Educational Master Plan Draft Summary Statement
March 28, 2019, Draft

The Educational Master Plan is a document that captures at a moment in time agreement on the general direction of the academic program. The master plan documents 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 Educational Master Plan incorporates and connects this information to other planning occurring at the college through the Student Equity and Achievement, Guided Pathways, Strong Workforce, Program Review, faculty prioritization / Faculty Obligation Number (FON) expectations, and Curriculum and Schedule planning. The Key Assumptions and Guided Pathways Guiding Principles help inform planning for the academic program.

Key Observations / Assumptions from Environmental Scan (Selected):

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

Others:

- The funding formula will require a focus on getting students through their educational journey from first semester through degree and or transfer.
- 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 breadth of college programs will need to reflect support from resources under 7,500 resident FTES (and likely under about 8,000 total FTES).
- There are nearly 60 departments and 175 degrees and certificates offered. 6 departments have 1 or no full time faculty.

Academic planning should reflect the Guided Pathways Guiding Principles (draft)

Ohlone College’s goal is to put students first by:

- 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.

What this might mean for the future of Ohlone College’s academic program:

➤ Develop fully online degrees and advertise through the online education exchange (OEI).
➤ Market online courses to CSU and UC students.
➤ Offer a full range of GE courses (CSU and UC) at the Newark Center.
➤ Develop a variety of noncredit curriculum to serve a range of learners, including by skills and age.
➤ Improve student engagement by enhancing affective classroom practices, curricular interventions and activities to improve retention / completion and thus enrollment.
➤ Prioritize professional development to support diverse digital learners.
➤ Reduce the number of departments with below average productivity.
➤ Prioritize career programs that also provide transfer pathways.
➤ Plan for very limited growth in the number of full time faculty.

Summary of Key Points for Consideration (for stories):

• New name: The Newark Center for Health Sciences, Earth Sciences and Emerging Technologies.
• GE coursework that supports the programs and degrees housed at the Newark Center.
• The Newark Center ASOC space considered for redesign into a more full service lounge.
• The conversion of the Newark Center to the new Noncredit Program Center to help centralize program offerings and optimize both facilities and staff time.
• A dedicated counselor and faculty program coordinator instrumental in promoting the growth of the noncredit program.
• The increase CE programs should be done in person; online if industry demands.
• The rationale for expanding Career Education programs is based on equity and increasing access to college.
• The aging Bay Area population will require additional care and can be a focus on new Career Education programs.
• In 2017, 28% of Ohlone students enrolled in online and hybrid courses; in 2025 the goal is to increase that number to 43%.
• Includes the development of fully online cybersession during the winter holiday and summer sessions targeted at UC and CSU students.