EDUCATIONAL MASTER PLAN
2020-2025
OHLONE COLLEGE
Approved, December 11, 2019
# Educational Master Plan Report Endorsement Timeline

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Senate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board of Trustees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EMP Endorsement / Approval</th>
<th>18-Sep</th>
<th>30-Sep</th>
<th>2-Oct</th>
<th>16-Oct</th>
<th>28-Oct</th>
<th>13-Nov</th>
<th>11-Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Senate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board of Trustees Approval</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Educational Master Plan Taskforce Participants Spring and Fall 2019:

- Ghada Al-Masri
- Alison Kuehner
- Narinder Bansal
- Robin Kurotori
- Bob Bradshaw
- Mark Lieu
- Lesley Buehler
- Jesse MacEwan
- Terry Exner
- Eva Munguia
- Larissa Favela
- Jeffrey O'Connell
- Robert Gabriel
- Noella Rashid
- Sara Goldware
- Lori Silverman
- Darline Gunsauls
- Keitaro Taguchi
- Laurie Issel-Tarver
- Chris Warden
- Rose-Margaret Itua
- Mary Wilhelm-Chapin
Table of Contents

Introduction 4

Foundations 4

Mission

Guiding Principles

Institutional Planning and Data Analysis 6

Environmental Scan Data Analysis

Enrollment Planning

Fulltime Faculty Position Planning

Future Directions

Related Planning: Facilities, Dual Enrollment, Noncredit

Academic Directions 21

Figures

Figure 1 - Key Assumptions Derived from the Environmental Scan 7

Figure 2 - Key Data Points Selected from the Environmental Scan 8

Figure 3 - Ohlone College Resident Fulltime Equivalent Student (FTES) Trend 10

Figure 4 - Ohlone College Student Opinion Survey Spring 2019-Online Courses 11

Figure 5 - Faculty Headcount (HC) and Positions Compared to Fulltime Equivalent Students (FTES) 13
Introduction

The Educational Master Plan (EMP) is a document that captures agreement at a moment in time on the general direction of the academic program. The EMP outlines the assumptions and observations stemming from the Environmental Scan and other data sources and provides an analysis and suggestions on what they may mean for college programming. The EMP incorporates and connects this information to other planning occurring at the college through Student Equity and Achievement; Guided Pathways; noncredit; career education; and dual enrollment planning. The EMP also provides direction to new program development and faculty prioritization. The priorities established in the EMP will serve to guide college discussions about growth, development, and resource allocation, and align with implementation strategies developed within the college’s strategic planning process in 2019-20.

As the college plans its future in the fall 2019, local trends as well as external forces such as state initiatives and funding formula changes provide the context for our work. Declines in enrollment over the last 10 years (about 20%), together with changes in the funding model used by the state, will result in reduced state revenues to the college and will necessitate that we adjust the way we operate. In order to ensure the long-term fiscal stability of the College we must realign our functions to continue providing quality education to our community.

To guide the development of this document a taskforce came together in spring 2019. The Educational Master Plan Taskforce consisted of faculty and academic deans. The group met three times in spring 2019 and three times in fall 2019. During the spring the group examined career education programs, wrote essays that provided a vision of the future of the college, and discussed enrollment planning.

Foundations

Mission

The mission provides the foundation for planning at Ohlone College. The idea of “mission” goes beyond what is written in the mission statement. The Ohlone College “mission” involves our high expectations for supporting student growth by building upon the learning, experiences and strengths our students bring to us as we prepare them for their futures. The mission statement is listed below.

Ohlone College Mission Statement

Ohlone College responds to the educational and workforce needs of our diverse community by offering high quality instruction supporting basic skills, career
development, university transfer, and personal enrichment, and by awarding
associate degrees and certificates to eligible students. Ohlone is a safe,
innovative, multicultural, and inclusive environment where successful learning
and achievement are highly valued, supported, and continually assessed.

Adopted by the Board of Trustees in December 2017

Guiding Principles

The current environment demands that the focus of college efforts is on improving
student access, retention, and completion. The Guided Pathways Guiding Principles
provide an excellent foundation for directing our work. These principles, along with
our mission, should inform the recommendations in the EMP and drive planning
efforts over the next five years. As articulated in the principles, we will help students
succeed by taking the following actions:

- Facilitating a supportive and inclusive campus culture that recognizes
diversity, encourages student expression and participation, and fosters a
sense of belonging.

- Inviting student exploration across the curriculum to ensure effective citizenship.

- Offering clear, inclusive pathways designed to support students' interests,
academic pursuits, and/or career goals, regardless of educational readiness or
part-time/full-time status.

- Promoting the use of technology that is accessible, user-friendly,
adaptable, and convenient.

- Supporting equity through robust, disaggregated, thoughtful, and contextualized
data analysis to ensure student success.

Endorsed by the Faculty Senate on February 20, 2019
Endorsed by the Guided Pathways Taskforce on February 22, 2019
Endorsed by the College Council on February 25, 2019
Institutional Planning and Data Analysis

The EMP integrates with college-wide planning processes as described in the Planning and Decision Making Handbook and specifically within AP 3250, Institutional Planning and Program Review. Planning is conducted at both the long-term strategic level and the annual operational levels and is regularly reviewed and assessed. The College Council and its subcommittees, including the Facilities and Sustainability Committee, Technology Committee, Student Equity, International Education and the Budget Committee, integrate planning into their committee work. As established in Title V, the responsibility of the Faculty Senate is to make recommendations with respect to academic and professional matters. The Associated Students of Ohlone College (ASOC) is the college group providing the student voice to college governance.

Program and Services Review

Program review is an important component of college planning. Currently, comprehensive program reviews are conducted every three years (career education programs every two years) with ongoing annual updates and assessment of Program Improvement Objectives (PIOs). Beginning in fall 2019, with the purchase of a new program review data input tool, the college will be reviewing its program review processes, starting with the questions included on the template for departmental responses.

Environmental Scan Data Analysis

A key element in college strategic planning is conducting an environmental scan of internal and external data that may assist college planning. The following is a selection of key assumptions (Figure 1) and data points (Figure 2) from the Environmental Scan that impact the educational planning environment of the college. The items below have been selected from the full list included in the environmental scan. The full Environmental Scan can be viewed on the Research and Planning web page: http://www.ohlone.edu/org/research/envscan/
Key Assumptions Derived from the Environmental Scan

District Population
• The District will witness a declining pool of residents under the age of 24, but a dramatically increasing pool of adults aged 55+.

Student Demographics:
• Students will want course choices and convenience, and they are capable of finding options elsewhere when the College cannot meet their needs.

• Students will be digital natives; their technology skills and awareness will bring expectations for technology standards and availability, and they will constantly redefine “state of the art.”

• Millennials—children born between 1982 and 2002—approach learning in new ways. Their preference is to learn with technology, with each other, online, in their time, in their place, and by doing things that matter.

Enrollment
• Enrollment is not likely to reach our base allocation (the maximum amount of enrollment the state will provide apportionment) of 8,200 resident Full-time Equivalent Students (FTES) unless there is a significant downturn in the economy.

Resources
• The funding formula will require a focus on getting students efficiently through their educational journey from first semester through degree and/or transfer.

• Ohlone College is located in a high cost of living area and financial aid funding formula proxy variables used to identify low income students do not adequately adjust the expected family contribution for this difference. The result is that Ohlone College will be under-funded compared to colleges located in lower cost areas of the state and Basic Aid districts in the Bay Area.
Key Data Points Selected from the Environmental Scan

Admissions
- In fall 2018, less than one-half of the students who completed an application for admissions enrolled in the college.
- From fall 2013 to fall 2017, Ohlone College enrolled about 20% of the 3,500 June high school graduates from schools in the Ohlone College service area.

Persistence
- In fall 2018, 70% of all degree-seeking students enrolled persisted to spring term (30% stopped attending the college).

Courses
- In fall 2018, Ohlone College offered more than 175 certificate and degree programs and had 1,150 active courses.
- In fall 2018, 60% of students enrolled in fewer than 12 units (part-time).
- In fall 2018, 23% of college enrollment was in career education courses.
- In fall 2018, 19% of the course sections run were fully online with an additional 12% offered in the hybrid format.
- In fall 2018 the student course success rate was 75.7% for all courses and 74.8% for fully online courses.
- In fall 2018 28% of students enrolled in one or more online courses.

Time to Degree
- Of the 2017-2018 Ohlone College Associate Degree Graduates (n=653), 10% finished in two years, 34% finished in three years; and 56% took longer than three years to complete the degree.
Core Strengths

Students are attracted to Ohlone College for many reasons, including the opportunity to learn new skills that lead to employment, a curriculum that leads to transfer, an environment close to home, and because it offers an affordable education option that does not generally require large student loans.

While this report focuses on academic planning, the educational program is strong because of the comprehensive support provided by other areas of the college. The college draws on the core strengths of its academic program listed below as it provides outstanding learning opportunities:

- Small class sizes compared to universities that make for a more personal educational experience are an attraction for many students;
- A comprehensive curriculum allows choices not available at other colleges;
- Purposefully designed facilities provide a supportive learning environment with opportunities for interaction (“collisions”);
- Welcoming faculty and staff provide support when needed.

Faculty (both full-time and part-time) and the curriculum are the heart of the college. Over the next five years Ohlone will need to build on its strengths to ensure that the student perception continues to be the reality. Small class sizes (compared to CSUs and UCs – generally, classes with fewer than 50 students compared to 500 seat lecture sections) and a comprehensive curriculum are strengths, but can also be challenging in a period of declining resources. Having courses that are not able to run because of low enrollment can be frustrating for students who set goals and make plans to take courses that are never offered. As noted in the Future Directions section below, Ohlone is committed to meeting student needs by working collaboratively to examine its curriculum and pathways from the lens of the student experience.

Enrollment Planning

This section includes information on enrollment trends and projections. The projections have implications for resource allocations as well as facilities.

As Figure 3 below depicts, the college is down -537 resident FTES in 2018-19 compared to 2014-15. Factors contributing to the decline include displacements caused by the construction of the new academic core buildings, a strong economy, and changes in our basic skills curriculum as required by new state regulations (making up a significant part of the drop of -75 resident FTES from spring 2018 to spring 2019). The college had 3 noncredit resident FTES in spring 2019 and anticipates that noncredit enrollment will increase steadily over the next five years.
Figure 3

Ohlone College Resident Fulltime Equivalent Student (FTES) Trend

<table>
<thead>
<tr>
<th>Term</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>5yr Chg</th>
<th>5yr %Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>612</td>
<td>591</td>
<td>730</td>
<td>724</td>
<td>716</td>
<td>104</td>
<td>17%</td>
</tr>
<tr>
<td>Fall</td>
<td>3,537</td>
<td>3,412</td>
<td>3,302</td>
<td>3,219</td>
<td>3,276</td>
<td>-261</td>
<td>-7%</td>
</tr>
<tr>
<td>Spring</td>
<td>3,755</td>
<td>3,649</td>
<td>3,650</td>
<td>3,448</td>
<td>3,373</td>
<td>-382</td>
<td>-10%</td>
</tr>
<tr>
<td>Noncredit</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7,904</td>
<td>7,652</td>
<td>7,682</td>
<td>7,391</td>
<td>7,367</td>
<td>-537</td>
<td>-7%</td>
</tr>
</tbody>
</table>

Source: 320 Reports as of October 6, 2019. Academic Year: Summer, Fall, Spring
Includes Consortium and Dual Enrollment classes.

Enrollments by Location

Another important factor for enrollment and facilities planning is our assumptions about growth at each of our instructional sites.

Fremont

As of fall 2019 the college anticipates that enrollment will grow 3% in 2020-2021 and another 2% in 2021-2022, with a portion of this growth at the Fremont Campus. This projection is based on the opening of the academic core buildings, increased marketing and outreach efforts, a focus on retention, noncredit expansion, support for online/hybrid course development, and Guided Pathways work aimed at providing more effective support to help students succeed and complete in a timely manner.

Newark

After the opening of the academic core, the general education programming that had moved to the Newark Center during the construction for the academic core buildings will return to the Fremont Campus. Newark will maintain core programs in the health sciences and technology, as well as general education courses to support the programs and community needs. The Career Center is expanding opportunities for career retraining via internships and partnerships with the academic departments to offer short-term vocational noncredit certificates. In addition, planning is underway to expand opportunities for community education courses through such programs as Ohlone for Kids.
Based on these factors we can expect Newark Center FTES (including noncredit) to account for about 20% of total FTES by fall 2025. This percentage is consistent with the figure before construction of the academic core buildings. FTES will decrease compared to current FTES at the Newark Center as general education courses move back to Fremont Campus with the opening of the new buildings.

Online

Based on current trends and Environmental Scan data, it is projected that online education will continue to grow. The college's investment in the academic core buildings demonstrates its commitment to face-to-face classes, as survey data (see Figure 4) indicates student interest in both face-to-face and online opportunities. In fall 2018, 28% of students were taking one or more fully online classes. The college has invested in professional development support for online faculty and is part of the online education initiative (OEI) which offers open seats to students outside the service area. We anticipate that online education enrollment will continue to grow and can expect it to account for about 20% of total FTES by fall 2025 (up from 15% in fall 2018). The college is committed to professional development for faculty and support for online students to maintain quality offerings as enrollment expands.

Figure 4

<table>
<thead>
<tr>
<th>Survey Response</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I appreciate the flexibility offered by online classes</td>
<td>281</td>
<td>36%</td>
</tr>
<tr>
<td>No, an occasional online class is okay, but I really want the experience of a college setting</td>
<td>268</td>
<td>34%</td>
</tr>
<tr>
<td>No, I would like more online class options, but I also want to personally interact with friends and instructors</td>
<td>239</td>
<td>30%</td>
</tr>
</tbody>
</table>
Off Campus

Currently the college offers a variety of courses in the high schools in the form of dual enrollment. Dual Enrollment is an early college enrollment opportunity allowing high school students to take college classes at their high school campus and at college campuses. Dual Enrollment is referred to as Special Admissions and is regulated under Education Code 76004 and Title 5. Under current law, Ohlone College is allowed to enroll Kindergarten-12th grade students (we limit K-9 enrollment), if they so choose, through a Special Admissions process. We anticipate this enrollment to continue to expand, especially as we begin to work with Logan High School. In addition, collaboration with the Adult Schools in Fremont, Newark, and New Haven will provide access to a population not currently served by credit offerings on campus.

Other off campus programming includes Administration of Justice and Fire Technology courses offered through the South Bay Regional Public Safety Training Consortium. This enrollment is anticipated to remain steady over the next five years and we expect that off campus FTES will continue to represent about 10% of overall FTES in fall 2025.

Projected 2025 FTES Distribution by Location

In summary, we expect the share of FTES from the Newark Center to return to levels before the academic core construction at about 20% of total FTES. We anticipate that online enrollment will increase from 15 to 20% of total FTES and that off campus enrollment will remain about 10% of total enrollment. The projection is that by 2025 FTES generation from classes at Fremont will comprise about 50% of the total FTES.

Projected growth (3% in 2020-21 and 2% in 2021-22) in enrollment will come from Fremont and Online locations. These changes will have implications across the district, including the staffing of student support services and the delivery of technology to support students and faculty.
Fulltime Faculty Position Planning

The primary interaction of students with the college is with faculty. As a result, it is important for the college to employ a highly qualified and diverse group of faculty. Doing so requires the consideration of several factors as outlined below.

The establishment and support for a strong and vibrant core of full-time (FT) faculty members are critical to the quality and effectiveness of the teaching and learning process. This is particularly true for community colleges given the unique diversity of our student body, the breadth of our mission, and the importance of our commitment to participatory governance. Leadership from full-time faculty is fundamental to participatory governance, curriculum strength, and ongoing innovation in the teaching and learning process.

As noted in Figure 5 below, the number of full-time faculty positions (including counselors and librarians) at Ohlone has dropped significantly since 2007-08 as a result of several fiscal factors including severe cuts in state funding support resulting from the national recession. The college has begun the effort to build back additional full-time faculty positions, evidenced by the number of budgeted faculty positions, and this commitment will continue over the next 5 year to the extent possible.

Figure 5

| Faculty Headcount (HC) and Positions Compared to Fulltime Equivalent Students (FTES) |
|-----------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Full-time Instructional Faculty HC           | 127 | 93 | 96 | 100 | 108 | 109 | 102 |
| Counseling and Library Faculty HC            | 21 | 21 | 21 | 20 | 19 | 19 | 18 |
| Total Faculty HC **                          | 148 | 114 | 117 | 120 | 127 | 128 | 120 |
| Budgeted Faculty Positions                   | 151 | 118 | 130 | 130 | 132 | 132 | 132 |
| Total FTES                                  | 8,728 | 8,520 | 8,286 | 8,349 | 8,046 | 7,998 | 7,998 |


** HC includes faculty on leave.

Sources: HR and 320 Reports. Academic Year: Summer, Fall, Spring

FTES includes Consortium and Dual Enrollment classes. Resident and Nonresident.
Selection of Full-Time Faculty Positions

Through the Faculty Position Prioritization Committee, the faculty and deans annually engage in a robust and college-wide dialogue on the needs of students and related programs and services. Based on this dialogue and analysis of program data, proposals for positions from the various departments, using qualitative and quantitative evidence, are closely reviewed and assessed, and then prioritized into an advisory list presented to the President. The President reviews the advisory list, the data analyzed by the committee, along with college-wide data, to then decide how many positions, if any, to fill and which ones to fill.

Future Directions

The proposed future directions listed below incorporates current planning efforts in Equity, Guided Pathways, Noncredit, commitments in our accreditation Quality Focused Essay, as well as district financial planning.

The list includes items from existing plans (where appropriate the plan is listed in parentheses), ideas from discussions with the Educational Master Plan Taskforce, and ideas based on an analysis of the data (including labor market information). The proposed future directions are opportunities for the college to consider implementing over the next five years. The list is not exhaustive but provides direction affecting academic programming. Future directions activities will need to be defined in further detail, with measurable outcomes, and considered in the development of the 2020-2025 strategic plan goals and objectives and resource planning.

Proposed Future Directions

Access

- Research and use best practices for conducting application and financial aid workshops to assist students in completing the application and securing financial support for college. (Equity Plan)
- Implement a marketing/outreach plan that targets middle school, high school, and continuation schools using faculty and student participants in successful college programs that may have particular appeal for students from under-served populations. (Equity Plan)
- Remove institutional barriers (policy and procedural) to student enrollment and implement technology that assists students in pursuing their educational plans.
Equity/Retention

- Improve student equity in fall to spring persistence through expanded First Year Experience programming. (Equity Plan)
- Create a Multicultural Student Center to serve as a hub for student groups whose outcome results (e.g. course success rates) show disproportionate impact (statistical differences) as compared to other student groups. (Equity Plan)
- Create a Bridge Program to increase the percentage of students from disproportionately impacted groups who complete college-level math and English in their first year. (Equity Plan)
- Provide Dual Enrollment opportunities to previously under-served student populations.
- Provide a variety of noncredit learning opportunities, which offer students a Certificate of Completion or Certificate of Competency in locations across the district, including the Fremont and Newark Center and the Adult schools. (Noncredit Plan)

Guided Pathways/Completion

- Improve student time to degree through the development of clear course-taking patterns supported by the schedule of classes. (Guided Pathways)

Career Education

- Provide Career Education learning experiences to help students choose their major, including internships and opportunities provided by the Career Center such as employer field trips.

Professional Development

- Provide faculty and staff with professional development opportunities to enhance their skills in engaging a diverse student body, including techniques to improve faculty affective presence in face-to-face and online classes.

Online Education

- Develop a local online teaching certification program that includes universal design techniques, provide students with consistent Canvas shell navigation, and implement a comprehensive research agenda on online course success and persistence.
Areas to Review for Additional Support Based on Future Directions

- Multicultural Student Center
- Learning Communities/Cohort programs, including academic support
- Career Education Coaches/Mentors
- Welcoming Centers at both the Fremont Campus and Newark Center
- Dual Enrollment
- Professional Development
- Technology for educational planning tool, registration enhancements and data infrastructure improvements
- Facilities resources to maintain new buildings and grounds
- Student complaint support (academic dishonesty, discrimination)
- Pathway/data coaching support to expand knowledge of and access to information for assessment and decision-making
- Support for improving the student experience before students register such as web design, more user friendly technology, registration help, and improved customer service

Related Planning

Facilities

Previous Educational Master Plans advocated that the Fremont Campus learning spaces needed to be transformed to meet the learning needs in the 21st century. The direction provided in those plans drove the passage and subsequent implementation of the $350 million Measure G bond, with the primary goal focused on the transformation of the learning environments on the Fremont Campus.

New buildings on the Fremont Campus will address the requirements of contemporary education yet provide flexibility while respecting historic and cultural traditions of the site, context, and environment. The character of the campus will reflect the site’s native Ohlone origins and the history and contemporary life of the City of Fremont. The new academic core buildings at the Fremont Campus will house most of the educational offerings at Ohlone. The project is near completion with opening expected in spring 2020.

As noted earlier, we expect online learning to continue to grow and there is an expectation of providing general education as well as noncredit courses at Newark. Increases in online
education may require additional professional development spaces for faculty as well as learning and testing spaces for students taking hybrid or online classes (e.g. group projects, proctored exams). The Newark Center may be considered for additional space as general education, noncredit and community education classes expand.

The Guided Pathways Guiding Principles provide the framework for standards that guide the design of learning spaces, including those in the virtual environment. One such guiding principle supports the creation of learning spaces that are effective in “Facilitating a supportive and inclusive campus culture that recognizes diversity, encourages student expression and participation, and fosters a sense of belonging.” Furthermore, our students focus on active and collaborative learning as well as individualized student success. Students and faculty will be able to:

- Engage with each other (student-student, student-faculty, faculty-faculty)
- Operate in teams and groups of varying size
- Work in learning communities
- Project audio and visual images in digital, film, and printed formats
- Connect with outside information sources
- Communicate with outside resource people
- Participate from other locations
- Participate easily regardless of disability
- Work in informal learning spaces
- Work in virtual learning space, 24-7
- Use space, furniture, materials and technology flexibly
- Use the natural environment as a hands-on learning space, especially at Newark

**Dual Enrollment**

As part of Ohlone College's goal to support our students' success in academics, Dual Enrollment aims to bolster high school graduation and college enrollment rates, and student progress toward college completion. Additionally, the benefits for students include:

- taking college classes at their high school with no travel required,
- courses taught by qualified faculty,
- tuition and all other fees waived,
- textbooks provided for free, and
- students college and high school credit earned simultaneously.
The dual enrollment plays an important role in supporting the Student Equity plan, Guided Pathways, and college enrollment under the Student-Centered funding formula. Over the next five years we will continue to support existing partnerships as well as develop new partnerships such as with home school programs and private and charter high schools.

Our general strategy for working with the school districts is to communicate the courses and formats we can provide and be responsive to their interests and needs. Based on the responses that we received from the high schools, our dual enrollment programs have expanded to include four different options:

- Ohlone College courses taught by a qualified high school faculty member;
- Ohlone College courses taught by an Ohlone College faculty member on a high school campus;
- 2 + 2 articulation and Career Pathway Development; and
- College Connection Program with courses taught on an Ohlone campus.

**Noncredit**

**Mission and Vision**

Noncredit courses and programs complement Ohlone College’s mission by providing course and program opportunities to diverse, nontraditional, and traditionally underserved populations throughout the Tri City and surrounding areas. Noncredit provides an effective and viable option for advancing the educational, career, and personal success of students who might otherwise not participate in course and program offerings at Ohlone College.

**Description of Program**

The Ohlone College noncredit program will initially focus on helping students by providing workforce development and short-term vocational courses and programs. As the college adds additional noncredit courses, the focus will grow to include courses that enhance basic skills (math, reading, and writing) and ESL (including Vocational ESL).

The college will strive to help underprepared students build both skills and confidence needed to transition to the next step in their academic or workforce education. As confidence and skills build, students will be better positioned to transition from noncredit to credit coursework as they move toward degree and/or career goals. Additionally, as the number of students in short-term vocational and workforce development courses progress, the number of students who will be workforce ready will increase, thus providing a significant benefit to the surrounding businesses.
For instructors, the noncredit program will provide an opportunity to develop and implement new and innovative teaching techniques that enhance student engagement and success in a supportive, encouraging environment. For students who lack efficient and effective study and learning skills, the noncredit program will provide an opportunity to learn at their own pace and repeat subject matter until proficiency and competency are gained.

Assembly Bill 705 directs colleges to provide students with a pathway to completion of transfer-level English and math within one year. Students who come to Ohlone lacking the skills to pass the pre-collegiate basic skills courses have the most to gain from the noncredit program. Knowing that there may be a noncredit course in the specific area in which students traditionally have difficulties may provide them with the opportunity to develop those skills without using up financial aid and units.

**Background and Benefits of Noncredit Instruction**

California Community Colleges are authorized by California Education Code (§84757) to offer several educational options. One of those options is noncredit instruction. As community colleges are increasingly encouraged to move students through to completion and/or to transfer into career opportunities, noncredit can play an integral role in helping meet this priority.

Noncredit courses have no credit associated with them and are offered to students without the expense of enrollment fees. As such, these courses do not use up valuable financial aid. These courses commonly attract students who might not otherwise consider college as an option for them.

Noncredit courses and programs are designed to assist students in reaching personal, academic, and professional goals. These courses often serve as an entry point to the community college for traditionally underserved students (immigrants, economically disadvantaged) needing basic skills in math, ESL, English language, and literacy. Students are given the opportunity to build critical skills that will prepare them for credit instruction.

The focus of these noncredit courses is on skill attainment rather than grades or units. Repeat enrollment is allowed (per §55002(c)(4) in accordance with §58161) until competency is reached. Through noncredit, students can prepare, practice, and be certified in career pathways as well as build proficiency as they prepare for credit programs or employment. They can also provide an opportunity for career exploration and are consistent with a pathways approach as broad spectrum coursework can be developed in noncredit coursework to help students filter into career preparation.
Noncredit courses are not tied to traditional semester guidelines and may be offered in an open entry/open exit format. Noncredit courses may also be designed to mirror existing credit courses to provide a noncredit option to students for the development of basic skills. Noncredit students have access to counseling and SSSP services which provide an important bridge to credit courses and programs.

The noncredit program at Ohlone College will provide an increased opportunity to develop partnerships with community businesses, high schools, the adult school, and other agencies in the region to help students gain employment or improve job performance. The implementation of noncredit programs may increase the college’s ability to serve its diverse community. To be successful, noncredit programming may require additional investment of college resources to develop user-friendly application forms; provide a dedicated counselor and/or admissions and records support; IT upgrades to enrollment systems; institutional research; and continued marketing and outreach.
Academic Directions

This section of the Educational Master Plan identifies important academic directions for the faculty and staff to pursue over the next several years. Data from the previous sections are taken into consideration for program level planning and identifying program directions. In-depth program information can be found within department program reviews.

<table>
<thead>
<tr>
<th>Division</th>
<th>Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td>Al-Masri</td>
</tr>
<tr>
<td>Business and Technology</td>
<td>Buehler</td>
</tr>
<tr>
<td>Counseling and Student Success</td>
<td>Vacant</td>
</tr>
<tr>
<td>Deaf Studies</td>
<td>Gunsauls</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Gabriel</td>
</tr>
<tr>
<td>Kinesiology, Athletics, and Arts</td>
<td>Warden</td>
</tr>
<tr>
<td>Language, Communication, and Academic Success</td>
<td>Lieu</td>
</tr>
<tr>
<td>Science, Engineering, and Math</td>
<td>Silverman</td>
</tr>
</tbody>
</table>

**Legend:**

**Plans**
M: Maintain existing courses/programs
L: Limit courses/programs
AC: Add courses/sections
AFP: Add a full program
R: Reduce courses
DP: Delete program
D: Delete inactive courses
FL: Facility improvements/renovations
E: New equipment needed

**Locations**
F: Fremont
N: Newark
O: Online
OC: Off Campus
<table>
<thead>
<tr>
<th>Dean</th>
<th>Department</th>
<th>Plans</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Masri</td>
<td>Administration of Justice</td>
<td>M</td>
<td>F, N</td>
</tr>
<tr>
<td>Al-Masri</td>
<td>Army ROTC</td>
<td>M</td>
<td>OC</td>
</tr>
<tr>
<td>Al-Masri</td>
<td>Chicano/Latino Studies</td>
<td>AFP</td>
<td>F, N,O</td>
</tr>
<tr>
<td>Al-Masri</td>
<td>Consortium (Law Enf. and Fire Tech)</td>
<td>AC</td>
<td>OC</td>
</tr>
<tr>
<td>Al-Masri</td>
<td>Consumer and Family Sciences</td>
<td>M</td>
<td>N, O</td>
</tr>
<tr>
<td>Al-Masri</td>
<td>Early Childhood Studies</td>
<td>M, E</td>
<td>F</td>
</tr>
<tr>
<td>Al-Masri</td>
<td>Environmental Studies</td>
<td>M</td>
<td>N, O</td>
</tr>
<tr>
<td>Al-Masri</td>
<td>Geography</td>
<td>M</td>
<td>F, N, O</td>
</tr>
<tr>
<td>Al-Masri</td>
<td>History</td>
<td>M</td>
<td>F, N, O</td>
</tr>
<tr>
<td>Al-Masri</td>
<td>Philosophy</td>
<td>M</td>
<td>F, N, O</td>
</tr>
<tr>
<td>Al-Masri</td>
<td>Political Science</td>
<td>AC</td>
<td>F, N, O</td>
</tr>
<tr>
<td>Al-Masri</td>
<td>Psychology</td>
<td>AC</td>
<td>F, N</td>
</tr>
<tr>
<td>Al-Masri</td>
<td>Sociology</td>
<td>AC</td>
<td>F, N, O</td>
</tr>
<tr>
<td>Buehler</td>
<td>Business Administration</td>
<td>AC (noncredit)</td>
<td>F, N, O, OC</td>
</tr>
<tr>
<td>Buehler</td>
<td>Business Supervision Management</td>
<td>AC (noncredit)</td>
<td>F, N, O, OC</td>
</tr>
<tr>
<td>Buehler</td>
<td>Computer Applications and Occupational Technology</td>
<td>AC (noncredit)</td>
<td>F, N, O, OC</td>
</tr>
<tr>
<td>Buehler</td>
<td>Computers, Networks, and Emerging Technology</td>
<td>AC (noncredit)</td>
<td>F, N, O, OC</td>
</tr>
<tr>
<td>Buehler</td>
<td>Computer Science</td>
<td>M, E</td>
<td>N, O, OC</td>
</tr>
<tr>
<td>Buehler</td>
<td>Real Estate</td>
<td>AC (noncredit)</td>
<td>O, N</td>
</tr>
<tr>
<td>Buehler</td>
<td>Work Experience Education</td>
<td>M</td>
<td>OC, O</td>
</tr>
<tr>
<td>Gabriel</td>
<td>Allied Health</td>
<td>M</td>
<td>N, O</td>
</tr>
<tr>
<td>Gabriel</td>
<td>Nursing</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>Gabriel</td>
<td>Physical Therapist Assistant</td>
<td>AC</td>
<td>N</td>
</tr>
<tr>
<td>Gabriel</td>
<td>Respiratory Therapy</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>Gunsauls</td>
<td>American Sign Language</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Gunsauls</td>
<td>Deaf Preparation/Education</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Gunsauls</td>
<td>Interpreter Preparation</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Lieu</td>
<td>Basic Skills</td>
<td>M</td>
<td>F, N</td>
</tr>
<tr>
<td>Lieu</td>
<td>Broadcasting – Radio</td>
<td>M, E</td>
<td>F</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------</td>
<td>------------</td>
<td>-----</td>
</tr>
<tr>
<td>Lieu</td>
<td>Broadcasting - TV/Film</td>
<td>M, E</td>
<td>F</td>
</tr>
<tr>
<td>Lieu</td>
<td>Communication</td>
<td>M, FL, E</td>
<td>F</td>
</tr>
<tr>
<td>Lieu</td>
<td>English and ELC (Includes 15001)</td>
<td>M, FL, E</td>
<td>F, N,O</td>
</tr>
<tr>
<td>Lieu</td>
<td>English as a Second Language</td>
<td>M</td>
<td>F, N</td>
</tr>
<tr>
<td>Lieu</td>
<td>Foreign Languages</td>
<td>M, AC, E</td>
<td>FNO</td>
</tr>
<tr>
<td>Lieu</td>
<td>Journalism</td>
<td>R, D</td>
<td>F</td>
</tr>
<tr>
<td>Lieu</td>
<td>Library Science</td>
<td>M</td>
<td>F, O</td>
</tr>
<tr>
<td>Counseling</td>
<td>Personal Development</td>
<td>M</td>
<td>F, N, O</td>
</tr>
<tr>
<td>Silverman</td>
<td>Anthropology</td>
<td>M</td>
<td>F, N, O</td>
</tr>
<tr>
<td>Silverman</td>
<td>Astronomy</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>Silverman</td>
<td>Biology: Health Science</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Silverman</td>
<td>Biology: Transfer Majors</td>
<td>E, M</td>
<td>F</td>
</tr>
<tr>
<td>Silverman</td>
<td>Biotechnology</td>
<td>AC</td>
<td>F, N, O</td>
</tr>
<tr>
<td>Silverman</td>
<td>Chemistry</td>
<td>M, E</td>
<td>F, N</td>
</tr>
<tr>
<td>Silverman</td>
<td>Engineering</td>
<td>M, E</td>
<td>F, O</td>
</tr>
<tr>
<td>Silverman</td>
<td>Engineering Technology</td>
<td>M, E</td>
<td>F, O</td>
</tr>
<tr>
<td>Silverman</td>
<td>Geology</td>
<td>M</td>
<td>F, O, N</td>
</tr>
<tr>
<td>Silverman</td>
<td>Learning Skills Program</td>
<td>M, AC</td>
<td>F</td>
</tr>
<tr>
<td>Silverman</td>
<td>Mathematics</td>
<td>M</td>
<td>F, N</td>
</tr>
<tr>
<td>Silverman</td>
<td>Physics/Physical Science</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Warden</td>
<td>Art and Art Gallery</td>
<td>M</td>
<td>F, N, O, OC</td>
</tr>
<tr>
<td>Warden</td>
<td>Athletics</td>
<td>M, AC, AFP/FL</td>
<td>F</td>
</tr>
<tr>
<td>Warden</td>
<td>Interior Design</td>
<td>M, E</td>
<td>F</td>
</tr>
<tr>
<td>Warden</td>
<td>Kinesiology: ADT</td>
<td>M, L</td>
<td>F, O, OC</td>
</tr>
<tr>
<td>Warden</td>
<td>Multimedia and Graphic Arts</td>
<td>M, AFP</td>
<td>F, OC</td>
</tr>
<tr>
<td>Warden</td>
<td>Music</td>
<td>M, D</td>
<td>F, O, OC</td>
</tr>
<tr>
<td>Warden</td>
<td>Photography</td>
<td>M</td>
<td>F, OC</td>
</tr>
<tr>
<td>Warden</td>
<td>Physical Education</td>
<td>L, FL</td>
<td>F, N</td>
</tr>
<tr>
<td>Warden</td>
<td>Theatre and Dance (Includes 10006)</td>
<td>M, L, R, DP, D</td>
<td>F, OC, OC</td>
</tr>
</tbody>
</table>
Adminstration of Justice (AJ)
The single full-time faculty member in the department retired in May 2019, and the college has no plans to replace this position over the next four years. The program will need to rely more heavily on adjunct faculty and the division dean to support the program's Advisory Committee and ensure curriculum remains current in the field. The program offers an Associate in Science in Administration of Justice for Transfer (ADT) and students are encouraged to transfer to a baccalaureate institution to complete the educational requirements necessary to become a police officer; most police departments require a bachelor's degree. Given the number of retirements expected in this sector, there is an expected 6.7% increase in the number of pen jobs between 2017 and 2022 (Centers of Excellence Demand Table, 2017-2022). Enrollments in this department have been in steady decline, curriculum revitalization and more recruitment and outreach efforts are needed.

Chicano/Latino Studies (CHS)
The recent hire of a full-time faculty in Chicano Studies has served students and the department well. The faculty member has partnered with Sociology faculty to create the newly approved Associate in Arts in Social Justice (ADT) degree. Over the past two-years, the full-time faculty has focused on updating curriculum and outreach and developing skills to diversify the modality of course offerings. Curriculum in this program serves several degree tracks beyond the Social Justice ADT: Certificate of Accomplishment in Ethnic Studies, Certificate of Accomplishment in Chicano/Latino Studies, and the Sociology (ADT). In the next academic year, many of the courses will be adapted into a fully online format to support expansion of the program. Enrollments have been increasing gradually, and with additional outreach by the full-time faculty, we expect a steady increase in enrollments and expansion of course offerings. Furthermore, we have opportunities to expand our successful dual enrollment program at local high schools through this program.

Consortium (AJ, FT, LE)
Ohlone College is a member of the South Bay Regional Public Safety Training Consortium. Through this partnership, we are able to offer more advanced courses in Administration of Justice (AJ), Fire Technology (FT), and Law Enforcement (LE) programming. This coming year, the program plans to offer a new Certificate of Achievement in Fire Technology (Fire Fighter I), which will support public safety needs in the South Bay.

Consumer and Family Sciences (CFS)
Currently this program offers a single course, CFS 109-Nutrition, which support our Nursing majors. CSF 109 also meets the General Education requirement for Plan A, Area I- Natural
Science. At this point in time, without a full-time faculty member, there are no plans to expand this 
department, nor create a certificate or degree. However, enrollments remain consistently strong, 
especially in the online course offerings of CSF 109 and directly serve students in the Health 
Sciences degree pathway.

**Early Childhood Studies (ECS)**
The department has two full-time faculty and offers several degrees and certificates: 
Associate in Science in Early Childhood Education for Transfer (ADT), Certificate of 
Achievement in Early Childhood Studies, and Associate in Arts in Early Childhood 
Studies. The program has seen an enrollment decline of approximately 30% over the past 
ten years. The faculty have been working to update their courses and assess changes to the 
program to match changing needs in the field. These changes are emphasizing more years 
of education, so the need for transfer and earning a bachelor’s degree is becoming more 
important. Additionally, the decline in enrollments along with the budget challenges faced 
by the college have meant that several ECS courses have consistently been cancelled due to 
low enrollments. The faculty are revising their 2-year course schedule to meet current 
enrollment trends. Furthermore, the closure of the Child Development Center in 2014 has 
meant that faculty have had to find alternative sites for ECS students to complete their 
required field practicum experience. The department looks to the rebuilding of the Child 
Development Center/ Lab School to offer the practicum experience on the Ohlone 
Campus. The College has contracted with experts in the field to research and identify 
feasible models to ensure we can meet our commitment to students within our current 
budget constraints.

**Environmental Studies (ENVS)**
The Environmental Studies program currently has two full-time faculty and offers an 
Associate in Arts in Environmental Studies (AA), a Certificate of Achievement in Natural 
Resource Conservation & Management, and a Certificate of Achievement in 
Environmental Stewardship. Additionally, faculty are developing an Associates in Science 
in Environmental Sciences for Transfer (ADT) degree that partners with the Chemistry, 
Geology, and Biology programs. Faculty are exploring a partnership to create a Green 
Entrepreneurship program using non-credit course offerings to support the development of 
a Green Economy in the bay area. Environmental Studies covers a gamut of job 
opportunities which include: biological consultant, ecosystem and habitat restoration, 
environmental field or lab technician, environmental health scientist, and environmental 
manager, natural resources, land use planning, business, energy, waste management, 
pollution control, law, and environmental administration all require knowledge of 
environmental issues and the functioning of ecosystems. Faculty are working to identify 
internship opportunities for students pursuing these career directions. Additionally, hands-
on experience is provided through opportunities to work in the greenhouse and garden plots at the Newark Campus. Enrollments remain strong in this field and the department maintains a partnership with Stanford University’s Powernet Laboratory.

Geography (GEOG)
The Geography program hired a full-time faculty member in 2017 to develop and expand the curriculum. The program currently offers an Associate in Arts in Geography for Transfer (ADT), a Certificate of Achievement in Geography, and a Certificate of Accomplishment in Geographic Information Systems (GIS). In partnership with the faculty in Environmental Studies, the program also offers courses in Global Studies to support the new Associate in Arts in Global Studies for Transfer (ADT) and Certificate of Achievement in Global Studies that were recently approved. Enrollments have been relatively stable, with increased enrollments and FTES garnered from online course offerings. Currently, the full-time faculty member is part of the Education Partnership for Internationalizing Curriculum (EPIC) Fellows for the 2019-2020 academic year from Stanford University’s Global Studies Program to enhance curriculum development in the field.

History (HIST)
The History Department, previously merged with Political Science, separated in 2017 and is served by three full-time faculty members. The History Department continues to show strong enrollments and department faculty have led much of the eCampus and distance education development through partnerships and active engagement with the OEI and California Virtual Campus. The faculty have all participated in @One training and continue to refine their online teaching expertise. Faculty are also expanding their course offerings in world history, history of non-western regions and peoples, and LGBTQ History. This development will also support several degree pathways in Chicano/a Studies, Ethnic Studies, Social Justice, and Gender and Women's Studies. Degrees integral to this program include Associate in Arts in History for Transfer (ADT), Associate in Arts in Social Justice (ADT), Certificate of Accomplishment in Chicano/Latino Studies, Certificate of Accomplishment in African-American Studies, and a Certificate of Accomplishment in Gender and Women's Studies.

Philosophy (PHIL)
The Philosophy Department has experienced a dip in their enrollments over the past three years. Many of the Religious Philosophy courses within the department have not been able to attract enrollments, indicating declining interest in this aspect of the field. However, enrollments in the online Philosophy courses have been successful and have helped the department in capturing FTES. The single full-time faculty member is working on building partnerships with other
programs to explore inclusion of Philosophy in other degree pathways. Currently the program offers an Associate in Arts in Philosophy for Transfer (ADT) degree.

Political Science (PS)
The Political Science Department separated from the History Department in 2017 when a new full-time faculty member was hired to lead the development of new curriculum and expansion of the program. Enrollments in Political Science have increased over the past three years and the department has created a newly approved Associate in Arts in Political Science for Transfer (ADT). This degree has enabled the department to offer more specialized courses in International Politics and Constitutional Law. The program has also expanded its online course offerings, which has increased enrollments.

Psychology (PSY)
The Psychology Department continues to capture strong enrollments, especially in their online course offerings, which continue to expand. The department currently has two full-time faculty and eight adjunct faculty. They want to continue to develop effective online courses, but are limited by the few number of faculty who have effective training and certification to teach online. Currently the program offers an Associate in Arts in Psychology for Transfer (ADT) and heavily support the Associate in Arts in Human Development Studies.

Air Force and Army ROTC (AF and ARMY)
Ohlone College has a partnership with San José State University to offer Air Force and Army ROTC courses. While the college earns FTES from these programs, there are no full-time faculty nor degrees or certificates offered in this program. Currently, the dean is working directly with the faculty at San José State University to ensure course outlines are updated and on file within CurricUNET.

Sociology (SOC)
A new full-time faculty member was hired in the fall of 2015 to revitalize and grow the Sociology Department. With her extensive work, the department has been able to develop and expand course offerings such as courses in Social Inequalities and Social Problems. Having a full-time faculty member to champion the program and develop the Associate in Arts in Sociology for Transfer (ADT) has proven valuable with tangible success in drawing greater enrollments. The department is fully engaged in distance education, offering several courses in the online format, which garner high fill rates and capture much needed FTES. Additionally, the dual enrollment courses at local high schools have been very successful and the department hopes to expand its dual enrollment section offerings in the coming academic year.
Business Administration (BA)
The Business Administration program, except for the spring of 2018, has had successive improvements in enrollment and Business Administration program awards. The focus on the associate degree for transfer (ADT) has resulted in successive improvements in number of degrees awarded. For 2017-2018, BA degrees represented 18.4% of all degrees awarded at Ohlone. In the future, we hope to provide additional opportunities for more community outreach, including

- noncredit,
- business on-site training (i.e. Contract Ed/Excel Training at Safeway Corp., and leadership training for the City of Fremont, Leadership Training group), and
- more student focus

by strengthening our Accounting Lab with tutor training and increased oversite, PwC business case competition support, etc. and a new learning community. The job outlook for Business Administration continues to be strong. Moving forward over the next few years the plan for the department is to better define course requirements and provide an easier path for completing the requirements for an ADT or an AA degree in Business. (Guided Pathways initiative). Making the pathways for Business and providing some integration with Computer Science (CS) will improve retention and persistence. The faculty and dean will strive to create better integrating Career Center internships with the Business program.

Business Supervision and Management (BSM)
The Business Supervision and Management program provides core courses that address the needs for basic skills, career entry, university transfer, economic development, and personal enrichment. Participants in the BSM program are guided through courses that begin with the fundamentals and progress steadily to more formalized training that allow for the option of industry certification. Primarily this program was transitioned to offer courses in mostly a distance education format; however, during spring 2019 BSM played a major role in the pilot launch of in-person Customer Service courses for the new noncredit program offered at Ohlone College in partnership with FACE, Fremont Adult Education School. Introductory courses have been created and offered in sequence to allow students taking these offerings to obtain stackable certificates.

Computer Applications and Occupational Technology (CAOT)
The mission of the Computer Applications and Occupational Technology Program is to offer courses focusing on software applications used in office settings and industry. Companies always need employees that can utilize word processing programs, compute numbers (budgets, spreadsheets, financial projections, etc.), and present their ideas to others. In many cases, these skills are prerequisites to the job. Industries needing these skills include,
but are not limited to, business, biotechnology, computer science, and office settings of all types. Students taking CAOT courses obtain the preparation they need to fill these kinds of business needs. Since students who take courses from within the CAOT program are traditionally enrolled in other programs, few students take CAOT courses as part of their major. CAOT is therefore considered a complementary course of study. It has also become a major player in feeding students from our sister schools and partnerships into Ohlone. During spring 2019, CAOT was part of the launch of courses for the new noncredit program offered at Ohlone College in partnership with the Fremont Adult Education School. Introductory courses have been created and offered in sequence to allow students taking these offerings to obtain stackable certificates.

Computers, Networks, and Emerging Technology (CNET)
The Computers, Networks, and Emerging Technology program comprises four key areas within Information and Communication Technology (ICT): cybersecurity, business analysts, technical support; system administration; database administration and development; and networking. The program will continue to respond to changes within this industry trends by revising and developing new curriculum, and by faculty attending professional development activities. As a response to growing industry trends, we have introduced new CNET courses and revised many CNET courses to reflect current industry trends such as CNET-103, Introduction to Business Intelligence; CNET-132, Introduction to Data Analytics; CNET-142, Introduction to Programming with Python; CNET-170, Network Security; and CNET-175, Cloud Security Fundamentals.

Computer Science (CS)
The Computer Science program prepares students for employment in careers in Information Technology such as computer programming and for transfer to baccalaureate institutions in order to pursue an advanced degree. The CS Faculty recognizes that Ohlone serves two types of students: those who intend on getting an advanced degree (i.e. transfer) and those who are interested in enhancing employment skills, whether unemployed or on the job already. Fortunately, there is no conflict in these two areas since the techniques needed are similar. The main difference is that transfer students need to focus on theory and foundation and the skills students need to concentrate on current tools and technologies. Our teaching method(s) is/are to not only use theory as a foundation(s) but also to utilize the latest technologies/tools to reinforce the fundamentals of Computer Science.

Real Estate (RE)
The Real Estate program continues to thrive and attract enrollments. Current WSHC/FTF ratios are at 750. This is 47% higher than the norm of 535. This program is run by experts in the field, who offer their work experience and knowledge to offer career guidance, information, and encouragement as well as education for students who want to enter into a
Real Estate career. Students can follow several career paths such as a Real Estate Salesperson, a Real Estate Broker, a Mortgage Loan Broker, or anyone who just wants to be better educated about Real Estate investments. In addition, the Real Estate program provides assistance and guidance towards successful preparation for achieving a passing score on the California Bureau of Real Estate licensing examinations. The Real Estate program offers courses online for students’ convenience and flexible schedule. Industry trends for Real Estate are projecting annual job growth as a result of economic improvements.

**Work Experience Education (WEX)**
The Work Experience Education program will continue to offer opportunities to students with courses that allow them to partner with industry for internships, and provide experiential and service learning. This program has also partnered with the Tri City One Stop Center and by using CE (Perkins) Transitions funds has managed to offset some major expenses including salary and benefits for Work Experience faculty and salary and benefits for staff in the One Stop Career Center. It has also allowed more employers to connect with college resources.

**Dean Gabriel: Health Studies**

**Allied Health (AH)**
The California Employment Development Department has published papers indicating that medical lab technician (MLT) constitutes a skill set higher than those of a phlebotomist. MLTs have more versatility than phlebotomists, as they can work in the medical as well as biotech fields. The Division will explore the possibility of creating an associate degree. The Phlebotomy Program was put on moratorium in 2008. As more resources become available, we would like to develop and offer this program. The Labor Market Information shows between 2016 and 2022 and estimated 4,200 openings, which demonstrate a 28.1% growth, increase.

**Nursing (NUR)**
Many hospitals are striving to achieve magnet status in patient care. Part of their certification will be the number of Registered Nurses who have graduated with a bachelor’s degree in nursing. We have articulation with CSUEB for an Associate Degree to BSN bridge program. This program is becoming impacted. We are currently exploring the possibility of articulation pathways with private institutions. The labor market information still shows a modest increase in the need for RNs. With the implementation of the Affordable Care Act, additional nurses are needed outside the hospital setting, which includes physician’s office, clinics, schools, industry, home health, and jail system.
Physical Therapist Assistant (PTA)
The PTA program continues to be a contributor the overall CE course offerings at the college. Labor Market Information shows an increase in PTAs will be needed during 2016-2022. Currently 16,000 are employed with 21,000 needed. This is an increase of 28.7%. To stay current, the program needs replacement equipment.

Respiratory Therapist (RT)
The accreditation agency is strongly suggesting associate degree program graduates continue their education to pursue a bachelor’s degree by 2020. In preparation for this change, the RT program is investigating articulation with baccalaureate colleges and universities. The degree would be in health care. The exciting prospect is two community colleges have been awarded the bachelor’s degree pilot program in Respiratory Therapy. The director and dean are actively involved with Skyline College so our Bay Area students will be served. The Labor Market Information is showing a softening of local job opportunities with a 76% current fill rate. However, RT students are finding positions, mostly on a per diem basis.

Dean Gunsauls: Deaf Studies Division

American Sign Language and Deaf Studies Program (ASL)
The department continues to revise the entire program curriculum with the goal of making it more efficient for students by allowing them to complete all the coursework within the two-year timeframe, aligning with Guided Pathways. The department will also continue to work on increasing the quality and quantity of dual enrollment courses with high schools and pursue additional articulation agreements with baccalaureate institutions. In the next five years, the department will also focus on increased coordination of tutorial and lab services within the Deaf Studies Division; start offering online and/or hybrid courses; and provide training for faculty who are interested in teaching those courses. In addition, the department is looking to develop marketing materials in order to attract additional students to the program. Furthermore, the department will continue to work closely with the designated counselor in the Deaf Studies Counseling Office to support the students with their educational plans.

Deaf Preparatory Program (DEAF)
The Deaf Preparatory Program offers three different tracks to meet the needs of Deaf and Hard of Hearing students:

A) transfer track with the focus of supporting students in developing their academic skills to pursue a college degree and/or certificate;

B) employment track with the focus of preparing students for the world of work with
courses designed to develop their job skills, self-sufficiency, and communication skills leading to a certificate for immediate employment; and

C) personal enrichment track basic skills, noncredit program with the focus of providing students with basic skills to allow them to continue their college education and career preparation.

The department is supported by two designated counselors who work closely with the Department of Vocational Rehabilitation to assist Deaf and Hard-of-Hearing students with their educational plans.

**Interpreter Preparation Program (INT)**
The department will continue to be proactive and responsive to industry needs for qualified interpreters for the Deaf community. The Interpreter Preparatory Program (IPP) is looking to expand the number of students into the program by developing marketing materials, partnering with other colleges’ ASL programs, and working with the CSU system to increase 2+2 pathways for students to transfer to one of their institutions. The IPP is in process of an entire program revision to fit with the current trends in the field and design a pathway for our students. The IPP will continue to establish partnerships with Student Accessibility Services (SAS) and different interpreter agencies in the Bay Area for mentorship and internship opportunities. In addition, the department will continue to assign a counselor who has expertise in the field in order to support and guide IPP students with their educational plans.

**Dean Lieu: Language, Communication, and Academic Success**

**Broadcasting: Radio (BRDC)**
With continued disruptions to media industries, labor market data regarding work in broadcast radio are mixed. There are, however, still jobs to be had and our students are among the most prepared job applicants in the region. Moving forward, we foresee limiting our radio curriculum to focus more on station operations. Two radio broadcasting certificates were deactivated in spring 2019 as a part of this change in focus.

**Broadcasting: Television and Film (BRDC)**
While jobs in television are on the decline, media opportunities related to TV and film broadcasting are growing. The department is exploring collaboration with the Communication Department and the nascent Esports program. Student interest in film production remains high, and there is strong interest in the Associate in Science in Film, Television, and Electronic Media for Transfer (ADT).
Basic Skills
AB705 has shifted the focus of the Mathematics and English departments from basic skills courses to support courses for transfer-level courses. Some basic skills courses will remain, but the college will need to analyze the success of the support course model to determine the role basic skills courses will play moving forward.

English (ENGL)/English Learning Center (ELC)
The passage of AB705 has very much disrupted our basic skills English program. Whereas we have focused on acceleration in the last four years, moving forward, the department is turning its focus to co-requisite support for ENGL-101A, the first transfer-level English course. Interest in English elective classes remains consistently lower than in the past. There has been strong growth in online transferable English courses; particularly ENGL-101A and ENGL-101C, and that growth is expected to continue. The department offers an Associate in Arts in English for Transfer (ADT) and an Associate in Arts in English.

English as a Second Language (ESL)
Changes to the English curriculum and the soon-to-be-imposed requirements of AB705 will require a re-evaluation of ESL course curriculum. The department continues its articulation with the adult schools in the area and this is expected to continue. Initial work on noncredit courses has stalled but should be taken up again.

Foreign Languages
Student interest in foreign languages at Ohlone remains focused largely on the first-year language requirement for general education. This is supplemented by the dual enrollment courses in world languages, which continues to be strong. Currently, we offer five foreign languages: Arabic, Chinese, French, Japanese, and Spanish. We also offer the Associate in Arts in Spanish for Transfer (ADT).

Journalism (JOUR)
Journalism as a field of study faces many challenges including public perception and student interest. This has affected student interest in working on the college’s newspaper, the Monitor. The Associate in Arts in Journalism for Transfer (ADT) and Certificate of Achievement in Journalism were deactivated in spring 2019 due to lack of student interest. Student interest in media, however, remains high. Working in conjunction with the Communication and Broadcasting departments, we seek to develop a greater attention to mass communications with journalism as a component.

Communication (COMM)
The soon-to-open Academic Core Buildings at the Fremont Campus will include a purpose-built communication lab, including facilities for video-recording of speeches and delivery of
speeches via video-conferencing. This will allow the department to continue to explore the delivery options for department courses. There have not been any Mass Communication Certificate of Accomplishment awarded in the past five years. As it is currently designed, that certificate should be deactivated. In collaboration with the Broadcasting and Journalism departments, Communication will continue to explore redesigning mass communication as a focus area.

Counseling and Student Success Programs

Personal Development (PD)
Personal Development faculty are looking to identify and outreach specifically to African American and Latinx students as well as other under-represented groups. Additionally, we continue to seek enhanced student success and retention in Personal Development courses through improved learning spaces.

Dean Silverman: Science, Engineering, and Mathematics

Anthropology (ANTH)
During the 2018-2019 academic year, the Anthropology Department focused on expanding enrollment in Anthropology classes and increasing the number of students that earn the Associate in Arts in Anthropology for Transfer (ADT). One strategy to help grow in the department over the next five-year period is to expand both the number of existing online classes and to offer more classes in an online format. Students can obtain Certificates of Accomplishment in Cultural Anthropology or Physical Anthropology. In addition, students can obtain a Certificate of Accomplishment in Archaeology.

Astronomy (ASTR)
The Astronomy program is primarily serving general education students. There is a potential to increase enrollment and attract more advanced students if the college would invest in changes to the physical plant. As a first step, this should include an outside observing area at the Newark Center with reduced lighting. A second step is to provide more storage space for the telescopes. Currently, there are no degrees or certificates in Astronomy, but students can obtain an Associate in Arts in Natural Science with an emphasis in Physical Science.

Biology – Transfer Program and Health Sciences (BIOL)
With the move to the Academic Core, the Biology Department anticipates the number of sections to gradually increase based on student needs and college-wide growth levels. One area of particular growth will be in the areas of Anatomy, Physiology, and Microbiology. Budget augmentation will be needed based on the increased sections to reflect supplies. Communications technologies and software programs will be part of the new curriculum
and the licenses for the software will require annual maintenance agreements. Students can obtain an Associate in Science in Biology, an Associate in Arts in Natural Science with Biological Science Emphasis, and an Associate in Science in Biology for Transfer (ADT). Furthermore, students can obtain Certificates of Accomplishment for General Biology, Molecular Biology Research Techniques, and Paleobiology/Natural History.

Biotechnology (BIOT)
Within the 2020-2025 academic years, new instrumentation will be needed to ensure that our biotechnology program is teaching students to industry standards, including in growth areas such as cell-based and gene-based therapies. The Advisory Committee for Biotechnology has stressed the need for additional focus on concepts of quality in manufacturing; the department will be incorporating the basic Quality Tools (histograms, control charts, check sheets, etc.) into their curriculum. The department also will be expanding the opportunities for students to do authentic laboratory research in genetics and molecular biology. Students can obtain an Associate in Science in Biotechnology and also Certificates of Achievement in Biotechnology focusing on Bio-Manufacturing, Biostatistics, or Biotechnology Research Associate, and Biotechnology Operations.

Chemistry (CHEM)
Upon the opening of the Academic Core in 2019, the Chemistry Department will have two new labs. Given the growth of the department, the college will continue to use the Chemistry Modules (Building 16) for dry labs even after the completion of the new Science Complex. This will allow for the expansion of section offerings in general chemistry. The department anticipates a 10% increase in enrollment over the next five years. Students can obtain an Associate in Science in Chemistry.

Engineering (ENGI) and Engineering Technology (ETEC)
Following a period of rapid growth, the enrollment in the Engineering Department has stabilized. Due to the restrictions of the baccalaureate transfer agreements, the department does not foresee substantial growth in the Engineering Department over the next five years. The one exception would be if the department expands it online and noncredit offerings. Both of these activities are already in progress. Students can obtain an Associate in Science in Engineering and an Associate in Science in Bioengineering.

There is potential to see substantial growth in the Engineering Technology program. The faculty have completed substantial preparatory work in preparing curriculum and certificates geared toward training students in emerging technologies such as Smart Manufacturing. The faculty have also built the necessary connections with industry partners and included the advice of the industry advisory board in developing the new programs. Combined with the opening of the new labs in the
academic core buildings the new curriculum presents an opportunity for growth. Students can obtain a Certificate of Accomplishment in Engineering/Manufacturing Technician.

**Geology (GEOL)**

During the 2018-2019 academic year, the Geology Department has increased its distance-education component by introducing a second hybrid course (GEOL-102, Introduction to Oceanography) and is committed to expanding enrollment in geology classes, particularly paleontology and historical geology, and increasing the number of students who earn the Associate in Science in Geology for Transfer (ADT). During the 2020-2025 academic years, the program will remain relatively stable with some opportunity for growth, such as the establishment and promotion of the new Ohlone Museum of Paleontology in the Academic Core Building and outreach to Kindergarten-12th grade students and the community. Students can obtain an Associate in Science in Geology, an Associate in Art in Natural Science with a Physical Science Emphasis, and Certificates of Accomplishment in Geology or Paleobiology/Natural History.

**Math (MATH)**

The Math Department has made several changes over the last year in order to address changes in placement due to AB705. All students will be eligible to take Statistics or Math for the Liberal Arts immediately upon enrolling at the college. To address placement changes and improve success in B-STEM courses, the department redesigned two transfer level Pre-Calculus courses. The new curricula will allow for a more rigorous prerequisite for Business Calculus and a more even division of the Pre-Calculus content (two four unit courses rather than the previous three unit and five unit courses). Basic skills math courses will continue to be offered as long as enrollment numbers can justify the offerings. Students can obtain an Associate in Arts Natural Science: Mathematics and Technology Emphasis; an Associate in Science in Mathematics for Transfer (ADT); and Certificates of Accomplishment in Applied Mathematics or Pure Mathematics.

**Physics/Physical Science (PHYS)**

The Physics Department has seen substantial enrollment growth over the past five years despite limited physical space. As the department prepares for the move the Academic Core, it is expanding its section offerings and forecast an additional 10% growth within the next five years. The department has made substantial improvement to its lab facilities and this will be reflected in changes to the students’ classroom experience. One area of concern for the department is the skill level of students entering the program. The concern is increased by the unknown effects of AB705. To address the issue, the department has offered a boot camp using categorical funding but seeks to implement an introductory course, similar to CHEM-
102. Students can obtain an Associate in Science in Physics; Associate in Arts in Natural Science: Physical Science Emphasis; an Associate in Science in Physics for Transfer (ADT); and Certificates of Accomplishment in Introductory Physics or Advanced Physics.

**Dean Warden: Kinesiology, Athletics, and Arts**

**Art and Art Gallery (ART)**
This is a stable field, with standard courses prevailing through time. The new Academic Core building will allow sculpture/glass and ceramics areas to grow, potentially including Community Education opportunities.

**Athletics (ATHL)**
Athletics is an academic program with a cohort of students who will ultimately follow different paths for their educational needs. Within the next one to five years, the department will expand their intercollegiate offerings as identified in the interest and ability survey driven by the CCCApply application. New programs like women's cross country, women's sand volleyball, and women's badminton are all potential viable sports and offering that will continue to keep the college Title IX compliant. We will also refocus our recruiting efforts across all 11 sports to begin rebuilding the sport specific enrollment as well as the recruitment of our identified underserved populations. Over the next ten years, we will continue to stay compliant with Title IX and secure funding to address all facilities and staffing needs.

**Kinesiology: ADT (KIN)**
As the recruitment continues and the partnerships with local universities grow, we hope to see completion numbers on an annual basis of 20-30 students. We will place special emphasis of recruiting in the area that we have seen take the largest drop in enrollment, which is from the African-American population.

**Health (HLTH)**
The area of Health currently holds but a few courses. Within the next one to five years, there will be a faculty driven movement to create certificates of achievement to address the growing need for health educators and careers in the health related fields. We also anticipate creating a new associate degree with a focus on both the vocational and transfer aspects of health education.

**Interior Design (ID)**
Interior Design experiences a degree of enrollment volatility. From one semester to the next, enrollment may fluctuate unpredictably. The department offers two sections of Interior Design Concepts each semester. The more specialized or advanced classes are offered only
once every three semesters. This strategy has not affected students’ ability to graduate within two years. In 2018-2019, there was a student and faculty meeting addressing the degree and possible changes. It was determined that the degree should be reduced down from the current unit requirement of 45 units to something closer to 22 units. This will be the next big change to the ID program and the possible creation of smaller certificates that lead into the degree pathway, which should be streamlined in the next few years.

Multimedia (MM) and Graphic Arts (GA)
The Multimedia and Graphics Arts sectors are all showing a nice growth trend with the job market. As predicted with anything technology based, there are always new and innovative programs and concepts showing up. The key to growth is to be prepared for the adjustments and to best prepare the students for all levels and sectors.

Music (MUS)
The department’s general education courses have steadily declined due to enrollment downturn. With the new Academic Core Building coming online, we hope to see growth realized over the next two to three years.

Photography
Photography now has a new temporary facility for dark room photography, which should allow for expansion of credit and noncredit classes because of the quality of the new teaching space. This expansion will continue as the program moves into the new facilities planned for the Academic Core project. Photo students are likely to rise to higher levels of SLO attainment in the new facility.

Physical Education (PE)
The Physical Education program continues to experience a steady drop in enrollment. In response to this, we will be creating and sequencing curriculum in support of students seeking careers and transfer pathways in the disciplines of physical education, coaching, and wellness. In these courses, students will acquire core skills and knowledge needed to assist in moving on to the work force as well as being transfer ready. Program awards planned include certificates of accomplishment (one to five years) and a certificate of achievement and associate degree (six to ten years).

Theatre and Dance (TD)
The Entertainment Design and Technology (EDT) associate degree and certificates of achievement will need to be reviewed and potentially revamped to better streamline the curriculum. At this point, the EDT AA has very few completers across the 12 options (five completers in ten years). The quality of instruction is not in question with some excellent professors (both full-time and adjunct), but the pathways and unit requirements seem to be the largest challenges for the students.