EDUCATIONAL MASTER PLAN
2020-2025
OHLONE COLLEGE
SEPTEMBER 12, 2019 DRAFT
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Introduction

The Educational Master Plan (EMP) is a document that captures at a moment in time agreement 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 district discussions about growth, development and resource allocation and align with implementation strategies to be developed within the College’s strategic planning process.

The list below outlines key initiatives at the college in fall 2019 that will involve the work at the college over the next five years. This work will engage the whole college and demand that all areas of the college, including Academic Affairs and Students Services, work together for student success.

Ohlone faculty and staff are dedicated to helping all students learn and prepare for their educational goals. We are thankful for the resources we have received from taxpayers and the community to support the programs of the college. We are also thankful for our students as we have been blessed by their presence and contributions. Our students bring their talents to Ohlone College and share them with us and their classmates, even as they learn new things. As educators our faculty members - full and part time are always looking for the best in everyone - they are caring with high standards.

The Ohlone College Planning Framework 2020-2025

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 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 position the college for growth. We will continue to pursue changes that enhance the student experience – leading to increased access, retention, and success - through existing efforts such as Guided Pathways and Student Equity and Achievement Program. Making improvements for students should also increase our funding under the new funding formula.

Focusing our efforts across institutional initiatives to retain and attract students will likely require investing general fund dollars as we make best use of limited resources. We will be
intentional in hiring as we implement our student success initiatives (including career education) and plans (see list below for major activities in fall 2019). The Educational Master Plan is an important part of the planning framework that will help us achieve institutional goals aimed at student success as well as provide relevant input into the strategic plan.

**Major Planning Activities Fall 2019**

**Equity**
- Multi-cultural Center
- First Year Experience*
- Summer Bridge

**Guided Pathways**
- Meta Majors/Interest Areas
- Program Mapping/Scheduling*
- Data / Pathways Coaches

**Institutional Improvement Objectives**
- First Year Experience*
- Program Analysis Tools
- Noncredit Programs
- Integrated Professional Development

* included in the Accreditation Quality Focused Essay

An Educational Master Plan Taskforce – a group of faculty and deans – met 3 times in spring 2019 and twice 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. Information on the taskforce can be found at https://www.ohlone.edu/academicaffairs/educational-master-plan.

**Foundations**

This section of the Educational Master Plan focuses on the overarching educational philosophy and principles of Ohlone College originating from the college mission statement.

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's statement focus on a multicultural, inclusive learning
environment provides a foundation for the educational master plan. The Mission Statement will be reviewed in Fall 2019.

**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.

Adapted by the Board of Trustees in December 2017

**Educational 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 guiding our work. These principles, along with our mission, should guide 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 the 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 Committee, Technology Committee, Student Equity, Sustainability, International Education and the Budget Committee, integrate planning into their committee work. The Faculty Senate is the constituent group that provides the faculty voice to college planning. The Associated Students of Ohlone College (ASOC) is the campus group providing the student voice to college planning and 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).

The current program review process includes:

1. Program Description and Scope: An overview description of the program, program relation to college mission, and program mission and accomplishments
2. Achievement and Resource Analysis: Analysis of program review data by department including enrollment trends; course success, non-success and withdraws; faculty load; course distribution by ethnicity, gender and age; success rates by ethnicity, gender and age; and department data comparison with institution set benchmarks and standards
3. Program Analysis – Student Learning – Links course Student Learning Outcomes (SLO) matrix to Program SLOs (PSLO). Reviews key assessment results by summarizing course and program SLO results, analyzing program benchmarks and standards with program data, and identifying program achievements.
4. Program Improvement Objectives and Assessment: PIOs are based on the program data analysis and PSLO analysis and linked to college goals and initiatives, including budget.
5. PIO Assessment uses quantitative and qualitative data to describe PIO results and contributions to student success and the achievement of college goals and objectives; and analyzes the impact of resources used.

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 department responses. The discussion will be done in the context of our guided pathways work in terms of an examination of student success in all the courses in degree programs rather than only discipline courses for a major.

**Environmental Scan Data Analysis**

A key element in college strategic planning is conducting an environmental scan of internal and external data and of trends that may assist college planning. The environmental scan identifies information about events, trends and relationships in our local community and beyond that informs the college of forces and needs relevant to planning future directions.

The following is a selection of key assumptions and data points 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 Environmental Scan can be viewed on the Research and Planning website:

http://www.ohlone.edu/org/research/envscan/

**Key Observations / Assumptions from Environmental Scan (Selected):**

**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.
- Students of color will increasingly dominate ethnic proportions of enrollment …

**Enrollment:**
- Enrollment is not likely to reach our base allocation of 8,200 resident FTES (about 8,900 total FTES) unless there is a significant downturn in the economy. The breath of college programs will need to reflect support from resources under 7,500 resident FTES (and likely under about 8,000 total FTES).
Resources

- The funding formula will require a focus on getting students through their educational journey from first semester through degree and or transfer efficiently.
- 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 the Ohlone College will be under-funded compared to colleges located in lower cost areas of the state.

Key Data Points

Admissions

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

Persistence

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

Courses

- Ohlone offers more than 175+ certificate and degree programs and 1,150 active courses.
- In fall 2018, 60% of students enroll in fewer than 12 units (part-time).
- In fall 2017, 20% of college enrollment was in career education courses.
- In fall 2018 about 19% of the course sections run were fully online with an additional 12% offered in the hybrid format.
- In fall 2018 student course success rates was 75.7% for all courses and 74.8% for fully online courses.
- In fall 2018 about 28% of students enrolled in one or more online courses.

Time to Degree

- Of the 2017-18 Ohlone College Associate Degree Graduates (n=653): 10% finished in 2 years; a third (34%) of graduates finished in three years; 66% took longer than 3 years to complete the degree.
Core Strengths and Weaknesses

Students are drawn to Ohlone for many reasons which include the opportunity to learn new skills that lead to a job and a curriculum that leads to transfer, offered in an environment close to home that is affordable. The education Ohlone offers generally does not require students to take on huge debts in the form of college 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. While budget realities will constrain resources, the college can draw on the core strengths of its academic program to continue to provide the outstanding learning opportunities it is known for in the community:

- Small class sizes compared to universities make for a more personal educational experience that 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

Note, while 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, they are also can be a weakness in a time of tight budgets in that they require resources to maintain. When resources become more constrained, these strengths can result in limitations on serving the needs of future Ohlone students. For example, having courses in the catalog that are not able to run because of low enrollment can be confusing and frustrating for students who set goals and make plans to take courses that are never offered.

Enrollment Planning

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

As the chart below depicts, the college has lost more than 500 FTES over the last five years. There are likely several factors contributing to the decline, including 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 FTES from spring 2018 to spring 2019). We anticipate that our noncredit courses will be offered in a variety of locations, including off campus, at Fremont and at Newark and will increase steadily over the next five years from the base of 3 FTES in spring 2019 to 20 in 2022-23.
Ohlone College Resident FTES Trend 2014-15 to 2018-19

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>change</th>
<th>% chg 18 to 19</th>
<th>% chg 18 to 19</th>
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<tbody>
<tr>
<td>Summer</td>
<td>612</td>
<td>591</td>
<td>730</td>
<td>724</td>
<td>716</td>
<td>-8</td>
<td>-1.1%</td>
<td></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>57</td>
<td>1.8%</td>
<td></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>-75</td>
<td>-2.2%</td>
<td></td>
</tr>
<tr>
<td>Noncredit</td>
<td>3</td>
<td>3</td>
<td></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>-23</td>
<td>-0.3%</td>
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</table>

Five Year: -536 -6.8%

Ohlone has a broad curriculum, with students taking courses in many different subject areas. According to the Environmental Scan for Fall 2018:

- The Top 10 producers of WSCH account for 62.9% of the total WSCH.
- The Top 10 FTEF departments account for 54.7% of the total FTEF.
- With an average load efficiency of about 510 in fall 2018, 19 departments are above the average, 35 departments are below the average WSCH/FTEF; 16 departments have a load efficiency above 535, the efficiency benchmark.

Ohlone College has approximately 53 academic departments organized in seven divisions. Part-time faculty are critical for providing a quality educational experience for our students. 10 departments have no full-time faculty members and an additional 17 departments have only 1 full-time faculty members. English and Math combined account for more than 25% of all full time instructional faculty members. 21 of 53 departments in fall 2018 ran 30% or more of their lecture sections with fewer than 20 students.

**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 college enrollment will grow 3% in 2020-21 and another 2% in 2021-22, with a significant portion of this growth at Fremont. This projection is based on the opening of the academic core buildings, increased marketing and
outreach efforts, a focus on retention, noncredit expansion 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 moved to Newark for the construction will return to Fremont. Newark will maintain core programs around the health sciences and technology as well as general education to support the programs and community needs. The One Stop Center is expanding opportunities for career retraining via internships and partnerships with the academic departments to offer short-term vocational noncredit certificates. We hope to provide courses that make up the CSU general education requirements (Plan B) to expand opportunities for residents living near the Newark Campus. Noncredit offerings are also planned for Newark. In addition, we hope 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. FTES will decrease compared to current FTES at the center as general education courses move back to Fremont with the opening of the new building. However, the 20% estimate is consistent with the figure before construction of the academic core.

Online

Based on current trends and Environmental Scan data it is assumed that online education will continue to grow. The college’s investment in the academic core buildings demonstrates its commitment to face to classes as survey data (see graph below) indicates student interest in both face-to-face and online opportunities. In fall 2017, 28% of Ohlone College 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 has the potential to offer 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. The college will need to commit to professional development for faculty and support for online students to maintain quality offerings as enrollment expands.
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 current 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. Thus, Ohlone is allowed to enroll K-12 students, 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 Fire Science and Administration of Justice courses offered through the South Bay Consortium. While this enrollment is anticipated to remain steady over the next five years we expect that off campus enrollment and FTES will represent about 10% of overall enrollment by fall 2025.

Projected 2025 FTES Distribution by Location

As the graph below depicts, we expect the share of FTES from the Newark Center to return to pre academic core construction levels. 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. It is projected that by 2025 FTES generation from classes at Fremont will
make up about 50% of the total FTES. These changes will have implications across the campus, including the staffing of student support services and the delivery of technology to support students and faculty.

**Full-time 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 teachers. Doing so requires the consideration of several factors as outlined below.

The establishment of 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 shared governance. Leadership from full-time faculty is fundamental to shared governance, curriculum strength, and ongoing innovation in the teaching and learning process.

The number of full-time faculty positions (including counselors and librarians) at Ohlone in 2007-08 was 148. In 2009-10, we dropped by 12 positions to 139. That drop occurred as a result of the college offering a Supplemental Employee Retirement Plan (SERP) and college budget decisions to keep positions vacant in response to severe cuts in state funding support resulting from the national recession. As indicated in the 2015-2020 EMP, the college began
an effort to add back additional full-time faculty positions with the goal of the college of returning to 2007-08 levels.

Over the most recent five years, from 2014-15 to 2018-19, Ohlone College added a net of 16 full time instructional faculty positions from 93 to 109, a 15% increase (note: a total of 37 new full time faculty were hired over this period). At the same time total FTES (Summer, Fall, Spring) went from 8,502 to 7998, a decrease of -6%. Still by 2018-19 we had 128 filled faculty positions compared to 148 in 2007-08. The chart below shows the long-term change.

**Faculty Position Trend**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Number of FT Instructional Faculty (actual) *</td>
<td>127</td>
<td>93</td>
<td>96</td>
<td>100</td>
<td>108</td>
<td>109</td>
<td>102</td>
</tr>
<tr>
<td>Number of Counseling and Library Faculty (actual)</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>20</td>
<td>19</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Total Faculty Filled Positions</td>
<td>148</td>
<td>114</td>
<td>117</td>
<td>120</td>
<td>127</td>
<td>128</td>
<td>120</td>
</tr>
<tr>
<td>Total Faculty Budgeted Positions</td>
<td>150</td>
<td>118</td>
<td>130</td>
<td>130</td>
<td>132</td>
<td>132</td>
<td>132</td>
</tr>
<tr>
<td>Resident/NonResident FTES Summer, Fall, Spring</td>
<td>8,728</td>
<td>8,520</td>
<td>8,286</td>
<td>8,349</td>
<td>8,046</td>
<td>7,998</td>
<td>7,998</td>
</tr>
</tbody>
</table>

*Actual includes faculty on leave

**Faculty Obligation Number (FON)**

The FON is a legislated figure that includes the minimum number of full time faculty that the college must hire. Despite the changes, the district has maintained a sufficient number of qualified faculty members that includes full-time and part-time faculty to assure the fulfillment of faculty responsibilities essential to the quality of Ohlone’s educational programs and services. Existing regulations require community college districts to adjust, at a minimum, the number of full-time faculty based on the number of credit FTES reported. The chart below shows actual full-time faculty as compared to the required Faculty Obligation Number (FON).
According to district budget documents, full-time faculty expenditures have grown by more than $3,000,000 (including benefits) – or about 25% - from 2014-15 to 2018-19, at a time of declining enrollments. This is due to additional hires, salary and step and column increases and the addition of welfare benefits and STRS/PERS.

While the college was able to add 15 instructional faculty over the last five years, the impending decline in revenue dictates that the college reassess the plan for adding new full time faculty positions based on peer analysis. While the Faculty Obligation Number (FON) may be an imperfect measure, it provides a legally mandated floor in which the college must adhere.

**Proposal for New Faculty Hiring Target**

As mentioned, the FON includes the minimum number of full time faculty that the college must hire. The penalty to be paid to the state for dropping below the FON is nearly equivalent to the cost of hiring a faculty member. Given the college’s expected budget shortfall over the next five years, fiscal prudence would argue that the college set the FON as the target for faculty hiring. Doing so will ensure the college can continue its commitment to offer students a comprehensive curriculum, with technology and support services, that students have come to expect.

Typically about 5 full time faculty members leave the college each year, either through retirement or resignation. Moving forward it is proposed that our contingent of full time faculty members be at the FON plus 5 so that we can ensure that we maintain a headcount at or above the FON. For example, the estimate FON for fall 2019 is 118 and the college is estimated to have 120 full time faculty employed. In this example the college would initiate searches for 3 faculty positions (118-120 = -2 +5 = 3).

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### Ohlone College Faculty Obligation Number (FON) Trend

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Est. Fall 2019*</th>
</tr>
</thead>
<tbody>
<tr>
<td>FON</td>
<td>107.2</td>
<td>113.2</td>
<td>117.6</td>
<td>119.6</td>
<td>100.6</td>
<td>118.0</td>
</tr>
<tr>
<td>FT Faculty Actual</td>
<td>115.0</td>
<td>116.0</td>
<td>122.0</td>
<td>129.0</td>
<td>125.0</td>
<td>120.0</td>
</tr>
<tr>
<td>Difference</td>
<td>+8</td>
<td>+3</td>
<td>+4</td>
<td>+9</td>
<td>+24</td>
<td>+2</td>
</tr>
<tr>
<td>Budgeted</td>
<td>124</td>
<td>126</td>
<td>128</td>
<td>130</td>
<td>132</td>
<td>132</td>
</tr>
</tbody>
</table>

* the estimate includes faculty on leave.
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.

Based on post-selection discussions in the Faculty Prioritization Process (FPP) Committee each year, the following ideas might be considered for the FPP moving forward:

* Faculty positions that are required based on program related external accreditation requirements might be recommended for approval by the president without being ranked by the committee. This would reduce the number of positions potentially available to fill through the prioritization process.

* Non-instructional faculty position (such as counselors and librarians) might be considered separately or analyzed with additional criteria, from instructional (FTES-generating) faculty positions.

In addition, it is proposed that the committee consider the following factors in its process:

* the positions' potential for contribution to the college's commitment to equitable student outcomes as articulated in the mission statement and student equity plan.

* an analysis of the long term fiscal consequences.

While the breadth of Ohlone's curriculum is a strength, fiscal realities suggest that it is important that new instructional program development also consider resources needed to support student access, success, and completion in the program. Under the new funding formula, 60% of apportionment will move from about $5,400 per FTES to about $3,700 per FTES with the remainder based on student success metrics and a supplemental allocation for financial aid recipients. Projecting revenue under the new funding formula will be more complex than in the past, making it more important than ever that we consider the long-term fiscal consequences of our programmatic decisions.

Faculty (both full-time and part-time) and the curriculum are the heart of the college. Over the next five years Ohlone will draw on its strengths as it adjusts to declining resources. It is proposed that the college build on these strengths to ensure student perception continues to be the reality i.e. that we do not rest on our reputation but continue to innovate. This might include curriculum committee discussions on proposals to suspend or deactivate courses.
that have not been offered over a period of several years and programs that have not awarded any degrees over a period of several years.

**Proposed Future Directions**

The Future Directions incorporate current planning efforts in Equity, Guided Pathways, Noncredit, commitments in our accreditation Quality Focused Essay as well as district financial planning.

The Future Directions list below is based on existing plans, from discussions with the Educational Master Plan Taskforce, and an analysis of the data (including labor market information) and opportunities for the college over the next five years. The list is not exhaustive but provides direction affecting academic programming. Future Directions activities should 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.

**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 whom outcome results show disproportionate impact as compared to other student group. (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 campus 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, including internships and opportunities provided by the Career Center, to help students choose their major.

Professional Development

- Provide faculty and staff 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

- Multi-cultural Center
- Learning Communities/Cohort programs, including academic support
- Career Education Coaches / Mentors
- Welcoming Centers at both Fremont and Newark
- 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 the CSU 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**

The college is conducting an assessment of its Dual Enrollment activities.

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 progress toward college completion. Additionally, the benefits for students include:

- taking college classes at their high schools with no travel required,
- courses taught by qualified faculty,
- tuition and all other fees are waived,
- textbooks are provided for free, and
- students earn college and high school course credit simultaneously.

The dual enrollment assessment will consider the role of dual enrollment in supporting the Student Equity plan, Guided Pathways, and college enrollment under the Student-Centered funding formula. The assessment will also consider support for existing partnerships as well as 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 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 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

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 (optional). 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 provides 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.

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<tr>
<td>Science, Engineering and Math</td>
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**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
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<td>M, L, R, DP, D</td>
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</table>
Dean Al-Masri: Social Science Division

Administration of Justice

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 Degree in Science in Administration of Justice for Transfer (ADT) and students are encouraged to transfer to a four-year school to complete the educational requirements necessary to be 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, needing curriculum revitalization and more recruitment and outreach efforts are needed.

Chicano Studies

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. Additionally, the full-time faculty member will begin working on developing an Ethnic Studies transfer degree over the next two years. 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

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), Law Enforcement (LE) and Fire Technology (FT) programming. This coming
year, the program will 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 Science**
Currently, this program offers two courses, CFS-104A Current Issues in Child Nutrition and CFS 109-Nutrition, which support the RN and ECS 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**
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 nine years. The faculty have been working to update their courses and assess changes to the program to match changing needs in the field and employment outlook. CA EDD employment outlook projects an increased need in child care workers by 897 jobs from 2016 to 2026. Changes in the field are also emphasizing more education, so the need for transfer and earning a bachelor's degree is becoming more important. CA EDD also projects an increased need of Educational Aides by 1,200 through 2026. 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 reflect the 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 revitalization of the Child Development Center/ Lab School as the solution to offer the practicum experience on the Ohlone Campus. As a potential solution, 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**
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. The department is also creating a sequence of courses for
students seeking careers in the emerging “green” economy. 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. These courses provide the opportunity to acquire and develop skills and knowledge required for jobs, as well as transfer level curriculum. 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. Enrollments remain strong in this field and faculty are working with external partners 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.

**Geography**
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) that was 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**
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**
The Philosophy Department has experienced challenges in maintaining strong enrollments over the past three years. Additionally, the Religious Philosophy courses within the department have not been able to attract enrollments over the past three years, 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 such as Environmental studies to explore an Environmental Philosophy certificate. Currently the program offers an Associate in Arts in Philosophy for Transfer (ADT) degree.

**Political Science**
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) degree. This 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**
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) degree and heavily support the Associate in Arts Degree in Human Development Studies (AA).

**ROTC**
Ohlone College has a partnership with San Jose 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 Jose State University to ensure course outlines are updated and on file within CurricUNET.

**Sociology**
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.

Dean Buehler: Business, Technology and Career Education

Business Administration

The Business Administration (BA) program, except for the spring of 2018, has had successive improvements in Enrollment, and Business Administration Program awards. The focus on Degrees for Transfer (ADT) has resulted in successive improvements in number of degrees awarded. For 2017-2018, BA degrees represent 18.4% of all degrees awarded across Ohlone College. 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 & 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

The Business Supervision and Management program, (BSM) 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 allows 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 Ed 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**

The mission of the Computer Applications and Occupational Technology Program (CAOT) is to offer course sections 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, Biotech, Computer Science and office settings of all types. Students taking CAOT classes 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 of them take CAOT courses as 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 FACE, Fremont Adult Ed School. Introductory courses have been created and offered in sequence to allow students taking these offerings to obtain stackable certificates.

**Computer Networking and Emerging Technology**

The Computer, Networking and Emerging Technology program (CNET) comprises four key areas within Information and Communication Technology (ICT): Cyber Security, 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 Business Intelligence, CNET-142 Python Programming language, CNET-132 Data Analytics, CNET 170 Network Security and CNET 175 Cloud Security.

**Computer Science**

The Computer Science (CS) program prepares students for employment in careers in Information Technology such as computer programming and for transfer to 4-year schools 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**
The Ohlone College Real Estate (RE) 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 to provide 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 RE program offer courses online for students’ convenience and flexible schedule. Industry trends for Real Estate are projecting annual job growth as of a result of economic improvements.

**Work Experience Education**
The Work Experience Education (WEX) 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 (WEX) faculty and salary and benefits for staff in the One Stop Career Center. It has also allowed more employers to connect with Ohlone 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 an AA 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 (NURS)**

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 BS in
nursing. We have an 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 will be 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 CTE 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 AS program graduates continue their education to pursue a BS degree by 2020. In preparation for this change, the RT program is investigating articulation with four-year colleges and universities. The degree would be in health care. The exciting prospect is two community colleges have been awarded the BS pilot degree 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*

The department continues to revise the entire program curriculum with the goal of making it more efficient for the 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 four-year 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 to teach 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**
The Deaf Preparatory Program offers three different tracks to meet the needs of Deaf and Hard of Hearing students- 1) Transfer track with the focus of supporting students in developing their academic skills to pursue a college degree and/or certificate. 2) 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. 3) 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**
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 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 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 and Communication**

**Broadcasting: Radio**
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. We foresee limiting our radio curriculum to focus more on station operations moving forward. Two radio broadcasting certificates were deactivated in Spring 2019 as a part of this change in focus.

**Broadcasting: Television and Film**
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 Film, Television and Electronic Media 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/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. Interest in English elective classes remains consistently lower than in the past. There has been strong growth in online transferable English courses; particularly 101A and 101C, and that growth is expected to continue. The department offers an English ADT.

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 non-credit 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 Spanish ADT.

Journalism
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 Journalism ADT and certificate 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
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 Achievements 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.

**Dean Munguia: Counseling and Student Success Programs**

**Personal Development**
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**
During the 2018-2019 academic year, the Anthropology Department is focused on expanding enrollment in anthropology classes and increasing the number of students that get the Associate Degree for Transfer (ADT) in Anthropology. 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**
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 Newark with reduced lighting. A second step is to provide more storage space for the telescopes. Currently, there is no Degrees or Certificates in Astronomy but students can obtain an Associate in Arts in Natural Science with an emphasis Physical Science.

**Biology – Transfer Program and Health Sciences**
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 (AS) Degree in Biology, Associate in Arts (AA) Degree in
Natural Science with Biological Science Emphasis, and also an Associate Degree for Transfer (ADT) in Biology. Furthermore, students can obtain Certificates of Accomplishment for General Biology, Molecular Biology Research Techniques, and Paleobiology/Natural History.

**Biotechnology**

Within the 2020-2025 academic years, new instrumentation will be needed to ensure that our biotechnology program is training 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 (AS) Degrees in Biotechnology and also Certificates of Achievement in Biotechnology focusing on Bio-Manufacturing, Biostatistics, or Biotechnology Research Associate. In addition, students can obtain a Certificate of Achievement in Biotechnology Operations.

**Chemistry**

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 continue the use of 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 (AS) Degree in Chemistry.

**Engineering and Engineering Technology**

Following a period of rapid growth, the enrollment in the Engineering Department has stabilized. Due to the restrictions of the four-year 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 non-credit offerings. Both of these activities are already in progress. Students can obtained an Associate in Science (AS) Degree in Engineering and also an Associate in Science (AS) 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
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 that get the Associate Degree for Transfer (ADT) in Geology. During the 2020-25 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 K-12 students and the community. Students can obtain an Associate in Science (AS) Degree in Geology, an Associate in Art (AA) Degree in Natural Science with Physical Science Emphasis, and Certificates of Accomplishment in Geology or Paleobiology/Natural History.

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. 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 3-unit and 5-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 (AA) Degree in Natural Science: Mathematics and Technology Emphasis, Associate Degree for Transfers (ADT) in Mathematics, and Certificates of Accomplishment in Applied Mathematics or Pure Mathematics.

Physics/Physical Science
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 AB-705. To address the issue, the department has offered a boot camp using categorical funding but seeks to implement introductory course, similar to
CHEM-102. Students can obtain an Associate in Science (AS) Degree in Physics, Associate in Arts (AA) Degree in Natural Science: Physical Science Emphasis, Associate Degree for Transfers (ADT) in Physics and Certificates of Accomplishment in Introductory Physics or Advanced Physics.

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

*Art and Art Gallery*

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*

Athletics is an academic program with a cohort of students who will ultimately follow different paths for their educational needs. Within the next 1-5 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*

As the recruitment continues and the partnerships with local universities grow, we hope to see completion numbers in the 20's to 30's on an annual basis. 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*

The area of Health currently holds but a few courses. Within the next 1-5 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 Associates of Art degree with a focus on both the vocational and transfer aspects of health education.

*Interior Design*

Interior Design (ID) 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 2018-19, 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. 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 and Graphic Arts**
The Multimedia (MM) and Graphics Arts (GA) 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**
The department’s general education courses have steadily declined due to enrollment downturn. With the new Academic Core Building (ACB building 2) coming online, we hope to see growth realized over the next 2-3 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**
The Physical Education (PE) 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 (1-5 years) and a Certificate of Achievement and AS Degree (6-10 years).

**Theatre and Dance**
The Entertainment Design and Technology (EDT) AA 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 (5 in 10 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.