

# EDUCATIONAL MASTER PLAN

2015-2020 BOARD APPROVED 4.8.2015



# PREFACE

Educational Master Plan Report Approval Timeline						
	18-Feb	23-Feb	11-Mar	18-Mar	30-Mar	8-Apr
<b>EMP Report First Reading</b>						
Faculty Senate						
College Council						
Board of Trustees						
<b>EMP Endorsement / Approval</b>						
Faculty Senate						
College Council						
Board of Trustees Approval						

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### TIMEFRAME

The 2015-2020 Educational Master Plan (EMP) will set the educational course for the college for a five year timeframe. During this five year cycle, there will be interim arrangements and shifting of enrollments because of construction associated with the Measure G Academic Core rebuilding project.

The college's first formal EMP encompassed a 10-year timeframe, 2001-2011. A subsequent update in 2003 focused on refining the Educational Plan for the Newark Center for Health Sciences and Technology and established a 15-year enrollment projection through 2018. The 2005-2010 EMP provided a firm statement of principles reiterating the centrality of learning to the mission of the college, which has helped drive the implementation of the Measure G efforts. Although the EMP covers a five-year period, the enrollment projection scope will use a 15-year timeframe to provide a broader context for educational planning and to align with the 15-year time frame of the Facilities Master Plan.

The College Strategic Planning cycle is on a five-year timeframe and for consistency, the EMP has adopted the same planning cycle. The timeline of previous planning cycles had put the EMP at the forefront to drive all other college planning. This has basically been true in the past when you look at the bigger picture, such as the 2001-2010 plan that drove the development of Measure A and the Newark Campus; and the 2010-2015 plan that drove the development of Measure G for modernization of the Fremont Campus. The focus of the 2010-2015 EMP was on remodeling existing buildings, whereas in the actual implementation of Measure G, the focus shifted to "drop and rebuild." Still the intent of transforming the campus learning environments is being met.

Our current planning environment has external forces that have driven the development of the Student Equity Plan (SEP) and the Student Success and Support Program (SSSP) Plan. These two plans are necessarily integrated with each other and, in effect, have involved educational master planning as part of their development. Further, the college is currently engaged in concurrently updating the College Strategic Plan (CSP) along with the EMP for the 2015-2020 period. Obviously, the CSP and EMP should be integrated and both should reflect the objectives of the SEP and SSSP. The CSP and the EMP need to be integrated along with the Technology Master Plan (TMP) and the District Facilities Master Plan (DFMP).

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## LOCATION NOMENCLATURE

Within the Educational Master Plan there is a need for consistent nomenclature which identifies our three major instructional “sites” including the two physical locations in Fremont and Newark, and the growing Distance Education (DE) and hybrid course component we call our eCampus. The following is background related to this and explanation of the names that will be used.

### **Fremont Campus**

The Fremont campus opened in 1974 and is the oldest of the three district educational sites. Until 1994 it was the only major instructional site and thus was referred to as Ohlone College. Currently the campus is often referred to as the “Fremont” and/or “Main” campus. The campus is located on 534 acres with the majority of buildings concentrated on the upper portion or east side of the campus. Due to the topography of the site only about 118 acres are usable. As noted in the 2010 Facilities Master Plan (FMP) and 2012 FMP update several buildings are in need of major renovation or rebuilding. In 2010 Measure G, a 350 million dollar bond was approved by district voters to provide funding to rebuild and renovate the Fremont Campus. Further information related to the construction projects can be found on the [Facilities Committee website](#) and/or [Measure G Bond website](#).

### **Newark Campus**

Although classes were offered at a number of locations in Newark over the years, it was not until 1994 that a formal and ongoing site was established at the MacGregor School, a former middle school. For the first several years it was called the Newark Ohlone Center (NOC). As enrollment at the site grew and plans for a new center were being considered, the name was changed to the Ohlone College Newark Center (OCNC). The passage of the Measure A Bond in 2001 included funding for a new center in Newark with a focus on health sciences and technology, although a healthy offering of general education classes was also planned. Upon formal adoption of the revised Educational Master Plan in 2003, the campus name became officially the Ohlone College Newark Center for Health Sciences and Technology (NCHST). In July 2008 the Accreditation Commission for Community and Junior Colleges (ACCJC) approved the college’s [Substantive Change Proposal](#) for offering various degrees and certificates with 50% or more of their courses at the NCHST campus.

This official NCHST name is not used in everyday language and people alternately refer to it as either the Newark Campus or the Newark Center. Although the state officially identifies it as a “Center” as opposed to a “College,” the Educational Master Plan will, for consistency with the other two “sites,” use the title Newark Campus.

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## **eCampus**

In 1998 the college began offering Distance Education (DE) courses via an online course management system. Over the next 10 years, DE courses grew to represent 12% of student enrollment. More recently hybrid courses, a combination of traditional classroom and online components, are becoming more and more common. Across the state these fully online and hybrid courses are governed under policies and guidelines within the context of DE. For a while, Ohlone used Distance Education as an umbrella term for online classes but as the number of courses grew, we began to think more in terms of a “third instructional location.” We tend to use names such as Distance Education, Online Education, Online Learning, Virtual Campus, and eCampus. eCampus is currently emerging as the most common name and it will be used in the Educational Master Plan to designate our online and hybrid offerings. As these offerings grow, it is important to look at this delivery method as a distinct “place” with a community of faculty and students needing services to meet their educational goals. In March 2011 the ACCJC approved the college’s Substantive Change Proposal for offering various degrees and certificates with 50% or more of the courses available via a DE delivery.

# INTRODUCTION

## INTRODUCTION

### EDUCATIONAL MASTER PLAN REFLECTIONS

The Educational Master Plan (EMP) is a holistic document that identifies student learning and achievement as the core purpose of Ohlone College. As a Learning-Centered College, all activity of faculty, staff and administration needs to be focused on this core purpose. Further, the EMP provides a comprehensive and strategic framework for planning, implementing, and evaluating the academic programs and services at the college, in accordance with the college mission, values, goals, objectives, and institutional planning processes.

Faculty and staff at Ohlone College continuously demonstrate commitment to students and their academic achievement and success. Learning is at the center of all we do on a daily basis. It is often a challenge to find time to step back and engage in more strategic activities such as revising the educational master plan. Yet, as reinforced by our accreditation standards, good practice dictates our daily work be done in the context of a broader planning perspective, especially when we must make difficult decisions about how we allocate our limited resources.

Following a shared governance development process during 2001, the first ever comprehensive Educational Master Plan for the District was approved by the Board of Trustees in March of 2002. Simultaneous to the approval of the Educational Master Plan, the District voters approved Bond Measure A providing \$150,000,000 for construction of a Center in Newark, a new Student Services Support building on the Fremont campus, and upgrades to existing facilities on the Fremont campus.

Since 2002, the faculty and staff at the college have engaged in ongoing educational master planning using the initial document as the overarching context. A revised Educational Master Plan for the Newark Center for Health Sciences & Technology (NCHST) was approved by the Board of Trustees in December 2003. This plan along with numerous associated planning retreats involving faculty and staff from across the college led to the successful opening of the Newark Center for Health Sciences and Technology campus in January 2008. Further, the Fremont Campus Educational Master Planning concepts were approved by the Board of Trustees in May of 2004. These concepts guided the use of Measure A Bond funds for Fremont Campus projects and future Facilities Master Planning.

During 2004-2005 the college community engaged in a comprehensive process of strategic planning resulting in the 2005-2010 College Strategic Plan. The plan was approved by the Board of Trustees in May 2005. During 2008-2009 the college community engaged in an active process to assess and revise

# INTRODUCTION

the 2005-2010 College Strategic Plan, leading to the 2010-2015 College Strategic Plan revision that was approved by the Board of Trustees in fall 2009.

During 2008-2009 a comprehensive redesign of the college planning processes resulted in a more formal and structured linkage between Program and Services Review and the overall college planning process, including the budget planning cycle. The college implemented the CurricUNET Program Review module to conduct and track Program and Services Reviews (PSR). During spring 2014, the Presidents' Process Assessment Committee (PAC) reviewed the PSR processes and suggested revisions to streamline several sections and enhance the Program Improvement Objectives (PIOs) section.

CurricUNET is a relational database tool which facilitates the generation of data and the linkages between program review, budget decision-making, facilities planning, and information technology decisions. The software facilitates the tracking of activities and outcomes tied to budget requests, provides historical tracking allowing for program review feedback loops, and tracks recommendations and achievements from review to review. The vision is to use this tool to make Program and Services Review an ongoing rather than intermittent process that continually feeds into the institutional planning cycle and decision making processes.

A key element in the college planning and evaluation cycles is conducting and documenting an Environmental Scan of internal and external data and of trends that have an impact on college planning. The college's [Glossary of Planning Terminology](#) defines Environmental Scan as "the acquisition and use of information about events, trends, and relationships in the local community and beyond that inform the college of forces and needs relevant to planning future direction. Environmental scanning constitutes a primary mode for institutional learning and self-assessment." The Office of Research and Planning has designed and published [Ohlone's Environmental Scan](#), which is being used as source information for all college planning, including the Educational Master Plan update.

# INTRODUCTION

## PLAN FORMAT

The Educational Master Plan is divided into three major sections:

### ***Foundations***

This section presents the overarching educational philosophy and principles, the mission statement, the core college values, the college motto, a description of students as related to our mission, a description of Ohlone as a learning-centered college and implications for the District FMP.

### ***Institutional Planning and Data Analysis***

This section describes the integration of the Educational Master Plan with the overall institutional planning processes. The section includes planning relationships with the strategic planning cycle, the annual planning cycle, program and service review, the environmental scan, enrollment planning, strategic goals and objectives, notes on the work on basic skills initiative, student equity plan, and commitment to a full and strong contingent of full-time faculty.

### ***Academic Directions***

This section provides a snapshot of program directions important for the faculty and staff to pursue over the next several years.

## FOUNDATIONS/Framework

This section of the Educational Master Plan focuses on the overarching educational philosophy and principles of Ohlone College. The college mission and values are also expressed. Further, the commitment to the Learning College Model is discussed and the students we serve are described.

### **Overarching Educational Philosophy**

*We are a Learning-Centered College: Learning drives all that we do*

### PRINCIPLES FOR EDUCATIONAL MASTER PLANNING

This 2015-2020 Educational Master Plan represents a new version of the 2010-2015 Plan. It integrates many of the planning activities over the past decade and provides a link to our current planning processes. The plan has been developed on the foundation of a series of educational master planning principles that have emerged as the college community has engaged in significant planning and assessment efforts since 2001. The following is a list of principles:

- Our educational planning is conducted within a strategic and comprehensive district perspective
- The college meets the accreditation standards of the ACCJC and uses the Self-Evaluation process and resulting Actionable Improvement Plans and tem recommendations for Improvement as integral components of our planning and evaluation processes
- Faculty and staff engage in a vigorous process of instructional program, service and course reviews with an emphasis on student learning outcomes and assessment
- An ongoing and robust system of faculty and staff development must be a high priority of the college. Innovation and continuous improvement are dependent on such a system
- Strong, healthy and continual dialogue on learning and student achievement should be pervasive across all areas of the college
- All program areas are intentional about supporting the strategic goals of the college and conduct education planning and decision making in alignment with the College Mission and Values
- Our educational master planning is done with a commitment to shared governance and the administration works closely with the College Council and Faculty Senate in the planning process

# FOUNDATIONS/Framework

- The Fremont Campus, Newark Campus and e-Campus are parts of an integrated learning ecosystem
- Faculty and staff professional development activities support active and collaborative learning and interdisciplinary approaches for all faculty and programs in the College
- The Fremont Campus has a transfer emphasis; however basic skills and occupational programs are also offered
- The Newark Campus has an emphasis on health, sciences and technology; however basic skills, transfer and general education programs and courses are also offered
- The e-Campus provides a wide variety of courses in support of the college mission and the emphasis of the two other campuses
- Academic Affairs and Student Services are integrated within a comprehensive system of teaching and learning
- Providing pre-collegiate basic skills programs, courses and services is fundamental to our mission and directly relates to the needs of the community
- Our basic skills program is characterized by an interdisciplinary approach, particularly between the English, ESL and mathematics departments
- We are committed to providing instruction for all who can benefit and maintain support services for physically and learning disabled students
- Each of our academic divisions house career, technical and/or professional education programs and the Deans and faculty work together to provide a coordinated approach
- Our transfer degrees and courses, our general education patterns, and our transfer and articulation are of high quality and provide students with maximum transfer potential
- We engage in active partnerships with our area high schools to create access for high school students to college classes. We are also committed to increasing the number of students who complete high school and continue to college

## MISSION STATEMENT

The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed.

# FOUNDATIONS/Framework

*Note: As part of our 2015 strategic planning process College Council has been reviewing the college's mission statement and college core values. Recommended revisions will be presented during the college-wide strategic planning summit in March/April 2015.*

## CORE COLLEGE VALUES

- We provide lifelong learning opportunities for students, college personnel, and the community.
- We open access to higher education and actively reach out to underserved populations. We promote diversity, inclusiveness, and openness to differing viewpoints.
- We maintain high standards in our constant pursuit of excellence. We value trust, respect, and integrity.
- We promote teamwork and open communication.
- We practice innovation and actively encourage risk-taking and entrepreneurship.
- We demonstrate stewardship for our human, financial, physical, and environmental resources.

## COLLEGE MOTTO

Ohlone College is a world of cultures united in learning.

## OUR STUDENTS AS RELATED TO OUR MISSION

Components of the Mission Statement	Students
Basic Skills	At Risk and Dropouts Traditional College Age Delayed Entry Re-Entry Career Changing Incumbent Workers Dislocated Workers Disabled Students English Language Learners

## FOUNDATIONS/Framework

Career Entry	High School At Risk and Dropouts Traditional College Age Delayed Entry Re-Entry Career Changing Incumbent Workers Dislocated Workers Disabled Students English Language Learners
University Transfer	High School Traditional College Age Delayed Entry Re-Entry Dislocated Workers Disabled Students English Language Learners
Economic Development	Career Changing Incumbent Workers
Personal Enrichment	Career Changing Lifelong Learners

### ***Special note on High School Students as part of Ohlone's Constituency***

The primary population for California community colleges includes people who are 18 years of age or older or high school graduates. However, colleges are allowed to enroll students K-12, if they so choose, through a process called Special Admissions. Special Admissions is now regulated under Education Code and Title 5. Enrollment of K-12 students in college courses is generally referred to as concurrent enrollment in California, although the term dual enrollment is used more frequently in other states where it is a growing trend. For many years Ohlone has allowed K-12 concurrent enrollment in college classes. And for the past ten years we have developed focused partnership programs with high schools in the district.

Because concurrent enrollment is a choice rather than a mandate it is subject to lower priority status when state funding is reduced due to economic downturns. During the past budget crises we downsized concurrent enrollment rather significantly on a number of fronts. First, in spring 2009 the

## FOUNDATIONS/Framework

Board of Trustees voted to limit concurrent enrollment of students in grades K-9. Although the K-12 parent community was upset, the Board felt this prioritization was in the best interest of the District. Further, the foreign language partnership with Irvington and Mission San Jose High Schools was shifted to a contract education strategy (enrollments not submitted for apportionment) to allow these concurrently enrolled students to earn credit, with minimal fiscal impact. As part of the college's 2014-2015 enrollment restoration plan, the foreign language sections were shifted back from a contract education strategy to claiming these sections for apportionment.

Our general strategy for working with the high schools on concurrent enrollment programs is to be responsive to interest expressed by the high schools. We do not push any particular program agenda. As a general target, concurrent enrollment should not exceed 5% of the annual FTES capacity. Here is the link to the comprehensive report titled "[Description of High School Dual Enrollment Strategies](#)" that provides a historical background, current strategies in use and partnership programs in place, along with the program reductions that occurred due to 2008-2010 budget crises.

### LEARNING-CENTERED COLLEGE

For the past two five-year Educational Master Planning cycles the Learning College model has provided an important set of philosophical principles to guide our efforts. This model over the past 15+ years has been an influential movement among community colleges across the country. The League for Innovation in the Community College has provided significant leadership in developing and promoting this model. Ohlone faculty and staff have responded to this model in a very positive way. The college vision, values, mission and planning processes have been influenced by a concerted college-wide effort to embrace, nurture and practice the tenets of the Learning College model.

For this next five-year Educational Master Planning cycle we are articulating a more focused set of principles to express the centrality of learning as our institutional purpose. We are using the term Learning-Centered College to emphasize this shift. However, we are still committed to implementing the guiding goals of the Learning College Model:

- Create substantive change in individual learners
- Engage learners as full partners in the learning process with learners assuming primary responsibility for their own choices
- Create and offer as many options for learning as possible
- Assist learners to form and participate in collaborative learning activities

# FOUNDATIONS/Framework

Our Learning-Centered College principles have been influenced by the emphasis on learning expressed by our accrediting body, the Accrediting Commission for Community and Junior Colleges (ACCJC).

The ACCJC Accreditation Standards (Adopted June 2014, p. 1) states, “The primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement.”

Further, the ACCJC/WASC Guide to Evaluating Institutions (July 2013, p. 4) makes the focus on learning even more explicit:

The ACCJC Accreditation Standards... focus on what students have learned as a result of attending college. This focus requires that the institution provide evidence of a conscious effort to:

- Ensure learning is the institution’s core activity
- Support and produce learning
- Assess how well learning is occurring
- Make changes to improve student learning
- Organize its key processes to effectively support student learning
- Allocate its resources to effectively support student learning
- Improve learning as an important means to institutional improvement

Ohlone College has a strong and long standing institutional commitment to being a Learning-Centered College. This commitment goes back to our beginning evidenced in the Ohlone College Master Plan Philosophical Guidelines from 1969. Listed below are a few important excerpts from the 1969 statement:

Ohlone College:

- Focuses on the work and dignity of each student
- Focuses on learning
- (Demonstrates) flexibility in meeting student needs
- Perceives achievement as a function of individual growth and not of time alone
- Enables each student to acquire the trait of learning as a lifelong pattern
- Each member of the staff contributes to the process of guidance and counseling
- Seeks constant re-examination as a natural process of making appropriate modifications
- Seeks innovation, supports creativity and imagination; conformity for its own sake is ignored

# FOUNDATIONS/Framework

As a Learning-Centered College we are committed to the following principles:

- All of our plans (educational, strategic, budget, facilities, technology, staffing, etc...) are driven by the ultimate impact they will have on the learning process and outcomes
- All of our decisions are grounded in the commitment to support and nurture learning
- The teaching process and the learning process are integrated and all of our teaching embraces this integration
- We promote ongoing authentic assessment of learning
- We encourage ongoing dialogue about teaching and learning
- We support innovation, risk taking and entrepreneurship in the teaching and learning process
- We view learning as a transformative force for positive change and development, for both the individual learner and the larger society and culture
- We view all employees as learners and our organization provides opportunities for ongoing employee learning and development
- All college programs and departments across the college, including Academic Affairs, Student Services, Administrative Services, the President's Office, and the Board of Trustees, have impact on student learning as a key factor in the assessment of effectiveness

## IMPLICATIONS FOR THE DISTRICT FACILITIES MASTER PLAN; STANDARDS FOR LEARNING SPACES

Previous Educational Master Plans advocated that the Fremont Campus learning spaces needed to be transformed to meet the learning needs in the 21<sup>st</sup> 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. New buildings will harmonize in materiality, color, scale, and mass with the modernist mission-inspired buildings of the original campus. They will thematically embrace the Ohlone Indians respect for the land and environment. Aesthetics will be in harmony with the natural environment and bridge the past with the future.

# FOUNDATIONS/Framework

The new academic core buildings at the Fremont Campus will house most of the educational offerings at Ohlone. As a result of the 2012 District Facilities Master Plan it was identified that many of the existing buildings need to be replaced to allow the campus to become more accessible to students as well as meet current codes and energy efficiencies. Academic programs that will be included in the new buildings include Science, Arts, Music, General Education (Math, English, Speech, etc.) and Learning Resources (Tutoring, Library, Study areas, etc.) The new core buildings will replace existing buildings 1, 2, 3, 4 & 8.

The project is in the final stages of design. The tearing down of buildings is scheduled to start in June 2015 and construction will start thereafter.

## **Modern Learning Spaces**

The Learning-Centered College Model provides the framework for standards to guide the design of learning spaces (including the virtual environment). Our standards focus on active and collaborative learning and individual 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
- Compare, contrast, analyze, and debate concepts and information
- Construct information and knowledge
- Present reports and project results
- 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
- Capture learning activities for future reference

## FOUNDATIONS/Framework

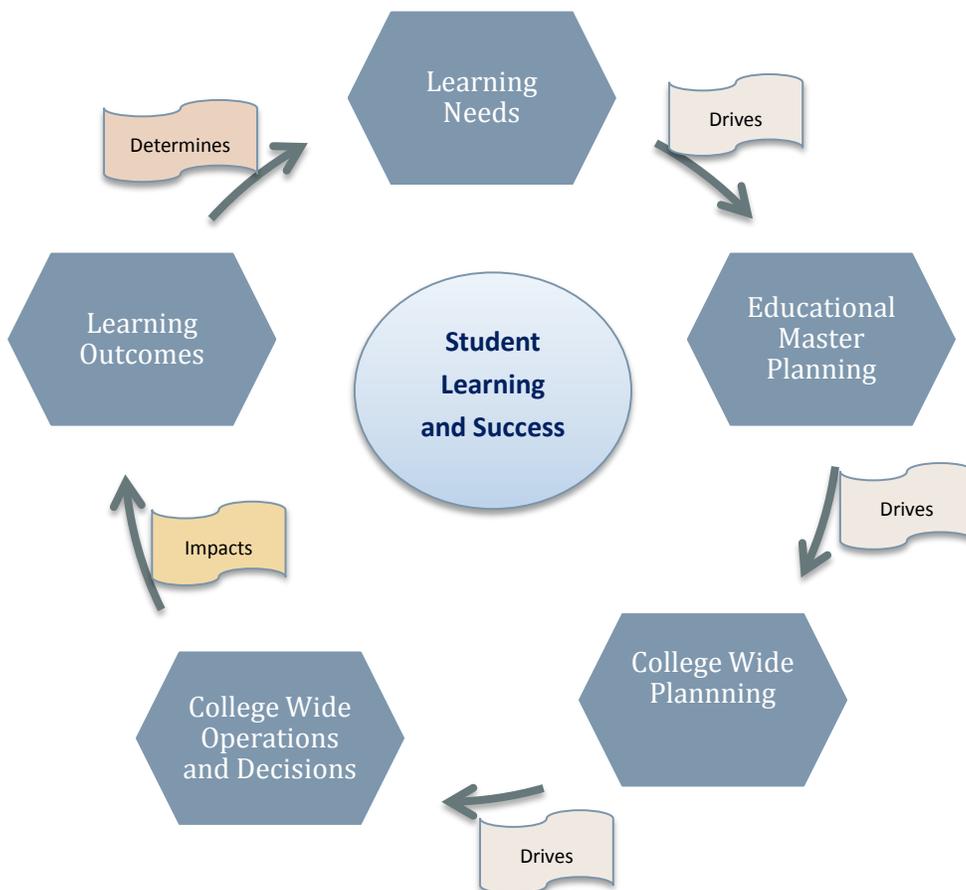
- Work in informal learning spaces
- Work in virtual learning space, 24-7
- Use space, furniture, materials and technology flexibly

# INSTITUTIONAL PLANNING AND DATA ANALYSIS

## INSTITUTIONAL PLANNING AND DATA ANALYSIS

This section of the Educational Master Plan 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 and the Budget Committee, integrate planning into their committee work. Planning is also integrated into the work of the Faculty Senate and the President’s Process Assessment Committee.

Although the graphic below is one-dimensional, planning in reality is multi-dimensional, complex, and dynamic. The one constant is the centrality of learning as the driving force for all that the college does.



# INSTITUTIONAL PLANNING AND DATA ANALYSIS

The following are key planning relationships related to the Educational Master Plan (EMP)

- The college is a learning-driven system. Learning is our purpose. All that we do should be aligned to this imperative.
- The EMP is driven by student learning needs and the assessments of learning outcomes
- The EMP drives all other planning, decision making and operations
- We are impacted by external forces that influence our planning process and priorities
- College-wide Program and Services Review (PSR) and the various assessments of plans should emphasize impacts on student learning
- PSR and Student Learning Outcome Assessments and other assessments ought to feed back into our planning processes for ongoing quality improvement

## INTERNAL PLANNING AND DATA ANALYSIS

### Strategic Planning Cycle

In order to establish a cyclical process for strategic planning, a comprehensive assessment has been determined to be a good starting point. The elements of the assessment include an environmental scan (college community needs and college outcomes in meeting those needs, both expressed in a data oriented document), accreditation action plans, results of Program and Service Reviews, and a thorough evaluation of the status of current college goals and objectives. The next step in the cycle is a reaffirmation and/or revisions to the college values and a review and possible revision of the college mission statement. With the benefit of the assessment, the college is ready to analyze the degree to which it is fulfilling its mission and meeting community needs. A visioning process follows to encourage the college and give community a voice in what the college will be in the future.

Following this work, the college determines what current goals should continue and drafts new goals to be achieved in the next cycle. Goals are expressed in more specific objectives and include action plans and timeframes. Over the life of the strategic plan, objectives which achieve the goals are implemented and the results assessed. Finally, a new assessment occurs and the cycle begins again.

### Annual Planning Cycle

Each year, to coincide with budget planning, the college engages in a process to determine a prioritized list of improvements to undertake to achieve college objectives. This process engages all programs and services by asking that they submit Program Improvement Objectives (PIOs) that are the products of their program reviews. These PIOs are accompanied by action plans and resource needs. The college

# INSTITUTIONAL PLANNING AND DATA ANALYSIS

prioritizes the objectives according to how effectively they contribute to college goals and objectives, and uses the list for determining resource allocations. Because the list includes all college programs and services, the result is an annual representation of needed college improvements. The college is continuously reviewing its budget history to determine how program and service needs align with the budget. The purpose is to provide the college with a clear understanding of needed improvements and how to spend its resources accordingly.

## **Program and Services Review**

A major strategy for improving the college planning is for Program and Services Review (PSR) to be more central to the planning process. Two key elements for this are:

1. Creating linkage between Program and Services Review and college planning (Strategic Planning, Budget Planning, Educational Master Planning, Facilities Planning, Technology Planning, etc...);
2. Sustaining the Program and Services Review process on a three-year complete revision cycle, with ongoing annual updates and assessment of PIOs. The CurricUNET Program and Services Review (PSR) Module has been designed to implement these two key elements.

The CurricUNET PSR Module assists end-users through the following step-by-step web-based evaluation process:

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 SLO matrix to Program SLOs. Reviews key assessment results by summarizing course and program SLO results, analyzing program benchmarks and standards with program data, and identifying program achievements. (Note: SLO Assessments are completed using Course Assessment in a Box, a word document and tracked on the [SLO Assessment website](#))
4. Program Improvement Objectives and Assessment: PIOs are based on the program data analysis and PSLO analysis and linked to college goals and initiatives

# INSTITUTIONAL PLANNING AND DATA ANALYSIS

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
6. Outside Review Results: Could include reviews by advisory committees, other closely related academic departments, focus groups of students, etc...

In the Instructional Program areas, Deans and faculty work together to enter all data into the CurricUNET Program Review module by the end of each calendar year. The Instructional Program and Services Review timelines for 2014-15 Academic Year are as follows:

- Areas that completed their three-year comprehensive PSR revision in 2013-2014 are only required to enter new and/or assess and update existing PIOs
- Areas required to complete a comprehensive three-year PSR revision in 2014-2015 will update all sections of the PSR CurricUNET module
- Areas required to complete a three-year comprehensive PSR revision in 2015-2016 are only required to enter new and/or assess and update existing PIOs

There are several very positive outcomes to accomplishing yearly updates and revisions:

1. Once a program or service review is in the module, it is then easily reviewed and updated regularly, rather than necessitating a big project every few years.
2. Course-level SLOs and program-level SLOs can be linked and analyzed for consistency.
3. Ability to focus on assessment for PIOs on an ongoing basis.
4. Given that CurricUNET is a database program, the needs of each program will feed into the college planning process through the sorting and linking nature of the system.

Useful website: [Program and Services Review](#)

## Environmental Scan Data Analysis

A key element in the Strategic Planning cycle 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.

# INSTITUTIONAL PLANNING AND DATA ANALYSIS

## Key Indicators from the Environmental Scan

The following is a selection of key indicators from the Environmental Scan that impact the educational planning environment of the college. These are not listed in any particular order. The full Environmental Scan, including sources, can be viewed on the Research and Planning website:

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

- The district will witness a declining pool of adult learners between the ages of 30 to 49, but a dramatically increasing pool of adults aged 60+.
- The Fremont campus is within one of the most affluent zip code areas in Northern California and near one of the top high schools in the state. Elsewhere in the district, some high schools are below the state standards for the Academic Performance Index, and affluence is not a characteristic of most neighborhoods.
- Recent surveys of students disclosed important information about student perceptions and satisfaction, including the fact that they find Ohlone to be a positive and supportive environment, concerned about issues of diversity and equity, and successful in helping students prepare for careers or other educational goals. Over 90% of students would recommend to others taking classes at Ohlone and would choose again to attend themselves. This satisfaction among students will continue.
- The college mission will continue to address comprehensive needs of transfer, career and technical education, and basic skills students, as well as provide opportunities for lifelong learning and personal enrichment.
- Students will want course choices and convenience, and they are capable of finding options elsewhere when the college cannot meet their needs.
- Younger students will be “digital natives.” Their technology skills and awareness will bring expectations for technology and they will constantly redefine “state of the art”.
- Also known as “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.
- The global marketplace will influence curriculum in every department and will provoke changes to content and delivery.
- As the institution for higher education within the district, the college can model excellence to district schools.
- With the implementation of Common Core high school curriculum, students will come to the college with preparation from high school that better aligns with the academic expectations of the college.
- Students of color will increasingly dominate ethnic proportions of enrollment, and their needs and interests will be fully considered and addressed appropriately.
- The college will maintain its commitment to access and to appropriately serve traditionally under-represented populations.

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- As performance measures become more important to the public, performance-based funding will become more important to legislators. The college will have to continue its emphasis on degree completion and transfer.
- The college will support a culture of evidence and will promote a culture of inquiry in the learning college model. Current, relevant data will be available for *ad hoc* planning, and independent research will be encouraged.
- The college will fully embrace innovations and opportunities that promote student success and equity, including associate degrees for transfer, electronic education plans, and interventions to alleviate disproportionate impact.
- In the midst of construction, flexibility and change will characterize the college, but will result in increased turbulence and uncertainty among employees.
- Some traditional programs will become increasingly irrelevant for the 21<sup>st</sup> century as down-sizing, out-sourcing, and automation replace district employment opportunities.
- The Bay Area will continue both to attract foreign students seeking degrees in science and engineering, and to draw highly educated foreign scientists and engineers to the area's employment and entrepreneurial opportunities. Both groups will bring high expectations of excellence in education, especially in the sciences.
- Interest in a "green economy" will continue. As more environmentally-sensitive skills and vocations develop, the college will respond programmatically.

## Gaps

The President's Ad Hoc Environmental Scan Analysis Group, made up of faculty and administrative staff including the College Council faculty co-chair, is charged with extracting key information from the Environmental Scan data and identifying areas where the college needs to expand or improve its efforts.

- Decline in evening and weekend enrollments
- Services available to evening, weekend, and eCampus students
- Student access to technology, particularly access away from campus for low-income and/or under-represented students
- Availability of—or awareness of—online services to students, for example, tutor.net
- More responsive customer services to students and to staff, either online, by phone, or in person
- Persistence and retention rates below state average
- Adequate support and services for second language students, particularly international students
- Equity issues among adversely impacted groups, including women in science, African Americans, Hispanics, and Pacific Islanders

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- Developing and maintaining college identity—both for students and for staff—throughout construction
- Realignment of CTE programs to reflect labor market issues, demand, and advisory committee input
- Staffing plan for addressing emerging needs, particularly the need for full-time faculty
- Changing mission of the college in response to issues of accountability, repetition, possible baccalaureate offering
- Impact of Common Core
- Challenges to growth, including space, declining high school grad rates, aging of the district, inclination to choose now-available employment over college
- Ability to address the needs of disproportionate groups while also supporting low-performing students in all groups
- Need to increase concurrent enrollment offerings
- Declining currency of some college programs
- Curricular responses to accountability ratings
- Responses to possible performance-based funding, federal college ratings, CCCCCO-mandated goals, and new accreditation standards
- Prospects for non-apportionment revenue
- Maintaining/increasing community support as the college campus and community programs change
- Increasing diversity of students, particularly those with lower socioeconomic and education preparation levels

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## ENROLLMENT PLANNING

### 15-Year Enrollment Restoration/Growth Assumptions: 2010-2025

There are two major factors affecting enrollment restoration/growth at community colleges:

- Student demand can ebb and flow with the local economic employment and industry trends
- State budgetary impacts which influence enrollment caps or growth rates

The average annual growth rate for Ohlone has been approximately 1.5% since the college opened in 1967. This 48-year history of the interaction between student demand and state funding levels is a solid bell-weather metric for strategic enrollment planning.

Often more state funding is available when the economy is good. However, the good economy can decrease student demand for classes because students may choose employment over furthering their education and/or enroll in fewer units. Conversely, a poor economy leads to less state funding when unemployment and student demand is up.

As part of the 2013 EMP update, the Faculty Senate endorsed the adjusted enrollment projections to reflect the three-year reduction in our enrollment base and re-benched FTES for the period of 2012-2025. Using the re-benched number and a 1.5% annual growth rate, the college would be in a restoration period from 7,758 FTES in 2012-13 to 9565 in 2026-2027. Because the growth rate is compounded annually the effective growth for the 15-year period would be 25%.

15-Year Restoration/Growth Projection	
2012-13 FTES	7758
Growth Rate	0.015
15 year projection	9565

Note: FTES reported for 2008-9 Academic year was 9,220

# INSTITUTIONAL PLANNING AND DATA ANALYSIS

Annual 15-Year Restoration/Growth Projections by Location					
	Annual	63%	24%	10%	3%
Year	FTES	Fremont	NCHST	eCampus	Other
2012	7758	4888	1862	776	233
2013	7874	4961	1890	787	236
2014	8000	5040	1920	800	240
2015	8120	5116	1949	812	244
2016	8242	5192	1978	824	247
2017	8365	5270	2008	837	251
2018	8491	5349	2038	849	255
2019	8618	5429	2068	862	259
2020	8748	5511	2100	875	262
2021	8879	5594	2131	888	266
2022	9012	5678	2163	901	270
2023	9147	5763	2195	915	274
2024	9284	5849	2228	928	279
2025	9424	5937	2262	942	283
2026	9565	6026	2296	957	287

## Enrollments by Location

Another important factor for enrollment and facilities planning is our assumptions about growth at each of our instructional sites. As indicated in the table below, the Measure G Academic Core project on the Fremont campus has created an intentional shift in sections and FTES generated on the Fremont and Newark Campuses.

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**Course Sections by Location**

	<b>FALL 2013</b>	<b>FALL 2014</b>	<b>FALL 2015*</b>
Fremont Campus	633	566	594
Newark Campus	216	281	299
eCampus (DE)	104	124	119
Other Off Campus	43	92	88

\*Projected

The following table indicates the current thinking on enrollment patterns beginning in fall 2018 when the Academic Core will be fully occupied and current enrollments in the temporary learning spaces at NCHST shift back to the Fremont Campus. A slight increase in the percentage of FTES generated on the Fremont campus is estimated based on the additional science labs and right sizing of other learning environments.

	<b>Annual</b>	<b>64%</b>	<b>23%</b>	<b>10%</b>	<b>3%</b>
<b>Year</b>	<b>FTES</b>	<b>Fremont</b>	<b>NCHST</b>	<b>eCampus</b>	<b>Other</b>
<b>2018</b>	8491	5434	1953	849	255
<b>2019</b>	8618	5516	1982	862	259
<b>2020</b>	8748	5599	2012	875	262
<b>2021</b>	8879	5683	2042	888	266
<b>2022</b>	9012	5768	2073	901	270
<b>2023</b>	9147	5854	2104	915	274
<b>2024</b>	9284	5942	2135	928	279
<b>2025</b>	9424	6031	2168	942	283
<b>2026</b>	9565	6122	2200	957	287

# INSTITUTIONAL PLANNING AND DATA ANALYSIS

## STRATEGIC GOAL AND OBJECTIVES

### **Relationship to Institutional Strategic Goals and Objectives** [*This section will need to be updated after the development of the 2015-20 Strategic Plan*]

The Educational Master Plan integrates most directly with Goals 1 and 2 of the College Strategic Plan and the associated objectives. These goals and objectives are related directly to the core elements of the College Mission. Goal 1 focuses attention on university transfer, general education and basic skills education. Goal 2 relates to career entry and economic development. Various department and teams will be working to achieve the objectives in the plan.

#### **GOAL 1: Through innovative programs and services, improve student learning and achievement.**

Objectives:

1. By 2013, complete an assessment of student learning outcomes for all courses and programs. Objective was reworded to creating a system. Accomplished
2. By Spring 2013, increase average course retention to a rate at or above the statewide average. Accomplished
3. By Fall 2013, increase semester to semester persistence of ESL and basic skills students to a rate at or above the statewide average. Accomplished
4. By Fall 2014, increase success in basic skills courses to a rate at or above the statewide average. Accomplished
5. By Fall 2014, increase the improvement in ESL courses to a rate at or above the statewide average. For this objective “improvement” is defined by the California Accountability Reporting for Community Colleges (ARCC) report as follows: A student who started in ESL at least two levels below transfer and, within three years, successfully completes a higher level ESL or English course. This rate is reported to colleges each year from the Chancellor's Office and is derived from MIS data submitted by the colleges. Accomplished
6. By Spring 2013, increase to 600 the number of students transferring to UC and CSU. Accomplished
7. By Spring 2013, increase to 500 the number of students receiving associate degrees. Accomplished
8. By Spring 2013, increase to 300 the number of students receiving certificates of achievement and accomplishment. Accomplished

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9. By 2015, increase the number of students taking 12.0 units or more per semester to a rate of 30% compared to headcount enrollment. Accomplished
10. Ongoing, consistently prepare transfer students to perform in the junior year at the university at a level at or above that of students who started at the university as freshmen. Accomplished
11. By 2015, expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online. Accomplished
12. By 2015, establish and maintain student mastery of Information Competency Standards at a level at or above the statewide rate. Eliminated
13. By 2012, implement systems that enable all students to declare an academic goal and are provided with an electronic degree audit which informs progress towards that goal. In Progress
14. By 2012, establish mutual agreements with local schools to redefine expectations of partnership in light of reduced staffing and budget support while maintaining clear pathways for students. Accomplished

## **Special Note on the Basic Skills Initiative**

The faculty in English, mathematics, ESL, and counseling have developed an ambitious plan to address the basic academic skills needs of students with a more focused and consistent set of teaching and learning strategies. We are working in concert with the statewide Basic Skills Initiative.

[Basic Skills Initiative Website](#)

## **GOAL 2: Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**

### Objectives

1. By 2011, produce a local strategic plan for Career Technical Education to include an inventory and assessment of our current programs, environmental scan data, a SWOT analysis, and a five-year set of goals, objectives and action plans. A strategic process map serving as a foundation for planning is presented in the Appendix D. Accomplished

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2. Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development.

Accomplished

3. By 2013, create a curriculum which enhances the availability of programs that focus on emerging industries including green technologies and those identified by the Alameda County Workforce Investment Board and Department of Labor's high growth, high demand job training initiative.

Accomplished

4. By 2013, provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace. In Progress

## COMMITMENT TO A FULL AND STRONG CONTINGENT OF FULL-TIME FACULTY

### **Full-Time Faculty Are the Backbone of Our College**

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.

At the core of this leadership role are academic freedom and tenure. Genuine excellence in teaching and learning would be limited if faculty felt their jobs were at risk for expressing unpopular comments in the context of their subject-matter presentations and discussion. This is the essence of academic freedom. Tenure, or continuing contracts for full-time faculty, protects academic freedom and is only available for full-time faculty.

### **External Requirements for Full-Time Faculty Positions**

The planning a college does for FT faculty levels and the deployment of the faculty is done within the context of external directions from accreditation standards and state directives from our accreditation body, the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC Standard

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III.A.2.states, “The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purpose.” ACCJC Eligibility Requirement 14 requires the college to identify a sufficient number of qualified full- and part-time faculty to achieve the institutional mission and purposes and support all the institution’s educational programs.

California state law and regulations direct high levels of full-time faculty presence. In 1988, landmark legislation in California (AB 1725) was enacted to reform the community colleges. AB 1725 (and subsequent Title 5 regulations) included directives to increase the ratio of full-time to part-time or adjunct faculty in community colleges to 75% of instruction. In 1997 the Chancellor’s Office began issuing an annual number of required full-time faculty positions to each college based primarily on enrollment numbers. Although the 75-25 requirement did not carry penalties for non-compliance, the Faculty Obligation Number (FON) does have fiscal implications attached for non-compliance.

## **Decrease in Full-Time Faculty Positions Throughout the Past Decade**

The number of FT faculty positions at Ohlone in 2003-04 was 151. But by 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), college budget decisions to keep positions vacant in response to severe cuts in state funding support resulting from the national recession.

The artificial drop in the FON to 124 by the Chancellor’s Office was due to the reporting of 1,100 FTES fewer for 2004-2005 as part of a planned strategy to go into enrollment restoration for 2005-2006. We were going to miss cap by several hundred FTES in 2004-2005 and decided to report much lower to make restoration the following year easier. We studied the FON assigned to similar sized colleges and found our FON of 124 was much lower than the average of the other colleges, which at the time was 157.5. This validated the notion that our FON was artificially low. Enrollment was subsequently restored, but the FON remained artificially low because the FONs were frozen by the state in response to the budget crisis related to the national recession beginning in 2008.

The college struggled to maintain the FT faculty contingent using the 2003-04 level of 151 as the baseline. However, the 2008 budget crisis led to the District offering an early retirement incentive program (SERP) that reduced the FT faculty ranks by another 12 positions bringing the FT positions down to 128 in 2010-2011. Thus, the artificially low FON was helpful to the college in that we were able to cut the budget by not filling faculty positions vacated by the SERP and not be fined by the Chancellor’s Office.

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Further, the Chancellor's Office invoked workload (or enrollment base) reductions, which had the effect of downsizing enrollment goals of the colleges. Since the FON is based on enrollment levels, the FON requirements continued to be reduced. As a result, our current FON is 111. And this is still artificially low, as a study of FONs across all districts shows an average ratio of 31.4 FTES per FON position, whereas Ohlone's ratio is 36.2. If our FON were adjusted to the statewide average, the result would be a FON of 122 (Fall 2014 FTES = 3,839.5/31.4 = 122).

The downsizing of full-time faculty levels has eroded our ability to pursue the state's 75-25 ratio described above. In 2003-2004 our 75-25 ratio had reached its highest level ever at 68% but it has now dropped to the current level of 47%. This drop was a direct result of not filling FT faculty positions and instead backfilling with adjunct faculty.

## **Initial College Response to the Drop in Full-Time Faculty**

During 2009–10 the Educational Master Plan was updated and included the rebuilding plan and a new [President's Faculty Position Advisory Committee](#) was established. This is a joint committee of the Faculty Senate and the Academic Deans. The committee meets annually to review proposals for new positions and provides a prioritized list of recommend positions to the President who then decides how many positions, if any, to fill and which ones to fill.

## **Future Commitment to Full-Time Faculty Levels**

Although some progress has been made on the plan to rebuild our contingent of FT faculty, the 2014 Accreditation Visiting Team Recommended that, "In order to improve institutional effectiveness, the team recommends that the College continue to work on implementing the staffing plan in order to ensure a sufficient number of full-time faculty to support the College's educational programs and services. (Standard III.A.2, ER 13 – Faculty)"

Standard III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Eligibility Requirement 13 – Faculty: The institution has a sufficient number of qualified faculty, which includes full-time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's

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educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A. & and III.A.2)

We interpret this recommendation to have three major components”

- Faculty Qualifications
- Appropriate Deployment of Full-time Faculty positions
- Sufficient Quantity of Full-time Faculty

## **Faculty Qualifications**

In the College’s 2014 Accreditation Self-Evaluation extensive evidence was presented that our policies and procedures lead to the hiring of very well-qualified faculty, both full-time and part time. The Accreditation Visiting Team found the college to be in compliance with the standards related to ensuring the adequate qualifications of faculty.

## **Selection of Full-Time Faculty Positions**

Through the Faculty Position Advisory Committee described above, 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.

## **Sufficient Quantity of Full-Time Faculty**

Although the Chancellor’s Office assigns a FON to the college, we view that as a minimum we must not drop below. We do not believe that the minimum number defines a sufficient number. There is pressure, particularly in lean budget times, to “manage to the FON” when budgeting faculty positions. When there are fewer FT faculty positions, more course sections are covered by part-time faculty at a much lower cost. This is a major reason why colleges have such difficulty achieving the 75-25 goal and why there has been significant slippage in this regard in recent years. While recognizing the need for fiscal stability, our goals for a sufficient contingent FT faculty should be grounded in a firmer foundation.

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Thus, the College has excellent and approved methods for ensuring the qualifications and effective deployment of faculty, both full-time and part-time. However, we fall behind our peers when it comes to employing a sufficient quantity of FT faculty. The next section zeroes in on our rationale for setting targets for a sufficient number of FT faculty.

## **Setting Targets for a Sufficient Contingent of Full-Time Faculty Positions**

When the budget crisis first hit in 2008 the college attempted to maintain the 2003-04 number of 151 FT faculty as our goal. However, as described above, the subsequent three-year statewide freezing of the FONs and state mandated reduction of enrollments required that we re-bench our FT faculty targets. And we needed to do this within the context of the accreditation recommendation that we reach a sufficient level of positions.

As stated above, we do not believe the FON is a measure of sufficiency; rather we see it as a minimum obligation. Therefore, as part of our staffing planning, we analyzed the number of FT faculty at all of the 72 community college districts in California. In order to account for the differing levels of student enrollment among the colleges we have identified the ratio of Full-time Equivalent Students (FTES) to actual numbers of FT faculty employed as the appropriate factor for our planning.

Using Chancellor's Office Data Mart reports for the fall 2013 term, analysis of the data determined that the 72 college districts generated total enrollments of 503,190 FTES while employing a total of 17,534 FT faculty. Thus, the statewide average ratio of FTES to actual FT faculty positions was 28.7. Ohlone's FTES for the 2013 fall term was 3839 with 113 full-time faculty employed. Applying the same calculation yields a ratio of 34 FTES per FT faculty position. A similar study was done for the Bay 10 average and those results yielded a ratio of 25 FTES per FT faculty position. Among the Bay 10, our average of 34 ranks 17<sup>th</sup> among the 21 colleges. For the purpose of re-benching our FT Faculty target moving forward, we will use 25 FTES per FT Faculty as our metric. For perspective, both the statewide average and the Bay 10 FTES/FT Faculty targets are presented. Note: Four of the Bay-10 colleges districts are in Basic Aid Districts and do not rely on state apportionment.

The tables on the next page summarizes key variables in determining our past and current targets for a sufficient level of FT faculty positions.

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Academic Year	FON	FT Faculty start of academic year	Vacancies	FT Faculty Hired	75/25 Ratio
2010-11	119	127	10	0	53.9
2011-12	119	117	9	1	54.32
2012-13	110	113	4	6	48.32
2013-14	106	113	3	4	47.23
2014-15	107	115	TBD	5	TBD

Academic Year	Fall FTES	FT Faculty start of academic year	FT Faculty Target Statewide - FT/FTES*	Difference FT Faculty to Target - Statewide	FT Faculty Target Bay 10- FT/FTES	Difference FT Faculty to Target - Bay 10
2010-11	4271	128	149	-21	171	-43
2011-12	3850	114	134	-20	154	-40
2012-13	3972	113	138	-25	159	-46
2013-14	3839	114	134	-20	154	-40
2014-15	3823	115	133	-18	153	-38

\*Statewide average FTES / FT Faculty = 28.7

\*\*Bay-10 average FTES/FT Faculty = 25

With this quantitative definition of sufficiency, and given our actual 2014-2015 full-time faculty number of 115, we would need at the 38 positions to be at a sufficient contingent level.

## Updating the 10-Year (2010-2020) Plan to Rebuild the Full-Time Faculty Contingent

In our current budget environment it would be fiscally impossible for the college to hire an additional 38+ FT faculty positions within a single academic year. We have worked hard just to “tread water” and not backslide as FT faculty continue to retire or otherwise leave the district. The original Ten-Year Plan to Rebuild FT Faculty through 2020 was updated and approved by Faculty Senate as part of the 2013 EMP update and included re-benching the target from 152 to 141. This was done to reflect current fall 2010-2011 FTES enrollments and projected out using a 1.5% annual growth rate. Using the 2010-11 FTES as the baseline for re-benching the FT-Faculty target for the 2015-2020 EMP, yields a new target of 162.

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<b>Projected Full-time Faculty Replacement 2020</b>			
Academic Year	Fall FTES based on 1.5% growth rate	Target Statewide Average	Target Bay-10
2015-16	3880	135	155
2016-17	3938	137	158
2018-19	3997	139	160
2019-20	4057	141	162

Striving to move towards our 162 target is particularly important as we attempt to show good faith efforts in addressing the accreditation recommendation cited in the next section.

The table below shows the current distribution of 2014-15 FT faculty by department. The Following departments currently have no FT faculty: AH, ANTH, ASTR, BRDC, BSM, CAOT, CFS, CHS, GEOG, HLTH, JOUR, PS, and RE.

<b>FULL-TIME FACULTY SUMMARY BY DEPARTMENT</b>			
AJ	1	GEOL	1
ART	4	HIST	2
ASL	2	INT	1
BA	4	KIN	5
BIOL	5	LRC	3
BIOT	1	MATH	11
CHEM	2	MM	1
CNET	2	MUS	2
COUNS	18	NURS	6
CS	3	PHIL	1
DEAF	3	PHYS	1
ECS	2	PSY	2
ENGI	1	PTA	2
ENGL	14	RT	2
ENVS	2	SOC	1
ESL	2	SPCH	3
FL	2	TD	3
		<b>TOTAL</b>	<b>115</b>

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## EXTERNAL PLANNING FACTORS

A comprehensive [Self-Evaluation Report](#) was conducted during 2012-2013 in accordance with the standards of the Accreditation Commission for Community and Junior Colleges (ACCJC). A site visit was conducted by the Western Association of Schools and Colleges in March 2014. The Commission took action to **reaffirm accreditation** with a Follow-up Report to address the first three recommendations listed below and the remaining recommendations 4, 5, 6 and 7 to be addressed in the Midterm Report.

**Recommendation 1.** In order to meet the standards, the team recommends that the College complete the process to develop institution-set standards for student learning and achievement and to use those standards to systematically improve student learning and achievement and learning within the College. (Standards I.B1-6, II.A.1.c; II.A.2.a,b,f,g,h,i; II.A.6; II.B1; II.B.3; II.B.3.a; II.B.3.c; II.B.3.d; II.B.3.e; II.B.4; III.A.1.c; and IV.B.2; ER10-Student Learning and Achievement)

### **Action Plan Summary:**

We have established these standards and the Faculty Senate approved them in April 2014. Standards and benchmark data has been added to PSR department data.

**Recommendation 2:** In order to meet the standards, the team recommends the College develop and implement a data-driven plan to provide appropriate, comprehensive, and reliable support services to students regardless of service location or delivery method; and develop and implement program-level student achievement data that assures the quality of all student support services and demonstrates that these services support student learning and enhance the achievement of the mission of the institution. (Standard II.B.1, II.B.2, II.B.3.a, II.B.3c, II.B.3.d, II.B.3.e. II.B.4)

**Action Plan Summary:** We completed an analysis on where and when students take classes, what services are available to them, and how they access services. We have used the results to ensure that services are available to all students. We have also collected data on student use of services and compared it to their achievement data. The data shows that services seem to impact achievement positively.

**Recommendation 3:** In order to meet the standard, the team recommends that faculty and others directly responsible for student progress toward achieving stated learning outcomes include as a component of their evaluation, effectiveness in producing those learning outcomes. (Standard II.A.1.c)

**Action Plan Summary:** Effectiveness in producing SLOs are part of the faculty self-evaluation process in the UFO agreement.

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**Recommendation 4:** In order to improve institutional effectiveness, the team recommends that the College develop and implement data-driven, systematic follow-up procedures that communicate quality assurance to the entire campus community on College planning, program review, unit planning and resource allocation processes. The team further recommends that the College include evaluation of these follow-up procedures as part of the annual evaluation planning processes. (Standard I.B.4, I.B.6., I.B.7, III.A.6, III.B.2., III.B.2.a, III.B.2.B, III.C.2, III.D.4, IV.B.2.b)

**Action Plan Summary:** During the summer of 2014 a redesign of the college program review processes occurred to improve institutional effectiveness in linking institutional set-standards for student learning and achievement with the program review process. This will result in a more formal and structured linkage between Program and Services Review and the overall college standards and benchmarks for student learning and achievement. The redesign will also include modifications to the Resource Allocations and Program Improvement Objective (PIO) sections for systematic integration with resource planning. We will continue to use the CurricUNET Program Review Module to manage the Program and Services Reviews process. The software facilitates the tracking of PIO's activities and outcomes tied to budget requests, provides historical tracking allowing for program review feedback loops, and tracks recommendations and commendations from review to review.

**Recommendation 5:** In order to improve institutional effectiveness, the team recommends that the cost of regularly replacing and updating library and learning resources be institutionalized in the College's budget rather than relying on one-time funding and/or donations. (Standard II.C.1)

**Action Plan:** Establish a firm Fund 10 budget line and stated commitment to prioritize this in the budget process.

**Recommendation 6:** In order to improve institutional effectiveness, the team recommends the coordination of all tutorial services incorporating mandatory tutor training, faculty outreach and referral processes, tracking of sessions and an assessment of the effectiveness of the services. (Standard II.C.2)

**Action Plan:** A Director of Tutoring Programs position has been funded through SSSP and will be hired during spring 2015. A task force including representation from Student Services, Academic Affairs, Administrative Services and Information Technology Services was established to explore web-based Tutoring Tracking Software programs which will track and assess the effectiveness of tutoring services. Implementation of [Accudemia Tutor Tracking software program](#) will begin during spring 2015, with the English and Math Learning Centers piloting the program.

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**Recommendation 7:** In order to improve institutional effectiveness, the team recommends that the College continue to work on implementing the staffing plan in order to ensure a sufficient number of full-time faculty to support all of the College's educational programs and services. (Standard III.A.2, ER13 – Faculty)

**Action Plan:** As described previously in the Commitment to a Full and Strong Contingent of Full-Time Faculty (page29-34), the college needs to develop a plan to rebuild the FT faculty levels to the established target level of 141.

In addition to the recommendations stated above the college received eight commendations. The list below are highlights of the External Report related to educational planning:

- Commendation for the exemplary academic programs and services it provides for its Deaf students, both domestic and international; and for its equal integration of Deaf administrators and faculty into the campus community
- Commendation for the planning and facilitation of “Learning College Week” and “Get It Done Day” as an example of campus-wide collaboration, and commitment to a culture of shared responsibility for institutional effectiveness and student success
- The team commends the institution for having the foresight to include in Measure G the establishment of an endowment fund to sustain information technology
- No formal recommendations were made related to Standard II.A. Instructional Programs
- The evaluation team confirmed that the degree programs offered by the college are congruent with the college mission and are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student learning outcomes
- The college's general education philosophy aligns with the college's mission and vision and has crafted a well-considered general education pattern.
- The college meets the Commission Policy on Distance Education and Correspondence Education and the USDE Regulation on Distance Education

All recent accreditation documents and reports for 2014, can be accessed at <http://www.ohlone.edu/org/accreditation/>

# INSTITUTIONAL PLANNING AND DATA ANALYSIS

## Student Success Scorecard / College-wide Standards and Benchmarks

The California Community Colleges Board of Governors established the scorecard performance measurement system to track student success at all 112 community colleges. The scorecard represents a level of transparency and accountability on student progress and success metrics in public higher education in the United States. The data available in the scorecard tells how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates. The table below provides current scorecard data for Ohlone and statewide.

Descriptor	2013	2014	Statewide Average	Peer College Average	Benchmark	Standard
Completions	59.4%	58.8%	48.1%	54.2%	60%	53.8%
30 Units Completed	67.6%	70.2%	66.5%	63%	69%	53.9
Persistence	66.9%	68.1%	70.5%	71.3%	64%	55.0%
Vocational Completion	46%	48%	53.9%	51.2%	52%	42.3%
Improvement Rates Remedial Math	42.2%	45.4%	30.6%	30.2%	50%	38.3%
Improvement Rates Remedial English	48.3%	51.5%	43.7%	41.2%	50%	44.3%
Improvement Rates in ESL	17.6%	23.6%	27.1%	21.5%	20%	14.1%
Course Completion Rate (Success)		72.07%	69.96%		73%	69.1%

### Notes:

**Completions:** Percentage of degree and/or transfer-seeking students tracked for six years through 2012-13 who completed a degree, certificate, or transfer related outcomes

**Earned 30 Units:** Percentage of degree and/or transfer seeking students tracked for six years through 2012-13 who achieved at least 30 units

**Persistence:** Percentage of degree and/or transfer seeking students tracked for six years through 2012-13 who enrolled in the first three consecutive terms.

**Vocational Completion:** Percentage of students tracked for six years through 2012-13 who completed several courses classified as career technical education (vocational) in a single discipline and completed a degree, certificate, or transferred.

# INSTITUTIONAL PLANNING AND DATA ANALYSIS

**Improvement Rates in Remedial Math:** Percentage of credit students tracked for six years through 2012-13 who started below transfer level in mathematics and completed a college-level course in the same discipline.

**Improvement Rates in Remedial English:** Percentage of students tracked for six years through 2012-13 who started below transfer level in English and completed a college-level course in the same discipline.

**Improvement Rates in ESL:** Percentage of credit students tracked for six years through 2012-13 who started below transfer level in ESL and completed a college-level course in the same discipline.

## Equity Plan

The purpose of the student equity plan is for the college to conduct a self-evaluation of their own successes and/or to identify gaps to increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer. The plan requires the college to address at a minimum, groups who may be disproportionately impacted by college practices, programs or services including American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, veterans, low-income students, students with disabilities and foster youth. The CCC Student Success Scorecard “success indicators” are used to identify and measure areas for which disadvantage populations may be impacted by issues of equal opportunity. The College’s Equity Plan can be accessed at <http://www.ohlone.edu/org/research/docs/studentequityplan.pdf>

## Student Success Plan

The Student Success & Support Program (SSSP) (formerly Matriculation) is a process designed to enhance student access and promote and sustain the efforts of credit students to be successful in their educational endeavors. The goals of the SSSP are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the SSSP Plan; admissions, orientation, assessment and testing, counseling, and student follow-up. The College’s SSSP Plan can be accessed at <http://www.ohlone.edu/org/studentssuccesscomm/docs/draftstudentsuccessplan.pdf>

# ACADEMIC DIRECTIONS

## 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 including the Environmental Scan, enrollment projections, full-time faculty plan and accreditation are taken into consideration for program level planning and identifying program directions. In-depth program information can be found within department program reviews on the [Instructional Program Review Reports website](#)

<b>Division</b>	<b>Dean</b>
Arts and Social Sciences	Birkedahl
Business, Technology and Learning Resources	Buehler
Counseling and Special Programs	Gutkind
Deaf Studies	Gunsauls
Health Science and Environmental Studies	Carli
Kinesiology and Athletics	Warden
Language and Communication	Lieu
Science, Engineering and Math	Holtzclaw

**Legend:**

- 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
- F: Fremont
- N: Newark
- O: Online
- OC: Off Campus

# ACADEMIC DIRECTIONS

Note: Because of the implications of construction during the Measure G Academic Core Project the projected academic directions will be split into two phases. The first phase 2015-18 will include programing directions that have space implications. The second phase 2018-2020 will include programing directions once the Academic Core projected is completed.

Dean	Activity Code	Department	2015-2018	Location(s)	2018-2020	Location(s)
Birkedahl	21000	Administration of Justice	M	F, N	M	F, N
Birkedahl	10000	Art and Art Gallery	M, FL, E	F	M, E	F
Birkedahl	6002	Broadcasting – Radio	M,E	F	M, E	F
Birkedahl	6001	Broadcasting - TV/Film	AFP	F	M, E	F
Birkedahl	22003	Chicano Studies	M	F, N	AFP	F, N,O
Birkedahl	22000	History/Political Science	AC, AFP	F, N,O	AC	F,N,O
Birkedahl	13001	Interior Design	M, E, FL	F	M, E	F
Birkedahl	6003	Journalism & Legend Magazine	M,	F	M	F
Birkedahl	6160	Multi Media & Graphic Arts	M, E	F	M, AC, E	F
Birkedahl	10008	Music	E,FL,	F, O	D, AC, E	F, O
Birkedahl	15004	Philosophy	AC	F, N,O	AC	F, N,O
Birkedahl	10003	Photography	M, E, FL	F	M, E	F
Birkedahl	20000	Psychology	AC	F, N	AC	F, N
Birkedahl	22001	Sociology	AC	F, N	AC	F, N
Birkedahl	10004	Theatre & Dance (Includes 10006)	M, FL, E	F	M, FL, E	F
Buehler	5005	Business Administration	AC	F, N, O	AC	F, N, O
Buehler	5006	Business Supervision Management	M	F, N, O	M	F, N, O
Buehler	5000	Computer Applications and Occ. Tech	M	F, N, O	M	F, N, O
Buehler	7081	Computer Networks Emerging Tech	AC, E	N,O	AC, E	N, O
Buehler	7000	Computer Science	M, E	N, O	M, E	N, O
Buehler	16000	Library Science	M	F, N, O	M	F, O
Buehler	5007	Real Estate	AC	O	M	O
Buehler	8002	Work Experience Education	M	OC,O	M	OC, O
Gutkind	4930	Learning Skills Program	R	F	M,AC	F
Carli	8003	Allied Health	AFP	N, O	M	N
Carli	13000	Consumer & Family Science	M	N,O	M	N
Carli	3020	Environmental Studies	AC/E	N	M	N
Carli	12001	Nursing	AC, E	N	M	N

# ACADEMIC DIRECTIONS

Dean	Activity Code	Department	2015-2018	Location(s)	2018-2020	Location(s)
Carli	12002	Physical Therapist Assistant	M, E	N	M	N
Carli	12003	Respiratory Therapy	M, E	N	M	N
Gunsauls	8009	American Sign Language	M, FL, E	F	M	F
Gunsauls	8007	Deaf Preparation/Education	M	F	M	F
Gunsauls	8008	Interpreter Preparation	M	F	M	F
Gutkind	49002	Personal Development	M, AC	F,N,O	M	F,N,O
Holtzclaw	22002	Anthropology	AC, FL	F, N, O	M	F, N, O
Holtzclaw	19000	Astronomy	E	N	M	N
Holtzclaw	4000	Biology: Health Science	FL, AC	F,N	AC	F
Holtzclaw	4000	Biology: Transfer Majors	FL, M	F,N	E, M	F
Holtzclaw	4004	Biotechnology Program	AC	N, O	AC	F, N, O
Holtzclaw	19001	Chemical Technology	AFP, E	F, N	M	F, N
Holtzclaw	19001	Chemistry	FL, M E	F, N, O	M, E	F, N
Holtzclaw	9001	Engineering	AC, FL,E	F	M, E	F
Holtzclaw	9001	Engineering Technology	AFP, E	F	M, E	F
Holtzclaw	22002	Geographic Information Systems	E	N, O	M	N, O
Holtzclaw	22002	Geography	FL, M, AC	N, O	M	F, N, O
Holtzclaw	22002	Geology	FL	O, N	M	F, O, N
Holtzclaw	17000	Mathematics	M, AC	F, N	M	F, N
Holtzclaw	19001	Pharmaceutical Technology	DP			
Holtzclaw	19000	Physics/Physical Science	M, FL, E	F	M	F
Lieu	49306	Basic Skills	M, AC	F,N	M	F, N
Lieu	13050	Early Childhood Studies	M, FL E	F, N	M	F, N
Lieu	15000	English and ELC (Includes 15001)	M, FL, E	F, N, O	M, FL, E	F, N,O
Lieu	49001	English as a Second Language	M,AC	F, N	M	F, N
Lieu	11000	Foreign Languages	M,AFP,AC,FL,E	FNO	M,AC,FL,E	FNO
Lieu	6000	Mass Communications	AC	FNO	M	FNO
Lieu	15003	Speech and Communication	M,FL,E	F,N,O	M,FL,E	F
Warden	69600	Athletics	AFP/FL	F	AFP/FL	F
Warden	8005	Kinesiology: Athletic Training	AC	F	M	F
Warden	8005	Physical Education	AFP/D/FL	F/N/O/OC	AFP/FL	F/N/O/OC

# ACADEMIC DIRECTIONS

## **Arts and Social Sciences Division**

### Administration of Justice

With the new ADT program, 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 should be plenty of jobs for students to apply for once they have a bachelor's.

### 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. The new ADT degree will be a great benefit to transferring students.

### Broadcasting: Radio

The radio program is the only one of its kind in the bay area community colleges. Over 300 alumni currently work in some aspect of radio broadcasting. Although growth is modest at 3% (California Labor Market Information), our students will be among the most prepared job applicants in the region, and in most all instances possess not only significant on-air KOHL experience, but also have served a radio internship with a station in the region.

### Broadcasting: Television and Film

A new ADT in Film, Television, and Electronic Media has just been established. The emerging field of Internet Publishing is a form of broadcasting also addressed in this degree, as are traditional TV and Film disciplines. Ohlone is a major center for hands-on training in television and film in the bay area. Students go on to transfer programs and then into the industry. Some students go directly from Ohlone into employment in some aspect of the field, particularly video editing, camera and lighting, and film production. California Labor Market Information indicates growth of 8-12% for camera operators and video editors.

### Chicano Studies

The limited set of Chicano Studies courses offered currently play an important role in a pathway for Latinos in the Puente program to continue learning about their ethnicity, and others learning about Chicano culture. At least some of the courses not currently offered will be returned to the Class Schedule within the next five years. Chicano Studies would be a major component in a new Ethnic Studies program to be developed.

### History and Political Science

Department faculty see a need for more eCampus course offerings, if trained faculty can be

## ACADEMIC DIRECTIONS

identified—or if current part-timers are willing to do the @One training program. Present learning communities are likely to remain, with expansion likely. In the coming years, a variety of courses once found in the Class Schedule will return for both departments. Courses in world history and history of non-western nations and peoples will continue to expand. The department is also working on submitting the ADT in Political Science.

### Interior Design

Interior Design experiences a degree of enrollment volatility. From one semester to the next, enrollment may fluctuate unpredictably. The department offers two sections of Interior Design Concepts each semester. The more specialized or advanced classes are offered only once every three semesters. This strategy has not affected students' ability to graduate within two years. California Labor Market Statistics is projecting a 22% growth rate and identifies a Bachelor's degree as the minimum requirement. With the coming retirement of the current Interior Design coordinator, the question of how to run the department in the interim still needs to be solved.

### Journalism

This department won approval for an ADT in 2014. The new program allows students to transfer to CSU's in any of four majors: Journalism, Mass Communications, Public Relations, or Advertising. Within the timeframe of this report, the Public Relations course should be re-introduced into the class schedule.

### Multimedia and Graphic Arts

This is now a combined department. The growth rate for Graphic Designers, from California Labor Market Information, is 12%; 9% is the rate for Multimedia. The Graphic Design field, technologically speaking, is fairly stable, with Adobe products such as Photoshop, Illustrator, and InDesign serving as industry staples. Multimedia, on the other hand, exists in a fast-changing sector that includes such recent developments as the Internet of Things, Augmented Reality, and (less recently) Mobile Applications Development. Multimedia curriculum can be expected to change and grow.

### Music

The department's general education courses are popular and possibly could expand as college enrollment expands. Instruction for piano, guitar, and voice on average has adequate enrollment, but needs to grow. With the exception of jazz/rock combos, other ensembles, such as College Chorus and Performance Ensemble (Indian Drumming) need to grow. Commercial music is a solid program that also has room to grow.

## ACADEMIC DIRECTIONS

### Philosophy

An important goal of the philosophy department is to see growth in the success rates up to or beyond the state average. To provide opportunities for study of Philosophy by the online market, two classes will be offered on the web within the next few years. The SLO assessment process is providing and will continue to provide valuable information for the improvement of student learning. Embedded tutoring will be employed for this purpose as well.

### Photography

Photography now has a new temporary facility for dark room photography, which should allow for expansion of credit- and non-credit 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. The old facility was not conducive to effective teaching.

### Psychology

The SLO assessment process has provided data that indicates most Psychology classes need to pay more attention to the scientific method. The department is also exploring the idea of a video series on this topic to be made available to all the classes. Because of data concerning the progress of disadvantaged students, embedded tutors will be employed to assist them.

### Sociology

After several years without full-time faculty program leadership, a new full-time faculty member began in the fall of 2015. A program review is due in November 2015, which will provide analysis and suggestions for future directions. It is clear now, however, that the Sociology department will offer a greater breadth of courses, for example, Social Inequalities, will be offered fall 2015.

### Theatre and Dance

The addition of an ADT in Theatre Arts is a great step forward for the department. There had been no theatre degree up to that point. An ADT in Dance does not yet have a TMC (Transfer Model Curriculum) at this point, but there is hope that one will emerge within the next few years. The Entertainment Design and Technology AA has grown over the last few years. The quality of instruction has improved, with first-rate guest instructors in specialized areas brought in to augment the excellent work of Matt O'Donnell. The EDT subject area now has a partnership with the stagehand's union, in addition to an important relationship with Irvington High School's Creative Arts Magnet program. Many of the alumni are working professionally in theatre production.

# ACADEMIC DIRECTIONS

## **Business, Technology and Learning Recourses**

### *Business Administration*

In the fall 2014, a second FT faculty member was hired to accommodate growth in BA 101 Financial Accounting and BA 101B Managerial Accounting. The Business Administration Accounting ADT degree was approved by the Chancellor's Office in fall 2013 and the department has set a goal of 100+ students to earn an ADT degree each academic year. The ADT degree will provide students with transfer opportunities to continue towards achieving a baccalaureate degree in Business. According to the U.S. Department of Labor, five of the top 50 occupations in the State of California require a bachelor's degree in business. In addition, the Department of Labor projects healthy job growth for accountants and auditors through the end of the decade.

### *Business Supervision and Management*

This program was transitioned as planned in the 2010-15 EMP to be primarily offer courses through our eCampus in a distance education format. For the next five year outlook the BSM program will maintain its current direction and course offerings. The Business Supervision and Management program provides elective transfer courses towards a baccalaureate degree in business. The Department of Labor projects an estimated 14,000+ jobs in management related occupations within the next decade.

### *Computer Applications and Occupational Technology*

This program is currently in a state of flux and further analysis is needed to determine directions related to industry trends. The program offers a course in Computer Applications that assist student in learning word documents, spreadsheets, and database applications that are used in other courses and in industry.

### *Computer Networking and Emerging Technology*

The CNET program comprises four key areas within Information and Communication Technology (ICT): Technical Support; System Administration; Database Administration and Development; and Networking/ Telecommunications. CNET faculty are currently involved in developing an ADT in Computer 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, three new CNET courses have been added to the program; CNET-133 Data Integration w/ Talend Open Studio; CNET 173- Ethical Hacking; and CNET-174, Computer Forensics.

## ACADEMIC DIRECTIONS

The CNET program prepares students for careers in Computer Network Architects, Computer Network Support Specialists, Computer Programmers, Computer Systems Analysts, Computer User Support Specialists, Computer and Information Research Scientists, Database Administrators, Information Security Analysts, Network and Computer Systems Administrators, Operations Research Analysts, Software Developers, Applications Software Developers, Systems Software, and Web Developers. All of these occupations represent growing career opportunities for our students. The Labor Market Index for the East Bay area estimates 2,000+ annual job growth in the ICT industry.

### Computer Science

In spring 2015, the Computer Science ADT will be submitted to the Chancellor's office for approval and we plan to begin offering the degree in fall 2016. The Computer Science program is experiencing an increase in enrollments due to steady industry sector growth. The Computer Science program prepares students for careers related to Computer Network Architects and Computer Network Support Specialists. The Labor Market Index for the East Bay area has identified annual job growth estimates of 480 new positions in the following occupations; Computer Systems Analysts, Computer User Support Specialists, Computer and Information Research Scientists, Database Administrators, Information Security Analysts, Network and Computer Systems Administrators, Operations Research Analysts, Software Developers, Applications Software Developers, Systems Software, Web Developers.

### Real Estate

Industry trends for Real Estate are projecting annual job growth as of a result of economic improvements. The Real Estate program is planning to respond to this need by adding course sections in Real Estate Principles, Real Estate Practice and Legal Aspects. Based on student preference the program will continue to offer courses through our eCampus in a distance education format. The Labor Market Index for the East Bay area estimates 600+ annual job growth in the Real Estate industry.

### Work Experience Education

Work Experience Education (WEX) will continue to offer courses to reflect student needs and efforts to partner with industry for internships, and experiential and service learning. The program has migrated orientation and all required paperwork to a web-based format and will continue to offer WEX courses through our eCampus in a distance education format.

## **Counseling and Special Programs**

### Personal Development

To meet the mandates of the Student Success Act with regard to orientation and Student Educational

# ACADEMIC DIRECTIONS

Planning, the Counseling Department is discussing requiring entering students to complete a 0.5 unit PD class (perhaps modifying PD 100 (1 unit) “Transition to College”) during their first semester of enrollment. The class would be mandatory for all students who do *not* meet one of the exemption criteria and would significantly increase enrollment.

## Learning Skills Program (LSP)

With the changing needs of students taking LSP courses, we have reduced the offering of our LSP courses for Fall 2014 and possibly Spring 2015 in order to revamp and rebuild our course offerings to be supplemental courses for students taking English 151A, English 162, and Math 190. We also would like to build in a new Disability Advocacy course.

## **Deaf Studies**

### American Sign Language

The department will focus on revision to the curriculum that will improve the progression of ASL students with their skills and be more prepared to be eligible into Interpreter Preparation Program. The department will also continue its work to improve articulation with the concurrent courses and other colleges. The next five years will focus increased coordination of tutorial and lab services within Deaf Studies division, exploring offering online and/or hybrid courses, and the department will support the ADT in its offerings.

### Deaf Preparation Education

The department will continue to be proactive and responsive to the needs of the Deaf Community in the Fremont area by working to increase pathways to careers for Deaf/HOH students. This will be accomplished by 1) continuing to establish partnerships between the Deaf Preparatory Program and existing career/technical programs on campus, such as the CNET and Multimedia programs; 2) increasing the number of Deaf/HOH students completing a certificate in one of Ohlone’s career/technical disciplines and/or graduating from Ohlone with an A.A. degree; 3) increasing the number of Deaf/HOH students to complete certificates by expanding the number of Certificate options within the Deaf Studies Division; 4) improving tutoring services for Deaf/HOH students through direct communication in ASL; 5) identifying or developing a more reliable assessment process in order to more effectively place incoming students into courses within the Deaf Preparatory Program; 6) working more closely with the Department of Rehabilitation in seeking additional financial support for department programs and services as well as in identifying employment placement opportunities for Deaf/HOH students; and 7) investigating the feasibility of offering Deaf Preparatory Program courses online.

# ACADEMIC DIRECTIONS

## Interpreter Preparation

The department will continue to be proactive and responsive to industry needs for qualified interpreters for Deaf/HOH. The Interpreter Prep 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 CSU to increase 2+2 pathways for students to transfer to CSU and Gallaudet University. The IPP will continue to establish partnerships with DSPS and different Interpreter agencies in the bay area for internships

## **Health Studies and Environmental Science**

### Allied Health

The California Employment Development Department has published papers indicating that medical lab technician (MLT) constitutes a skills 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. An AA degree will be awarded after completion of this two year program. 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.

### Consumer and Family Science

Currently, this department 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 of time, there are no plans to expand this department, or create a certificate or degree.

### Environmental Studies

The Environmental Studies program is creating a sequence of courses for students seeking careers in the emerging "green" fields and green market place. These courses provide the opportunity to acquire and develop skills and knowledge required for jobs, as well as transfer level courses. A reexamination of course work and degree was completed during the 2013-2014 academic year. As a result, the Associate Degree in Environmental Sciences was deactivated. The Associate Degree in Environmental Studies, and the certificates were revised to reflect industry trends. Currently, there is one Associate of Arts Degree and three certificates in environmental studies: Environmental Stewardship, Natural Resource Conservation, and Management and Renewable Energy and Sustainable Development. The Labor Market Information on this field of study is scattered and not well developed. ENV5 covers a

## ACADEMIC DIRECTIONS

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.

### Nursing

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

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

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.

## **Kinesiology and Athletics**

### 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 be fully compliant with Title IX law requiring interest surveys identifying viability of new sports. We will also refocus our recruiting

# ACADEMIC DIRECTIONS

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: Athletic Training

Kinesiology has recently approved and launched their ADT. After the first full academic year there were 6 completers. 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've seen take the largest drop in enrollment, which is from the African-American population. As for our specialized transfer degree, KIN: Athletic Training, we will continue to promote that program at the local high schools and continue cultivating the relationships with our concurrent enrollment partners.

## 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 Accomplishment 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. Finally, we will create an ADT in Health Education should that eventually be approved by the State office.

## Physical Education

The Physical Education program has experienced a significant drop in enrollment over the past few semesters. 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).

## **Language and Communication**

### Basic Skills

The English and mathematics departments will develop new courses to better address the needs of basic skills students, including courses that help accelerate students through basic skills sequences.

### Early Childhood Studies

The department continues to revise curriculum to meet state requirements. The industry grew by 8%

## ACADEMIC DIRECTIONS

during 2010-2013, and there are enough jobs to accommodate the number of program completers. The department looks to the revitalization of the Child Development Center after the Academic Core construction is completed and the building is returned to its original purpose.

### English/English Learning Center

The next five years will focus on the new opportunities the newly constructed learning commons at the Fremont Campus will offer, including the increased coordination of tutorial services and collaborations with other learning centers and the library. During construction, the English Department will continue to explore acceleration of the basic skills sequence, and the department will support the English ADT in its elective offerings.

### English as a Second Language

The department will focus on revision to the curriculum that will improve the progression of ESL students out of the ESL sequence and into transferable English coursework throughout the time period covered by this plan. The department will also continue its work to improve articulation with the local adult schools. As a part of this, the department will be considering the role that non-credit courses may play in the curriculum. The newly constructed learning commons at the Fremont Campus will provide the opportunity for the re-evaluation of the ESL services of the English Learning Center.

### Foreign Languages

With the approval of the Spanish ADT, the department will look to build up course offerings and certificate options. In addition, the department will look to developing a full program for Chinese, particularly in the area of Business Chinese.

### Speech and Communication

The newly constructed learning commons at the Fremont Campus will include a purpose-built communication lab, including facilities for video-recording of speeches. During construction, the communication lab at Fremont in the Modular Academic Village will develop a taping suite. The second communication lab serving the needs of Newark Campus students will continue. The department will seek lab certification. The department will continue to explore the development of new programs such as Mass Communication and Health Communication.

## **Science, Engineering and Mathematics**

### Anthropology

During the 2013-14 academic year, the Anthropology Department developed and received approval for

## ACADEMIC DIRECTIONS

a new Associate Degree for Transfer (ADT). New courses developed for the degree will provide opportunities for program growth over the next five year period.

### Astronomy

The program is primarily developed to serve general education students and at this time no program growth is identified for the academic years 2015-2020. Once the new Science Complex is open program needs will be reassessed.

### Biology – Transfer Program and Health Sciences

During the time the program is located in the modulars, course sections will remain relatively status quo. Once the program moves into new facilities course sections will gradually increase based on student needs and college wide growth levels. One area of particular growth will be in the areas of Anatomy and Physiology and Microbiology. Budget augmentation will be needed based on the increased sections to reflect supplies and also an additional desire to incorporate a third cadaver into the learning environment.

Communications technologies and software programs, such as PowerLab, as well as various anatomy, animal and plant models will need to be purchased as part of the move into the new facility. New courses in Human Physiology and associated laboratory equipment will be needed by the time the program moves into the new science facility.

### Biotechnology

Within the 2015-2020 academic years new instrumentation will be needed to ensure that our biotechnology program is training students to industry standards. Research and manufacturing in stem cells and their products will require the biotechnology program to offer more classes in these emerging fields of study and medicine. The Advisory Committee for Biotechnology has also stressed the need for additional courses in Bioinformatics so there may be additions and possible new certificates/pathways in that area.

### Chemical Technology

Although the program currently offers limited sections, the possibility exists for this program to grow. Over the next three to five years, the department will explore the opportunities for growth around instrumentation courses. An instrumentation room has been designed into the chemistry lab in the new Science Complex to accommodate program growth if needed. The faculty will continue to explore the development of a new Certificate of Achievement and AS Degree.

## ACADEMIC DIRECTIONS

### Chemistry

Upon the opening of the new Science Complex in 2018, the chemistry programs two new labs will provide faculty and students with state of the art facilities. In addition to the new facilities, faculty member Anu Ganguly was granted a yearlong sabbatical to “green” the chemistry curriculum. Implementation of these changes began during the 2013-14 academic year and will be fully implemented in academic year 2015. These changes to the curriculum will better prepare students who are transferring to a four year university. Given the growth of chemistry the college may want to determine if it’s possible to continue the use of the Chemistry Modulars (Building 16) even after the completion of the new Science Complex.

### Engineering and Engineering Technology

The Engineering Tech program is now offered primarily by bringing together courses that already exist in the college catalog. However, new courses in Electronics for Technicians; Basic Materials; and others will require supportive instrumentation and equipment as part of the move to the new facility. The strategy we are employing is to first add a Certificate of Accomplishment in Engineering-Manufacturing Technician during the next five years. This certificate will be followed by a needs assessment and application to the Chancellor’s Office for a Certificate of Achievement and possibly an associate degree during the next ten years. In order to properly meet the future training needs of the emerging robotics-related programs and jobs, the robotic kits will need to be replaced within the next five years. There are new opportunities coming together to collaborate with Lawrence Livermore and Lawrence Berkeley National Labs to increase the number of students in Engineering, Bio-Engineering and Engineering Technology. Within the next five years (2015-2020) we anticipate an approximate 60 additional students in this program.

### Geography

During the 2013-14 academic year, the Geography Department developed and received approval for a new Associate Degree for Transfer. As a result, new courses are currently be developed as supporting courses for this degree. As we migrate from the modulars into the new Science Complex, there is an opportunity for program growth utilizing the new labs. Exploring synergies between the Geography program and the Environmental Studies program could lead to better alignment between these two programs and also provide opportunities to offer Environmental Studies course on the Fremont campus.

### Geology

During the 2013-14 academic year, the Anthropology Department developed and received approval for

## ACADEMIC DIRECTIONS

a new Associate Degree for Transfer. Courses such as Environmental Geology and California Geology are planned to be developed as electives during the 2015-2020 academic years.

The GIS certificate program is part of the Geology Department. During the 2015-2020 academic year the program will remain relatively stable with some opportunity for growth.

### Math

The Math Department continues to evaluate the curriculum, particularly in Basic Skills, to see if student success and completion can be improved. A new accelerated math course for students at the lowest levels of mathematics has been created to help them move through the curriculum faster. The department has also created an accelerated and contextualized math sequence with engineering so that students can move from Algebra II to the first semester of Calculus in one year instead of the usual two years.

### Pharmaceutical Technology

The 2010-2015 EMP identified Pharmaceutical Technology as a new area of exploration building from the biotechnology and chemical technology programs. Although this was identified as a potential area for future growth which could result in a Certificate of Accomplishment, the involved departments no longer wish to pursue this program direction. More data is needed to review regional needs for Pharmaceutical Tech. This program may be better aligned with the Health Science Division.

### Physics/Physical Science

As the engineering program has expanded in enrollment, it is putting pressure on the physics department as well. A new direction that is being explored is a survey physics course that will better prepare students for the major's physics sequence. This would be very similar to what chemistry did when it created CHEM-102, which is a foundations course for the General Chemistry sequence. Students can either take a placement test that allows them to bypass CHEM-102 or, if they do not pass, take the course or get the foundation that they need to be successful in the General Chemistry courses.