid**

For many students, Financial Aid is closely tied to their admission, registration and success at the College. Financial Aid works closely with other services to provide students with support in pursuing their enrollment and progress through the College.

The objectives of the Financial Aid Office support student access to Ohlone College so that financial concerns are not a barrier to their enrollment. Financial Aid facilitates student use of federal, state, institutional, and private monies to assist with their educational expenses. The Financial Aid staff provide assistance to students in completing all required documentation to determine a student's eligibility in an accurate, efficient and timely manner. Financial Aid is considered an important component of Enrollment Management and should remain located adjacent to the Admissions and Records and Counseling departments.

**Student Health Services**

Student Health Services is an essential component of the student success mission of Ohlone College. A significant number of Ohlone College students have no health insurance and use Student Health Services as their primary provider. Students with insurance still use the health center because of the convenience and personal care. In the 2000 - 2001 academic year, Student Health Services had over 20,000 student contacts. In addition, Student Health
Services provides Health Education Programs, Preventive Health Care, and related healthcare services for all students.

While Student Health Services space and programs have been enhanced through grant assistance, facility location has caused hardship for students with injuries and mobility limitations, and for ambulance access. It is difficult for an ambulance to access the health services facility during an emergency at its current location.

Centralization of the Student Health Services in the Student Support Services Facility will provide awareness, access, and assurance for meeting student needs for health education and care on campus.

**Extended Opportunity Programs and Services (EOPS)**

The Extended Opportunity Programs and Services (EOPS) is a retention-based program that is designed to assist students by providing special support services over, above and beyond those services offered by the College. It is a program that identifies, recruits, places and retains students who are affected by language, social and economic barriers. Some of the EOPS services that are offered are:

- College/University Application Fee Waivers
- Assistance in completing registration and financial aid forms
- Campus tours/field trips
- Academic Advisement (Educational Plan)
- Book Voucher Service (Awarded each semester)

EOPS sees the Student Support Services Facility as a nucleus for students and believes that the EOPS program services should be readily visible and available for students who need these services. Therefore it is crucial that EOPS has a presence in the Student Support Services Facility.

**Campus Activities and Student Outreach**

The Campus Activities Office provides support for all educational opportunities outside the classroom in a collaborative effort with the Associated Students of Ohlone College (ASOC), academic programs, and student services. In addition, the Campus Activities Office directs the student recruitment and outreach program through the Student Ambassador program and faculty visitations to high schools and community events.
Campus Activities advises and gives guidance to the ASOC, which provides the student voice in the governance of the college. Campus Activities staff and students work hand-in-hand with all college departments, especially: EOPS, Financial Aid, Counseling, and Student Health Services. Campus Activities administers campus event guidelines and policies, ASOC budgets, room scheduling for student events, and advises a council of student club representatives. This office works closely with all the departments in Student Services.

The office of Campus Activities and Student Recruitment is an essential component of student support services. Location in the Student Support Services Facility would most effectively provide students with on-going co-curricular learning.

**Cafeteria**

The original 1995-96 plan includes a space of 11,310 square feet. The recent proposal prepared by our current food service contractor, Fresh & Natural has suggested a full service operation in 10,000 square feet of space. Please refer to Document A for their proposal.

**Bookstore**

The existing bookstore was built for a campus with half the current student enrollment. The bookstore space (including sales floor, storage room and offices) is approximately 5000 square feet and is inadequate. As student enrollment has increased, course sections have multiplied, creating an ever growing need for textbook space. Textbooks have to be stacked above reasonable limits for accessibility. With additional space, the Bookstore will have wider aisles and merchandise racks at height levels that will accommodate students, faculty, and staff with disabilities. In addition, it will provide the necessary staging space for online book sales.

For the new complex a bookstore will be needed to accommodate increased textbook storage, technology oriented equipment, software and supplies for which there is a student demand.
Datatel Integrated Software Solution: In April of 1998, the District began planning the implementation of the Colleague Software by Datatel, an integrated database. The planning and subsequent implementation involved several cross-functional teams. The 1999 Summer registration was the first live milestone. Since that time other modules have come on line. Some of these modules and functions are:

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<th>Admissions/Students</th>
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<td>Curriculum</td>
<td>Accounts Payable</td>
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<td>Registration</td>
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<td>Cash Receipts</td>
<td>Academic and Financial Holds</td>
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With this tool the faculty, staff and students are better equipped with the data necessary to support the educational programs of the District.

Additional enhancements that are planned for the future are on-line access for students to enroll, register, pay, look up grades, schedules, status and for faculty to update rosters, post grades and review budgets. Campus Cruiser slated for the 2002-03 year is an all campus email system that will provide faculty and students an unprecedented ability to communicate with each other. The modules and functionality that will be coming live over the next three years are pay-by-contract for adjunct faculty, budget management, fixed assets and on-line requisitions.
TECHNOLOGY PLAN SUMMARY

The impact of technology during the next decade will no doubt influence the learning opportunities available to Ohlone’s students. During the 2001 academic year Ohlone completed the first phase of the Technology Plan. The following is a summary of the plan that is now in the process of being implemented.

**Mission Statement**
The Ohlone College Technology Plan is a road map for the thoughtful and strategic implementation of technology leading to college-wide learning and student success.

**Vision Statement**
By 2005, Ohlone College will be a model for the use of technology in education and the integration of technology into operational processes.

**Guiding Principles**
(not in priority order)

*Technology at Ohlone College will be…*
- Learner-centered
- Openly communicated
- Adaptive to change
- Of vital impact
- Collaborative
- Maintainable
- Informed by research
- Accessible

**Three Year Goals**
(2001-2004 - not in priority order)

- Provide effective and innovative technology training for students, faculty and staff.
- Develop and implement a range of online services to meet the needs of students, faculty and staff.
- Attract and retain well-qualified technology faculty and staff.
- Develop, implement and maintain a dynamic technology infrastructure.
- Support and expand the use of technology in instruction.
THE NEWARK CENTER

The mission of the Newark Center is consistent with that of the District. The instructional programs and student services of the Center are comprehensive, responsive to community needs, committed to open access to all adults who can benefit from its instruction. Until recently, offerings at the NOC have focused on courses as opposed to programs. However, the College is now developing a programmatic plan for the NOC. The new Physical Therapist Assistant degree program, with two full time faculty members, is now housed at the NOC. A full time English as a Second Language faculty member is now assigned to NOC and an active ESL Center is in place. Two full time faculty members in the area of Computer Networking are assigned to NOC with a third expected in fall 2002. Enrollments in new certificate programs associated with Microsoft and Cisco Systems are growing. These enrollments have led to the development of a third computer lab at the current NOC site. Another of the classrooms at the Newark Center is jointly dedicated as an ESL and learning resource center. The construction of a new NOC will allow for exciting growth for the College’s academic program.

The Newark Center needs updated facilities to accommodate the significant enrollment growth of the past five years and the projected enrollment growth in the northern section of the District over the next several decades. Ohlone College serves the cities of Fremont and Newark. Since its inception in 1967, the main campus of the College has been located in Fremont. Over the years, Ohlone has maintained a presence in Newark (serving the northern section of the District) by offering courses in various satellite locations. In 1991, the College began offering courses at the former McGregor Middle School on Cedar Boulevard in Newark under a lease arrangement with Newark Unified School District.
The 2001-2002 Educational Master Plan originated in 1998 when the Newark Ohlone Center (NOC) was approved by the State Chancellor’s Office as an official center for the district. The rapid increase in growth of the district made it clear that the College needed a new educational master plan that includes expanding the Newark Center. We expect to use this plan as a guide to set priorities and make decisions to accomplish the goals of the College as we move into the next century.

In September, 1994, the Ohlone College Board of Trustees passed a resolution reconfirming its commitment to the College’s presence in Newark and authorizing an increase in course offerings. In further support of this commitment, the College hired a full-time Director for the NOC in May 1997. Over the past five years, the NOC has experienced exceptional growth.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollments (Duplicated)</th>
<th>Sections Offered</th>
<th>FTES</th>
</tr>
</thead>
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<td>2503</td>
<td>119</td>
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<tr>
<td>1999-2000</td>
<td>7855</td>
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</tbody>
</table>

From 95-96 to 99-00:
- 179% increase in number of sections offered
- 214% increase in enrollments
- 298% increase in FTES

In addition to the data above, faculty, staff, community members and administrators utilized research and analysis of data provided by the Director of Research and Planning as well as state and federal employment statistics. Much of the research and analysis is available in the Data Analysis section of this document and on the Ohlone College website at www.ohlone.cc.ca.us/org/research. This information has been critical in determining program and employment trends, increasing diversity of our population, and identifying other trends to plan for the future.
GUIDING PRINCIPLES

The following guiding principles have been used to direct the development of the Ohlone College Newark Center (OCNC):

1. The mission of the OCNC will be consistent with that of the District. The instructional programs and student services will be responsive to community needs, and committed to open access to all adults who can benefit from its instruction.

2. The OCNC will incorporate the strategic goals of Ohlone College, including:
   a. transfer and general education
   b. occupational and career education
   c. lifelong learning
   d. student services
   e. economic development
   f. community education

3. Educational and operational partnerships and collaborations with other organizations will be vigorously pursued to improve educational services in a cost-effective manner, including:
   a. educational institutions
   b. business and industry
   c. government entities
   d. community groups

4. The latest technology systems will be incorporated into the OCNC design to maximize the effectiveness of learning and the efficiency of operations, including the use of space.

5. Given that the actual construction will be completed several years from now, the plan and design for the OCNC facilities, particularly the technology resources and infrastructure, need to remain flexible in order to adapt to the rapid technology changes that are likely.

6. The computer and technology laboratories of the OCNC will be planned within the context of the technology convergence that continues to occur among the various instructional disciplines.
7. A focus of the OCNC will be on rapid and flexible response to the workforce development needs of the area, particularly as it relates to continuing technical education and training.

8. The OCNC will be integrated into the community and serve as a gathering point for business and cultural events, particularly those with educational aims.

9. The OCNC will be designed to reflect the sensitive nature of the environment. The nearby Plummer Creek/Wetlands Restoration Project will provide a living laboratory for students and faculty in our Environmental Science Program. Wherever feasible, the OCNC will use environmentally safe "green" power such as solar and wind power to achieve energy efficiency.

**ACADEMIC PROGRAM THEMES**

The construction of a new Ohlone College Newark Center (OCNC) will allow for exciting growth for the College's academic program, and provide the necessary space to ease the overcrowded facilities at both the Fremont and Newark campuses. This Center will also allow for significant reduction in cross-town traffic, better serving both ends of the College District. Taking into consideration student demand and facilities needs, the Ohlone College faculty and staff have identified the following academic program themes to be pursued at the OCNC:

- Information Technology
- Business Administration
- Health Sciences
- Science and Environmental Sciences
- ESL and Languages
- General Education Program
- Learning Resources/Library
- Distance Education/Videoconferencing

Each of these emerging academic program themes will be described in more detail in the following sections along with a discussion of the types of facilities that will be needed.
BUSINESS AND TECHNOLOGY

The Business and Technology Division will offer a comprehensive program at the Ohlone College Newark Center. The plan includes a diversity of classes in business, a concentration in Networking Technology and Systems Administration, Design Drafting, and Electronics Technology Programs. The focus of the division will be on information technology.

Information Technology
The Ohlone College Networking Technology and Systems Administration (NTSA) Program is located at the existing Newark Center. The program began three years ago with six sections introducing Microsoft Certified Systems Engineer (MCSE) industry certification training. The new A.S. degree in Network Technology and Systems Administration was approved by the State Chancellor’s Office and began in the spring 2001. The degree has seven areas of concentration: Technical Support Specialist, Network Administrator, PC Technician, Network Technician, Microsoft Systems Engineer, Cisco Certified Network Professional, and Unix Systems Administrator. Students may choose to earn a degree or a Certificate of Achievement in any one of the concentration areas. The Newark Center has 42 sections in networking classes scheduled for Fall 2001. The expectation is that the number of sections in the Network Technology and Systems Administration program will grow with the expansion of the industry. The needs of the College and students have grown so quickly that large lectures will take place in lecture halls or classrooms, followed by smaller sections in networking laboratories.

Electronics Technology
The Networking Technology and Systems Administration (NTSA) degree and certificates require four electronics classes. The electronics technology program will be offered at the OCNC center. The needs of the program will expand with the growth of NTSA. Most of the time, electronics presentations will be made in general-purpose classrooms, and then students will go to the labs for hands-on experience and tutoring.

Design Drafting Technology
The Design Drafting program will be offered at the new center. At the present time, courses are offered in AutoCAD and Pro Engineer. Drafting classes will take place in computerized laboratory facilities.
Business Administration

Business core classes will be offered at the Ohlone College Newark Center. Students should be able to complete requirements for an associate degree in Business Administration. The business classes will require general-purpose classrooms with direct Internet access and ceiling-mounted projection systems. Consideration will be given to wiring the classrooms to allow students to connect laptops to the network. Seating will be moveable, allowing students to work on projects in teams.

Summary – Business and Technology

- **General Purpose Classrooms:**
  Fifty desks accommodating up to 50 students plus one instructor, each room. Used for business classes, other disciplines and lecture sections of networking classes.

- **Drafting lab:**
  Thirty-three computers accommodating up to 32 students plus one instructor.

- **Electronics lab:**
  Thirty-three computers accommodating up to 32 students plus one instructor. Primary courses instructed are network technology and computer technology (all part of the NTSA degree and certificate program).

- **Network wiring lab:**
  Thirty-three computers accommodating up to 32 students plus one instructor. Primary courses to be instructed are the core for Network Technology and Systems Administration (NTSA), mostly Cisco Certified Network Associate (CCNA) and Cisco Certified Network Professional (CCNP) and possibly in the future, Cisco Certified Information Engineer (CCIE). The lab will include a variety of networking switches, routers, and racks to hold the equipment, along with storage space. The equipment will be procured from various vendors (Cisco, Novell, Nortel, etc.), allowing student exposure to a variety of platforms.

- **General Purpose Computer Labs:** (2)
  Thirty-six computers accommodating up to 35 students plus one instructor, each lab. These labs can be used for business, general applications, such as MOUS, and networking.
Networking Computer Labs: (2)
One for MCSE and one for Cisco. Thirty-six computers accommodating up to 35 students plus one instructor per lab. Specifically designed and used for industry certifications and degree programs.

Unix computer lab:
Thirty-six computers accommodating up to 35 students plus one instructor. Used to instruct the Solaris operating system.

Open lab:
Seventy-five computers accommodating up to 75 students. Networking, Unix, and business classes.

HEALTH SCIENCES

The faculty of the Health Sciences Division is committed to providing cutting-edge education for the preparation of quality health care providers that allows them to effectively assume professional roles as entry level care givers in an increasingly complex and technologically driven environment. The OCNC will provide the faculty the opportunity to participate in the design, construction, and equipping of a state-of-the-art facility planned specifically for health sciences education in registered nursing, respiratory therapy, physical therapist assisting, phlebotomy, allied health and wellness programs. Currently, the faculty provides this level of technical education at the Fremont campus which was never designed or built to meet the needs of these unique occupational programs. New partnerships are being explored that afford the opportunity to foster mutually beneficial partnerships directed at providing health care education in a more cost-effective and collaborative way. This would eliminate competition for the same students, duplication of programs, and conflict in the utilization of clinical sites. Respiratory Therapy (RT) has a successful arrangement with Diablo Valley College (DVC) to provide RT education to students in the Pleasant Hill area with minimal cost to DVC. It is reasonable to believe that a similar arrangement could be struck with other colleges not only for RT, but Physical Therapist Assistant (PTA) as well. In kind, a reverse arrangement should be made with nearby colleges to provide medical technology programs to Ohlone College students. Additional partnerships should reasonably develop between the two registered nursing and LVN-RN mobility programs. Initial discussions with the dean and
program directors have been favorable, and plans for regionalization of health care programs will continue to be pursued.

These joint and regional programs may include, but are not limited to, a Joint Power Authority for the Health Science Programs, with some or all of the programs being offered at various locations in the Greater Bay Area, which provides the best educational opportunity for the respective professions.

Additionally, the faculty is interested in enhancing student experiences with Student Health Services and in developing new student run clinics with our local health care systems.

A new campus will provide a unique opportunity to partner with the health care industry to:

- aggressively market careers in health
- develop new clinical learning opportunities for students
- explore joint appointments between faculty and hospital staff
- jointly develop and operate student run clinics.

Kaiser, Fremont and Washington Hospital both have indicated interest in constructing clinic buildings in close proximity to the proposed Ohlone College Newark Center. In the long term, additional opportunities for partnerships with our local hospitals will continue to expand.

The division employs one full time secretary and three clerks, one full time administrator, 13 full time faculty, one full time Skills Lab Coordinator, one lab assistant, 5-6 student helpers, and around 20 - 30 adjunct faculty serving more than 300 students. Because courses in the division make up programs, it is important for faculty to be in close proximity to each other.

Therefore, the new building will include:

- private offices for all full-time faculty located in close proximity to the division office which would house the division secretary, three clerks, two student helpers and division dean
- faculty conference room with closet that contains outlets, sink and running water
- faculty workspace, storage for student confidential files, office equipment, and supplies.

Space for programs requires specific needs; however, storage and prep areas could be shared. Shelving must be sturdy to meet earthquake standards and doors must be extra wide to accommodate movement of beds and other large pieces of equipment. There must
be running water and adequate electrical outlets and disposal for hazardous waste. Lecture spaces would be shared. At least five classrooms to accommodate 30 - 40 students each and one classroom to accommodate 40-50 students will be necessary for curriculum offerings. These rooms need to be equipped with A-V and an LCD projection system. The PTA room should have closed circuit TV to the Anatomy and Physiology lab. A general computer lab to accommodate 30 students could be shared by all students to do assigned homework and tutorials.

**Shared Space by All Programs:**

- Five shared classrooms (hold 30-40 or 50 students), all with network access and LCD projection systems, ELMO, overhead projectors; additional electrical outlets in front of room with white boards and retractable ceiling screens. Closed circuit TV and video conferencing capabilities.
- Storage Space: Nursing and RT – room to include cabinetry similar to that currently used in 8105; outlets, wall hangers, and other storage containers that meet OSHA standards.
- Prep area to be shared by all programs – room to include two deep sinks, outlets with extra power for washer and dryer, refrigerator, and other medical equipment. Storage cabinets and hazardous waste disposal. Separate area for PTA as they have very large equipment.
- Student locker room with toilets, sinks, and one shower (ADA standards). Storage lockers need to be provided for 200 students to store skills lab equipment and uniforms (combination of small and full-length lockers). (To be combined with the locker room facilities required for the Exercise Science and Wellness Division.)
- Health Sciences Computer and AV Center equipped with computers and AV to accommodate 30 students and staff. AV room should have space to catalogue all tapes and other learning aids.
- Outside classroom walls need bulletin boards so program, club information, jobs, etc, may be posted.
Request by Program:

Respiratory Therapy:

Space:
One lab to house 5 patient care stations with adequate space for comfortable use of ventilators, designated space for 4 computers, and a designated space for tables and chairs. Room should have easy access to storage and prep areas.

Special Utilities:
Each patient care station to have piped in gases and suction with high pressure hoses that suspend from ceiling to allow machines to be easily moved to various places in the room. At least 8 outlets to run mechanical ventilators simultaneously. One deep sink with running hot and cold water with hand and foot controls. Room wired for 4 computers. White boards on one wall with LCD. Doors to storage area should be extra wide to accommodate movement of beds and other large pieces of equipment. All piped in gases must meet OSHA standards and have adequate support.

Special Equipment:
Five patient care stations to be equipped with a VCR and monitor, overhead exam lighting, sink with foot-operated water control and wall mounted soap dispenser. These stations need to be equipped with state of the art hospital beds, with over-the-bed moveable tables and bedside tables, wall mounted sharps containers, curtains and garbage disposal. Each station needs to be equipped with cardiac monitor with alarms and built in pulse-oximetry and EKG mounted above each bed. In addition, this lab will require ventilators to accommodate 20 students, four computer stations equipped with charting system, a ceiling mounted LCD with retractable screen, and a white board on one wall. Cabinetry and shelving required to secure equipment.

Physical Therapist Assistant
Space: One lab (carpet or tile) to accommodate 16 massage tables located in close proximity to nursing lab so that beds and other equipment may be shared. One handicapped equipped bathroom located in proximity to PTA lab and bed in nursing lab to afford practicing transfers from bed to bathroom facility, to be used by both the PTA and RN programs. The PTA lab will have areas defined for: whirlpools, massage tables, open area for large equipment, computers, and general hands-on practice. A storage room with oversized floor
to ceiling doors to include appropriate cabinetry with pegboards and floor dolly to move oversized items.

**Special Utilities:** Two deep sinks with foot controls with hot and cold running water to be placed in the hydrotherapy section of the lab (four additional hot and cold water outlets with temperature gauge and mixing valves at counter top height with space for four whirlpools plus 4 adequate drains with tiled floor and walls). Two accessory pipes with hot and cold water with temperature gauge and mixing valves at counter top height with hose attachments for cleaning of whirlpools. Additional electrical outlets with adequate voltage for crushed ice machine, refrigerator, hydroculator and 10 treatment tables (GFCI outlets at counter top height).

**Special Equipment:** 16 treatment tables, 2 high-low treatment mats, 1 table for instructor use, wall-mounted low mat, wall mounted traction units (4 with treatment tables), open space for large PT equipment including pulleys, specialty equipment and mini trampolines. 4 computer workstations with dedicated outlets for each and network connection. LCD and white boards on one wall. Extra wide doors from storage area to lab.

**Registered Nursing:**

**Space:** One lab to house 12 patient care stations with adequate space for comfortable use of equipment. Designated space for tables and chairs. Room should have easy access to storage and prep areas and have sight overview from Skills Lab Coordinator Office. Separate space for Skills Lab Coordinator who services all programs in the division. This lab will need computer, phone, files and space for desk for assistants and student help.

**Special Utilities:** 12 regular sinks at bedside with foot control and hot/cold running water; one deep sink with foot control and hot/cold running water; 4 outlets at each bed and other select places in the room; piped in oxygen with high pressure suction; computer wiring and connection to internet.

**Special Equipment:** Each patient care station to be equipped with: VCR and monitor; over-the-bed wall panels with functional oxygen, vacuum, and air; overhead exam lighting; sink with foot-operated water control; state-of-the-art beds, over-the-bed moveable/adjustable tables and bedside tables; and wall mounted sharps containers and curtains. IV pumps
(baxter cadence and mini-meds) and poles for five bed stations; three over-the-bed monitors with cardiac, hemodynamic, SPO2 simulating critical care setting. AED, defibrillator/pacemaker on crash cart, and 5 PB|CA machines. Five automatic blood pressure units (temp and pulse). Two CPM machines. One hot/cold unit. Two beds equipped with overhead trapeze and traction. Hoyer Lift. Computer driven interactive skill simulation models. Three wall mounted sharps containers in instructional area. Two wheelchairs. Room wired for computers, VCR, CD-ROM player and TV monitor. White boards on one wall with LCD. Doors to storage area should be extra wide. Two med carts with adequate space. Modularized storage for equipment and supplies which allow easy access for faculty and students.

**Allied Health / Medical Assistant and Phlebotomy Lab**

**Space:** Two labs to accommodate allied health courses including Cardio Pulmonary Resuscitation (CPR), Advanced Cardiac Life Saving (ACLS), Continuing Education Unit’s for medical assisting, phlebotomy and other future offerings. These lab need hot and cold water to oversized deep sink, adequate electrical to power lab equipment, refrigerators, centrifuge and other equipment, clean and dirty areas with access to prep area. Seating for 22 students at tables with flat tops equipped with gas and electric.

**SCIENCE AND ENVIRONMENTAL SCIENCES**

The Math, Sciences & Engineering Division is committed to offering a broad spectrum of courses at the OCNC that:

- are components of new certificate programs (i.e., Environmental Sciences, Energy Resources Technology, Geographic Information Systems (GIS)). Program development is already underway for the GIS program—with the first courses offered during the Fall 2001 term. The plan is to have an Open Forum during the Fall 2001 term where environmental organizations (such as the Don Edwards San Francisco Bay Wildlife Refuge, the Math-Science Nucleus, and others) and all interested individuals and groups will have an opportunity to share their vision and provide input regarding the nature and scope of the Environmental Sciences and Energy Resources Technology Programs. Our
intention is to develop a curriculum that will (1) prepare students seeking careers, and (2) provide relevant information for the general public in these areas.

- support programs in the Health Sciences (i.e., Nursing, Respiratory Therapy, Physical Therapist Assistant).
- satisfy General Education requirements in mathematics and the sciences for students working toward an associate degree, occupational program certificate and/or transfer to a university baccalaureate program.

The Ohlone College Newark Center will have three 32-student capacity science laboratories: (refer to the attached schematic proposal for the OCNC Sciences Complex)

- **Biology/Life Sciences Lab**— will require at least one fume hood, 32 student lab bench stations each with Internet access, electrical power, sinks (with cold and hot water), gas-air-vacuum supply and microscope storage space. The perimeter of the lab should have general counter space for equipment placement with electrical power, sinks, cabinets, and drawers. The instructor’s demonstration station should be set up similar to that of the student workstation—including Internet access and general classroom lighting and projection controls. Adjacent to the Biology Lab there should be a large preserved specimen/human specimen dissection facility—appropriate for human cadaver dissection work.

- **Chemistry/Physical Sciences Lab**— will require at least 3 fume hoods, 32 student lab bench stations each with Internet access, electrical power, sinks (with cold & hot water), gas-air-vacuum supply and glassware storage cabinet. The perimeter of the laboratory should have general counter space for equipment placement with electrical power, sinks, cabinets and drawers. The instructor’s demonstration station should be set up similar to that of the student workstation—including Internet access and general classroom lighting and projection controls. Adjacent to the Chemistry Lab there should be an instrumentation/weighing room with 10 student stations.

- **Geography/Geology Lab** (that will also serve as a general-purpose classroom)—table-like lab benches appropriate for use with geography maps, mineral/rock specimen display and/or general classroom applications. Adjacent to this laboratory there should be a large specimen storage/prep room for maps, minerals, and related materials.
In addition to the three laboratories, the lab complex should have the following adjoining rooms:

- Large preparation/storage room shared by both the Chemistry and Biology Laboratories (for solution preparation, chemical storage, compressed gas storage, maintenance of living biological specimens, and general laboratory preparation)
- Specimen storage/dissection room appropriate for human specimen dissection—located adjacent to the Biology laboratory. This room should be properly refrigerated to maintain preserved and prosected specimens. It should also be properly ventilated so that instructor-student teams can dissect and study the human cadaver specimens without risk of toxic fume inhalation. This facility would also make possible the storage of a prosected human cadaver that would enhance the teaching in various biology, allied health, nursing and physical therapist assistant courses.
- Instrumentation/Weighing room adjacent to the Chemistry Laboratory—this room should be properly equipped with electrical power and proper lab benches to hold delicate balances and other instrumentation.
- Map Storage and Rock Specimen Storage/Preparation Room adjacent to the Geography-Geology Laboratory—this room should provide space and shelving to store the various maps used to teach Physical Geography as well as the specimens used to teach geology, paleontology and oceanography.
- The Science Laboratory Complex should house a 32-station computer laboratory to be used for science students enrolled in biology, chemistry, geography, geology, GIS, environmental sciences, and other science courses and programs. This computer facility will be shared by the science disciplines at OCNC. It will provide an opportunity for students who are actively involved in one or more of the nearby science labs to access computers and the Internet for data acquisition, entry, and analysis.
- Faculty offices should be co-located with the Science Laboratory Complex.
Projected Science Laboratory Facilities Use:

Suggested courses and/or programs that could be offered in the science laboratories are:

- **Biology/Life Sciences Laboratory**—General Biology (130), Basic Anatomy & Physiology (104), Ecology (108), Research Techniques (100A), Biotechnology (100C), and additional courses to be developed for the Environmental Sciences Certificate Program.

- **Chemistry/Physical Sciences Laboratory**—General Chemistry (106), Physical Science (135), Physics for Life (103), Survey of Physics (108), and additional courses to be developed for the Environmental Sciences and Energy Technology Programs.

- **Geography/Geology Laboratory**—Physical Geography (101/101L), Physical Geology (101/101L), Physical Science (135), Geographic Information Systems (GIS) Program (121, 121P, etc.), and additional courses to be developed for the Environmental Sciences and Energy Technology Programs. In addition, due to the basic plan of this laboratory, it can serve as a general classroom for lecture classes in mathematics, sciences, social sciences, and other programs.

- **Living Laboratory—Plummer Creek/Wetlands Restoration Project**—the Plummer Creek parcel of land will provide a ‘living laboratory’ for the student training in Wetlands Restoration and Wildlife monitoring projects. We propose that the OCNC Science Complex be located as close to the Plummer Creek site as possible to provide student access for studying environmental changes and for conducting research projects associated with the Environmental Sciences Program.

Science Lab Complex: A Summary

3 Laboratories

1 Large Stockroom/Prep Room—shared by Chemistry & Biology labs

3 Smaller Storage Rooms—one adjoining each science lab

1 32-station computer lab

Offices for 6 Full-Time faculty

- Math offerings are detailed in the General Education Section of this plan.
ESL AND LANGUAGES

Among the new program directions under development is an expanded English as a Second Language (ESL) program at the OCNC. Such an expansion will require larger facilities to accommodate the growing number of students. The College also has an increased emphasis on foreign languages. With ESL and language arts as one of its focal points, a new OCNC would allow for the construction of state-of-the-art laboratory facilities for language instruction of all types. Adjoining space would allow for maximum usage of space by all the language arts programs. Since a full complement of English classes will be offered, lab space will be needed for students to complete their assigned reading and writing lab assignments. Space should also be available for tutoring in order to enhance student success. Overall, the ESL Center and Language Lab/English Learning Center in Newark should be as large as the combined Reading and Writing Labs in Hyman Hall on the Fremont Campus.

Summary of Projected Facilities Needs:

- ESL Center
- Language Laboratory
- Offices for 4 Full-Time faculty

GENERAL EDUCATION PROGRAM

As more programs are housed at the new OCNC, the need for a full array of general education offerings will be paramount. Additional options will be made available through the online college offerings, and other distance education formats. Fast Track courses will also provide broader availability. Many student service compliments will also be provided using the latest technology via the Web or transmitted from the Fremont Campus. Courses from the seven General Education Required Areas for the Associate Degree should be available to assist students in completing their degrees. These required areas, along with sample courses, are as follows:

1. Natural Science: Astronomy, Biology, Chemistry, Physics, etc…
2. Social Science: History, Government, Sociology, etc…
3. Fine Arts/Humanities: Art, Music, Languages, Philosophy, etc…
4. Analytical Thinking/Oral Communication: English, Math, Speech, etc…
5. Physical Education: Fitness and Wellness programs
6. Cultural Diversity: From the approved list of Cultural Diversity courses.
A cadre of full time faculty, along with appropriate administrative support, will be assigned to the OCNC.

**The OCNC will also have two rooms dedicated to math skills development.**

- Self-paced Math Classroom—would serve to offer self-paced courses in basic mathematics and algebra. This room should be equipped with 32 computer stations.
- Math Learning Center (MLC)—this room would be equipped with 10 computer stations and serve to assist students in development of their math skills by providing drop-in tutoring services Monday through Friday and on weekends. In addition to the 10 computer stations, the MLC should have tables sufficient to accommodate approximately 35 students for individual and small group tutoring in math.

The OCNC will house an English Learning Center (ELC) to provide similar services as the ELC in the Hyman Hall on the Fremont Campus.

A small gymnasium, including a Fitness and Wellness Center and a multipurpose playing field, will be required.

The OCNC will house an Adjunct Faculty Center. This Center will provide a large workroom with desks, computers, phones, and file cabinets to serve all adjunct faculty. This should be in close proximity to the mailroom.

**Summary of Projected General Educational Facilities Needs:**

- Math Learning Center Lab
- Room for self-paced Math instruction.
- Reading Lab
- Writing Lab
- 3 Standard General Purpose Classrooms (40)
- 2 Larger General Purpose Classrooms (50)
- 2 Larger General Purpose Classrooms (65-75)
- 1 Large Lecture Hall (100)
- Adjunct Faculty Center
- Small gymnasium including Fitness and Wellness Center and multipurpose playing field
PLANNING PRINCIPLES

The recent Ohlone College reorganization laid the foundation to fundamentally link Student Services with classroom student learning. In thinking of how to further develop this foundation of teaching and learning in and outside the classroom, Student Services is committed to creating an educational environment for comprehensive, integrated learning and success for all students.

To realize this mission at the OCNC, the following planning principles articulate broad strategies for realizing an effective union between Student Services and Instruction. Likewise, these principles should guide the Student Services facility design, program and service offerings and how work is organized.

1. Create flexible, multi-use spaces with particular attention to internal environment, i.e. noise reduction, ergonomically correct furniture, and staff and faculty meeting spaces. Such flexibility is essential to cohesively link short and long-term service efforts to accommodate future facility use and requisite technologies.

2. Incorporate technology into all aspects of center life to support individual student learning and to facilitate access, collaboration, and service, i.e. utilizing labs for web application/registration, and planning information kiosks.

3. Promote a student-friendly environment by planning for informal study and gathering places with both inside furniture in building lobbies, access to vending machines or small food/drink concessions, and outside areas (grouped benches and tables, sheltered/shaded seating, etc.)

4. Student Services at OCNC will operate independent, but not isolated, programs from the Fremont Campus with a focus at OCNC on providing access opportunities for students. Student Services not located on the Newark Center campus will make every effort to bridge the geographic separation to provide OCNC students with full services and programs through appropriate referrals and information to the Fremont campus.

With these strategies in mind, Student Services will expand to include a new Student Services generalist administrator to coordinate student services and programs at the OCNC and to interpret and enforce College policies (i.e. administer discipline cases located at the Center). This administrator should report directly to the Provost of Student Services and have one support staff member.
The focus for Student Services at the OCNC will be to continue to improve Ohlone College access to students through the key areas of Admissions and Records; Assessment and Orientation; Financial Aid; Counseling; and Learning Resource services. Additionally, Student Health, Tutorial, and Student Employment and Transfer provide essential components of student success.

**Learning Resources/Library**

The OCNC will incorporate state-of-the-art library and media resources. The California Code of Regulations has developed facilities standards for community college libraries, and has guided in the determination of space, staffing, and other requirements. In addition, staff referred to *Standards for Community, Junior, and Technical College Learning Resource Programs*, a document developed by a coalition of library groups (American Library Association, Association of College and Research Libraries, and the Association for Educational Communications and Technology). According to these standards, the OCNC Learning Resources/Library Facility should consist of at least 5,000 books and about 50 periodical titles and sufficient media resources.

Such programs as Nursing, Respiratory Therapy, Physical Therapist Assistant, Drafting, Electronics, and Engineering are projected to reside at the new center. Since the programs are so discrete, students can be served by transferring curriculum-related books and periodicals from the main Ohlone Library to the OCNC library. Students and faculty will continue to gain significant value from the Ohlone Campus library system, having full access to all books and other materials included. And the Internet based full-text periodical databases will continue to offer full value to OCNC users.

Media services should continue to focus on equipping classrooms with adequate staff and appropriate audiovisual equipment, eliminating the need for delivery. OCNC library staff will be available to work with instructors on media materials. Faculty at the OCNC will have access to a Faculty/Staff Technology Center and Educational Technologist.

**Distance Education / Videoconferencing and Future Instructional technology Innovation**
Since 1995, Ohlone has undergone a technology transformation. Both the Fremont Campus and the existing Newark Center have been completely networked and are connected by T1 lines. We are nearing the end of a comprehensive conversion of our management information and telephone systems that met the Y2K challenge and will add substantial power and efficiency to our information and communication processes. There are now over 20 high quality computer labs located college-wide, six of which are housed at the Newark Center. The new Hyman Hall Instructional Computing Building, which will house over 800 additional student workstations, is now completed. All faculty and staff have computers in their offices. These accomplishments have been extraordinary.

Faculty and staff have taken full advantage of this developing infrastructure. They work vigorously to follow the latest developments in instructional technology. A clear indication of this has been the development of nearly 30 fully online courses. Further, many faculty are enhancing their traditional classroom classes by integrating web-based activities.

Instructional technology developments have been essential in the planning and development of the new Hyman Hall mentioned above. A central issue has been the extent to which new thin-client, server-based software strategies can be integrated into the instructional process. Currently, plans call for a partial implementation of the thin-client approach during the first semester of Hyman Hall operations (Spring 2002). Eventually, the thin-client approach to software delivery and use will most likely be implemented college-wide.

Given the fluid and dynamic nature of technology, particularly computer and communication technology, faculty and staff must work continuously to stay abreast of the latest changes and developments. It is also a challenge to maintain an accurate vision of a very uncertain future. The ongoing review of technological advances will be a central activity in the planning for the OCNC. Internal expertise will need to be augmented by outside consultants as the planning proceeds.

Technology Facility Enhancements
In compliance with the Technology Strategic Plan, classrooms at both the Fremont and Newark locations will include media enabled classrooms, which include: video capability, Internet connectivity for audio and video, and projection capabilities for whatever else an instructor may want to provide, given state-of-the art technology at the time of construction.
In addition, staff will pursue the potential need for dedicated broadband telecommunication connections, which may include infrared line of sight communication links, microwave, or new wireless technology. Enhancements may also include satellite down-link and up-link capabilities.

**Summary of Projected Facilities Needs:**

- Multi-use Distance Learning Classroom

**Summary of Projected Facilities Needs:**

The OCNC will require a student support facility with sufficient space to house the following departments, services and/or staff:

- Admissions, Records and Financial Aid Office
- Counseling Offices
- One Stop Center (including Job Placement and Transfer Center)
- Student Health Services
- Orientation and Assessment
- Tutoring Services
- Cafeteria

**ADMINISTRATIVE OFFICES**

Offices for Educational Services Campus Administrator and support staff.

**BUSINESS SERVICES**

- Bookstore
  - Buildings and Grounds (to include adequate and convenient parking)
  - Security
  - Financial Services
  - General Services
  - Information Services (technology support)
Data and Needs Analysis

The Office of Research and Planning supports the mission and goals of Ohlone College through the application of research in institutional planning and evaluation, with a particular focus on measures of accountability. The office provides leadership to integrate research and planning into appropriate college activities including program review, strategic planning, curriculum development, class offerings, and budget. The ultimate goal of the Office of Research and Planning is to incorporate research and planning into the fabric of the institution through increased visibility and utilization, and thus contribute significantly to the continuing efforts to improve the quality and effectiveness of Ohlone College.

A primary objective of the office is to provide pertinent information that can be used by the college, extending to the local community and beyond. Specific responsibilities include:

- collect, analyze, present and disseminate relevant data;
- house a central repository of college information that is easily accessible to interested parties on and off campus;
- work cooperatively with instructional administrators and faculty to generate and analyze data related to new program development and program improvement;
- serve as a resource to college departments for research design and methodology related to individual research projects;
- support the goals of Matriculation through research conducted in areas related to student retention, attrition, success, and service provision;
- perform research functions as related to the goals set forth in the Partnership for Excellence, along with accountability requirements specific to occupational education;
- actively participate in the program review, accreditation, and strategic planning processes
- track student satisfaction, needs, and outcomes
- conduct community needs analyses to assess changing trends and the possible effect on the college
- explore new opportunities for research that will contribute to institutional improvement and evaluation
- assist in the preparation of state and federal reporting requirements
- assist in the generation of data needed for grant applications
• complete national college surveys; and educate the campus community on the value and uses of research.

DEMOGRAPHIC DATA

The following charts and tables reflect the changing student population and demographics of the Fremont-Newark Community College District during the last ten years. Information is included from Fall 1991 through Fall 2001, the semester for the most recent data.

Student Enrollment

Table 1 shows the growth of the District from 1991-2001. End of term enrollment data from 1999-2001 is included to provide a more accurate reflection of the growth the college has experienced during this time period. End of term enrollment data includes enrollment data for courses that start after the census date, fast track classes and weekend courses. During the period between 1999-2001, the college placed special emphasis on developing fast track and weekend courses to better meet the needs of the working adult community. The drop in the enrollment from Fall 1993 to Fall 1995 can be directly attributed to the additional fees charged at that time to those students with a Bachelor’s Degree. As reflected in Table 2, this segment of the student population was significantly reduced during this time. Once the fees were rescinded, these students returned to the College.

Table 1

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Headcount</th>
<th>End of Term Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>4,000</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>6,000</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>8,000</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>12,000</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>14,000</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>12,000</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>14,000</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>12,000</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>14,000</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 2

Entering Academic Level

Table 3 reflects the percentage of students who attend classes in the day/evening. The day students also include those students who attend in both the day and evening. Evening students are those who attend only in the evening. There has been a shift from students attending only in the evening to students attend during the day.

TABLE 3
**Unit Load** While there has been a slight increase in the number of students who enroll in 3.0-5.9 units per semester, the student total unit loads have remained fairly constant since 1991, as illustrated in Table 4.

### TABLE 4

<table>
<thead>
<tr>
<th>Semester</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1991</td>
<td>Less than Part-Time</td>
</tr>
<tr>
<td>Fall 1992</td>
<td>10</td>
</tr>
<tr>
<td>Fall 1993</td>
<td>10</td>
</tr>
<tr>
<td>Fall 1994</td>
<td>10</td>
</tr>
<tr>
<td>Fall 1995</td>
<td>10</td>
</tr>
<tr>
<td>Fall 1996</td>
<td>10</td>
</tr>
<tr>
<td>Fall 1997</td>
<td>10</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>10</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>10</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>10</td>
</tr>
</tbody>
</table>

**Ethnicity**

The marked changes in the ethnic composition of Ohlone’s students are illustrated in Table 5. While the number of African American/Black, Native American, and Pacific Islanders have remained fairly constant over the ten years, there has been a small increase in the number of Filipino and Hispanic students. Since 1991, however, the percentage of Asian students has increased by 19 percentage points while the percentage of White Non-Hispanic students has dropped by 25 percentage points. In addition, students are becoming less likely to share their ethnic identity as indicated by the percentage that decline to state their ethnicity. Table 6 reflects the ethnic backgrounds for the residents of the cities of Fremont and Newark as obtained from the U. S. Census Bureau, Census 2000 Redistricting Data. (Ref. H-1) The Asian and Hispanic populations of the city of Fremont mirror the respective student demographics of the College. The Black/African American and Pacific Islander populations in the city of Newark are mirrored by the student demographics at the College.
TABLE 5

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Non-Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Non-White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE 6

U. S. Census Data
(Percentages)

<table>
<thead>
<tr>
<th></th>
<th>OHLONE</th>
<th>FREMONT</th>
<th>NEWARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian (incl. Filipino)</td>
<td>39.1</td>
<td>36.5</td>
<td>22.3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>3.6</td>
<td>2.9</td>
<td>3.8</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>12.0</td>
<td>12.3</td>
<td>25.6</td>
</tr>
<tr>
<td>Native American</td>
<td>0.8</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.8</td>
<td>0.4</td>
<td>0.9</td>
</tr>
<tr>
<td>White</td>
<td>33.3</td>
<td>43.9</td>
<td>43.2</td>
</tr>
<tr>
<td>Other</td>
<td>1.5</td>
<td>3.7</td>
<td>4.2</td>
</tr>
<tr>
<td>Unknown</td>
<td>8.9</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

City and County of Residence
The last two tables, Tables 7 and 8 provide data only from Fall 1995 to Fall 2000 because the data were not available before 1995. Approximately 33-40 percent of Ohlone’s students reside outside the Fremont-Newark Community College District; demonstrating Ohlone’s appeal extends beyond the convenience of its location to District residents.
TABLE 7

City of Residence
(Percentage)

<table>
<thead>
<tr>
<th>City</th>
<th>Fall 1995</th>
<th>Fall 1996</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fremont</td>
<td>54.9</td>
<td>55.2</td>
<td>55.7</td>
<td>50.8</td>
<td>56.7</td>
<td>58.8</td>
</tr>
<tr>
<td>Newark</td>
<td>8.5</td>
<td>9.4</td>
<td>9.0</td>
<td>8.1</td>
<td>10.3</td>
<td>9.3</td>
</tr>
<tr>
<td>San Jose</td>
<td>7.2</td>
<td>6.1</td>
<td>6.1</td>
<td>9.2</td>
<td>5.1</td>
<td>4.7</td>
</tr>
<tr>
<td>Union City</td>
<td>6.2</td>
<td>5.9</td>
<td>6.7</td>
<td>6.4</td>
<td>7.3</td>
<td>7.4</td>
</tr>
<tr>
<td>Milpitas</td>
<td>6.1</td>
<td>6.2</td>
<td>5.7</td>
<td>4.7</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>Hayward</td>
<td>3.0</td>
<td>3.5</td>
<td>3.3</td>
<td>2.6</td>
<td>3.0</td>
<td>3.5</td>
</tr>
<tr>
<td>Pleasanton</td>
<td>3.0</td>
<td>2.7</td>
<td>2.1</td>
<td>1.6</td>
<td>1.5</td>
<td>0.8</td>
</tr>
<tr>
<td>Salinas</td>
<td>0.04</td>
<td>0.1</td>
<td>0.1</td>
<td>1.7</td>
<td>1.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Livermore</td>
<td>1.6</td>
<td>1.7</td>
<td>1.8</td>
<td>1.3</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Castro Valley</td>
<td>0.8</td>
<td>0.7</td>
<td>0.8</td>
<td>0.7</td>
<td>0.7</td>
<td>0.6</td>
</tr>
<tr>
<td>Oakland</td>
<td>0.7</td>
<td>0.6</td>
<td>0.8</td>
<td>0.7</td>
<td>0.8</td>
<td>0.8</td>
</tr>
<tr>
<td>San Leandro</td>
<td>0.7</td>
<td>0.7</td>
<td>0.8</td>
<td>1.0</td>
<td>0.7</td>
<td>0.7</td>
</tr>
<tr>
<td>San Ramon</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.5</td>
<td>0.3</td>
<td>0.4</td>
</tr>
<tr>
<td>Dublin</td>
<td>0.7</td>
<td>0.7</td>
<td>0.6</td>
<td>0.5</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Santa Clara</td>
<td>0.6</td>
<td>0.3</td>
<td>0.3</td>
<td>0.4</td>
<td>0.3</td>
<td>0.4</td>
</tr>
<tr>
<td>Sunnyvale</td>
<td>0.4</td>
<td>0.3</td>
<td>0.3</td>
<td>0.9</td>
<td>0.2</td>
<td>0.3</td>
</tr>
<tr>
<td>Other</td>
<td>4.9</td>
<td>5.2</td>
<td>5.2</td>
<td>8.8</td>
<td>7.3</td>
<td>6.6</td>
</tr>
</tbody>
</table>

TABLE 8

County of Residence
(Percentages)

<table>
<thead>
<tr>
<th>County</th>
<th>Fall 1995</th>
<th>Fall 1996</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda</td>
<td>80.9</td>
<td>81.9</td>
<td>82.4</td>
<td>74.7</td>
<td>83.3</td>
<td>83.9</td>
</tr>
<tr>
<td>Santa Clara</td>
<td>14.9</td>
<td>13.5</td>
<td>13.0</td>
<td>17.2</td>
<td>10.9</td>
<td>10.8</td>
</tr>
<tr>
<td>Contra Costa</td>
<td>2.0</td>
<td>1.9</td>
<td>1.7</td>
<td>1.6</td>
<td>1.1</td>
<td>1.4</td>
</tr>
<tr>
<td>San Mateo</td>
<td>0.5</td>
<td>0.5</td>
<td>0.6</td>
<td>1.1</td>
<td>0.6</td>
<td>1.2</td>
</tr>
<tr>
<td>Monterey</td>
<td>0.1</td>
<td>0.2</td>
<td>0.2</td>
<td>2.1</td>
<td>1.2</td>
<td>0.3</td>
</tr>
<tr>
<td>San Joaquin</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
<td>0.5</td>
<td>0.3</td>
<td>0.4</td>
</tr>
<tr>
<td>San Francisco</td>
<td>0.5</td>
<td>0.2</td>
<td>0.3</td>
<td>0.3</td>
<td>0.2</td>
<td>0.3</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>0.2</td>
<td>0.1</td>
<td>0.2</td>
<td>0.3</td>
<td>0.2</td>
<td>0.1</td>
</tr>
<tr>
<td>Solano</td>
<td>0.1</td>
<td>0.1</td>
<td>0.2</td>
<td>0.2</td>
<td>0.1</td>
<td>0.2</td>
</tr>
<tr>
<td>San Benito</td>
<td>0.02</td>
<td>0.02</td>
<td>0.04</td>
<td>0.1</td>
<td>0.3</td>
<td>0.03</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Other</td>
<td>0.6</td>
<td>1.0</td>
<td>0.8</td>
<td>1.9</td>
<td>1.6</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Course, Section, and Enrollment Comparison

The tables below present the number of courses and sections offered, the student enrollment, and the average class size at the College. The student enrollment is a duplicated count of students (i.e. students are counted once for each class in which they were enrolled). Average class size is calculated by dividing student enrollment by sections offered.

<table>
<thead>
<tr>
<th>Total</th>
<th>Fall 1996</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses Offered</td>
<td>673</td>
<td>691</td>
<td>723</td>
<td>722</td>
<td>712</td>
</tr>
<tr>
<td>Sections Offered</td>
<td>1,254</td>
<td>1,341</td>
<td>1,456</td>
<td>1,440</td>
<td>1,336</td>
</tr>
<tr>
<td>Student Enrollment</td>
<td>24,322</td>
<td>25,474</td>
<td>27,160</td>
<td>29,078</td>
<td>28,020</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>19.4</td>
<td>19.0</td>
<td>18.7</td>
<td>20.2</td>
<td>22.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses Offered</td>
<td>694</td>
<td>718</td>
<td>770</td>
<td>688</td>
<td>659</td>
</tr>
<tr>
<td>Sections Offered</td>
<td>1,237,</td>
<td>1,376</td>
<td>1,460</td>
<td>1,296</td>
<td>1,238</td>
</tr>
<tr>
<td>Student Enrollment</td>
<td>23,348</td>
<td>24,663</td>
<td>28,705</td>
<td>27,943</td>
<td>28,725</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>18.9</td>
<td>17.9</td>
<td>19.7</td>
<td>25.7</td>
<td>26</td>
</tr>
</tbody>
</table>

Between Fall 1996 and Spring 1999, the College increased course and section offerings and subsequently saw an increase in student enrollments. In Fall 1999, the College made an effort to continue to increase enrollment while trying to offer classes in a more efficient manner. Consequently, the number of courses and sections offered was reduced, but the student enrollments increased, resulting in an increased average class size. In Spring 2000 and Fall 2000, the number of courses and sections was reduced more significantly, but student enrollments did not drop significantly. In Spring 2001, the number of courses and sections were reduced again, but student enrollment grew in the term.
The Entering Student Survey was designed to gather information about students as they enter Ohlone College. The survey asks students about their reasons for attending college, their expectations for college and beyond, their activities in the past year, and how they rate their own abilities. The survey was first administered during the summer of 2000, and this report will compare the results from the entering classes of Fall 2000 and Fall 2001.

Surveys were administered in several orientation sessions for the Fall 2001 term at both the Fremont and Newark campuses and some local high schools. A total of 988 students attended orientation this year and 396 surveys were returned, representing 40 percent, compared to 438 surveys and 38 percent in 2000. Of the 396 surveys received, 165 students provided a student ID number, representing 42 percent, compared to 60 percent in 2000. Of these 165 students, 131 students were enrolled in the Fall 2001 term, representing 79 percent. In 2000, the percent enrolled was 87 percent.

**Reasons for Attending College**
Students were asked to indicate from a list of factors the importance each had on their decision to attend college in general. A shift in priorities between the two classes can be seen. This year, students are more focused on their future job and the money they want to make. The factors most commonly listed as “very important” were:

<table>
<thead>
<tr>
<th>Reason</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare to attend a four-year college</td>
<td>79%</td>
<td>80%</td>
</tr>
<tr>
<td>To get a better job</td>
<td>55%</td>
<td>63%</td>
</tr>
<tr>
<td>To learn more about things</td>
<td>59%</td>
<td>55%</td>
</tr>
<tr>
<td>To make more money</td>
<td>52%</td>
<td>58%</td>
</tr>
</tbody>
</table>

The reasons students said were not important indicate that they are self-motivated and are not choosing to attend college as a last resort.

<table>
<thead>
<tr>
<th>Reason</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing better to do</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>Friends are attending college</td>
<td>---</td>
<td>79%</td>
</tr>
<tr>
<td>Couldn’t find a job</td>
<td>82%</td>
<td>77%</td>
</tr>
<tr>
<td>Mentor encouraged me to go</td>
<td>61%</td>
<td>59%</td>
</tr>
<tr>
<td>Prove to other I could succeed</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>Parents wanted me to go</td>
<td>30%</td>
<td>27%</td>
</tr>
</tbody>
</table>
Reasons for Choosing Ohlone College

Students were asked to indicate from a list of factors the importance each had on their decision to attend Ohlone. Again, another shift can be seen in the importance of these reasons between these two entering classes. In 2000, the most important reason was getting into top universities, and although the percentage of students indicating the importance of this factor did not change, it was replaced in 2001 by the desire to live near home. The factors most commonly listed as “very important” or “important”

<table>
<thead>
<tr>
<th>Factor</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted to live near home</td>
<td>69%</td>
<td>85%</td>
</tr>
<tr>
<td>Ohlone graduates get into top universities</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>Ohlone has low tuition</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>Ohlone has a good academic reputation</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Ohlone graduates get good jobs</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>Ohlone has special academic programs</td>
<td>65%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Occurrences While at Ohlone College

Students were asked to indicate the likelihood of certain events occurring while they attended Ohlone. While the events that students indicated were most likely to occur did not change from 2000 to 2001, their confidence in their likelihood did decrease. The most likely to occur events were:

<table>
<thead>
<tr>
<th>Event</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer to a four-year college</td>
<td>75%</td>
<td>74%</td>
</tr>
<tr>
<td>Earn at least a “B” average</td>
<td>61%</td>
<td>54%</td>
</tr>
<tr>
<td>Earn an AA/AS degree</td>
<td>60%</td>
<td>48%</td>
</tr>
</tbody>
</table>

However, students’ confidence in certain events having no chance of occurring increased. The events students said had no chance of occurring were:

<table>
<thead>
<tr>
<th>Event</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop out temporarily</td>
<td>70%</td>
<td>76%</td>
</tr>
<tr>
<td>Transfer to another community college</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>Fail one or more courses</td>
<td>45%</td>
<td>48%</td>
</tr>
</tbody>
</table>
Goals in Life

Students were asked to indicate the importance of achieving certain accomplishments in their lives. The most significant change from 2000 to 2001 was the increased importance of helping others in difficulty, with two thirds of the 2001 class indicating its importance, compared to little more than half of the 2000 class. Students most commonly listed the following as “essential” or “very important.”

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be well off financially</td>
<td>81%</td>
<td>87%</td>
</tr>
<tr>
<td>Help others in difficulty</td>
<td>54%</td>
<td>67%</td>
</tr>
<tr>
<td>Raise a family</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>Develop a philosophy of life</td>
<td>49%</td>
<td>59%</td>
</tr>
<tr>
<td>Be successful in own business</td>
<td>49%</td>
<td>54%</td>
</tr>
</tbody>
</table>

The most significant difference between the two classes is the decrease in the percentage of students indicating that making a contribution to science is not important. The goals most commonly indicated as “not important” were:

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be accomplished in performing arts</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>Contribute to science</td>
<td>51%</td>
<td>40%</td>
</tr>
<tr>
<td>Create artistic work</td>
<td>44%</td>
<td>38%</td>
</tr>
<tr>
<td>Become a community leader</td>
<td>40%</td>
<td>37%</td>
</tr>
</tbody>
</table>

Activities in the Past Year

Students were asked to indicate from a list of activities how often they participated in each during the year prior to enrolling at Ohlone. Most students indicated they frequently socialized with other races; used Internet for homework or other uses; and used email. Most students indicated they had not overslept and missed class, sought personal counseling, or tutored another student. Approximately 23 percent said they had done no volunteer work in the past year, which is an improvement over the 40 percent seen in 2000.

Self-rated Abilities

Students were asked to rate themselves on a list of abilities. The majority of students rated themselves as either “above average” or “average” on most items. Almost one fourth of students described their ability as “excellent” in regards to “Cooperativeness” and “Writing.” In 2000, only eight percent of students indicated excellent writing skills. Also different
between the two classes is “Understanding Others,” where only nine percent in 2001 described themselves as excellent in this area compared to 24 percent in 2000. In both years, over half of the students described their academic ability as “average.” Less than 30 percent of students in 2001 described their artistic, mathematical, and public speaking skills as “poor” or “below average,” compared to over a third in 2000.

Demographics

- In 2001, 81 percent of the students surveyed planned to work part-time in the fall semester; 11 percent had no plans to work; and eight percent planned to work full-time. In 2000, these figures were 76, 10, and 15 percents, respectively.

- Over three fourths of students in 2001 were planning to attend Ohlone full time, compared to only 60 percent in 2000.

- Similarly in 2000 and 2001, over one fourth of students were undecided as to a major, and the most popular declared majors were computer science, business, health science, and social science.

- Almost 40 percent of students in 2000 planned to earn a Master's degree, compared to only 25 percent in 2001. However, in 2000, only 12 percent planned to earn doctoral degrees compared to 23 percent in 2001. The percentage of students planning to stop at the Bachelor's degree was 22 percent in 2000 and 26 percent in 2001.

- Almost two thirds of the 2001 class plans to transfer after earning a degree, compared to only 40 percent in 2000. Also, only nine percent in 2001 were undecided as to their educational goal compared to 20 percent in 2000.

- In both years, the survey respondents were 57 percent female and 43 percent male, and the ethnic composition of the survey sample was comparable to that of the general student population.

- In 2000, 80 percent of these students were under 20 years of age. In 2001, this percentage rose to 88 percent.

- The ethnic composition of the 2001 class more closely represents that of the College than seen in the previous year. In 2000, Asians and Filipinos were underrepresented and Whites were over represented in the survey sample.

- In both 2000 and 2001, two thirds of the students resided in Fremont. Nine percent resided in Newark in 2000, compared to seven percent in 2001. The percentage residing outside the district increased slightly from 25 to 27 percent, with 13 percent in Union City and six percent in Milpitas.
Conclusions
Interesting differences were found between the students taking the survey in its first two years. The 2001 entering class is more self-confident and focused on tangible outcomes than the 2000 class as seen in the increased importance of making money and getting a job. However, the 2001 class also was more interested in helping others and had performed more volunteer work than the 2000 class. It should be noted here that this survey was administered prior to September 11, therefore, these findings are not a reaction to the changed sentiment in this country.

Again, most of the students taking the survey are recent high school graduates (i.e. transfer-oriented, under 20, working part-time, attending school full-time). However, the survey is administered only in orientation, and only those students who register in seven units or more are required to attend orientation. Many students take fewer than seven units and would not necessarily fit the same profile as the students who took the survey. Unfortunately, it is very difficult to reach these other new students.

Students continue to choose Ohlone College with expectations of success both here and beyond. Attending Ohlone is an important step in the progress toward their long-term career and educational goals.
OFFICE OF RESEARCH AND PLANNING BULLETIN
Faces of the Future Survey - Fall 2000

The Faces of the Future Survey is a national longitudinal study of community college students conducted by the American Association of Community Colleges (AACC) and American College Testing (ACT). The survey is designed to monitor changes in students' opinions and perceptions about community college. By participating in this national study, Ohlone not only learns more about its students, but also can compare its students to students around the country.

The first administration of this survey at Ohlone was conducted as a pilot in order to gauge the future usefulness of the survey. The survey was administered during the Fall 2000 term at both the Fremont and Newark campuses, and a total of 323 surveys were returned.

Reasons for Attending Ohlone

Students were asked to select from a list of factors their reasons for taking classes at Ohlone. The factors most commonly indicated were:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Ohlone</th>
<th>Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>To transfer to a four-year college</td>
<td>67%</td>
<td>46%</td>
</tr>
<tr>
<td>To take courses related to future job</td>
<td>28%</td>
<td>42%</td>
</tr>
<tr>
<td>To take courses for personal enrichment</td>
<td>27%</td>
<td>19%</td>
</tr>
<tr>
<td>To obtain an Associate degree</td>
<td>20%</td>
<td>37%</td>
</tr>
</tbody>
</table>

Students were also asked to indicate their reasons for pursuing their current program of study. The factors most commonly indicated as “major” reasons were:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Ohlone</th>
<th>Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>To meet requirements for chosen career</td>
<td>44%</td>
<td>61%</td>
</tr>
<tr>
<td>To develop intellectual abilities</td>
<td>43%</td>
<td>45%</td>
</tr>
<tr>
<td>To increase earning power</td>
<td>28%</td>
<td>43%</td>
</tr>
<tr>
<td>To study new and different subjects</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>Make a career change</td>
<td>20%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Students were then asked why they chose to attend Ohlone specifically, rating the importance of each factor on a five-point scale from “not important” to “very important.” The most important factors were:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Ohlone</th>
<th>Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance from home</td>
<td>3.87</td>
<td>3.76</td>
</tr>
<tr>
<td>Cost of attending</td>
<td>3.52</td>
<td>3.83</td>
</tr>
<tr>
<td>Particular program of study</td>
<td>3.04</td>
<td>3.55</td>
</tr>
</tbody>
</table>
The least important factors were:

<table>
<thead>
<tr>
<th></th>
<th>Ohlone</th>
<th>Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of the college</td>
<td>2.16</td>
<td>2.50</td>
</tr>
<tr>
<td>Availability of financial aid</td>
<td>2.22</td>
<td>3.14</td>
</tr>
</tbody>
</table>

Students were asked how they learned about Ohlone and the majority indicated it was from family or friends (40%). Other common sources included college catalog/brochure/flier, and high school teacher/counselor.

**Contribution to Personal Growth**

Students were asked to indicate how much their experience at the college had contributed to their growth in certain areas on a five-point scale from “none” to “major.”

The areas where the contribution was the most were:

<table>
<thead>
<tr>
<th></th>
<th>Ohlone</th>
<th>Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning to use a computer for work</td>
<td>3.59</td>
<td>2.75</td>
</tr>
<tr>
<td>Learning to use a computer for personal</td>
<td>3.49</td>
<td>2.87</td>
</tr>
<tr>
<td>Learning effective leadership skills</td>
<td>3.12</td>
<td>3.07</td>
</tr>
<tr>
<td>Communicating in a work setting</td>
<td>3.09</td>
<td>3.00</td>
</tr>
<tr>
<td>Learning to work in a team</td>
<td>3.04</td>
<td>2.94</td>
</tr>
</tbody>
</table>

The areas where the contribution was the least were:

<table>
<thead>
<tr>
<th></th>
<th>Ohlone</th>
<th>Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase academic competence</td>
<td>2.27</td>
<td>3.87</td>
</tr>
<tr>
<td>Enrich my intellectual life</td>
<td>2.42</td>
<td>3.56</td>
</tr>
</tbody>
</table>

**Experiences at Ohlone**

Students were asked to indicate their level of agreement with a list of statements regarding their experiences at Ohlone on a five-point scale from “strongly disagree” to “strongly agree.” Statements with the highest level of agreement include:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Ohlone</th>
<th>Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors treat students in my ethnic group with respect</td>
<td>4.05</td>
<td>4.14</td>
</tr>
<tr>
<td>I would recommend Ohlone to others</td>
<td>3.91</td>
<td>4.09</td>
</tr>
<tr>
<td>I feel safe and secure on campus</td>
<td>3.83</td>
<td>4.05</td>
</tr>
<tr>
<td>Academic experiences have been positive</td>
<td>3.81</td>
<td>3.95</td>
</tr>
<tr>
<td>Instruction is of high quality</td>
<td>3.77</td>
<td>3.84</td>
</tr>
<tr>
<td>I fit in at Ohlone College</td>
<td>3.76</td>
<td>3.92</td>
</tr>
</tbody>
</table>
Statements with the lowest level of agreement include:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Ohlone</th>
<th>Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Couldn’t have attended w/o financial aid</td>
<td>2.84</td>
<td>3.45</td>
</tr>
<tr>
<td>Courses are available when I can take them</td>
<td>3.28</td>
<td>3.62</td>
</tr>
<tr>
<td>Registration process is student friendly</td>
<td>3.34</td>
<td>3.77</td>
</tr>
<tr>
<td>Computing services/facilities available when needed</td>
<td>3.38</td>
<td>3.87</td>
</tr>
</tbody>
</table>

Students were asked to indicate from a list of factors which ones had been a problem for them while attending Ohlone. The problems most often cited as “major” were the cost of books, transportation problems, and personal financial problems. The percentage of students at Ohlone citing the cost of books as a problem is slightly higher, and the percentage citing transportation problems is twice that seen nationally. The factors most often cited by Ohlone students as “not a problem” were health problems, medical expenses, and transportation costs. The results nationally were similar, with the exception of transportation problems.

**Finances and Employment**

- Half the Ohlone students indicated their parents are the major wage earners in the family; for 26% it is themselves, and for 19% it is their spouse/partner. These figures are comparable to those seen nationwide.

- Over half of the Ohlone students reported earning less than $15,000 per year, however, 34% report their family income at over $50,000. When compared to the national sample, 4% of Ohlone students reported individual incomes over $100,000, compared to 1% nationally; and for family income, 17% at Ohlone reported it over $100,000, compared to only 6% nationally.

- Ohlone students’ major sources of funding for school were their own income/savings (47%), their parents’ income (31%), with only 16% citing financial aid. Students at Ohlone rely more on their own income/savings than students nationally, who rely more on financial aid.

- Over half of Ohlone students were employed part-time, and 24% worked full-time. Half of the students work between 11 and 30 hours per week, and almost half work primarily in the evenings. The most common jobs were in business marketing, customer service, and education. Nationally, more students worked full-time, during weekdays, and the most common jobs were in health, business marketing, hospitality, and customer service.

**Internet Access**

- Over 70% of the Ohlone students use the Internet daily or several times a week, which is slightly higher than that seen nationally at 63%.
Almost 90% of the Ohlone students have email at home, 23% at work, and only 12% at school. More students nationwide have email at their college (34%); however, more Ohlone students have email at home and work.

Over 80% of the Ohlone students have web access at home, 61% at school, and 34% at work. More students nationally have web access at their college (72%); however, more Ohlone students have web access at home and work.

Goals in Life

Students were asked to indicate the importance of achieving certain goals in their lives on a five-point scale from “not important” to “very important.” The most important achievements were:

<table>
<thead>
<tr>
<th></th>
<th>Ohlone</th>
<th>Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have time for personal interests</td>
<td>4.69</td>
<td>4.70</td>
</tr>
<tr>
<td>Be self-reliant</td>
<td>4.56</td>
<td>4.57</td>
</tr>
<tr>
<td>Have a steady and secure job</td>
<td>4.51</td>
<td>4.69</td>
</tr>
</tbody>
</table>

The following achievements were the least important:

<table>
<thead>
<tr>
<th></th>
<th>Ohlone</th>
<th>Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to science</td>
<td>2.36</td>
<td>2.26</td>
</tr>
<tr>
<td>Have own business</td>
<td>2.75</td>
<td>2.92</td>
</tr>
</tbody>
</table>

Students were also asked to indicate the future career for which they were preparing. The most common career areas among students both at Ohlone and nationally were in computer science, education, and health professions.

Demographics

- The majority of students in the Ohlone sample were taking between two and five classes in the Fall. A similar pattern is seen nationally. The specific number of units students were taking was not asked, therefore, a comparison with the general student population is not possible.

- Most of these students had been at Ohlone for two or more terms and had earned 13 units or more; 36% had more than 30 units total. Nationally, more new students took the survey.

- The Ohlone survey respondents were 65% female and 35% male; compared to 56 and 44 percents, respectively, in the general student population. The gender composition is similar in the national survey.

- 68% in the sample at Ohlone were under 25 years of age, compared to 54% in the general student population. The percentage of students over 50 at Ohlone is more than double that seen nationally (8% versus 3%).
• Asians were underrepresented in the Ohlone survey sample, Latinos, Native Americans, Pacific Islanders, and whites were over represented, and the percentage of African Americans was comparable between the survey sample and the Ohlone student population. In comparison to the national survey sample, the proportions of African Americans and whites are significantly lower, and for Asians and Pacific Islanders it is much higher at Ohlone.

• For over one third of the students in the Ohlone survey sample, English is not their first language. This number is three times that seen nationally (11%).

• 59% of the Ohlone students surveyed live with their parents. This number is 48% nationally.

• High school graduates are over represented in the Ohlone survey sample at 69%, compared to only 42% in the general student population. The percentage of college graduates in the survey is comparable to that found in the student population at 14% with bachelor’s degrees or higher, and 7% with associate degrees. The percentage of college graduates at Ohlone is more than three times that seen in the national sample (4%).

Conclusions

Overall, students are satisfied with Ohlone, with an average satisfaction rating of 3.99 on a five-point scale. The national rating was 4.10, with a higher percentage of students indicating they were “very satisfied.” Only two percent at Ohlone were dissatisfied, compared to three percent nationally. The survey results indicate that Ohlone students rely more on themselves and have different motivations for attending college, being oriented more towards work and transfer goals than most students nationwide. The sample used in this survey is not meant to be representative of the entire Ohlone student population, therefore, it should not be assumed that these results describe even a majority of the students at Ohlone. In the future, the sample would be broadened to achieve a more representative sample of students.
Partnership for Excellence

I. Partnership for Excellence Indicators
Five areas have been identified by the California Community Colleges Chancellor’s Office as areas of accountability and targeted for improvement. Specific goals have been set for the system as a whole. These goals have been applied to Ohlone College and the College’s performance on each of these goals is tracked beginning in 1995-1996 through 2005-2006, the term of the Partnership for Excellence program.

A. Transfer
This indicator consists of two areas: transfer and transfer prepared. The California Postsecondary Education Commission (CPEC) tracks the number of students transferring from California Community Colleges (CCC) to California public four-year institutions.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UC</td>
<td>88</td>
<td>128</td>
<td>66</td>
<td>96</td>
<td>86</td>
<td>85</td>
<td>70</td>
</tr>
<tr>
<td>CSU</td>
<td>638</td>
<td>670</td>
<td>484</td>
<td>464</td>
<td>472</td>
<td>476</td>
<td>464</td>
</tr>
<tr>
<td>Ind.</td>
<td></td>
<td>10</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>726</td>
<td>798</td>
<td>560</td>
<td>575</td>
<td>558</td>
<td>561</td>
<td>534</td>
</tr>
</tbody>
</table>

Statewide, the numbers of students transferring to the University of California and California State University systems have been declining. As a result, the baseline year for this indicator was changed from 1995-1996 to 1997-1998, and the target goal for 2005-2006 subsequently increased.

Transfer prepared is defined as having achieved 56 transferable units with a 2.0 GPA within a six-year timeframe. The base year for this measure is 1997-1998 and begins with students who entered the CCC system on or after the Summer 1992 term and met the aforementioned criteria within six years.
Actual Transfer Prepared Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohlone</td>
<td>1,014</td>
<td>798</td>
<td>877</td>
<td>760</td>
</tr>
<tr>
<td>Statewide</td>
<td>135,935</td>
<td>106,951</td>
<td>107,980</td>
<td>96,501</td>
</tr>
</tbody>
</table>

B. Degrees and Certificates Awarded
This indicator is a total number of degrees and certificates awarded.

Ohlone Degrees and Certificates Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees</td>
<td>689</td>
<td>746</td>
<td>504</td>
<td>516</td>
<td>544</td>
<td>488</td>
<td>464</td>
</tr>
<tr>
<td>Certificates</td>
<td>140</td>
<td>147</td>
<td>102</td>
<td>84</td>
<td>105</td>
<td>92</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>829</td>
<td>893</td>
<td>606</td>
<td>600</td>
<td>649</td>
<td>580</td>
<td>518</td>
</tr>
</tbody>
</table>

Statewide, the number of degrees and certificates being awarded has been declining. As a result, the baseline year for this indicator was changed from 1995-1996 to 1997-1998, and the target goal for 2005-2006 was adjusted and subsequently increased.

C. Successful Course Completion
Successful course completion is defined as the percentage of students who earned an A, B, C, or CR grade in a course. Unsuccessful is defined as the percentage of students who received a D, F, NC, IN, or W.

Ohlone Successful Course Completion Performance

<table>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Courses</td>
<td>71.7%</td>
<td>69.2%</td>
<td>70.2%</td>
<td>71.1%</td>
<td>71.9%</td>
<td>67.1%</td>
</tr>
<tr>
<td>Vocational Courses</td>
<td>82.5%</td>
<td>79.6%</td>
<td>82.2%</td>
<td>83.9%</td>
<td>91.1%</td>
<td>81.4%</td>
</tr>
<tr>
<td>Basic Skills Courses</td>
<td>65.7%</td>
<td>63.4%</td>
<td>61.1%</td>
<td>62.2%</td>
<td>62.3%</td>
<td>58.9%</td>
</tr>
<tr>
<td>Overall</td>
<td>71.7%</td>
<td>69.2%</td>
<td>69.8%</td>
<td>70.9%</td>
<td>72.7%</td>
<td>66.4%</td>
</tr>
</tbody>
</table>
The decline seen between 1998-1999 and 1999-2000 is mostly attributable to the decrease in the College’s level of participation in the Public Safety Consortium. The peaks seen in 1997-1998 and 1998-1999 are the result of a high level of participation in these years. The success rates in these Public Safety programs are high and consequently skew the overall rate for the College. However, the rate in 1999-2000 is cause for some concern because it does reflect a drop of three percentage points from the baseline year of 1995-1996. The success rates statewide have remained fairly constant over the five-year period.

D. Workforce Development

The workforce development indicator is divided into two categories, successful course completion in vocational courses, and contract education performance. Currently, there are no data available regarding the contract education indicators for the College.

The decline seen between 1998-1999 and 1999-2000 is again mostly attributable to the decrease in the College’s level of participation in the Public Safety Consortium. The courses in the Consortium are all vocational and therefore, this goal was also affected by the increase and subsequent decrease in participation. However, the number of completions in 1999-2000 is still substantially higher than the number in the baseline year of 1995-1996. It should be noted that the Workforce Development goal measures the number of completions, whereas, the Successful Course Completion goal measures the percentage of successful completion.

**Successfully Completed Vocational Courses**

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<thead>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Advanced Voc. Courses</td>
<td>673</td>
<td>673</td>
<td>269</td>
<td>365</td>
<td>496</td>
<td>3,348</td>
<td>1,140</td>
</tr>
<tr>
<td>Intro Voc. Courses</td>
<td>7,291</td>
<td>7,291</td>
<td>4,813</td>
<td>5,320</td>
<td>5,373</td>
<td>6,141</td>
<td>6,767</td>
</tr>
<tr>
<td>Total Vocational</td>
<td>7,964</td>
<td>7,964</td>
<td>5,082</td>
<td>5,685</td>
<td>5,869</td>
<td>9,489</td>
<td>7,936</td>
</tr>
</tbody>
</table>

E. Basic Skills

For this indicator, in each academic year a cohort is identified of those students who successfully completed an English or Math basic skills course. This cohort is followed over a three-year period to determine whether a subsequent higher-level English or Math course
has been completed successfully. The indicator is defined as the number of students from the cohort who improved their English or Math level.
Overall, Ohlone exceeded the targeted 2005-2006 goal in 1997-1998. Most of this achievement results from the substantial increase seen in the number of students successfully completing the next higher-level math courses between 1996-1997 and 1997-1998. The number of students advancing in English dropped slightly in 1996-1997, but rebounded in 1997-1998 to almost reach the projected goal for that year.
Curriculum Functions and Development (CAPAC)

Curriculum review is governed by Title 5 regulations:
The college and/or District curriculum committee recommending the course shall be established by the mutual agreement of the college and/or District administration and the Academic Senate. The committee shall be either a committee of the Academic Senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable with the college and/or District administration and Academic Senate.

The purpose of Ohlone’s Course and Program Approval Committee (CAPAC) is to encourage faculty leadership and student participation in curriculum decision-making at Ohlone College. The committee examines proposals submitted for adding or expanding, deleting or modifying programs and courses; evaluates the college’s courses and programs in terms of their general education, transfer, and occupational purposes; and makes recommendations to the Vice President of Educational Services on submitted proposals.

Pursuant to recommendations adopted by the Board of Governors of the California Community Colleges, particular attention is given to academic rigor; analysis of local needs; analysis of job market needs; advances in technology; demographic changes; and the need to maintain a balanced, comprehensive educational program. It is CAPAC’s responsibility to insure this comprehensive curriculum, and course or program proposals are reviewed with particular regard to the following:

1. Title 5 standards for quality;
2. Instructional policies and academic standards as adopted by the state and by FNCCD;
3. New or revised course outline proposals or deletions;
4. Program proposals, revisions, deletions;
5. Graduation, certificate, and degree requirements;
6. General education requirements and GE status of courses;
7. Prerequisite validation;
8. Articulation of transfer curricula, including:
   a. Intersegmental General Education Transfer Curriculum (IGETC),
   b. CSU General Education breadth requirements,
c. UC General Education Core list,
d. California Articulation Number (CAN) system, and
e. Articulation agreements between and among independent colleges and universities;
9. Articulation of courses and programs with secondary schools (2+2+2 patterns, Tech Prep).
CURRICULUM FUNCTIONS AND DEVELOPMENT PROCESS

Procedure for Taking New Course Proposals and Course Changes from Inception to Board

The initiating faculty member consults with affected colleagues regarding the proposal.

The initiating faculty member completes a course outline form with all information relative to the proposed change.

The Division Dean, with input from the initiating faculty member review and revise the Course Outline Form.

The Division Secretary sends the proposal to the Curriculum and Scheduling Office for review of course number, title/grading and other data elements.

If approval is needed, the Director of Curriculum & Scheduling sends a copy of the proposal to the GE, Tech Tools, Distance Learning, and/or Cultural Diversity Committee.

Proposal is sent to the CAPAC Screening Committee.

If necessary, Proposal will be returned to the Division for revisions.

The Division Dean, with input from the initiating faculty member review and revise the Course Outline Form.

The initiating faculty and/or Division Dean presents the proposal to CAPAC.

CAPAC approves the proposal.

New Courses
- The Director of Curriculum & Scheduling submits the proposal to the Vice President of Educational Services.

Revised Courses
- The CAPAC Secretary sends Courses Outline to Word Processing, then distributes the final approved version; CAPAC Secretary makes necessary changes in Datatel and to Academic Lists and Catalog Supplement.

CAPAC approves the proposal.

The Vice President of Educational Services submits the new proposal to the Governing Board.

- The Director of Curriculum & Scheduling sends the proposal to the Vice President of Educational Services.

- The CAPAC Secretary sends Courses Outline to Word Processing, then distributes the final approved version; CAPAC Secretary makes necessary changes in Datatel and to Academic Lists and Catalog Supplement.
Accomplishments in Instruction over the Past Several Years

New Program, Network Technology and Systems Administration: Received State approval for new Associate Degree and Certificate programs in Network Technology and Systems Administration. This new program area also includes the Unix Systems Administration Certificate Program, Microsoft Certified Training Center, and the Cisco Systems Academy.

New Program, Physical Therapist Assistant: Received State approval for a new Associate Degree in Physical Therapist Assistant. The program has received accreditation from the American Physical Therapy Association and two classes have subsequently graduated.

New Program, Biotechnology: A Certificate of Completion program in Biotechnology Preparation has been developed and features a strong internship component.

New Program, Entertainment Design and Technology: An Entertainment Design and Technology Certificate of Completion has been developed and a proposal is being presented to the State for approval of an Associate Degree and related Certificates of Achievement.

New Certificates of Completion: In a continuing effort to meet student and employer needs, Ohlone has developed over 60 new short term, Fast Track Certificates of Completion bringing the total now offered to over 70.

Paleobiology/Natural History, Physical Science, Introductory Physics, and Advanced Physics.


**Work-Based Learning Project:** State funding of $400,000 was renewed through the Fund for Student Success and the Economic Development programs to expand our Student Employment department to provide leadership for a campus-wide mobilization for work-based learning.

**Economic Development Capacity Building Project:** State funding of $100,000 has been received to develop the College’s capacity to access additional funding to become even more active in economic development projects in the community, especially workforce development activities in partnership with employers.

**Hyman Hall Instructional Computing Center:** The Mathematics, English/ESL, Computer Science and Office Technology Departments, will conclude a two-year planning process by entering the new Hyman Hall Instructional Computing Center in January 2002. The Office Technology Department will get an early start by offering several computer applications courses in November and December 2001.
**Weekend General Education Courses:** The number of General Education courses offered on the weekends has expanded from three to twenty-three. These weekend classes have proven to be highly popular.

**New Fitness Center:** A Fitness Center has been developed by the Exercise Science and Wellness Division and attracts over 600 student participants each semester.

**ASL at District High Schools:** Partnerships with the high schools in Fremont and Newark concurrently enroll over 300 students in American Sign Language classes.

**Fine and Performing Arts Partnership with Irvington High School:** A partnership with Irvington High School in Fremont concurrently enrolls over 250 high school students in Ohlone College fine and performing arts classes.

**Mathematics Partnership with Newark Unified School District:** An accelerated mathematics program using Ohlone College courses has been developed with Newark Junior High School and is continuing into the ninth grade at Newark Memorial High School. Plans call for this program to expand through grades 10, 11 and 12 over the next few years.

**Women in Science and Technology Outreach to High Schools:** A course in Women in Science and Technology is being taught at area high schools to encourage enrollment in science, engineering and technology programs at Ohlone and other colleges and universities.

**Joint Engineering Course with Cal State Hayward:** Ohlone is collaborating with the Engineering Department at California State University, Hayward to offer upper division Engineering classes on the Ohlone campus to facilitate our Engineering Transfer students in completing core courses in the baccalaureate program.

**Health Sciences Programs Re-Accredited:** Ohlone's nationally recognized Registered Nursing and Respiratory Therapy have both received re-accreditations. Faculty and graduates continue to be committed to serving the health care needs of this community. Currently eight-six (86) of the program's graduates are employed at Washington Hospital in
Fremont. Our unique, innovative, high tech, high touch curriculum is designed to prepare health care professionals for the challenging health care environment.

**Biology Transfer Programs:** Students who are considering a major in the Biological Sciences have the option to take courses that prepare them for transferring to the UC Berkeley campus. Ohlone is a member of two Community College-University consortia: the UC Berkeley Biology Transfer Consortium and the CSU Hayward Bridges to the Future Consortium. Each summer approximately ten Ohlone students are selected to participate in research internships with those universities.
Student Services Accomplishments in last Two Years

- Student Services was the first to be live on Colleague and key staff have considerable skill with this complex database. For example, the Dean of Enrollment Management has been able to better analyze the enrollment data for the State 320 Report for the Chancellor’s office, which contributes to reaching the College’s growth target.

- Filled several key open positions with excellent, qualified people; Department Systems Analyst, Dean of Counseling, Director Curriculum and Scheduling, and support staff. A noteworthy hire was of a former CalWorks student (welfare to work program) as a full time staff member.

- Improved services to NOC students with full time librarian and a new Student Services Assistant. The plan is to have the Student Services Assistant be responsible for web registration responsibilities once Web Advisor is in place.

- Piloted two student employment workshops, one for students and the other for supervisors of students. Twenty students attended one general session and will attend more specific sessions next year. Sixteen supervisors attended a program to enhance their supervision skills.

Admissions and Records

- Applied “customer service” principles to student experience by combining Admissions & Records and Financial Aid into one space to give better, more visible service.
- Remodeled for better accessibility for students and staff.
- Admissions and Records has been active in developing and implementing both on-line applications and web advisor technology. The latter allows faculty and students access to student records on-line via the web. Both are currently being tested on the Ohlone System with anticipated rollout during Spring 2002.
Campus Activities

- Fully implemented recruitment program in High Schools (Student Ambassadors).

- The Welcome Day pilot program for new students attracted 87 students. This program will be expanded for next fall and will incorporate the offering of a course in the near future.

Counseling

- The Counseling Department developed proposals and were funded to begin a Learning Disabled services program to students and to improve student retention. The Learning Disabled program now has a full-time faculty member and has moved to the DSPS program.

- Improved service to ESL students by offering a combined assessment, orientation, and registration program to students.

Learning Resources Center

- As of Fall 2001, the California Academic Senate has sent on to the Chancellor’s Office a new Information Competency requirement; it is set to go into the California Code of Regulations, after which all 108 community colleges must implement it. We are ahead of many other colleges having made two giant strides: included in Tech Tools is an information-competency-oriented Internet for Research graduation requirement, and mandatory for all ENGL 101A students in an information competency workbook chapter.

- The LRC has created an educational technology center to help faculty infuse technology into instruction.

- As of 2001, there are 38 student workstations for student use, compared to two in 1997.
Since 1997, the library has converted all book records to computer format and implemented a Web-based library system. This has provided students and faculty with full onsite and remote information about library resources.

The library in 2001 offers students full-text access to 1,915 periodicals, of which 1,715 are fully accessible from remote locations. In 1995, students had full-text access to only 653 periodicals. This has provided students with improved access to research materials.

A new Information Competency/Collection Development Librarian position was added in fall 1999, and a Newark Center LRC coordinator was hired in fall 2001. This has helped the library maintain its position as the core of the instructional process.

The library was painted and equipped with all new chairs on the main floor. This has improved esthetics and physical comfort for all students and faculty.

The library’s webpage provides access to the library catalog, the databases, an online encyclopedia, and a listing of websites by subject. This has helped students and faculty to locate research-oriented Internet sites.

**Student Health Center**

- Served 19,473 students at the health center services during 2000-2001.

- Became a National Associations of Student Services Professionals (NASPA) Help Affiliate, one of 50 Colleges in the United States to study HIV/AIDS impact on student success.

- Received approval to increase the student health fee to $12 for Fall 2001 and $9 for Summer 2001 which has allowed the expansion of service. We were able to hire a part-time Health Educator to assist with health education programs on campus.

- Office Assistant reclassified to Senior Office Assistant.

- The Health Center applied for and received the following Grants:
1. Alameda County Early Breast Cancer Detection Program - $5000
2. Alameda County Tobacco Control - $5000
3. Alameda County Tobacco Control - $120,000 over 3 years

- The Health Center Remodeled existing space and expanded into adjacent modular to give the health center an added 800 sq. feet of space for a total of 1600 sq. feet. This includes a new reception area, health education room, two mental health counseling rooms and a health educator’s office.

- Joined the Community Action Council, which provides low cost lab and prescription services to non-profit agencies.

- Developed health education services room and over the counter medication dispenser for NOC students.

- Started doing all immunization tracking for Ohlone College Student Nurses.

- Continued with mental health counseling interns from CSUH.

- Noted as one of the campus services with the highest student satisfaction survey rating.

- Continue to serve an average of 1200 students per semester.

**Financial Aid**

- Continue to progress with the implementation of Colleague’s Financial Aid Module and the Communications Management component.

- Reorganized workflow to meet new way of processing student financial aid reports.

- Produced Financial Aid Handbook in record time.
• All reports and correspondence now streamlined with the use of communications management in Colleague.

• Improved Ohlone College Financial Aid website and our use of websites to improve service to students. For example, Cal-Grant program managed through the Web and Student loan certifications processed through the Web by Financial Aid staff.

• 308 students served in 2000-2001, 615 Counseling Contacts, 75 Summer Bridge Applications taken, and 21 Summer Bridge Participants

EOPS/CALWORKS

• EOPS participated in an Operating Program Review in May 2001. The results were derived from the Program Plan, Program Review Survey and Personal Interviews of students and staff. The results were:
  1. Six Recommendations
  2. Eleven Commendations
  3. Two Exemplary Practices

• Ohlone participated in Region IV’s inaugural CARE Conference, with one Ohlone representative acting as co-chair and another facilitating two workshops. Over 80 students attended from various campuses in our region.

• Our first issue of the EOPS Opportunity Magazine was distributed December 4, 2001. Provides career and academic resources, as well as inspirational pieces. This will be a semi-yearly publication.

• The Back on Track Workshop was our first workshop for students who are struggling in classes. We offer it in an attempt to keep students from getting low GPA’s. Topics included: test taking skills, study suggestions, and time management.
ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE DEGREES

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the College to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing, to use mathematics, to understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

ASSOCIATE DEGREE: GENERAL MAJORS
A student may indicate a major in one of the following five general majors: (complete a minimum of 20 units selected from the departments listed).

**Business (AA)**
*Accounting (BA101 A,B)
Business Administration
Computer Studies
*Economics (BA 102 A,B)
Mathematics
*Required for Business Majors

**Liberal Arts (AA)**
Art
Theater & Dance
English
Foreign Languages
Mathematics
Music
Philosophy
Social Sciences
Speech

**Fine Arts (AA)**
Art
Theater & Dance
Music

**Natural Science (AA)**
Astronomy
Biology
Chemistry
Computer Science
Consumer and Family Sciences
Engineering
Geology
Health
Mathematics
Physical Science
Physics

**Social Sciences**
Anthropology
Economics
Geography
History
Political Science
Psychology
Sociology
Upon completion of graduation requirements, the major field will appear on the student’s permanent record (and all transcripts), and on the diploma itself. The student may satisfy major field requirements in effect at the first time of attendance at Ohlone College. The student may choose to complete requirements in effect any subsequent year during which he/she completed units. Whichever pattern is selected all requirements must be filled within that pattern. Of the 60 units required for graduation 12 must be completed at Ohlone College.

### ASSOCIATE DEGREES: OCCUPATIONAL MAJORS

Occupational programs are available to students interested in preparing for employment in the fields listed below. Most of the occupationally oriented programs lead either to the AA or AS degree or to a Certificate of Achievement, the latter usually taking one-year to complete. The following is a current list of fields in which Ohlone College offers the Associate in Arts or Associate in Science degree and/or Certificate of Achievement. It is possible for students to enroll in specific individual courses from any of these programs for personal benefit without completing a total program.

(These are not designed as transfer programs; students are advised to consult with a counselor if they wish to consider transfer possibilities.)

<table>
<thead>
<tr>
<th>Accountant (AA)</th>
<th>Graphic Arts/Computer Graphics (AA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice (AA)</td>
<td>Interpreter Preparation Program (AA)</td>
</tr>
<tr>
<td>Administrative Assistant (AA)</td>
<td>Journalism (AA)</td>
</tr>
<tr>
<td>American Sign Language and Deaf Studies (AA)</td>
<td>Marketing and Distribution (AA)</td>
</tr>
<tr>
<td>Business Supervision/Management (AA)</td>
<td>Multimedia Studies (AA)</td>
</tr>
<tr>
<td>Computer Electronics Technology (AS)</td>
<td>Networking Technology and Systems Administration (AS)</td>
</tr>
<tr>
<td>Computer Studies (Computer Programming Option) (AA)</td>
<td>Office Assistant/Receptionist (AA)</td>
</tr>
<tr>
<td>Computer Studies (MIS Support/Computer Applications Option) (AA)</td>
<td>Physical Therapist Assistant (AS)</td>
</tr>
<tr>
<td>Consumer and Family Sciences (AA) (with emphasis on Exercise Nutrition)</td>
<td>Pre Press Technology (AA)</td>
</tr>
<tr>
<td>Consumer and Family Sciences (AA) (with emphasis on Nutrition Program Assistant)</td>
<td>Real Estate Sales Broker (AA)</td>
</tr>
<tr>
<td>Design Drafting Technology (AS)</td>
<td>Registered Nurse (RN) (AS)</td>
</tr>
<tr>
<td>Early Childhood Studies (AA)</td>
<td>Respiratory Therapist (AS)</td>
</tr>
<tr>
<td>Early Childhood Studies (Family Childcare Option) (AA)</td>
<td>Small Business Management (AA)</td>
</tr>
<tr>
<td>Early Childhood Studies (Infant and Toddler Option) (AA)</td>
<td>Word Processing Specialist (AA)</td>
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<tr>
<td>Early Childhood Studies (Administrative Option) (AA)</td>
<td></td>
</tr>
<tr>
<td>Electronics Technology (AS)</td>
<td>Engineering Technology (AS)</td>
</tr>
</tbody>
</table>
CERTIFICATES OF ACHIEVEMENT

Certificates of Achievement are awarded for the completion of an organized series of courses in a particular emphasis area. These certificates have been approved by the College faculty and the California Community College Chancellor's Office. Certificates of Achievement consist of 18 or more units. Normally, these certificates parallel the major course of study within an occupational associate degree program. Thus, a student always has the option of adding the College graduation and general education requirements together with the major courses to complete the Associate Degree.

A certificate of achievement will be granted to a student who meets the following requirements:

1. Maintenance of 2.0 grade point average in the specified courses.

2. Satisfactory completion of a specific curriculum or recognized sequence of courses as prescribed by an occupational advisory committee and approved by the College trustees, and published in the applicable curriculum guide.

3. Six units must be completed at Ohlone College for the certificate to be awarded by Ohlone.

Application for the Certificate of Achievement must be submitted no later than the end of the eighth week of the semester in which the student expects to complete the requirements. (See College Calendar for specific dates.) College transcripts (all prior work) must be on file in the Office of Admissions and Records before the application can be processed.

Accountant*
Administration of Justice*
Administrative Assistant*
American Sign Language and Deaf Studies
Business Supervision/Management*
Cisco Certified Network Professional
Computer Electronics Technology
Computer Studies-Computer Programming
Software Development/Computer Science
Computer Studies-Computer Programming (Internet/Web Programming)
Computer Studies-MIS Support/Computer Applications
Consumer and Family Sciences
(with emphasis on Exercise Nutrition*)
Consumer and Family Sciences
(with emphasis on Nutrition Program Assistant*)

Design Drafting Technology*
Early Childhood Studies*
Electro-Mechanical Design Drafter
Engineering Technology
Electronics Tester*
Electronics Technology
Graphic Arts/Computer Graphics
Interior Design
Interpreter Preparation Program
Journalism
Marketing and Distribution*
Microsoft Systems Engineer
Multimedia Studies
Network Administrator
Network Technician
Office Assistant/Receptionist*
PC Technician
Pre Press Technology
Radio/TV Broadcasting | Technical Support Specialist  
Real Estate Sales Broker | Unix® Systems Administrator  
Small Business Management | Word Processing Specialist  

*Can be completed in one year or less of full-time study.

**FAST TRACK CERTIFICATES OF COMPLETION**

Certificates of Completion are awarded for the completion of an organized course of study for a specific purpose, usually career or job related. These certificates have been approved by the College faculty and consist of a maximum of 17 units. Certificates of Completion are designed to allow students to finish the program in a shorter period of time. Although not as comprehensive as Certificates of Achievement, these certificates do serve to recognize student achievement in a particular emphasis area.

| Advanced Music Theory | Geography: Physical  
| Advanced Vocal Music Performance | Geography: Cultural  
| Anthropology: Cultural | Geology  
| Anthropology: Physical | Glass  
| Applied Nutrition* | Graphic Design  
| Astronomy | Interior Design Basics  
| Archaeology | Interior Design Technology  
| Art History | Interior Design Communications  
| Audio Technician | Introductory Music Theory  
| Auto CAD | Journalism - Introduction  
| Biology: General | Journalism - Advanced  
| Biology: Human | Life Sciences: Survey  
| Biology: Research | Live Event Management  
| Biotechnology Prep | Marketing/Media Strategy  
| Ceramics | Mathematics: Applied  
| Chemistry Lab Skills: Basic | Mathematics: Pure  
| Chemistry Lab Skills: Advanced | MIS Support/Computer Applications  
| Computer and Information Literacy* | Multimedia*  
| Computer Programming* | Office Computer Applications*  
| Corporate Communications | Office Support*  
| Costuming | PADS-Power PCB  
| Data Communications & Web Programming | Painting  
| Deaf Education Teacher Aide I* | Paleobiology/Natural History  
| Deaf Education Teacher Aide II* | Parametric Solid Modeling  
| Desktop Publishing* | Phelbotomy*  
| Digital Art | Photography  
| Drawing | Physical Science  
| Drawing/Design | Physical Therapist Aide  
| Early Childhood Studies* | Physics: Introductory  
| Earth and Environmental Sciences | Physics: Advanced  
| Electronic Music Composition | Piano Performance  
| Engineering | Pre Press Technology - Introduction  
| English as a Second Language* | Pre Press Technology - Advanced  
| Exercise Nutrition* | Printmaking  
| Fine Arts | Pro/Engineer  
| Fitness Instructor | Radio Broadcasting: Studio Operations  
| Geographic Information Systems (GIS) | Radio Broadcasting: Air Talent  
|  |  

Radio Broadcasting: Digital Production  
Radio Broadcasting: Program Management  
Sculpture  
Sociology  
Speech Communication*  
Speech Communication: Business  
Communication  
Speech Communication: Forensics  
Speech Communication: Intercultural  
Communication  
Speech Communication: Interpersonal  
Communication  

Speech Communication: Oral Interpretation  
Stage Craft  
Theatrical and TV Lighting Technician  
UNIX® Systems Administration - Principles and Programming*  
UNIX® Systems Administration - Advanced Topics and Practice*  
Vocal Music Performance  
Web Design*  
Women's Studies  
Work Readiness

*Can be completed in one year or less of full-time study.
The focus of this section of the Educational Master Plan is to provide a *snapshot* view of the strategic direction of each program within the various academic divisions and student services. These plans include short-term goals based on current student needs, information gathered during the program review process, and data provided by the research and planning office. Long-term projections are based on current and past department trends and visionary goals and objectives with the future learning needs of Ohlone students the top priority.

The Division Deans along with their faculty and staff have worked together to develop the plans that follow. This effort will provide Ohlone College with a sound curriculum and student services that meet the students and surrounding community needs and adheres to the district goals for the next decade. The responsibility to carry out these plans will be a team effort lead by the Division Deans and supported by administration, faculty and staff.
# Educational Master Plan for Curriculum and Instruction

## Business and Technology

<table>
<thead>
<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
<th>Program Location</th>
<th>Long Term (6-10 yrs)</th>
<th>Program Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration (includes Economics)</td>
<td>M/AC</td>
<td>F/N</td>
<td>M/AC</td>
<td>F/N</td>
</tr>
<tr>
<td>Business Supervision &amp; Management</td>
<td>M/AC</td>
<td>F/N</td>
<td>M/AC</td>
<td>F/N</td>
</tr>
<tr>
<td>Business – Small Business Management</td>
<td>M/AC</td>
<td>F/N</td>
<td>M/AC</td>
<td>F/N</td>
</tr>
<tr>
<td>Business – ICC (combines Keyboarding &amp; Microcomputer labs &amp; Office Technology)</td>
<td>M/AC</td>
<td>F</td>
<td>M/AC</td>
<td>F</td>
</tr>
<tr>
<td>Business – Word Processing Center</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Computer Studies – Programming</td>
<td>M/AC</td>
<td>F/N</td>
<td>M/AC</td>
<td>F/N</td>
</tr>
<tr>
<td>Computer Studies – NTSA</td>
<td>M/AC</td>
<td>N</td>
<td>M/AC</td>
<td>N</td>
</tr>
<tr>
<td>Design Drafting</td>
<td>M/AC</td>
<td>F/N</td>
<td>M/AC</td>
<td>N</td>
</tr>
<tr>
<td>Electronics</td>
<td>M/AC</td>
<td>F/N</td>
<td>M/AC</td>
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</tr>
<tr>
<td>Multimedia</td>
<td>M/AC</td>
<td>F/N</td>
<td>M/AC</td>
<td>F</td>
</tr>
<tr>
<td>Real Estate</td>
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<td>F/N</td>
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</tr>
<tr>
<td>Engineering Technology</td>
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<tr>
<td>Air Force</td>
<td>M</td>
<td>F</td>
<td>M</td>
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</tr>
</tbody>
</table>

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### Written Rationale for Responses Other Than “M”

**Business Administration (includes Economics)**

Add to and modify existing course selections. The added and modified courses will update the curriculum and course offerings for better appeal to existing and future students. Opportunities exist in updating the Accounting curriculum to better match transfer institutions. Opportunities exist to update Economics offerings. Opportunities exist to offer on-line many of the existing Business Administration course selections, and to improve offerings if the on-line offerings prove to increase enrollment.
Business ICC (combines Keyboarding & Microcomputer labs & Office Technology)
Add to and modify existing course selections. The added and modified courses will update the curriculum and course offerings for better appeal to existing and future students. The need for students to receive updated training in the new or updated office related software is growing. The growth is expanding to include all professionals need to use office software. The ICC allows for development of more flexible courses, and expansion of courses in conjunction with Business Office Technology.

Computer Studies – Programming
Add and modify existing course selections. The ICC allows for development of more flexible courses, and an expansion of courses.

Computer Studies – NTSA
Add and modify existing course selections. In the short term, the development of existing degrees and certificates will demand the expansion of course selection. In the long term, the Computer Studies Area will grow more rapidly in applications.

Design Drafting
Add and modify existing course selections. The added and modified courses will update the curriculum and course offerings for better appeal to existing and future students.

Electronics
Add and modify existing course selections. The added and modified courses will update the curriculum and course offerings for better appeal to existing and future students. In the short term, the development of existing courses to assist the development of the Computer Studies – NTSA area will demand the expansion of course selection within the next year. With the transfer of the Electronics area to Newark, faculty plan to initiate re-design of the Electronics curriculum. In the long term, the Electronics area plans to re-design existing Electronics curriculum to coordinate with the transfer to the Newark campus, expand course selection and desirability to meet the needs of existing and future students.

Multimedia
Add and modify existing course selections. The added and modified courses will update the curriculum and course offerings for better appeal to existing students. Multimedia is one of the fastest growing instructional areas in the college.

Real Estate
Add and modify existing course selections. At one time, Real Estate was a growing area. As the demand for re-certifying many real estate agents, appraisers, and brokers grows the growth in course selection will demand a growth in course offerings.

Engineering Technology
Add and modify existing course selections in conjunction with Engineering. The added and modified courses in conjunction with Engineering will update the curriculum and course offerings for better appeal to existing and future students.
# Educational Master Plan for Curriculum and Instruction

## Deaf Studies

<table>
<thead>
<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
<th>Program Location</th>
<th>Long Term (6-10 yrs)</th>
<th>Program Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL &amp; Deaf Studies</td>
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<td>ASL</td>
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<td>Deaf Education</td>
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<td>F</td>
<td>M</td>
<td>F</td>
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<tr>
<td>Deaf Culture</td>
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<td>F</td>
<td>M</td>
<td>F</td>
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<td>Deaf History</td>
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<td>F</td>
<td>M</td>
<td>F</td>
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<tr>
<td>Linguistics of ASL</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
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<tr>
<td>Interpreter Prep Program</td>
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<td>ASL Disclosure</td>
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<td>ASL Translation</td>
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<td>Interpreting: ASL/Eng</td>
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<td>Interpreting Tech</td>
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<td>Transliteration</td>
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<td>English as 2nd Language</td>
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<td>Lifeskills Math</td>
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<td>Workspace Communications</td>
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<td>Job Training</td>
<td>M</td>
<td>F</td>
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<tr>
<td>Intro to Deaf Communications</td>
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<tr>
<td>Study Tech: MS Word</td>
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<td>English Composition</td>
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<td>Fund. Of Reading</td>
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<td>M</td>
<td>F</td>
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<tr>
<td>Successful Writing</td>
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<td>F</td>
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<td>Drama for Deaf</td>
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<td>L</td>
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<td>Deaf Education</td>
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<td>American Deaf Culture</td>
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<td>Educating the Deaf</td>
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<td>Counseling the Deaf</td>
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<td>Dev. Of Deaf Child</td>
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<td>L</td>
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<td>Linguistics of ASL</td>
<td>L</td>
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Written Rationale for Responses Other Than “M”

Deaf Interpreter Program: The trend in the field of ASL/English interpreting is to include Deaf Certified interpreters in situations involving Highly Visually Oriented people (people without native language competencies), Deaf-Blind consumers, and working with non-Deaf (hearing) teams at conferences. Currently, there is no place for Deaf people to get this training. We are working with consultants to develop unique courses to meet this need.

Working Interpreter Preparation Program (WIPP): For people who are currently working as interpreters without the benefit of training, a series of courses will be developed to meet the needs of this group. This program will combine hands-on work with some alternative formats such as on-line courses, distance learning and mentoring modules.

Bridge Classes: We have been offering classes on an irregular basis to get sign students ready for the Interpreter Preparation program. Sign Language programs focus on communicating interpersonal skills while interpreters need to continue with more cognitive skills in their second language. Classes include advanced grammar, advanced classifiers, and text analysis. Having a regular course offering, printed in advance, will help students prepare their schedules in advance to allow us to dovetail with the ASL department so we are not competing for the same students nor room space.

Additional Recommendations
In response to the declining enrollment, the frequency of course offerings in the Deaf Drama and Deaf Education program need to be reduced. More specifically, the courses could be offered on a bi-annual basis until there is a sufficient number of students to sustain yearly offerings of the course.
Educational Master Plan for Curriculum and Instruction
Exercise Science and Wellness

<table>
<thead>
<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
<th>Program Location</th>
<th>Long Term (6-10 yrs)</th>
<th>Program Location</th>
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<tbody>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness / Wellness</td>
<td>M / AC</td>
<td>F / N</td>
<td>M /AC</td>
<td>F / N</td>
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<tr>
<td>Activity Courses</td>
<td>M / AC / FI</td>
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<td>M /AC</td>
<td>F / N</td>
</tr>
<tr>
<td>Athletics</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Men's Athletics</td>
<td>M / FI</td>
<td>F</td>
<td>M / FI</td>
<td>F</td>
</tr>
<tr>
<td>Women's Athletics</td>
<td>M / FI</td>
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<td>M / FI</td>
<td>F</td>
</tr>
<tr>
<td>Health</td>
<td>M / AC</td>
<td>F / N</td>
<td>M / AC</td>
<td>F / N</td>
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</tbody>
</table>

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Written Rationale for Responses Other Than “M”

Physical Education

Add additional fitness and wellness classes on the Fremont campus with emphasis on evenings and weekends. These courses will enhance our current offerings. Continue to expand the curriculum offering for courses related to fitness and wellness including special populations (seniors, obese & disabled). These courses will advance the development of the Ohlone Fitness Center that currently provides students, faculty and staff with educational opportunities that lead to better health and fitness.

There are no facilities at the current Newark site to offer a health, fitness and physical education curriculum. A top priority is to develop a fitness and wellness center similar to the one developed on the Fremont campus. The fitness and wellness center concept has been popular with the students and local community.

Health

The Health curriculum will add or revise courses to meet the needs of our students and community. This will provide students with additional options for courses acceptable towards meeting the AA/AS degree requirements.
Additional Recommendations

Physical Education

Add additional full-time faculty that can instruct in health, fitness, and group exercise courses.

FI: The tennis courts are in need of resurfacing and repair.

Athletics

Work with the District and Ohlone Foundation to develop partnerships with corporations for funding to improve athletic facilities and programs. Replacement of the gym floor is a top priority. The baseball field has an inadequate drainage system. This creates a hardship on the intercollegiate program having to reschedule games and rearrange their practice scheduling waiting for the field to dry.

Health

Add additional staff and/or reassign current staff as classes are developed.
# Educational Master Plan for Curriculum and Instruction
## Fine and Performing Arts

<table>
<thead>
<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
<th>Program Location</th>
<th>Long Term (6-10 yrs)</th>
<th>Program Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>M, AC</td>
<td>F,N</td>
<td>AC, FI</td>
<td>F,N</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>M, AC, FI</td>
<td>F</td>
<td>M, AC, FI</td>
<td>F</td>
</tr>
<tr>
<td>Interior Design</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Photography</td>
<td>AC ,FI</td>
<td>F</td>
<td>AC, FI</td>
<td>F</td>
</tr>
<tr>
<td>Music</td>
<td>AFP</td>
<td>F</td>
<td>AC, Fi</td>
<td>F,N</td>
</tr>
<tr>
<td>Radio/TV (New name: Broadcasting)</td>
<td>AC,FI</td>
<td>F</td>
<td>M,FI</td>
<td>F</td>
</tr>
<tr>
<td>Theatre/Dance Entertainment Design Tech.</td>
<td>FI</td>
<td>F</td>
<td>M,FI</td>
<td>F</td>
</tr>
</tbody>
</table>

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### Written Rationale for Responses Other Than “M”

**Art** – AC: expand core studio courses and academic courses at Newark. FI: Expand studio facilities at Newark and Fremont.

**Graphic Arts** – FI: replace old computers in room 4104B, keep equipment and software current.

**Interior Design** – M : Establish enrollment parameters or benchmarks for continuation of program. FI: Expand studio facilities at Fremont.

**Photography** – FI: Stay current with digital technology. Establish digital photography lab.

**Music** – L: evaluate connections among current core music major classes, student needs, and career/transfer trends in this field; AFP: new program in commercial music; FI: new pianos, new choral risers; AC: expand general ed. music offerings at Newark.
Radio/TV (new name: Broadcasting) – FI: replace obsolete equipment—this industry is going digital and automated.

Theatre/Dance – AFP: new courses for Entertainment Design Technology program; FI – high tech. equipment for Entertainment Design Technology, acquire any stage equipment still not purchased from the items cut from the Smith Center construction budget due to cost overruns.

Additional Recommendations

It is likely that TV and Graphic Arts may need to add courses as the technology advances. Add Instructional support (other hourly and student help at Fremont and Newark).
Educational Master Plan for Curriculum and Instruction
Health Sciences

<table>
<thead>
<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
<th>Program Location</th>
<th>Long Term (6-10 yrs)</th>
<th>Program Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nursing</td>
<td>M / Fi</td>
<td>F</td>
<td>AC</td>
<td>N</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>M / Fi</td>
<td>F</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>M / Fi</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>R / Fi</td>
<td>F</td>
<td>DP</td>
<td>N</td>
</tr>
<tr>
<td>Allied Health</td>
<td>R / Fi</td>
<td>F</td>
<td>M</td>
<td>N</td>
</tr>
</tbody>
</table>

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Written Rationale for Responses Other Than “M”

REGISTERED NURSING: AC in 6-10 year plan means to increase enrollments by 50% if space and support services are available at either site. Space at Fremont site is unacceptable for growth and is problematic with current enrollments. The current storage space is unacceptable.

RESPIRATORY THERAPY: M means to increase enrollments to numbers the program was originally designed to handle. Space on Fremont campus is unacceptable for long-term growth and is currently problematic for skills lab learning. Storage is unacceptable.

PHYSICAL THERAPIST ASSISTANT: M means to increase enrollments to numbers the program was originally designed to handle. Current space in unacceptable in lab to accommodate an increase to 32 students.

MEDICAL ASSISTING: program is on moratorium depending outcome of bond in 2002-03. If the bond passes this program will be discontinued and partnership formed with Chabot MA program.

ALLIED HEALTH: R was assigned as many courses in AH support the MA major. With MA on moratorium enrollments have dropped and courses have been canceled. Enrollments are down in phlebotomy and new regulations require program accreditation. Future program development depends on achieving accreditation, locating a lab that meets OSHA requirements, and promotion; employment opportunities are strong in the future.
Educational Master Plan for Curriculum and Instruction  
Language Arts

<table>
<thead>
<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
<th>Program Location</th>
<th>Long Term (6-10 yrs)</th>
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<tr>
<td>English</td>
<td>M, AC</td>
<td>F N</td>
<td>M, AC</td>
<td>F N</td>
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<tr>
<td>Foreign Languages</td>
<td>M, AC</td>
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<td>M, AC</td>
<td>F N</td>
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<tr>
<td>Journalism</td>
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<td>F N</td>
<td>M, AC</td>
<td>F N</td>
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<tr>
<td>Speech</td>
<td>M, AC</td>
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<td>M, AC</td>
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</table>

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Written Rationale for Responses other than “M”

**Language Arts at Newark Center**

Among the new program directions under development is an expanded English as a Second Language program at the Newark Center. Such an expansion will require larger facilities to accommodate the growing number of students. The College also has an increased emphasis on foreign languages. With ESL and language arts as one of its focal points, a new NOC would allow for the construction of state-of-the-art laboratory facilities for language instruction of all types. Adjoining space would allow for maximum usage of space by all the language arts programs. Since a full complement of English classes will be offered, lab space will be needed for students to complete their assigned reading and writing lab assignments. Space should also be available for tutoring in order to enhance student success. Overall, the ESL Center and Language Lab/English Learning Center in Newark should be as large as the combined Reading and Writing Labs on the Fremont campus.

**English**

As the College strives for more growth in general, it would be natural for there to be an increased need for core courses such as those found in the English Department. Additional developmental and transfer-level courses would make use of the expanded facilities in the Instructional Computing Center. Further, as the College contemplates an expanded center in Newark, it is likely that there would be increased demand and capacity for English courses and lab programs.
Speech

The Speech Communications area will adjust course offerings appropriately to meet the needs of our students and the community. A very high priority for the department is to develop a Speech Lab where students can begin to develop video portfolios that may be used as part of the interviewing process for jobs in many firms.

Journalism

The journalism program needs to obtain adequate space to conduct staff meetings for the Monitor and provide a computer-writing lab for the beginning news-writing course. Future plans include modifying the curriculum for Mass Media and Society and expanding Journalism 101A to include writing for broadcast and online media.
### Educational Master Plan for Curriculum and Instruction
#### Math-Sciences-Engineering

<table>
<thead>
<tr>
<th>Program</th>
<th>Short Term 1-5 yrs</th>
<th>Program Location</th>
<th>Long Term 6-10 yrs</th>
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<tbody>
<tr>
<td><strong>Anthropology</strong></td>
<td></td>
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<tr>
<td>Physical/Cultural Anth</td>
<td>AC</td>
<td>F</td>
<td>AC</td>
<td>F/N</td>
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<td>Field Archaeology</td>
<td>AFP, FI</td>
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<td>M</td>
<td>F</td>
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<tr>
<td><strong>Astronomy</strong></td>
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<td>F</td>
<td>AC</td>
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<tr>
<td><strong>Biological Sciences</strong></td>
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<td></td>
</tr>
<tr>
<td>General Ed Biology</td>
<td>AC, FI</td>
<td>F/N</td>
<td>AC</td>
<td>F/N</td>
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<td>Phys/Cultural Geog</td>
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<td>F/N</td>
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<td>Worlds Nations</td>
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<td>F</td>
<td>AC</td>
<td>F/N</td>
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<td><strong>GIS—Geographic Information Systems</strong></td>
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<td>AC</td>
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<tr>
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<tr>
<td>GE/Allied Health Physics</td>
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<td>AC</td>
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<td>Life Sci Physics</td>
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<td>Engineering Physics</td>
<td>AC, FI</td>
<td>F</td>
<td>M</td>
<td>F</td>
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<tr>
<td><strong>Physical Science</strong></td>
<td>L, FI</td>
<td>F</td>
<td>AC</td>
<td>N</td>
</tr>
</tbody>
</table>

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- **N** Newark
- **HS** High School
Written Rationale for Responses Other Than “M”

Laboratory Sciences at OCFC—A general note: All science laboratory facilities at the Ohlone College Fremont Campus must be repaired and modernized during the next five years to address safety concerns and to enable the college to maintain and improve the quality of laboratory experiences we offer our students. Refer to the M-S-E Division Strategic Plans for a more detailed listing of laboratory improvements that are needed.

Anthropology
The Anthropology Department should increase in course and program offerings during the next 10 years. A Physical Anthropology Laboratory will be added during the next two years. A Certificate of Completion in Field Archaeology will be implemented during the next year. Anthropology sections will be added to accommodate student and program needs at OCNC.

Astronomy
The Astronomy Department should be maintained, with the exception of the addition of sections to be offered in the new Physical Science Laboratory planned for OCNC.

Biological Sciences
The Biological Sciences Department should be maintained, with the exception of additional General Education courses to be developed and offered at OCFC and OCNC. Additional GE Biology courses will be offered in the new Life Sciences Laboratory planned for OCNC.

Biotechnology
Additional courses will be developed and offered in the Biotechnology Certificate program as general field and employer needs change during the next 10 years. For example, a new course in Bioinformatics will be developed and offered during the next two years. The field of Biotechnology is undergoing tremendous growth and change as the data from the Human Genome Project are analyzed. Some of the lecture and computer-based courses in this program will be offered on the new OCNC campus in 5 years.

Environmental Studies
The Environmental Studies Program will develop and grow during the next 6 years, with the development of new courses, certificates, programs and degree options. Location of the full Environmental Studies Program at the new OCNC site will permit ES students access to, and experience in, marsh and wetlands restoration projects.

Chemistry
The Chemistry Department should be maintained, with the exception of the development of new courses in GE and/or Allied Health Chemistry during the next two years. New sections of GE/Allied Health Chemistry are planned for the new Physical Science Laboratory at OCNC within 5-6 years.

Engineering
The Engineering Department should be maintained with the exception of the increased offerings of Engineering outreach courses in our local high schools. In addition, the department strives to continue to work collaboratively with Engineering Departments of local universities such as CSU Hayward and San Jose State University to offer upper division Engineering courses at the OCFC and/or OCNC sites.

Geography
The Geography Department will increase its course and section offerings during the next 5 years at both the Fremont and Newark campuses. The department plans to offer additional courses in Geography in the new Geography/Geology Laboratory planned for OCNC.

**Geographic Information Systems (GIS)**
A full program in Geographic Information Systems (GIS) is being developed, and a Certificate of Completion in GIS will be offered during the next year. The GIS program will be moved to the new OCNC site during the next 6 years.

**Geology**
The Geology Department should be maintained, with the exception of Oceanography, which will also be offered in the new Physical Science Laboratory planned for OCNC within the next 6 years.

**Mathematics**
The Mathematics Department should be maintained, with the exception of additional Self-paced math sections that are planned for the next year as the new computerized classrooms open in Hyman Hall during Spring 2002. Collaborative work with local high school districts (i.e., FUSD and NUSD) will result in an increase in the number of math sections offered at area high schools.

**Physics**
The Physics Department should be maintained, with the exception of increased sections in Engineering Physics during the next 3 years. The Physics faculty is presently working on revising the Life Science Physics curriculum. General Education/Allied Health Physics will be offered on a limited basis, dependent upon enrollment increases in the Respiratory Therapy Program.

**Physical Science**
The Physical Science Program will be placed on hold and not offered until an interdisciplinary team of faculty (i.e., physics, geology and chemistry) can complete a curriculum review and revision. A revised Physical Science course is scheduled to be offered in the new Physical Science Laboratory planned for the new OCNC site in 6 years.
### Educational Master Plan for Curriculum and Instruction

#### Social Sciences

<table>
<thead>
<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
<th>Program Location</th>
<th>Long Term (6-10 yrs)</th>
<th>Program Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice</td>
<td>AC</td>
<td>F/N</td>
<td>AC</td>
<td>F/N</td>
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<tr>
<td>Consumer Family Sciences</td>
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<td>F/N</td>
<td>M</td>
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</tr>
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<td>Chicano Studies</td>
<td>M</td>
<td>F/N</td>
<td>M</td>
<td>F/N</td>
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<tr>
<td>Early Childhood Studies</td>
<td>AC</td>
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<td>AC</td>
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<td>Education</td>
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<td>M</td>
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<td>History</td>
<td>AC</td>
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<td>Philosophy</td>
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<td>Political Science</td>
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</table>

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### Written Rationale for Responses Other Than “M”

**Administration of Justice**: Add courses to reflect the needs of the community and students.

**Early Childhood Studies**: Develop a teacher education program to meet the needs of students and the new State of California student/teacher ratio in primary grades.

**Psychology**: Develop courses, certificate, and an AA Degree to broaden courses in psychology and to improve the program for transferring students who want to major in psychology.

**History**: Add courses to reflect the needs of the community and students.
Educational Master Plan for Curriculum and Instruction

Workforce Development

<table>
<thead>
<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
<th>Program Location</th>
<th>Long Term (6-10 yrs)</th>
<th>Program Location</th>
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<tbody>
<tr>
<td>Contract Education</td>
<td>AC N</td>
<td>AC N</td>
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<td>Community Education</td>
<td>AC N</td>
<td>AC N</td>
<td></td>
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<td>One Stop Center</td>
<td>AC N</td>
<td>AC N</td>
<td></td>
<td></td>
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<tr>
<td>Student Employment</td>
<td>AC F</td>
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</table>

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Written Rationale for Responses Other Than “M”

**Contract Education**: With two new program managers and the abundance of companies in the Fremont-Newark communities, it is expected that the contract education program will grow in both the short term and long term. In addition, there will be a focus on obtaining more funding from economic development grants from the Chancellor’s Office and other sources to supplement the administrative expenses of the Workforce Development Division.

**Community Education**: Over the last three years, we have tried several different approaches to growing the community education program and discovered certain niches including the Academy patterned after the Ohlone for Kids program and in on-line community education courses. Space continues to be an obstacle to overcome in expanding our regular community education courses.

**One-Stop Center**: As the One-Stop Center continues, there will be additional programs that will be added, based on the economy fluctuations and any new needs that arise to place people in the workforce. The One-Stop Center will expand its program development within the College's Business & Technology Division. This will include development of career ladder programs in Information Technology. The One-Stop Center will also expand its work with the Health Sciences Division in the area of career ladder programs.
**Student Employment:** As the Ohlone student population grows and the Student Employment functions are institutionalized at Ohlone, new services from Student Employment, as well as an increased number of work-experience programs, will need to be put into place.
**Educational Master Plan for Curriculum and Instruction**
*Learning Resources and Instructional Technology Division*

<table>
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<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
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<th>Program Location</th>
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<td>Distance Education/Instructional Technology</td>
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<td>Tutorial Services</td>
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</table>

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**Written Rationale for Responses Other Than “M”**

- For all LRC services, space will be needed at the proposed OCNC: library, media, instructional technology, distance education, and tutorial services. For that reason, AFP is shown for all.
- A starting collection of equipment and library materials (such as books, periodicals, databases, videos, computers, printers, furniture) will be needed for the proposed OCNC.
- The LRC seeks to increase distance-learning opportunities for students, and to encourage and support more faculty to use technology in teaching.
- At the Fremont campus, the LRC needs a full renovation.

**Additional Recommendations**

- For the proposed OCNC, the following new library positions will be required: two faculty librarians, three library support staff, and twenty-five hours of part-time librarians. Also, a classified Tutorial Services Coordinator will be needed.
- Both campuses need to continue to increase faculty and student access to multimedia equipped classrooms.
- Both campuses need a networked, integrated multimedia system for foreign language learning, ESL, and other disciplines.
- The OCNC will need full videoconferencing capability and a faculty instructional laboratory.
- To support increasing distance learning opportunities, additional staffing including a Web Graphics Technician, Web Courseware Specialist, and Instructional Designer will be needed.
Educational Master Plan for Curriculum and Instruction
Counseling Department

<table>
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<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
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<td>Career/Transfer Center</td>
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<td>AC/FI</td>
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<td>Assessment</td>
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<tr>
<td>Personal Development</td>
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</table>

Legend

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Written Rationale for Responses Other Than “M”

Matriculation Counseling

- Increased staffing will be needed to maintain a desirable ratio of counselors to students as well as meet the demand for clerical support by faculty members who coordinate various programs within the counseling department.
- More modernized and larger space is desirable for improving services and department collaborations.
- Electronic scheduling system for counselors to improve delivery of counseling services which is also internet accessible.
- Electronic database/internet access kiosks for students to view their academic records, educational plans and schedule appointments.
- Improved technological equipment as counselors rely heavily on computers and printers.
- Funding and staffing to develop an electronic and interactive alternative to in-person group orientations (on CD-ROM / Video or Web CT / Internet).
Career/Transfer Center

- Increased space and staffing will allow the collaboration between the Career Transfer Center and Student Employment to offer seamless services to students seeking career information and job search skills and work experience.

Assessment

- Computer stations and increased physical space will be needed to accommodate the growth rate of new students and facilitate the assessment process.

Personal Development

- New Personal Development Courses will be developed and added while the need for certain classes may be eliminated as the content area will be absorbed into one of the new courses.

Additional Recommendations (FI)

- Overall, it is very important that the counseling department services be accessible to students both in-person and electronically which is why the physical space, location and equipment will require improvements within the next 5 years and beyond due to expected growth.
Educational Master Plan for Curriculum and Instruction
Admissions and Records

<table>
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<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
<th>Program Location</th>
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<th>Program Location</th>
</tr>
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<td>Web based – service development</td>
<td>AFP</td>
<td>FREMONT</td>
<td>M</td>
<td>ALL</td>
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<tr>
<td>Move to Electronic vs. Paper Records</td>
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<td>FREMONT</td>
<td>M</td>
<td>FREMONT</td>
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<tr>
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Legend

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<th>Code</th>
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<td>M</td>
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<td>Facility / Equipment improvements or renovations</td>
</tr>
<tr>
<td>F</td>
<td>Fremont</td>
</tr>
<tr>
<td>N</td>
<td>Newark</td>
</tr>
</tbody>
</table>

Written Rationale for Responses Other Than “M”

Web based services provide students a huge increase in access to information, planning tools and convenience. Offering web-based applications eases data input and staff time and allows the full time staff to shift efforts away from data entry and more towards personal service.

The addition of electronic vs. paper student records add to the above convenience factor by including scanned copies of transcripts, petitions, letters, etc. and the ultimate elimination of most student paper files. This increases access through our computer system and cuts down on vault maintenance, upkeep and space. This will cut down on costs and staff time.

As the college expands its course offerings, and possibly campus site to Newark, a full service A&R office needs to be in place to serve a larger student body. This will be possible because of a fully automated system which has all student records on line for access by counseling and A&R staff at both campus sites.

Additional Recommendations
To accommodate for a drastic shift in the workflow, from manual entry to automated services, the A&R staff job descriptions will change significantly. The need for higher-level technical skills, maintenance of the automated system, and direct customer service will increase. This shift in roles will necessitate an organizational review as well as auditing each position within this office.
**Educational Master Plan for Curriculum and Instruction**

**Extended Opportunity Program & Services (EOPS)**

<table>
<thead>
<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
<th>Program Location</th>
<th>Long Term (6-10 yrs)</th>
<th>Program Location</th>
</tr>
</thead>
<tbody>
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<td>Pathways Project</td>
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</tr>
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<td>Peer Mentoring</td>
<td>AFP</td>
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</tr>
<tr>
<td>On-Going Workshops</td>
<td>AC</td>
<td>F</td>
<td>AC</td>
<td>F,N</td>
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**Written Rationale for Responses Other Than “M”**

THE EOPS (Extended Opportunity Programs and Services) is a retention-based program that is designed to assist students by providing special support services over, above and beyond the services offered by the college. It is a program that identifies, recruits, places, and retains students who are affected by language, social and economic barriers.

The Peer mentoring program is a new service, which would allow students to take a leadership role as it, relates to the EOPS program & will increase interpersonal skills. Presently, the service does not exist, but will be added Fall 2002.

More workshops will be designed and implemented for the EOPS students. Presently more workshops are geared to the CARE program, due to it's smaller size.
### Program Offered

<table>
<thead>
<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
<th>Program Location</th>
<th>Long Term (6-10 yrs)</th>
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</tr>
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<tbody>
<tr>
<td>Campus Activities’ office staffing</td>
<td>M / AC</td>
<td>F</td>
<td>AFP</td>
<td>N</td>
</tr>
<tr>
<td>Recruitment &amp; Student Ambassador Program</td>
<td>M / AC</td>
<td>F</td>
<td>AC</td>
<td>N</td>
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<td>Leadership Training &amp; Involvement</td>
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<td>AC</td>
<td>AC</td>
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<tr>
<td>Opportunities</td>
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<tr>
<td>Major campus programming</td>
<td>M / AC</td>
<td>F</td>
<td>AC</td>
<td>N</td>
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<tr>
<td>Students’ access to information &amp;</td>
<td>M</td>
<td>AC</td>
<td>AC</td>
<td>N</td>
</tr>
<tr>
<td>activities</td>
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<td>Commencement (graduation) Ceremonies</td>
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<td>Campus Activities’ Staff’s Professional</td>
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<tr>
<td>Development</td>
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<tr>
<td>Campus Activities’ Staff Equipment/Furniture</td>
<td>FI</td>
<td>F</td>
<td>FI</td>
<td>N</td>
</tr>
</tbody>
</table>

### Legend

- **M**: Maintain existing courses / programs / services
- **L**: Limit courses / programs / services offerings to selected conditions
- **AC**: Add course(s) / services within a program
- **AFP**: Add a full program of offerings or services
- **R**: Reduce course(s) offered in this discipline
- **DP**: Delete program / services offered in this area
- **D**: Delete inactive courses
- **FI**: Facility / Equipment improvements or renovations
- **F**: Fremont
- **N**: Newark

### Written Rationale for Responses Other Than “M”

**Campus Activities’ office staffing:**

**Short Term:** The office of Campus Activities and Recruitment needs to have additional personnel. In less than two years the responsibilities of the office have been increased with no further support monetarily to hire. Although Partnership for Excellence funds provided for a one-semester, part-time Recruitment Coordinator, a full-time Campus Activities Assistant Director would considerably improve the services of the office.

**Long Term:** With increased enrollment and a permanent site for the Newark Ohlone Center, there is a possibility that there would be a need for at least a part-time Campus Activities Assistant Director.
Recruitment & Student Ambassador Program:
**Short Term:** It would be greatly appreciated if the institution would support the Recruitment efforts, including the Student Ambassador program with funding directly from the district, rather than preparing Partnership for Excellence requests each spring.
**Long Term:** With increased enrollment and a permanent site for the Newark Ohlone Center, it would be wise to prepare recruitment programs for the site.

Leadership Training & Involvement Opportunities, as well as Major campus Programming:
**Short Term:** With additional staff, the office of Campus Activities can expand the opportunities for leadership/involvement and major campus programming for students.
**Long Term:** With increased enrollment and a permanent site for the Newark Ohlone Center, and at least a part-time Campus Activities Assistant Director, opportunities can be increased at the site, as well.

Students’ access to information & activities:
**Short Term:** With additional staff, the office of Campus Activities can expand upon the website, event/information publicity, and investigate how to improve access.
**Long Term:** With the possibility of at least part-time staff at the Newark Ohlone Center, the office of Campus Activities can expand upon the current access of information venues for the site.

Campus Activities’ staff’s Professional Development:
**Short Term:** Further training for the Director and Senior Office Assistant on the production of student life/Campus Activities website would also strengthen the publicity of the office among current and potential students, staff, and faculty. In addition, staff would learn new theories, techniques, and modern office equipment skills.
**Long Term:** This could also be offered to any Newark Ohlone Center staff.

Campus Activities’ staff Equipment/Furniture:
**Short Term:** Staff is currently housed in an area that is insufficient for space and storage. Should the bond pass, the new Student Center will better accommodate that staff space, but then new equipment will need to be purchased (desks, bulletin boards, etc).
**Long Term:** Space and furniture would need to be provided on the Newark Ohlone Center for the possible additional staff.
**Educational Master Plan for Curriculum and Instruction**

**Student Health Center**

<table>
<thead>
<tr>
<th>Program Offered</th>
<th>Short Term (1-5 yrs)</th>
<th>Program Location</th>
<th>Long Term (6-10 yrs)</th>
<th>Program Location</th>
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<tr>
<td>Student Health Center</td>
<td>M/AC</td>
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<td>M</td>
<td>N/F</td>
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<td>Comprehensive Mental Health Program</td>
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<td>Vision Care</td>
<td>AC</td>
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<td>N/F</td>
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**Legend**

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**Written Rationale for Responses Other Than “M”**

Ohlone Student Health Center provides primary care, health, and wellness programs to students through a collaborative effort with Washington Township Hospital.

Move current Fremont Campus Student Health Center into new student services building—need more space for growth and expansion of services
Move current portable Fremont Campus health center to Newark or build new space in new center
Contract with UCB to do vision exams on campus. Will need designated room to keep equipment and supplies for provider.
Through grant money purchase ash trays for parking lots and signage for campus designating smoking areas in parking lots
Comprehensive Mental Health Program—Continue with part-time MFT to coordinate mental health program with CSUH MFT interns. Interface with academic counseling department on campus.

**Additional Recommendations**

The health center had contact with over 19,000 students in 2000/2001. If growth continues we will need at least 2500sq. feet in the new building to accommodate all the services and employees.
The Newark student health center needs more space in order to provide confidential primary care services.
REFERENCE MATERIALS


Evergreen Valley College. Evergreen Valley College Educational Master Plan for Curriculum and Instruction. San Jose, California: San Jose/Evergreen Community College District. February 1996.


Ohlone College. *Ohlone College Strategic Plan.* Fremont, California: Fremont-Newark Community College District. January 2000 and 2001


Research and Analysis Unit. *Important Trends for California Community Colleges, Sacramento, California:* Chancellor’s Office California Community Colleges, April 1998.