Welcome!

I trust you all had enjoyable holidays and a little time to rest during the break. I’m happy to be back and I’m looking forward to a good year. Things are looking up!

**Introductions**
I’d like to welcome our good friends, the Ohlone College Foundation Board members. Please stand. Thank you for supporting our students and programs.

We also have Chris Snyder and the Fremont College Connection students here today. Please stand so we can say hi.

And all the way from the SISO Institution in Suzhou, China, we have three Chinese instructors and the Director of International Programs. Thank you for coming.

**Board of trustee members**
We also have Ohlone College Board Members, Trustee Vivien Larsen, Trustee Jan Giovannini-Hill, Student Trustee Kevin Feliciano, and the newest member of our board, Trustee Ann Crosbie. Please stand. Thank you for being here.
And I recently received an e-letter from Trustee Colonel Garrett Yee, who is serving in Afghanistan. I am happy to report that he is well.

**New Faces at Ohlone--Spring 2012**
I have a few new additions to the Ohlone family I would like to welcome today.

- **Suporn Chenhansa**
  Workforce Investment Act Eligibility Coordinator

- **Dwayne Myers**
  Job Placement Specialist/Interpreter

- **My Linh Nguyen**
  Student Services Assistant

- **Barbara Richardson**
  Community Education Service Specialist, and

- **Alex Lebedeff**
  Director of Purchasing, Contracts, and Auxiliary Services

Welcome to Ohlone!
And we have a couple of promotions.

- **Sherri Medeiros**  
  Account Technician IV

- **Lea Witmer**  
  Account Technician IV

Congratulations!

My speech today is divided into two parts. The first will be the State of the College Now, based on the facts of our current situation. The second will present a vision of the State of the College Five Years from Now in two thousand seventeen (2017).

**PART 1, THE STATE OF THE COLLEGE NOW**

Last month I sent you a memo that described how we are doing halfway through the band-aid year and some staffing steps I intend to take this year and next.

These changes aim to strike a balance between maximizing resources and maintaining quality. To come to the conclusion on what changes to make, I asked for input from Student Services and Academic Affairs and invited any others to offer suggestions as they wished. From that process I received dozens of good ideas, many of which I applied to the new structure. Although other suggestions would make excellent enhancements, they involved added staff time or other resources. I promise to keep the list of ideas for future application as we move into better times. In the meantime, however, ongoing net savings from the new structure will total approximately $400,000 annually. No compensation has been offered for deans or VPs taking on extra duties other than those promoted to new positions.

Ohlone has done a good job of reducing expenditures since 2007-08, and the $400,000 represents just a part of our cost saving measures. Despite increasing costs in many areas that we do not control, last year’s expenditures were over a million dollars less than they were in 2007-08. Most of this reduction has come from salary savings from retirements, but of course salaries and benefits make up 86% of our budget. It’s difficult to make significant cuts from the other 14% because most of those costs are fixed.

I want you to know that I looked at all aspects of the college operation to determine where we could save. I also reviewed administrative staffing levels of other colleges to get a sense of what could be done and found that we are lean in administrators in some areas, for example in Academic Affairs. Therefore, instead of reducing managers in those areas, I redistributed workload more evenly as you recommended.
As always, we will have to check in to determine how this new structure is working. I will address any areas where we see problems occurring. In the meantime, I have made the following changes:

**Counseling and International Programs & Services**
The Director of International Programs & Services, Eddie West, will take on the position of Dean of Counseling and International Programs and Services. This change will require the Coordinator of the English Language Institute, Bill Sharar, to become Director of International Programs and Services, but the coordinator position he will vacate will not be replaced. Our international programs are very important to us, so some shoring up will need to occur to ensure they continue to flourish. Changes will take effect February 15.

**Admissions & Records and Research & Planning**
The Dean of Research & Planning, Mike Bowman, will add responsibility for Admissions and Records to his existing assignment. Debbie Trigg, the Director of Campus Activities & EOPS, who has supplied oversight for A&R since summer, will continue to work with students and staff, back up Mike when he is researching, and aid through the transition. Kimberly Robbie, the Director of Curriculum & Scheduling will take over articulation. These changes will also take effect February 15.

**Academic Divisions**
We will replace the two retiring deans in Academic Affairs with a Dean of Language and Communication and a Dean of Science, Engineering, and Math, to fill the vacancies resulting from Mikelyn Stacey’s and Ron Quinta’s recent retirements. There will be a significant redistribution of disciplines across divisions. These changes will go into effect July 1. Mikelyn and Ron will help through the spring semester.

**Bond**
A Director of Modernization, a 100% bond-related position funded by Measure G, will replace the Executive Director of Facilities position. Don Eichelberger is filling in in this capacity until we can hire.

**Foundation**
I had hoped to hire an Executive Director for the Foundation by this time. However, we have decided to extend the search to attract a larger pool of applicants. In the meantime, I have asked Patrice Birkedahl to oversee the operation as interim. Dave Smith will provide expert assistance in a volunteer capacity.

**Administrative Services**
We just completed an unsuccessful search for the Vice President of Administrative Services, so we have re-advertized the position for spring. The reporting for IT, Security, Purchasing, and Payroll will be determined when the VP is hired. The reporting structure will remain as is until then.
I want to thank again all of the managers, staff, and faculty who have been working so productively during this period of short staffing. Not only have several managers taken on extra assignments, their support staff have responded to the resulting balancing acts with ease and grace. I realize that when managers are spread more thinly, there are impacts that are not always tangible. Our staff has remained upbeat and uncomplaining. The same is true for faculty. Thank you for your contributions and for your ability to smile through these challenges. The attitude you exhibit is just one more example of how we do things at Ohlone.

I also want to repeat my thanks to all of you in Student Services and Academic Affairs who took the time to share your ideas with me on how we could make Ohlone even better. In the 27 pages of input I received, I learned a lot about how we could enhance what we are doing. Thank you again.

**Governor’s Budget**

Because of the recent economic problems in the state and the country, there has been a seeming disconnect between the passage of Measure G and the future outlook for the college. I want you to recall what I told you a couple of years ago about cycles. This is the fourth one I have experienced during my career. If you read this slide as intended, year zero represents 2007, and year 8 represents 2015. The red line is the current economic cycle. We are now beginning year 5 of this prediction.

Last week I attended the Budget Workshop for chief business officers sponsored by the Chancellor’s Office and the League. Also present were representatives from the Department of Finance. The purpose of the workshop was to provide preliminary interpretation on how the Governor’s January budget proposal for 2012-13 would impact the community colleges, but all speakers agreed that the economy is turning around. That is consistent with the prediction portrayed in the slide. The trend is upward from now on, and the chance of a double dip recession is behind us. You can see from the slide that the downturn was much more dramatic and long lasting than the others I have experienced—represented by the other lines, but the pattern is the same. There is light at the end of this tunnel!

I know each semester I have said things are going to get better. Now we have good evidence that the state’s economy is improving. The state deficit has been reduced significantly; instead of $26 billion, it is predicted to be down to $5.1 billion next year. Additionally, we are carrying into 2012-13 a $4.1 billion deficit from the current fiscal year. So, the deficit for next year is $9.2 billion. And that amount dwindles to $1.9 billion by 2014-15.

These predictions are reflected in the Governor’s budget proposal, which was released a little earlier than planned this year, providing the opportunity for preliminary analysis in time for this speech. In it he proposes to fill the $9.2 billion deficit with a combination of a tax initiative to be voted on in November, and cuts, mostly to Health and Human Services. If the tax initiative passes, community colleges would not be cut, and in fact a temporary 4% annual increase to community colleges from 2013-14 through 2015-16 is proposed.
The tax money would not provide any additional program funds for us next year, however; instead, $218 million would be applied to buying back the $961 million in apportionment to the community college system that the state has deferred over the last several years. The only direct benefit to colleges would be to reduce borrowing costs for colleges that have had to borrow to stay afloat. We haven’t. The proposal includes consolidation of all categorical programs to allow districts flexibility to use this money for any categorical purpose and a small block grant to pay for the backlog of expenses the colleges have incurred in implementing state mandates. There is no new funding proposed for growth, COLA, or restoration of the categorical programs that were reduced in the 2009-10 budget. As you may be aware, student fees will increase from $36 to $46 per unit beginning this summer. On the bright side, there is no proposed increase to student fees in the budget proposal beyond the $46 per unit level.

Now, if the tax initiative fails, we will be in for midyear cuts--again. Like the year we are in, the Governor has identified automatic trigger reductions. This year’s triggers depended on whether the amount of revenue coming in to the state was at or below predicted levels. The Governor’s proposal for next year is dependent on the tax initiative passing. Without the increase from taxes, Prop 98 will be reduced by $4.837 billion, and there will be an additional reduction of $2.6 billion caused by shifting non-Prop 98 bond debt service costs into Prop 98. Community Colleges would not get the $218 million in deferral buy-backs and would be cut by an additional $264 million for a total potential midyear cut of $482.3 million, or about a 5.56% enrollment reduction. This is on top of previous enrollment reductions thus further limiting our ability to offer classes for students.

Ohlone’s cut would amount to $1,955,222 or the equivalent of 428 FTES.

Keep in mind that this is January and just the beginning of the budget season. There are many more details, predictions, and caveats about the Governor’s proposal. And cuts to Health and Human Services will not be embraced easily by the legislature. Ahead of us we have six months of discussion, the May revise, passage of a final budget, and an election in November. It’s going to be another long budget year.

At this point in time, it looks as though Ohlone will plan for no tax initiative since assuming the worst case has kept us in relatively good financial condition so far. We would probably schedule for fewer FTES in fall and add sections if the tax initiative passes, and summer school for 2013 would be in jeopardy. Another 2 million dollar cut on top of what we have experienced would force us continue to downsize, and accelerate the use of our reserves. It’s too early to say how we would do that. Let’s hope we don’t have to.

As more information becomes available on the Governor’s proposal and on how this year’s midyear cuts are shaping up, I will keep you up to date through Budget Forums. The first one will be scheduled early in the semester.

Despite the continuing onslaught to our funding and our mission, Ohlone has sustained its optimism and its values. This college is special. We value life-long learning opportunities; open
access to higher education; diversity and openness to differing viewpoints; high standards, trust, respect, and integrity; teamwork and open communication; innovation; and responsible stewardship of all of our resources—human, financial, physical, and environmental.

We make decisions that are backed by these values. For instance, we have embraced sustainability, we have led the way with the Newark Center, and we are taking the next step by adding photovoltaic units to generate solar power at both campuses. We are adaptable; we respond positively to what’s around us. Over the next five years we will have plenty of opportunities to apply our values and adapt to what is happening. Some things about Ohlone will not change. We will continue to help people improve their lives; we will help strengthen the community and the economy by the changed individuals we put back into society.

We have a lot to be optimistic about. A bit like the recent deplorable but upturning state of the economy, our Fremont campus has been in an unacceptable condition but is now beginning to turn around. When we looked around us last year at this time we saw weeds, dirt, mold, flooding, cracked buildings, bad plumbing, crumbling parking lots, dark rooms, complex paths, old inaccessible elevators, and steep stairs. The unseen infrastructure was worse. Then we started to work on the campus—at first with state dollars.

**Modulars**
Now complete, we have new modulars dedicated to a safe and functional learning environment for our chemistry students. The modulars sport nice landscaping and even provide a little extra parking.

**Below Grade Water Intrusion**
Once again some of you have returned to find the campus looking a bit different from the way you left it. The Below Grade Water Intrusion project has been progressing over the break. Concrete for the stairs and ramp between Buildings 5 and 6 has been poured, giving us a better idea of how it will look when it’s finished. To date we have successfully drilled four water extraction wells in the upper area of campus and have installed three injection trenches in the lower parking lots. These components are the main focus of the project, but we have also completed the waterproofing of tunnels under various buildings, and several accessibility improvements such as new restrooms in Building 5 and improved walkways and drainage around campus. Remaining work includes completion of the Building 9 area elevator, the ramps and stairs between Buildings 5 and 6, and the rebuilding of the pond area concrete. Work should be complete this April.

**Measure G**
Our big opportunity to improve this campus lies, of course, with our bond money. A year ago, our community took the bold step to invest in the long-term future of Ohlone, even in a bad economy. They have confidence in us; they know our value to the community and their economic stability; they know our reputation for quality. They also believe Ohlone is a constant in the community and will continue to be so. We must mirror this optimism in the future. Our future is bright, and our community is counting on us.
The State situation and initiatives designed to react to it are not within our control, but our values and how we choose to respond are. And we are the ones to determine how best to apply the Measure G funds to optimize our future. We have started down that path, and we are going to make this campus an incredible learning environment. We have very high standards in our planning for accessibility, safety, functionality, infrastructure, sustainability, and aesthetics. Going forward we will do things smarter. For instance, we will design buildings that are not necessarily bigger but more efficient. We will use our space better.

We are just at the beginning of the process to develop a District Facilities Master Plan. So far
• We developed a plan for a state-of-the-art center in Newark and built a LEED Platinum campus.
• We created a Strategic Plan that includes an objective to upgrade the Fremont campus.
• We updated our Educational Master Plan for the District to provide direction for facilities planning.
• We developed and approved the Facilities Master Plan for Fremont, and it helped us document the need for improvements.
• We articulated our rationale for Measure G and gained the support of our community to provide $349,000,000 to execute our master plan.
• We wrote a Bridge Document to transition between the Fremont Facilities Master Plan and a District master plan that allowed us to draw down bond funds.
• And now we are developing a District Facilities Master Plan that accounts for the needs of the District as a whole and provides the opportunity to create a consistently high quality learning and working environment for all of our students and staff.

I know that sounds like a lot of plans, but I believe plans are vehicles to help us realize vision. Creation of an up-to-date and District-wide plan is an important and logical step to take as we begin to put our bond funds to the best possible use.
• A District plan will provide a unified educational, technological, strategic plan for the whole college; and will ensure that our facilities follow function;
• We can take advantage of the four years of experience using the Newark center to improve that facility; and
• We have new information to apply. For instance, the San Bruno gas line explosion last year has made us wary about the proximity of gas lines to both campuses and is allowing us to take them into account as we plan. And the PG&E incentive to build photovoltaic units has caused us to move quickly on our objectives related to solar.

Over the fall semester, the Facilities Committee and the operational managers have been meeting regularly, engaging in a highly collegial process with lots of dialogue and innovation to rethink our campus.
We started in September with a review of our planning process and existing plans, including existing conditions, current building space utilization, and space needs. We developed a timeline and goals, and we looked at “givens” and “variables.”

We looked at options and opportunities and identified planning precedents, for instance, likening the campus to an Italian hill town.

This process, along with an analysis of our space usage and needs and the realization that renovation of Building 1 at an estimated $37,000,000, possibly exceeding the cost of replacing it, led us to consider what buildings we should keep and what buildings would be better replaced. You can see that by eliminating the buildings already slated for replacement, plus Building 1, possibilities open up.

We thought through carefully how we wanted the campus to function—what kinds of student and staff experiences we wanted to facilitate—and came up with common themes.

Our architectural consultants listened to us and devised various schemes for building organization.

We reviewed and evaluated the possible choices. And here you see what the groups consider the most viable option. Keep in mind this is still very conceptual. The buildings you see are the right size for our space needs, but they are place holders for buildings that have not yet been designed. When that time comes, we will create user groups to assist with the design process.

In addition to the discussion around replacing buildings, the plan to renovate Ohlone’s remaining original buildings is alive and well. Renovation plans for the whole campus include seismic retrofitting, changes to make buildings and grounds ADA compliant, infrastructure renewal, and general modernization.

We plan to have a draft of the District Facilities Master Plan by March. If you are interested (or worried), a forum will take place before Board approval of the plan in April. Or you can come to the Facilities Committee meetings. They’re open to Ohlone College faculty and staff, and you’re invited. The next one is February 7 at 10:30 in room 7101. Come and be part of planning Ohlone College for the next 50 years!

PART 2, THE STATE OF THE COLLEGE FIVE YEARS FROM NOW, 2017

Now I would like to talk to you about our future, and to present a vision for Ohlone Five Years from Now in 2017.

Stating a vision for the future is exciting, but it can be a risky business because external forces can always thwart our efforts. But not having a vision is even riskier because without one we could become mired in the difficulties of the moment. And having a vision for the future is necessary if we are to engage in creating the future. As Abraham Lincoln said, “Determine that the thing can and shall be done and then we shall find the way.”
Picture yourself at Ohlone in 2017.

- We are celebrating Ohlone’s Golden Anniversary--50 years since classes began in the fall of 1967.
- The employee landscape has changed somewhat. A quarter of those who were here in 2012 have retired and we have welcomed plenty of new faces. You find yourself one of the leaders of this institution, charged with carrying on our culture and values.
- The economy has turned around and the Silicon Valley is now called Innovation Valley, leading technology and science innovation and job creation in a wide variety of fields. Ohlone is an important contributor to the area as jobs become even more knowledge based. After all, we provide knowledge.
- Our budget is balanced and reserves are at a prudent level. The Ohlone faculty and staff have a hard-earned understanding of budgeting processes and their relationship to planning.
- The total of non-apportionment income for the college is now approaching 4 million dollars a year.
- Community college funding is supporting enrollment growth. The economic downturn of 2008 to 2013 is a distant memory.
- Ohlone has fully recovered enrollment loss and has grown 5% compared to 2008, bringing us over the 10,000 FTES level. We are back on track for our average annual 1.5% growth rate, as projected in the Educational Master Plan. The increased number of students we are serving reflect improved access to higher education and service to the community—just what Measure G voters thought.

Other changes have improved student experiences, as well.

- Service is at pre-crisis levels, some by having replaced lost staff and management positions, and some through innovation.
- With the restoration of FTES we are restoring the number of full time faculty. Between 2012 and 2016, 20 faculty positions have been hired, supporting our value in the intellectual backbone fulltime faculty provide an institution of higher learning, and as a value echoed in external requirements like the 50% law and the Faculty Obligation Number.
- The “sage on a stage”--like me--traditional model of exclusively lecture-based education has given way to more collaborative and interactive forms of learning. These collaborative forms of learning smartly use the online technologies in which our “digital native” students are immersed. We find ourselves embracing this world, seeing how it stands to enhance learning.
- Paper books continue to manifest into digital books, and plans for our new library are right on top of the changes.
- With the Newark Campus nearing its 10th anniversary, we appreciate the advantages of being a single college district. We have increased integration of the Fremont and Newark campuses, and the eCampus is a center for instructional innovation we are proud of.
• The culture of accountability, demonstrated through student learning outcomes and our high performance in student achievement measures, is much stronger at Ohlone and at other colleges than before.
• We have assessed all of our course and program SLOs and used what we learned to improve learning levels for students. Our Program and Services Review process is ongoing with annual updates. The PIO process has paved the way for over a hundred program improvements, and the Ohlone College Foundation has partnered with the college to fund many of them.
• Ohlone’s reputation for delivering high quality educational outcomes is greater than ever before. This is due to our having successfully embraced the culture of accountability and assessment, and having proactively—not reactively—done so, because it’s the right and also the pragmatic thing to do.
• Our accreditation has been reaffirmed as of 2014, accompanied by a lengthy list of commendations, and our mid-term report submitted.
• As access has become more dependent on success, pressure on students to succeed has increased, intensifying their active engagement in learning.
• Interactions with local K-12 districts continue and efforts to ease the transition from high school to college has become more outcome oriented;
• Students are less and less tied, or loyal to, one institution, leading us to increase regional interaction to optimize opportunities for students;
• The State legislature and Chancellor’s Office has a brand new perspective on the system mission, touting our critical role to provide access to higher education for all of California citizens!

The Fremont campus is in the midst of a transformation. Here’s how things might look.

• We are in the middle of a lot of construction! But we are old hands at it, with ways to mitigate the inevitable noise, dust, and interruptions.
• Solar generation is in full operation at both campuses and we are pursuing the goal of being Net-Zero by 2020. One hundred percent of the energy needed to operate the Newark campus and half of the energy needed to operate the Fremont campus is produced by the sun.
• Buildings 8 and 1 have been removed and a new science center and Building 1 replacement are under construction.
• Temporary facilities have been erected on the Fremont campus for swing space. The Chemistry Modulars have been repurposed as swing space for other disciplines, as well.
• Mission Boulevard has been developed and annual lease revenue is coming in.
• We have started to see how the Fremont learning environment is being transformed, inspiring faculty and staff to actively engage in innovation in teaching and learning and institutional operations at new levels.
• Plans for addressing our biggest YELP, the stairs, are in place, including new pedestrian way-finding and parking configuration.
• Engagement is the central activity in the learning space, and the Fremont campus is becoming a social hub with lots of inviting spaces for interaction.
• We have capitalized the model Newark provides to make Fremont an even more exciting learning environment.
• We have set new standards for sustainability at both campuses and are approaching those levels.
• The target date for the full transformation for the Fremont Campus is 2020, ten years after the passage of Measure G.

Technology has continued to transform our lives and how we access information, offering an array of opportunities for innovation in student learning and services.
• Young people prefer to consume digital information via devices like smartphones, tablets, and smart TV’s, rather than laptops and desktop computers. Individuals interact with these devices via their voices, rather than typing.
• Many young people access the Internet over the air through their cell phones at faster speeds than their parents’ home DSL or cable services.
• Technology, especially consumer technology, continues to improve. These improvements are outpacing and are limited by the business models and motives of the firms affected by these technologies.
• Physical media like CD’s, DVD’s, and even USB thumb drives, are obsolete. Nearly all data and content are streamed rather than carried from one device to another.
• Data security and privacy incidents continue to be a problem. “Hacktivism” proliferates, raising awareness through disruption.
• Technology enhances learning through more realistic and media-rich simulations.
• 3-D printing is starting to reach consumers and create a range of possibilities.
• Attempts to regulate the Internet and control social media are escalating.
• We have an open or community sourced alternative to Datatel. Open sourced systems offer an alternative to those offered by for-profit corporations.

Ohlone has adapted by strategically and effectively integrating technology into teaching. We are able to keep pace with technological advances thanks to the endowment set aside from bond money for that purpose.

• Our students are more savvy about accessing education. The percentage of online and hybrid classes of our total offerings has increased. Our online courses compete with courses from universities worldwide available through open source.
• Faculty respond to a much more demanding and dedicated student both electronically and personally. Faculty are well prepared through professional development to make these learning experiences successful for students.
• More content has moved to YouTube and other social media. Faculty routinely employ social media as a main source of student interaction for on-line learners. Social networking and other online tools are utilized by our more innovatively-inclined faculty. Those faculty have also played effective leadership roles in helping other faculty learn to use these tools.
This is true not only of distance and hybrid learning, but of traditional in-person learning, as well.

**Student Services embraces a technology-oriented model of service delivery.**

- Ohlone has optimized the mix of in-person and online student services. Self-sufficient technologically savvy students are directed to self-service, online modes of help, while students who require more assistance and active support are still able to access that.
- We are intelligently connecting with our on-the-move students via smartphones and tablet computers like the iPad.
- All student records and communications are electronic and available on line in a student portfolio.
- Students are accessing their student records and other services via smartphone “apps.”
- All transcripts are produced and sent electronically.
- Education Plans and Degree Audit tools are fully functional and available to students. These functions are also linked to registration.
- Over 50% of advising and course planning is done electronically, accomplished with counselors responding to student inquiries via a Blackboard-like medium.
- The need for Computer labs (with college-provided equipment) has been replaced by student owned equipment, thus transforming our equipment needs.

**We have continued to make significant contributions to the community, the economy, and the lives of our students and staff.**

- Students graduating and transferring from Ohlone, as workers with college degrees, continue to experience the lowest unemployment rates and greatest opportunities in the job market.
- Ohlone students have earned 4,000 degrees and certificates since 2012.
- Ohlone student success, retention, and transfer rates remain among the highest in the system.
- Ohlone students have acquired key skill sets and concepts that help them succeed in the workplace.
- We continue to work with local employers to meet their needs through our existing Career and Technical Education programs, contract education, and new program development.
- Demand for technology-related and environmental-related employees is high and Ohlone has expanded those programs accordingly.
- We have partnered with local businesses to leverage our bond dollars to the benefit of Ohlone and to those business interests.
- High School students in our district continue to enroll at Ohlone through our high school to college transition programs, thus increasing their likelihood of pursuing higher education.
- The percentage of students attending fulltime has risen to 35% compared to headcount, increasing the chances of these students completing their educational goals.
- Students in our health care programs continue to pass their licensure exams at near perfect rates.
• Students participating on Ohlone athletic teams continue to receive recognition for their achievements and continue to post the highest transfer and scholarship rates among student groups.

• Student forensics teams and those participating in our performing arts program continue to receive awards and be recognized by the community; KOHL continues as an important source of radio professionals in the field.

• The number of students having the opportunity to study abroad has increased significantly.

• Since 2012 we have doubled the number of international students we serve, achieving a goal of our International Programs and Services Strategic Plan.

• We have earned the reputation as a high quality provider of innovative, international hybrid courses, which blend not only in-person and online instruction, but also engage students in California with their peers overseas. An example is our Spanish 101A course involving 15 American students in Fremont and 15 Spanish-speaking students in Chile, with 80% of the course conducted online and 20% delivered face-to-face by an Ohlone instructor visiting in Chile. Each cohort acts as conversation partners for the other, via simple-to-use, high definition web-based video chat.

• Ohlone for Kids has grown to offer 350 programs serving 1650 students.

• Ohlone continues to boast one of the most diverse student bodies among the California Community Colleges, reflecting the district’s population

• We have enhanced knowledge of the world community through continued World Forums. (These details will be sent to announcement later today.)

• We have educated and excited students, staff, and community about the value of sustainability.

• Ohlone is a model of how to base decisions on evidence, the college community accesses data routinely, and processes are familiar and apparent to the college community; participation in those processes is significant.

With this vision for the future, coupled with the support from the citizens of our district and an institutional spirit of community and collaboration, Ohlone will emerge from this current economic downturn stronger than ever. And our strength will be the foundation for another 50 years of excellence in meeting our college mission of transfer, career preparation, and basic skills; a mission that is vital to the social and economic development of our region.

“So many of our dreams seem impossible, then improbable, then inevitable.” Let’s move forward and make this vision happen.

Thank you to Sarah Daniels for creating the slides once again and to those who contributed their great predictions.