Scheduling Taskforce  
March 14, 2019  
Notes  

Jesse MacEwan; Mark Lieu; Bob Bradshaw; Nancy Navarro; Renee Gonzales; Andrew Bloom; Jeffrey O’Connell; Lisa Wesoloski; Janice Jones; Jennifer Hurley (zoom); Luba Voloshko; Peggy Kauffman; Michele McDowell; Sarah Cooper; Sobia Saleem; Shelly Spratt; Robert Gabriel; Stephanie Ramos; Noella Rashid; Andrew LaManque

I. Discussed additional feedback on college hour and scheduling times

Bob Bradshaw presented the scheduling blocks at ASOC. The feedback was generally neutral – neither positive nor negative.

General feedback from student government was very positive as it relates to the college hour.

We also discussed the Guided Pathways Guiding Principles – noting that the first principle could be seen as relating to the college hour idea:

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

II. Discussed enrollment trends data

We discussed data from Mike Bowman – generally Ohlone now has younger students, with more attending full-time, with a higher percentage of Latino students than 5 years ago.

III. Agreed on recommendation for scheduling times

We spoke mainly about the pros and cons of the proposed schedule blocks in terms of the impact on the college hour. Some worried about the impact on our ability to schedule all the classes that were needed and the potential loss of some students who had more limited scheduling
options. We agreed that the schedule should be the priority and that the college hour, if it was agreed to, would need to fit into the existing time blocks.

The group agreed to recommend for Faculty Senate discussion a 15 minute passing time with first sections starting at 7:30 and 9:20. Preferred Time Blocks:

<table>
<thead>
<tr>
<th>Block</th>
<th>3 unit, 2 day</th>
<th>5 unit, 4 day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>7:30</td>
<td>9:05</td>
</tr>
<tr>
<td>Block 2</td>
<td>9:20</td>
<td>10:55</td>
</tr>
<tr>
<td>Block 3</td>
<td>11:10</td>
<td>12:45</td>
</tr>
<tr>
<td>Block 4</td>
<td>13:00</td>
<td>14:35</td>
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<tr>
<td>Block 5</td>
<td>14:50</td>
<td>16:25</td>
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<td>Block 6</td>
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<tr>
<td>Block 7</td>
<td>18:30</td>
<td>20:05</td>
</tr>
<tr>
<td>Block 8</td>
<td>20:20</td>
<td>21:55</td>
</tr>
</tbody>
</table>

IV. Continued discussion of college hour

Information was shared about how Foothill used the college hour – for department meetings and student gatherings. We agreed to call college time when student activities were scheduled as the “student hour.” We discussed the idea of modifying the scheduling block to just one hour but in the end agreed to maintain it within the existing scheduling blocks. It was mentioned that we could still limit the time we called the student hour to one hour if we wanted to.

Several members expressed concern that the potential enrollment increase from student engagement leading to increased retention and persistence would be offset by the potential enrollment loss from students not getting classes during that time period. Some also expressed concern about the work involved in sustaining activities during the student hour.

It was suggested that the draft proposal under consideration be formatted by having the suggested activities for the student hour and college hour listed separately.

Given that we agreed on the scheduling blocks, the group agreed to survey students and discuss the college hour again at the end of April.
Ohlone College Enrollment Facts – Michael Bowman, March 11, 2019

- 22.6% decline in headcount 2014FA to 2018FA (11,065 to 8,566)
- 72.5% decline in students age 40+ since 2014. In 2014, 40+ aged students represented 19% of total enrollment; now 7%
- Asian student enrollment is up 11% since 2014; White enrollment down 11%.
- 2500 more evening students in 2008FA than in 2018FA; was 28% of total enrollment, now 11%.
- Full time students now represent 40% of 2018FA enrollment; four years ago full time enrollment was 29%. (The 40% FT rate is second highest in the Bay 10)
- In 2014, 29% of students were first time or first time transfer (they were new to Ohlone); in 2018, only 15% are new to Ohlone
- In 2015FA, 47% of enrolled students were from district high schools (excluding dual enrolled/special admit students); in 2018, 52% are from district high schools. However, because of enrollment declines, district high school enrollment is down numerically by 700+.
- Enrollment at district high schools has gone up less than 1% since 2013
- There are 5% more female students enrolled than male students
- African American enrollment is down, but Hispanic enrollment has climbed steadily and is now almost 25% of total enrollment.
Guided Pathways Guiding Principles (draft)

March 11, 2019

The purpose of the Guiding Principles is to provide direction as to how decisions within the Guided Pathways framework will be made. The Guiding Principles will be reviewed annually by the Guided Pathways taskforce committee.

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.
Scheduling Taskforce Proposal (still under consideration)

College Hour – Effective Fall 2020

For Discussion

March 14, 2019

Proposal: College hour to be scheduled 2 days a week (Monday and Wednesday) during one of the scheduling blocks near the noon hour. During this time classes will not be scheduled, with the exception of labs or specialized classes that need to operate during this time to maintain a sound instructional program.

The following will guide programming for the college hour:

A. Monday’s will be dedicated to faculty activities such as meetings and office hours.

B. Wednesday’s will be dedicated to student activities such as club meetings, speakers, and campus events.

C. The purpose / goals for college hour will include:
   a. Providing opportunities for student engagement
   b. Providing opportunities for students to see faculty and visit offices such as counseling or financial aid
   c. Providing opportunities for faculty to meet

D. Activities that might be done during college hour include:
   a. Student clubs / student government / speakers
   b. Faculty office hours / student service drop in office hours
   c. Faculty meetings

The college hour will be piloted for one year and then reviewed for continuance.