

EVALUATION REPORT

OHLONE COLLEGE

Fremont, California

Report Prepared for the Accrediting Commission  
for Community and Junior Colleges

This report represents the findings of the evaluation team that visited  
Ohlone College from October 15— October 18, 2001

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October 15-18, 2001

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ACCREDITATION TEAM VISIT  
OHLONE COLLEGE  
October 15-18, 2001

INTRODUCTION AND SUMMARY

Ohlone College is the sole college in the Fremont-Newark District, a district established in December 1965. Classes were first offered in September 1967 at the former Serra Center Home for Girls in Fremont, Newark High School and the former Fremont City Hall. Classes at the 534-acre main campus in Fremont began in fall 1974. Growth within the district and a shortage of space at the main campus led to establishment of the Newark Ohlone Center (NOC) in 1991 at a former middle school. A director for the Center was hired in 1998; a bond is being placed before the voters in spring 2002 to find construction of a new Newark Ohlone Center.

The past decade has shown both decline and growth in enrollment with an early high headcount of 10,275 students in 1991 declining to 8,487 in 1995 (a 17 percent decline) and recovering to an all-time high of 11,703 in fall 2000 (a 38 percent increase over 1995 enrollment)

From October 15 through 18, 2001, a ten person team and a team assistant who substituted on one standard for a team member's late withdrawal visited Ohlone College's main campus in Fremont and the Newark Ohlone Center to validate Ohlone College's Self Study and conduct a comprehensive evaluation of the college for its application for reaffirmation of accreditation.

Prior to the on-campus visit, the team had reviewed the prior 1995 evaluation report and Commission recommendations, the 1998 Focused Midterm Report and Commission response, and the 2001 Self Study, as well as the catalogue and schedule. During the visit, team members reviewed the spring 2000 Strategic Plan, support documentation, surveys, handbooks and publications, policies and procedures, formal college plans, program evaluations, governance processes, budget documents audits, and other relevant materials. The team assessed Ohlone College and validated team recommendations through broad involvement with college constituencies. Team members held 120 meetings with 659 individuals (duplicate headcount), including three open meetings. These included interviews with students, full and part-time faculty, classified staff, administrative staff, and board members. Key leadership groups were interviewed, including Self Study Standards Committees, President's Cabinet, Faculty Senate, and the Board of Trustees. Additional informal contact was made with numerous other students and staff. Team members visited 33 classes with approximately 660 students present. Team observations and recommendations were grounded in this broad, comprehensive review of data, outcomes, plans, and personal contact.

## Review of the Self Study Document

The Self Study was the product of broad participation with early outreach involving a wide spectrum of participants. Standards teams included 103 faculty, 45 staff, 32 managers/administrators, nine students, and four board members. The various standard committees worked through sub-groups, face-to-face meetings, and email communications to develop drafts, receive feedback, and distribute modifications to committee members. With final editing occurring during summer 2001, full committee participation was relatively less in the later stages of the Self Study development. While some individuals expressed concern that their comments for a specific standard were edited out through revision, the visiting team found that such changes predominantly ensured that comments related to the focus of specific standards or that repetition across several standards was reduced. The Self Study process could be improved with a formal feedback system explaining why comments or recommendations may have been adjusted or deleted.

In general, the Self Study was candid and expressed conclusions echoed through the team's interviews with Standard's Committee members and with other college staff.

Results of staff and student surveys documented attitudinal response to institutional performance. The Self Study relied heavily on general summary statements or references to source documents. The team felt the Self Study would be more effective with strategic excerpts from these source documents. In particular, such references can better highlight institutional distinction and strengths that are often not evident in initial review of the Self Study. The 1995 Team Report similarly recommended the Self Study highlight college distinctions more directly. In many cases, Ohlone's actual performance and distinctiveness often exceed the picture presented by the Self Study alone.

Investigation of source documents and interviews consistently deepened the team's confidence in the accuracy of the Self Study, particularly in the breadth to which the Strategic Plan is being taken seriously and is being used to guide institutional choice and direction.

Self evaluation keyed to specific standards resulted in 100 planning agenda targets for Ohlone to address in the future. While these planning agenda items are important products of the Self Study, they do not appear to be primary drivers of institutional initiatives. Ohlone College is charting its future more directly through its Strategic Plan and through its departmental strategic plans. Coordinated development of and reference to focused institutional goals can provide an effective link between (1) the Self Study and Mission Statement and (2) the detailed actions of the Strategic Plan.

## RESPONSES TO RECOMMENDATIONS OF THE 1995 ACCREDITATION EVALUATION TEAM

The January 1996 Commission letter reaffirming accreditation focused on four primary recommendations. The Visiting Team assessed Ohlone College's progress in these areas as follows:

- A. *The college constituent groups should mutually explore ways of defining and improving campus governance, decision-making, and communication systems so that all have a clear understanding of future planning priorities, goals, objectives and financial information.*

Ohlone College has made progress in this area. The College has recently implemented a management information data system. While transition has been challenging, there is a stronger foundation for accurate and timely reporting that can assist the college in decision-making, planning, and outcome analysis. Monthly accounting reports are available to all managers through the database system. Prior to that they were distributed by hard copy to the managers.

The charrette process, begun in November 1996, included faculty, administrators, staff, and students. Through this process, critical challenges were identified and district-wide goals and directions were defined.

The president has instituted a broad range of outreach and communication initiatives. The strategic planning system has strengthened broader understanding of the rationale for decisions. Departmental-initiated unit strategic plans have complemented top-down president-to-faculty/staff communication with bottom-up faculty/staff-to-president and administration communication.

College Forums conducted by the president and other administrators have been instituted to address topics and issues of campus-wide concern. The Budget and the Strategic Planning Committees have held valuable joint meetings three times a year. A series of faculty coffees has also provided additional opportunities to improve communication. Faculty and staff now have email. A voice mail messaging system permits timely campus-wide announcements. However, communication sometimes appears to be compartmentalized rather than broadly distributed, and improved division-to-division communication still bears attention. A clearly communicated set of institution-wide priority goals can assist the college in developing effective strategic plans and in understanding why specific needs are given priority over other needs. Team recommendations cite opportunities for further improvement of communication systems.

While opportunities to participate exist, classified staff and students have been less involved than faculty and administration in decision-making processes and communication. College leadership within these constituencies and administration should explore strategies for expanding such participation.

- B. *The existing program review and planning activities of the college should be reviewed and integrated into a coordinated and collaborative five comprehensive strategic plan driven by education planning that will guide the college in the future.*

Ohlone College has made significant progress in developing a strategic plan, particularly at the departmental level. Institutional culture recognizes that a college unit strategic plan is a critical first step for resource allocation, staff allocation, and program evolution. While this planning process has generated an impressive array of departmental and unit objectives, priority needs will likely continue to exceed the limits of available resources. Ohlone College can benefit from a focused number of institution-wide goals clearly guiding board, administrative, and divisional prioritization of initiatives and resource allocation.

- C. *The college's program review process, including non-instructional program review, should be linked to the goals and objectives of the institution and ties to the budget development process should be clarified.*

Ohlone College has developed a broad program review system guided by both quantitative assessment and qualitative analysis. Program review applies to instructional as well as non-instructional areas. Program review results in specific plans and budget requests that are integrated into strategic planning and resource allocation requests.

- D. *A comprehensive needs analysis of the Fremont and Newark communities should be conducted and linked to the comprehensive planning efforts of the college.*

Ohlone College completed a community needs analysis in 1996-97 through student conducted phone surveys supervised by a sociology professor and the Director of Research and Planning. There is not a plan for regular repetition of a community needs assessment. The college's bond initiative preparation has also helped assess community interest, needs, and commitment to the college. Communication with community business leaders and program advisory committees also assisted the college in staying tuned to the interests and needs of its community.

The full report from the 1995 accreditation team included sixteen recommendations. Several of these were combined in the above primary recommendations. The 2001 accreditation team reviewed Ohlone College's process on nine additional recommendations not covered in these four main recommendations. Analysis of progress is noted below and keyed to the recommendation numbers reported in Ohlone College's Self Study.

2. *Efforts should be made to improve the process of preparing the Application for Reaffirmation of Accreditation. The document should be written to inform the evaluation team and other readers of the strengths, as well as the weaknesses, of the institution, and should include, at a minimum, a listing of programs and services which bring distinctions to the college.*

The 2001 team reiterates the 1995 team's recommendation that Ohlone College should more directly highlight institutional distinction and strengths in its Self Study presentation. Ohlone's successes and distinctions are often missing in the college's review and recommendations for the future.

5. *College should consider developing a comprehensive plan for the Fine and Performing Arts Facility that will address its functions as an instructional facility and its role in the community.*

The Self Study reports that a comprehensive plan has not been completed; however, a new Dean for the Fine and Performing Arts Division was hired in fall 2000 and has addressed much of this need. A full schedule of performances, lectures, and artistic presentations was evident to the team.

6. *The evaluation team recommends consideration be given to developing a plan, in cooperation with service area secondary schools, to meet the needs of the rapidly growing English-as-a-Second Language (ESL) population and to fill the educational void that appears to exist between adult school ESL and college preparatory ESL.*

Coordination with the Adult School has broadened. The college has expanded its ESL staff and course offerings, including offerings at the Newark Ohlone Center.

7. *The college should again study the feasibility of expanding some services for evening students and students of the Newark Ohlone Center.*

The college responsibly analyzed needs and modified Newark services in response. Consequently both the Fremont Campus and the Newark Ohlone Center (NOC) now have an evening supervisor. Counseling services are now available evening hours at the campus and the NOC. A person was recently designated responsible for tutoring services at the NOC. Admissions and records staffs travel to the NOC at least twice a week for several hours in the afternoon and early evening. The Financial Aid Office sends staff for several hours once a week. After exploring several staffing options, health services are now available in a health services room at the NOC, which is staffed for a few hours each week. A newsletter was created for evening faculty and staff to improve communication. The newsletter includes information for them as well as for students.

8. *The college should review the availability of prerequisite and corequisite information and explore additional ways to distribute that information to students.*

The schedule of classes, the catalog, and the website now include corequisite and prerequisite information. -

10. *The college should make efforts to ensure that the needs assessment for learning resources at the Newark Ohlone Center be continued, and efforts be accelerated to develop automated library access for students at the NOC.*

Since the last accreditation visit, Ohlone has made efforts to ensure that the needs assessment for learning resources at the Newark Ohlone Center be continued. The hiring in Fall 2001 of a LRC faculty coordinator/librarian at NOC was in response to an on-going assessment by the NOC Director and Dean of LRC. Since arriving, the LRC Coordinator has initiated a faculty and student survey to assess their learning resource needs and student perceptions of the quality of services.

Furthermore, the institution has made significant progress in automated library access. An integrated library system (Voyager) was implemented, and other online research tools, including full-text periodical articles, an online library skills course, a self-paced online Internet tutorial, were developed and/or implemented and made available to students from any web-accessible computer on or off campus.

11. *The college is encouraged to update and discuss the facilities master plan. Consideration should be given to topics relating to the development of a site safety road, funding of equipment and staff to support new buildings and facilities, and the best use of non-code buildings and how their use may relate to campus communications.*

The team commends the college on its progress in this area. The district has completed an update to the facilities master plan, the site safety project, underground cabling for the fiber optic infrastructure on the Fremont campus, renovated an old house that now houses the president's office and Institutional Advancement, removed a non-code portable facility, and undertaken numerous projects to improve facilities. It has begun preparations for a bond measure in March 2002 that would address the Newark Ohlone Center, construct a new Student Center and handle secondary effects, and various high priority deferred maintenance projects.

12. The college should continue efforts to remove architectural barriers and provide additional signage for ease in locating access for disabled students, faculty and staff.

The team commends the college for its parking lot construction making the entire facility more accessible for disabled individuals in particular. Even with limited resources, the college has made several improvements such as making the bathrooms ADA compliant and building ramps from some of the parking lots, as described in the Self Study and verified through observation.

- 16 *The district policy manual should be reorganized for ease of access and understanding. Policies should reflect the dates of adoption. Regulations and procedures for implementation of policies should be published in appropriate documents.*

The board's policy manual is well organized and accessible; however, many of the policies have not been updated and there is no system for updating the online manual. The board has contracted with the Community College League of California for models but has not reviewed its policies against this model.

Commendations:

Ohlone College's efforts over the past six years are evident. Several areas deserve special recognition.

- Ohlone College well represents the mosaic of its community through exemplary diversity of its staff and students. The students, faculty, and staff of its distinctive deaf education and American Sign Language program are an integral part of the fabric of the college.
- Ohlone College has improved processes for developing and approving new programs and courses resulting in industry responsive curricula and broader modes and locations for teaching/learning.
- Ohlone College has demonstrated significant progress integrating technology as a resource for teaching/learning, as a tool for college operations and research, and as a discipline for academic study and career development.
- Ohlone College faculty and staff demonstrate a commitment to students and their success.
- Ohlone has made significant progress on strategic planning and program review that provides a foundation for further improvement.

- Ohlone College responded to student safety and access needs through completing the site safety project that improved campus road safety, allowed students to park in lots at building level, and facilitated faster emergency vehicle access. The team notes further college commitment to similar facility projects to improve student access and teaching/learning through the Newark project and other new construction.

While the college has given focused effort to addressing the 1995 team recommendations and has many areas of distinction, the 2001 team has four specific recommendations that can assist Ohlone College in improving its internal environment, in making process more efficient and effective, and in serving its educational mission.

1. Recognizing that college needs and aspirations will likely exceed available resources, the team recommends the board and administration, in consultation with college governance, define and clearly communicate a limited number of goals derived from the mission and stated as measurable outcomes. These goals should be used (1) to prioritize strategic plan initiatives and (2) to guide resource allocations for the greatest positive impact on student learning and the community. (Standards 1.3, 3.A.3, 4.A.1, 4.A.4, 6.2, 6.7, 8.5, 9.A.2, 10.A.3, 10.B.1, 10.B.5, 10.B.6, 10.B.9, 10.B.10)
2. The team recommends the college develop performance outcome measures for program strategic plan goals and strategies to assess progress, ensure positive impact on student learning, and provide objective feedback to determine if initiatives should be continued, expanded, revised, or abandoned. Such outcomes should focus on clear results, particularly those linked to student learning, and achievement, rather than process steps that have been completed. (Standards 3.A.3, 3.A.4, 3.B.3, 3.C.1, 4.D.1, 4.D.2, 5.10, 6.7, 7.B.2)
3. The team recommends the college develop and implement an effective outcome-based methodology to evaluate the effectiveness of online and media-supported courses including the related student and academic support services for these courses. Such systems should include student feedback and evaluation of the faculty responsible for the course. (Standards 2.1, 4.A.3, 4.D.1, 4.D.2, 4.D.5, &D.7, 5.1, 5.2, 6.7, 7.B.1, 7.B.2, 7.B.3)
4. The team recommends the college implement systems to ensure broad understanding of planning and decision-making processes. Such systems should be designed to assist the college community in understanding decisions regarding such items as institutional initiatives and prioritization of new staff positions, financial allocations, and facility resources. (Standards 3.B.1, 3.B.2, 9.A.4, 9.A.5, 10.B.5, 10.B.6, 10.B.9, 10.B.10)

## EVALUATION OF THE COLLEGE USING ACCJC STANDARDS AND MAKING TEAM RECOMMENDATIONS

### STANDARD ONE: INSTITUTIONAL MISSION

#### Observations:

Ohlone College has taken the Self Study as an opportunity to update its Mission Statement. Newly revised in March 2001, the Mission Statement demonstrates recent review and revision. Interviews during the team visit indicated the Mission Statement was intended to guide the strategic planning and be an integral part of the campus' planning and budget processes. However, it has not yet had time to demonstrate its impact on these institutional processes. The college has stated a commitment to review and update the Vision, Mission, and Goals statements each fall. At the time of the site visit, the new Mission Statement had not replaced the old statement on the web page.

The new Vision/Mission Statement is expanded through ten goal statements that demonstrate Ohlone's broad-based educational purpose and commitment to the community. While providing greater detail, the goals in the Vision/Mission/Goals statements do not provide a clear link to the extensive goals included in the Strategic Plan. The college's Strategic Plan seems to be the primary guide for decision-making. This Strategic Plan includes numerous goals designed from the needs and requests of the various divisions, departments and administrators; yet the linkage between these strategic plan goals and the goals listed in connection with the Mission Statement are not precise.

Interviews and available documentation did not demonstrate that the college has established processes for measurable evaluation of the many campus goals in the Vision/Mission/Goals statements or in the strategic plan goals.

#### Conclusions:

While key components seem to be in place, the mission's role in driving planning and decision-making can be improved. The college should establish clear linkage between the Strategic Plan and the Mission Statement. Measurable outcomes to validate the Mission Statement would be an important guide for reviewing both the Mission Statement and the Strategic Plan.

#### Recommendations:

1. Recognizing that college needs and aspirations will likely exceed available resources, the team recommends the board and administration, in consultation with college governance, define and clearly communicate a limited number of goals derived from the mission and stated as measurable outcomes. These goals should be used (1) to prioritize strategic plan initiatives and (2) to guide resource allocations for the greatest positive impact on student

learning and the community. (Standards 1.3, 3.A.3, 4.A.1, 4.A.4, 6.2, 6.7, 8.5, 9.A.2, 10.A.3, 10.B.1, 10.B.5, 10.B.6, 10.B.9, 10.B.10)

## **STANDARD TWO: INSTITUTIONAL INTEGRITY**

### **Observations:**

The study states that the institution upholds academic freedom, demonstrates honesty and integrity in its athletic program, and provides a climate of sensitivity to the issues of equity and diversity. Evidence provided — both written and through interactions with faculty, students and staff— support these assertions. The study cites a need to evaluate instructor objectivity.

The -Self Study details the content of materials available to the public and prospective students. The college catalog, schedule of classes, and various additional printed materials are readily available. Information provided via the college’s website lacks a consistent “Ohlone” look and varies significantly in completeness. The college catalog is not currently available in electronic format. The college does not have an “acceptable use” policy that covers the public pages posted by faculty and staff. The study cites a weakness in the manner of presentation and accuracy of information provided via the web as well as previous errors in printed information. Inconsistencies in written materials, specifically the schedule of classes, appear to have decreased in recent editions. Most seriously, errors in previous schedules of classes resulted in students taking classes that did not transfer to UC/CSU, even though published information indicated they would. While these errors have been corrected, an efficient process for proactively identifying these types of errors has not been developed. A new computerized management information system offers a resource for such a system.

Students are generally aware of academic conduct policies through available resources. Students are provided copies of this policy at orientation or through the office of the Vice President of Educational Services. As discussed in the Self Study, no copies of these policies are available via the college website.

Ohlone’s commitment to the support of diverse student needs is to be commended. Data obtained from faculty, student, and staff surveys indicate the college embraces a diverse campus environment. Courses have been developed and curriculum modified to expand student understanding of diversity issues. The campus provides a welcoming and inclusive environment. The California Community Colleges Chancellor’s Office has twice cited Ohlone as one of the state’s two top colleges in the area of hiring and retaining a diverse faculty and staff

The college Mission Statement has recently been revised; however, different versions are posted in various printed documents. Policies, practices, and publications are revised on an as-needed basis, as opposed to a scheduled basis. Printed and web-based versions are not updated on a regular basis. Thus, a side-by-side comparison of a printed and web-based version of a given policy or procedure will often result in different — and therefore confusing — information. This is especially problematic for distance learners.

## **Conclusions:**

Evidence of integrity is obvious throughout written documentation and in the behavior of the faculty, staff; and students at Ohlone. The College continues in its strong commitment to providing a supportive climate of diversity for all constituents.

Revision of policies and practices occurs on an as-needed basis. As part of the on-going College efforts to strengthen the strategic planning process, a review of the institution's policies and practices should be included in the planning and evaluation process.

The most critical weaknesses are related to the availability and accuracy of information distributed in print as well as via the Ohlone website. Inclusion of a policies and information review in the planning process will provide a means for proactively addressing this concern. Misinformation and inaccuracies may be perpetuated without both an acceptable use policy that includes computerized posting of information and a person identified to be responsible for maintaining institution-wide policies and information. The addition of a webmaster, as referenced in the Self Study, will assist in correcting these issues. While shortcomings do not rise to the level requiring a full recommendation, Ohlone College should give careful attention to using its new management information system resource, new webmaster positions, and review process to ensure accurate and consistent information to students and community.

Relative to mediated and online instruction, Ohlone College needs to review the accuracy and adequacy of student and academic support service information related to these courses. If an online student's primary' connection to the college is through web access, print materials, brochures and posters at campus locations, or campus based orientation services will likely be inadequate to meet these students needs.

## **Recommendations:**

3. The team recommends the college develop and implement an effective outcome-based methodology to evaluate the effectiveness of online and media-supported courses including the related student and academic support services for these courses. Such systems should include student feedback and evaluation of the faculty responsible for the course. ~Standards 2.1, 4.A.3, 4.D.1, 4.D.2, 4.D.5, 4.D.7, 5.1, 5.2, 6.7, 7.B.1, 7.B.2, 7.B.3)

## **STANDARD THREE: INSTITUTIONAL EFFECTIVENESS**

### **Observations:**

The college has made great strides in developing program and services review as well as strategic planning. Budget requests are tied to the strategic plans and goals. Satisfaction and opinion surveys have been utilized over the past two years. Administrators, deans, faculty, and staff are aware of the program and services review process as well as the process by which funding is requested. While Ohlone has made great strides in developing a comprehensive strategic plan, it has not defined a cohesive process to evaluate how well, and in what ways, it accomplishes its mission and purposes. The board has not adopted college-wide institutional effectiveness definitions nor has it developed goals and priorities that bridge from the Mission Statement to the goals identified in the Strategic Plan.

The Office of Research and Planning is staffed with one full-time director and one full-time clerical assistant. The director, hired approximately three years ago, has recently accepted a similar position at another college. There is active recruitment for a replacement.

An expanded program and services review process was developed and implemented in 2000/01. This process currently provides some useful data elements (FTES, grade distribution, etc.). However, existing available outcomes measures (such as retention rates, degree completion, transfer rates, basic skills completion rates, etc.) are not being used as primary qualitative or quantitative indicators driving programs and services improvement. Formative evaluation has taken place resulting in an improved calendar and scheduling process for program and service reviews.

The institution's recently developed strategic planning and program and services review process has been widely published. Administrators, middle management, and faculty are involved in the planning process. To a lesser extent, staff and students are aware of and take part in planning. The results of the planning, especially when it does not result in funding, are not necessarily communicated back down the "chain of command."

Communicating research-related information to the public is accomplished through the Office of College Relations. The Office of Research and Planning disseminates information related to legislated and mandated outcomes as well as survey results. A Student Access and Success Data Profile (1998-99) is available via the Research Office website. Information contained in the Program and Services Review Report is distributed to the administrators.

### **Conclusions:**

Integration of institutional research with institutional planning and evaluation is in a rudimentary stage of development. While the data resources needed for outcome assessment have improved with a new computer data system, the college has not developed the means for evaluating progress toward achieving its mission and goals. The institution does not provide evidence that its program evaluations lead to improvement of programs and services. Systematic institutional effectiveness measures keyed to outcomes are not in place. If specific institutional outcome

targets are in place, achievements can be tracked against internally established goals as well as be tracked against prior status. Progress analysis keyed to targeted outcomes can assist the college in prioritizing where resources can have the greatest impact.

Components of the college's planning process are well published and include many segments of the Ohlone's constituencies. Criteria for decisions are not well publicized nor understood. Staff and students are underrepresented in the planning and review process. A clear system of focused goals, targeted outcomes, and progress toward these aspirations will help departments participate in the decision-making process and potentially build broader understanding and support for the difficult decisions needed for setting priorities.

The current level of staffing in Research and Planning may be insufficient as the college pursues more outcome-focused evaluation measures, as it broadens public dissemination of results and accomplishments and as it communicates information internally.

### **Recommendations:**

1. Recognizing that college needs and aspirations will likely exceed available resources, the team recommends the board and administration, in consultation with college governance, define and clearly communicate a limited number of goals derived from the mission and stated as measurable outcomes. These goals should be used (1) to prioritize strategic plan initiatives and (2) to guide resource allocations for the greatest positive impact on student learning and the community. (Standards 1.3, 3.A.3, 4.A.1, 4.A.4, 6.2, 6.7, 8.5, 9.A.2, 10.A.3, 10.B.1, 10.B.5, 10.B.6, 10.B.9, 10.B.10)
2. The team recommends the college develop performance outcome measures for program strategic plan goals and strategies to assess progress, insure positive impact on student learning, and provide objective feedback to determine if initiatives should be continued, expanded, revised, or abandoned. Such outcomes should focus on clear results, particularly those linked to student learning, and achievement, rather than process steps that have been completed. (Standards 3.A.3, 3.A.4, 3.B.3, 3.C.1, 4.D.1, 4.D.2, 5.10, 6.7, 7.B.2)
4. The team recommends the college implement systems to ensure broad understanding of planning and decision-making processes. Such systems should be designed to assist the college community in understanding decisions regarding such items as institutional initiatives and prioritization of new staff positions, financial allocations, and facility resources (Standards 3.B.1, 3.B.2, 9.A.4, 9.A.5, 10.B.5, 10.B.6, 10.B.9, 10.B.10)

## **STANDARD FOUR: EDUCATIONAL PROGRAMS**

### **Observations:**

The Self Study adequately reviewed and documented institutional compliance with the elements of Standard Four. After conducting several interviews with groups and individuals, the team concludes that the college, subsequent to the spring 2001 completion of the Self Study, has continued to make additional significant progress in addressing the listed planning agenda. However, in some subsections, particular issues or needs were noted in the “Self-Evaluation” sections, but no statements were written in the “Planning Agenda” section.

Accreditation survey questionnaires documented positive constituent response regarding the overall effectiveness of Ohlone’s educational programs. While the college has responded to the prior recommendation for a community needs assessment with a 1997 survey, such community assessment has not continued as a regular practice.

Ohlone College affords all students ample opportunities to participate and complete 69 Associate of Arts and Associate of Science degrees, 36 in general fields and 33 in occupational majors. Thirty-five Certificate of Achievement programs are also available. Ohlone College has developed a series of approximately 70 “Fast Track Certificate of Completion” programs identified by local businesses and industries to meet local needs. Certificate of Completion programs are approved by the faculty and consist of a maximum of seventeen units. The college’s catalog is clear in advising the students with information regarding transfer, certificate and degree completion, prerequisites, and other pertinent data about programs and services.

The contract education program, located at the Newark Ohlone Center, delivers professional development and vocational educational services to various local businesses and industries throughout the district. The team confirmed that there is a need to monitor and evaluate courses and services offered through contract education. The Course and Program Approval Committee (CAPAC) needs to develop and implement a course approval process to ensure that the contract education program is meeting the educational standards established by the college.

There are 26 courses that are delivered online in a variety of academic and occupational areas. The team did not find sufficient evidence of systems to determine the effectiveness of online courses. The chair of CAPAC has been working to develop and implement guidelines to be included in the CAPAC handbook for the development and evaluation of distance learning and online courses. The team concurs that this is a needed step.

The Self Study reported that the college had previously explored the opportunity to offer courses in China and South America, but found that this opportunity was not a viable option for the district.

Ohlone College has developed a comprehensive course schedule at the Fremont campus and the Newark Ohlone Center. Courses are scheduled at both locations during weekdays and weekends, and include workforce development programs, general education courses, and occupational programs of study. Personnel at both campus locations agreed that there are not enough general education courses scheduled at the Newark Ohlone Center to independently meet student curriculum needs. While the team found the staff at the NOC to be highly professional and dedicated to meeting the needs of the students, NOC students often had to travel to the Fremont campus for some support services.

Administrators and faculty are scheduling algebra, geometry, calculus and other courses for advanced students who are attending the local high schools and junior high schools. These courses are offered to help students fulfill some of the postsecondary level requirements and are used as a student recruitment strategy. The team confirmed the Self Study claim that there is a need to monitor and evaluate courses offered at local high schools to ensure that they are meeting the same standards as similar courses offered at the Fremont campus and Newark Ohlone Center.

The college has developed and implemented a two-year course schedule. While these two-year scheduling documents developed by the instructional divisions are designed to help students plan their program of study, there has been insufficient communication with counselors for the two-year schedule to achieve its desired benefit.

The Self Study observes that facility limitations are impacting educational access. High-demand classes, especially morning classes, fill quickly leaving many students underserved. The problem is most acute on the Fremont Campus. The team found that the college is strongly relying on the passage of a bond issue in March 2002 to improve student access through construction of a new Newark Ohlone Center to offer more transfer level courses and career courses during the high demand times. There is no evident contingency strategy if the bond is not approved. Availability of qualified staff may also be limiting access for students as the Self Study reported faculty perception that “there is not a sufficient number of qualified faculty available to support the college programs.”

While the Self Study stated the “Educational Master Plan is evaluated and revised annually,” the team found that the Strategic Plan was evaluated and revised annually but the Educational Plan was updated on an as-needed basis.

Since the completion of the Self Study, the release allocation for the faculty chair of CAPAC has been increased from 20% to 50% as a means to improve the curriculum approval process. The team found this to be a positive change. The CAPAC Handbook now provides clearer direction to faculty and deans for developing or revising courses.

Learning outcomes for individual courses are more clearly stated. The team recognizes the positive contributions from workshops for faculty and deans on the newly developed screening process for courses and from a subcommittee reviewing general education impacts on transfer opportunities for students.

Ohlone College has reviewed and clarified its general education requirements in line with its mission and emerging student needs. CAPAC has added a “tech tools” general education requirement for A.A. and A.S. degrees beginning in the fall. This requirement mandates “proficiency in word processing, spreadsheets, and Internet research skills.” An additional new requirement is “to demonstrate competence in the use of language and computation, but in modern methods of conveying these types of information.” Planning agenda statements direct the college to evaluate the student success rate of the additional tech tools requirement and to upgrade the English graduation requirement.

The team confirmed through interviews with faculty and administrators that there remains a slight disconnect between counselors and faculty regarding communicating curricular changes in a timely manner. This communication challenge between counselors and faculty suggest that students may not be advised appropriately regarding the ability to transfer or complete an occupational program in a timely manner.

### **Conclusions:**

The accreditation team recognizes the significant progress made in the areas of curriculum approval procedures. The team recognizes the college’s challenge to overcome the need for additional classroom space at the Fremont campus and the Newark Ohlone Center.

The team commends the college for developing and implementing the additional associate degree requirements and “fast track” certification programs as a means to satisfy the educational needs of local businesses and industries. However, interviews revealed that there is a need to implement a continuous survey process to assess all relevant educational and service needs of the community.

As stated elsewhere, clearly stated goals based on the Mission Statement can provide an important link between the more abstract Mission Statement and the more concrete departmental plans. Monitoring outcomes linked to a limited number of focused goals can assist Ohlone College in assessing progress and in reviewing the effectiveness of human, financial, facility and technology resource allocations.

Specific procedures for instructional quality control, outcome assessment and student support services for mediated and online instruction should be established and periodically reviewed.

## **Recommendations:**

1. Recognizing that college needs and aspirations will likely exceed available resources, the team recommends the board and administration, in consultation with college governance, define and clearly communicate a limited number of goals derived from the mission and stated as measurable outcomes. These goals should be used (1) to prioritize strategic plan initiatives and (2) to guide resource allocations for the greatest positive impact on student learning and the community. (Standards 1.3, 3.A.3, 4.A.1, 4.A.4, 6.2, 6.7, 8.5, 9.A.2, 10.A.3, 10.B.1, 10.B.5, 10.B.6, 10.B.9, 10.B.10)
2. The team recommends the college develop performance outcome measures for program strategic plan goals and strategies to assess progress, insure positive impact on student learning, and provide objective feedback to determine if initiatives should be continued, expanded, revised, or abandoned. Such outcomes should focus on clear results, particularly those linked to student learning, and achievement, rather than process steps that have been completed. (Standards 3.A.3, 3.A.4, 3.B.3, 3.C.1, 4.D.1, 4.D.2, 5.10, 6.7, 7.3.2)
3. The team recommends the college develop and implement an effective outcome-based methodology to evaluate the effectiveness of online and media-supported courses including the related student and academic support services for these courses. Such systems should include student feedback and evaluation of the faculty responsible for the course. (Standards 2.1, 4.A.3, 4.D.1, 4.D.2, 4.D.5, 4.D.7, 5.1, 5.2, 6.7, 7.B.1, 7.B.2, 7.B.3)

## **STANDARD 5: STUDENT SERVICES AND DEVELOPMENT**

### **Observations:**

Based on observations, interviews and surveys, students are quite satisfied with their institution. They find the campuses, particularly the Fremont campus, physically attractive and safe. The campus climate is considered positive and supportive. Students have access to a wide range of quality educational support services, co-curricular activities, and extra-curricular opportunities, all of which serve to strengthen students' academic, social, and physical growth and development.

Students have the opportunity for a voice in campus decisions. By policy and practice students are invited to join sixteen general college committees, eight student government committees, and two presidential committees. Students assist in the planning, implementation, and evaluation of services through their involvement in program and services review, faculty evaluations, faculty hiring, Board of Trustee deliberations, the President's Advisory Committee and accreditation standards committees.

While there is an open opportunity for involvement, student participation is often limited by student interest and scheduling challenges.

Student government, in particular, recognizes the value of student involvement both to the institution as well as to the individual student. In cooperation with college support staff, student leaders regularly work to encourage more students to get involved and thereby develop leadership and other skills and competencies. In addition to involvement in student government itself, the student ambassador program is worth noting. Student ambassadors are hired to help recruit high school students and in the process learn valuable lessons.

Students are proud of the faculty. Students respect and appreciate the commitment of instructional and counseling faculty to student learning and success. Compliments flowed easily and readily when students were asked to describe their experiences in the classroom, the quality of instruction, and the support they receive.

The college works to improve services to students in interesting and creative ways. As a result of the most recent reorganization, for example, two provosts now manage a mix of student services and instructional responsibilities. Both must therefore consider student services as well as instructional interests in ways not previously required of them. As another example, student employment, a typical student services function, is now linked to workforce development located within the instructional area of the college. Such pairings require managers to explore new relationships, opportunities, and support structures.

A collaborative group of dedicated student services professionals attend to students during the day, in the evenings, and on the weekends at both the Fremont campus and the Newark Ohlone Center. Their commitment to students and learning was evident in interviews, documents reviewed, procedures examined, and policies discussed.

The Counseling Department provides a wide range of services to students at these two locations. The counseling faculty strive to improve established procedures as well as introduce new methods of meeting students' needs. However, a stronger outcomes focus is needed to assist student personnel staff in assessing progress toward priority goals and to guide modification of existing initiatives. Their responsibilities are considerable and their tasks demanding. The college understands that counseling services must continue to improve at both locations in order to match student expectations.

Academic advising is a primary responsibility. A stronger relationship between counseling and instructional faculty should develop around a two-year academic planning schedule. While the two-year academic plan currently is primarily an instructional planning tool to guide faculty and their respective departments, it can be a very useful advising tool in the future. Stronger instructor to counselor communication is needed to achieve this goal. The procedure for scheduling student appointments is under thoughtful review. The anticipated new system will better serve both students and counselors. The Counseling Department's relationship with the Student Health Center creates an opportunity for counselors to refer students with emotional, psychological, or other problems they are not trained to address.

The college implemented Colleague, a Datatel management information system product, which includes academic and student services, human resources, and business office modules. This new integrated data management system brings all institutional records together in a set of relational databases and has considerable potential for improving information, reporting and transactional services for students, faculty, staff, and administration. Implementation has been a difficult and frustrating experience for planners, technicians, and users of the applications. When fully implemented, it should provide an information and data processing environment that serves students well while at the same time facilitating the college's accountability and data collection needs.

For many students, the first stop for information about the college or other help is its website. The site has improved, but more attention is needed. The administration reports agreement on two positions that will share responsibility for web maintenance, development and support. Web-based services are on the way. The college expects to introduce an online student application soon, to be followed by web-supported orientation, advising, and registration applications. Interestingly, students appear to enjoy searching a faculty member's web page in order to learn about the person before taking a course from the person. This may be an electronic dimension of the "shopping around" many students do at the start of the semester and therefore worth attention. Again, clear stated outcomes goals will assist the college in assessing the effectiveness of these tools and directing any needed refinements.

Telephone registration (Tel-Reg) is a service that works well and is popular among students who use the system early in the registration period. The system is available 24 hours from any telephone and represents the kind of anytime/anywhere service students are growing to expect. The college expects students will be able to access all information in their student record from any desktop computer in the not-too-distant future.

Program and services review is used to evaluate instructional and student services programs. The staff survey results suggest that the procedure is not very effective for student services. Conversation with key staff and a review of documents confirm the process is weak and only marginally effective with regard to student services. Weaknesses are being addressed with an eye toward better application of the process to student services' interest in understanding and documenting the effectiveness of counseling faculty, staff, and the services they deliver. Clearer statements of priority goals and targeted outcomes are essential to guide improvements in program and services review for student services.

The college offers a wide range of solid counseling, career and transfer, admissions and records, financial aid, and other services for students at the Fremont Campus. A student-centered and competent faculty and staff manage these services. The college offers similar, but not identical, services at the Newark Ohlone Center. In response to student needs and prompted by earlier recommendations, the college expanded services at the NOC by adding an evening supervisor and a counselor as well as additional support for admissions and records, tutoring, and health care services.

In addition to the core set of student services, the college offers a variety of needed and useful adjunct services. The Disabled Student Programs and Services (DSPS), for example, serves physically and learning-disabled students. A March 2001 program review praised the college for its efforts to better serve these students. The college consolidated services for deaf students into one unit and hired permanent interpreters. The college's relationship with Gallaudet University is quite special and brings distinction to its effort to serve deaf and hard-of-hearing people. The Extended Opportunity Programs and Services (EOPS) and Cooperative Agency for Resource for Education (CARE) provide additional and significant support services for students who face considerable economic, family, and other challenges that are obstacles to education for them. EOPS recently underwent a rigorous review by the Chancellor's Office and received a commendation for its fine work.

Ohlone College should establish systems to review what advising, academic support and student support services are appropriate for and available to students taking mediated and online courses. Regular review of these systems linked to targeted outcomes should be implemented.

### **Conclusions:**

In general, students are satisfied with services, respect faculty and staff, and find the environment pleasing and safe. The college's student services staffs are competent caring professionals who work together well and are focused on creating better service and learning opportunities for students.

The many dimensions of the college's co-curricular and extra-curricular environments enrich the personal and academic lives of students. The college has an effective and representative student government with reasonable administrative and fiscal support. The college supports numerous student groups, clubs, and activities.

The new management information system will be a very useful administrative, academic and student support, and financial management tool when fully functional. The information accessible through this enhanced system needs to be clearly linked to priority goals and targeted outcomes to assist college decision making most effectively.

Students rely on the website for information. The demand for web-based services and information will grow. The college has only begun to address the issues surrounding the website as an information and service tool for the college and students. Systems should be developed to assess the effectiveness and outcomes of online student support systems.

The Newark Ohlone Center has grown significantly. Demand for educational services will continue to grow. Space will be an issue. The college is not able to offer the type and level of service available at the Fremont Campus to students at the NOC.

Program and services review is a process that can help student services understand its strengths and weaknesses as well as measure student success.

**Recommendations:**

2. The team recommends the college develop performance outcome measures for program strategic plan goals and strategies to assess progress, insure positive impact on student learning, and provide objective feedback to determine if initiatives should be continued, expanded, revised, or abandoned. Such outcomes should focus on clear results, particularly those linked to student learning, and achievement, rather than process steps that have been completed. (Standards 3.A.3, 3.A.4, 3.B.3, 3.C.1, 4.D.1, 4.D.2, 5.10, 6.7, 7.B.2)
3. The team recommends the college develop and implement an effective outcome-based methodology to evaluate the effectiveness of online and media-supported courses including the related student and academic support services for these courses. Such systems should include student feedback and evaluation of the faculty responsible for the course. (Standards 2.1, 4.A.3, 4.D.1, 4.D.2, 4.D.5, 4.D.7, 5.1, 5.2, 6.7, 7.B.1, 7.B.2, 7.B.3)

**STANDARD SIX: INFORMATION AND LEARNING RESOURCES**

**Observations:**

Most information and learning resources are sufficient and appropriate to support the needs of students and are readily accessible to students, faculty, staff, and administrators. The library's collection of print and media materials has been greatly enhanced since the last accreditation visit with the introduction of Internet-based research tools and information relevant to student needs (including numerous subscription full-text periodical and reference databases, an extensive and user-friendly website, and the online library system). These are readily available at both campuses or remotely via the World Wide Web. A sufficient number of workstations, including two assistive technology stations, are also available for research or other computing needs throughout the LRC. Although there is usually an appropriate level of qualified staff and faculty assistance, recent cutbacks of student employees in the Student Technology Center has meant a reduction in tutoring services, and malfunctioning library equipment limits student access to resources.

Proactive incorporation of information literacy skills into the student learning process, partially through the tech tools graduation requirement, ensures that these resources are used effectively. Student and faculty surveys and other comments indicate general satisfaction with resource availability. Other instructional resources are viewed favorably among faculty, including the presence of ceiling-mounted LCD projectors/computers in many classrooms, training provided in the Faculty Technology Center, and the incorporation of information literacy into course-specific assignments.

Statistical data shows that the book collection of about 61,000 volumes remains insufficient in size and age to support increasing enrollment and curriculum changes, particularly in science and technology. However, the institution has made significant progress in updating and expanding the collection since the last accreditation, which partially compensates for these shortcomings. The college hired a faculty librarian with specific responsibility for evaluating both the print and electronic collections. Professional oversight combined with special limited-time funds has resulted in the acquisition of a few thousand new and relevant books over the past couple of years. The library staff constantly evaluates ways to maximize impact of available funds. For example, a recent acquisition of over 400 electronic books at no charge was made possible by joining a regional library consortium, and the purchase of an additional 3000+ e-books at discount pricing is also planned. Faculty input is actively solicited through outreach by the librarians and from the LRC Advisory Committee and CAPAC. These processes help ensure that the collection is relevant and tied to curriculum. Nonetheless, the library would benefit from a reliable, predictable source of funding above the current allocation.

In addition to library and media resources, the emergence and development of other learning and instructional resources is impressive. Since the last accreditation visit, information technology has evolved from a disparate group of mostly administrative applications to an innovative, well-organized system that supports the college's intellectual and cultural activities and programs. Responsibility for administrative and academic computing and technical support is now centralized within the Information Systems (IS) Department, but a separate Instructional Technology Department assists faculty in the development of distance learning resources (including online courses). Furthermore, the Technology Advisory Committee of Ohlone (TACO) serves as a broad-based yet cohesive forum for faculty, staff, and administrators with direct access to the President's Cabinet through chairs providing monthly reports. These three groups work together to identify, develop, and implement clearly defined plans that ensure available, effective, and reliable application of technologies by students, faculty, and staff.

Over 22 discipline-based student computer labs exist on the Fremont campus and at the Newark Ohlone Center. These labs vary in size, quality, and availability. Some people have expressed frustration over malfunctioning computers and think that on-site technical support could minimize downtime. Information Systems has recognized this concern and appears to have improved response time already by optimizing existing support with the streamlining of desktop support services and cross-coordinating technology planning processes across campus.

The new Instructional Computing Center (ICC) facility, slated to open in Spring 2002, will provide 800 state-of-the-art workstations that will expand access for students and faculty. Innovative equipment and support planning from IS for the ICC are designed to maximize resource utilization and funds for all technologies throughout the institution by reducing certain maintenance, licensing, and support costs. Expanded technology training and bibliographic instruction supported by these new facilities can potentially further improve information services.

Special limited-time funding has provided financial support for much of the current technology infrastructure. The installation of a fiber optic network has enabled the institution to provide all full-time faculty, staff, and administrators with computers and network access (including email and Internet). However, according to systems staff, the current network is inadequate for meeting growing demand for technology resources and services and for improving access from NOC. The institution is seeking the best and most cost-effective way to increase bandwidth and network access to accommodate future growth and needs.

The implementation of an integrated administrative computing system, Datatel's Colleague, is nearing completion and is slated to be in routine operation by the end of 2001. Survey comments indicate that problems in program design, access restrictions, and drain on technical support services have made using the system for planning and curriculum needs difficult or impossible. A significant amount of negative feeling toward information technologies on campus appears to result from frustrations with the system. However, interviews indicate a growing recognition that the system could become a useful tool for instruction and student support in the future, something that more and better training could facilitate.

The campus website has become a key information resource for students, faculty, staff, and the community, but its effectiveness as a learning, information, and instructional tool has been limited by the lack of consistency and cohesion in design and content. Examination of this issue by TACO has resulted in the establishment of a campus webmaster position to review, develop, and manage the resource.

The institution attempts to ensure not only that resources are available but also that they are utilized efficiently and effectively by students and faculty. Information systems and instructional technology personnel provide training in systems and application. Attendance at formal training sessions has been low, and most people must actively solicit such assistance. A technology training position has been approved and funded, but remains unfilled while the various staff who currently provide training services develop a plan that ensures this position is effective.

Interviews with students, faculty, and staff and observation of services reveal that the institution's most valuable learning and information resources are its skilled, knowledgeable, and dedicated staff, who provide direct support services as well as anticipate future needs by constantly assessing and evaluating programs and services. The institution clearly has recognized this by approving and funding several key faculty and staff positions since the last accreditation.

Until recently, recruitment and retention of qualified employees to perform these functions was a problem, particularly for Information Systems because of several internal (poor recruitment

methods) and external (availability of higher paying jobs elsewhere) factors. This impacted the institution's ability to provide adequate technical support at a critical time, such as during implementation of Colleague. However, these problems appear to have disappeared and the institution has been able to fill most of the vacant positions. This is due in part to the change in the economy that has broadened the pool of qualified candidates. Additionally, more realistic job descriptions, salary schedules adjusted to be more competitive with industry, and promoting the benefits of working in a college environment have improved candidate recruitments.

### **Conclusions:**

Ohlone College provides a high level of information and learning resources and services. Human, material, computer, and digital resources match the college's mission. The team commends the significant technology progress since the past accreditation. The recent start of cross-functional collaboration between various campus constituencies will ensure that needs are not only anticipated and planned for, but that these needs undergo continuous evaluation and adjustment in the future. In addition to expanding and updating traditional resources and services, many tools and programs that were virtually non-existent in 1995 have become integral parts of the educational environments. This has improved opportunities to expand instruction and learning.

Standard resource streams appear to be insufficient to meet the needs of students and faculty; however, the staff is diligent in pursuing alternative sources to meet these needs. The institution could facilitate this process further by comparing and tying together measurable outcomes across departments and divisions.

Learning Resource Center, Information Technology, and Information Systems personnel, and members of TACO and the LRC Advisory Committee are to be commended for providing students, faculty, staff and administrators with a cohesive, resource-rich environment in which learning and teaching can flourish and remain relevant.

### **Recommendations:**

None.

## **STANDARD SEVEN: FACULTY AND STAFF**

### **Observations:**

Overall, the institution demonstrates a commitment to recruiting and retaining sufficient qualified full-time and part-time faculty and staff to support the educational mission. Faculty and staff possess appropriate education for the disciplines in which they teach. Since the last accreditation site visit, the college has hired 73 full-time faculty (including replacements of a number of retirees) and has increased the number of full-time, tenure-track faculty to a total of 144 from approximately 130. While some concern has been expressed about the competitiveness of institutional salaries, there is a general sense that the college has been able to attract quality faculty and staff.

The college appears to state clear criteria, qualifications, and procedures for selecting all personnel. The district's policy manual includes hiring regulations and job descriptions for all personnel. The policy manual is posted on the college website. Vacancies are advertised in appropriate publications. The college actively recruits applicants from under-represented groups and sometimes delays the hiring process to extend job searches in order to increase diversity in the pool of applicants.

A faculty hiring priority committee, including faculty representatives and deans from each division; annually identifies full-time faculty recruitment priorities. The hiring priority process is linked to both the program review process and the strategic planning process. Faculty needs identified through discipline planning processes are forwarded through the respective deans to the faculty hiring priority committee. For classified staff, positions are prioritized based on a list of current vacancies and requests from departments and areas. The vacant positions and requests from departments are blended into a single list. For both faculty and classified positions, the President's Cabinet makes final priority decisions. No information is available concerning hiring of administrative personnel. Clearer outcome goals would be helpful in guiding prioritization of expanded staff positions.

Criteria for selecting faculty include knowledge of the subject matter or knowledge of and experience in the service to be performed. In the interview process, teaching faculty typically demonstrate teaching effectiveness by presenting a sample lesson. Candidates also answer questions related to educational philosophy as a means of assessing the potential to contribute to the mission of the institution.

All full-time faculty and administrators, along with their degrees earned and institutions granting the degrees are listed in the college catalog. All degrees have been awarded by accredited institutions. Faculty with degrees from non-U.S. institutions undertake appropriate equivalence evaluation although this practice has not been formalized in college policy.

Evaluation of each category of staff is systematic and is conducted at regular intervals. Full-time regular faculty are evaluated every three years, non-tenured faculty are evaluated annually, and part-time faculty are evaluated every six semesters of employment by the college. Staff are evaluated annually; administrators and managers, every two years. In every case, the evaluation process includes self-evaluation and supervisor evaluation. In addition, faculty evaluations include student evaluations from each class taught as well as peer review. The college has recently implemented a process for faculty evaluation of their deans, which was piloted in the 2000-01 academic year and is being applied more broadly in 2001-02.

All employees are evaluated to assess effectiveness and encourage improvement. The faculty collective bargaining agreement describes in detail the purpose for each part of the faculty evaluation process. Classified employees are evaluated according to establish work performance standards for their positions. Administrators and managers are evaluated based on leadership characteristics, administrative performance, and other related criteria.

The faculty evaluation process includes student assessments of teaching effectiveness. In addition, as part of the self-evaluation, faculty are asked to assess personal strengths and professional growth activities. The self-evaluation and peer and supervisor evaluations address scholarship or other activities appropriate to the area of expertise as well as participation in institutional service and activities in other institutional areas of responsibility.

The college has developed and implemented a number of staff and professional development and training opportunities available to all personnel. Employees may enroll in college classes and programs. Faculty may apply for professional development-oriented sabbatical leaves. Faculty and staff attend conferences and workshops throughout the year to further their knowledge and to enhance skill levels. Among other activities, flex days each year provide time for training sessions. New faculty are supported through a mentoring program and regular orientation sessions. In addition, various Partnership for Excellence projects have included staff development activities as a component of the projects.

Through the campus Staff Development Committee, staff participate in the planning and evaluation of staff development programs. Participants in flex activities complete a written evaluation of those activities. Those evaluations are then used in the planning of subsequent activities.

The college clearly has and adheres to written policies ensuring fairness in all employment procedures. The institution has actively promoted the full realization of equal employment opportunity. The college is to be commended for having been recognized twice by the State Chancellor for California Community Colleges as one of the states two best colleges at hiring and retaining a diverse faculty and staff.

Reports of staff-related data that include gender, ethnicity, age, date of hire, discipline or area of employment, and other demographic information are prepared annually. In addition, the college annually reports diversity information to the State Chancellor. The Affirmative Action and Diversity Committee also reviews objectives and achievements. These activities enable the college to achieve its employment equity objectives and make sure they are consistent with the institutional mission.

Personnel policies and procedures for all staff categories appear to be clear and equitably administered. Policies concerning working conditions are subject to agreements with the respective collective bargaining units. All personnel policies and procedures are published in the Fremont-Newark Community College District Policy Manual and are also posted on the College's website.

The college ensures that personnel records are private and are maintained in a secure and confidential environment. Personnel records can only be viewed by human resources personnel, the employee, or individuals in the employee's reporting chain. Records are verified for accuracy upon hiring and the Human Resources Department is audited annually by a CPA firm. Personnel records are permanent. Records for current employees are maintained at the college; records for non-current personnel are maintained off site.

### **Conclusions:**

The quality and comprehensiveness of coverage of each of the elements of the Self Study standard is appropriate and reflects the camaraderie apparent among the faculty and staff of the college. Each section of the standard report includes a descriptive summary of activities and processes at the college, a self evaluation of those activities, and, in some cases, a planning agenda. Survey results are included in some areas, but the surveys primarily assess attitudes. Standard Seven planning agenda plans are general, without identification of who will bear the responsibility for completion, what the expected completion date is, and what the expected outcome might be. Additionally, the link between the Self Study planning agenda and the strategic plan goal or initiative is not evident. This makes it difficult for the Strategic Planning Committee to determine how these plans should be addressed, when, and by whom. Improved understanding will be most critical as the college seeks to involve new employees as quickly as possible in effective planning and decision-making.

College hiring processes appear to be appropriately linked to program review and planning, and hiring priorities for faculty and classified staff emerge after collaborative discussion. However, no provision appears to exist to accommodate emergency or spontaneous opportunities to hire faculty or staff. Since such opportunities do occur from time to time, the college would be well served by developing an accommodation for this consideration. Such decisions should be guided by institutional level priorities that should be more clearly identified.

The college's online course offerings have increased annually and more than 25 online courses are now available. While evaluation of faculty, staff and administration is appropriate and is conducted in a systematic and timely fashion, no workable methodology for evaluations of online faculty has yet been devised. The institution should focus efforts on developing an appropriate student evaluation and learning outcome assessment apparatus for online courses. The college should also benefit by developing other ways to evaluate the appropriateness and effectiveness of online courses.

Clearer outcome goals are needed to assist the college in evaluating the effectiveness of instruction and to guide instructional improvement initiatives. Clear systems for such feedback is most needed for mediated and online course.

## **Recommendations:**

2. The team recommends the college develop performance outcome measures for program strategic plan goals and strategies to assess progress, insure positive impact on student learning, and provide objective feedback to determine if initiatives should be continued, expanded, revised, or abandoned. Such outcomes should focus on clear results, particularly those linked to student learning, and achievement, rather than process steps that have been completed. (Standards 3.A.3, 3.A.4, 3.B.3, 3.C.1, 4.D.1, 4.D.2, 5.10, 6.7, 7.B.2)
3. The team recommends the college develop and implement an effective outcome-based methodology to evaluate the effectiveness of online and media-supported courses including the related student and academic support services for these courses. Such systems should include student feedback and evaluation of the faculty responsible for the course. (Standards 2.1, 4.A.3, 4.D.1, 4.D.2, 4.D.5, 4.D.7, 5.1, 5.2, 6.7, 7.B.1, 7.B.2, 7.B.3)

## **STANDARD EIGHT: PHYSICAL RESOURCES**

### **Observations:**

While the Self Study reflects substantial involvement by a variety of employees and clear descriptions of what exists in relation to Standard Eight, the descriptive summaries did not always address the requirements of the element. For example, when Standard 8.1 asks for the adequacy of physical resources, the Fremont campus and Newark Ohlone Center were described but not in terms of the number of classrooms and labs for the number of students served. This section could have been strengthened with more data and information directly related to the requirements. The staff survey basically communicated attitudes, rather than data about numbers served or usage levels.

While the Self Study may have been light in these areas, the Standard Eight resource documents in the team room and the additional materials made available through interviews revealed how well the college has identified problems, planned and implemented facilities improvements, and tried to address current campus concerns as well as previous accreditation teams' recommendations.

The institution strives to provide physical resources that adequately support its programs and services and increase access. However, the Self Study, accompanying resource documents, and interviews with the administrators responsible for buildings and grounds document that many of the Newark Ohlone Center physical resources are not adequate. The administration area, restrooms, and some of the classrooms are minimally adequate to inadequate. At the same time, some NOC classrooms such as those for UNIX, Cisco, Microsoft, networking programs, and certifications are equipped well. On the Fremont campus, the shortage of classrooms and limitations of the elevators raise some concerns about adequacy. But the heightened attention to removing or modifying physical barriers, the need to address space limitations, and the strong

desire to overcome the limitations in financial resources for buildings and grounds has led to good planning for secondary effects when the new ICC opens in January. There has been annual progress addressing ADA compliance.

The Buildings and Grounds Department has effective systems in place for energy management, repair and maintenance work orders, safety inspections and improvements, grounds care scheduling, cleaning standards, and custodial care. While the landscaping is deteriorating on some of the hillsides on the inner Fremont campus and some of the buildings would be more conducive to a positive learning environment with paint or major washing, there is an observable effort to keep the campus clean. Classrooms are cleaned daily and scheduled for repainting once every six to seven years.. The college has increased its staffing in Buildings and Grounds and improved its ability to maintain, clean, and ensure the safety of a heavily utilized physical plant. Staff includes fourteen custodians, six grounds staff, and nine maintenance staff. An additional custodian and one HVAC technician will be scheduled when the new Instructional Computing Center opens.

The institution recognizes safety and security issues. On the Fremont campus, the hills, numerous steps, some deteriorating or slippery concrete surfaces, and lighting in some areas have been identified as challenges. Certainly, the site security project that involved moving 270,000 cubic yards of earth from hillsides so parking lots could be put at a level of the main buildings is a major accomplishment that made the campus safer and more accessible for students and staff. While lighting stairways and parking lots is also a challenge, buildings and grounds staff identified the improvements they have made to lighting in parking lots and darker areas. The minutes of the Safety Committee document sensitivity to safety issues and a commitment to taking remedial action. While a review of the minutes and agendas for the Safety Committee verified the involvement of employees and the tracking of safety issues and responsiveness, the committee recently decided to meet every other month. Heightened national security issues will likely intensify some staffs safety concerns. The Safety Committee should consider mechanisms to survey staff concerns and communicate broadly actions which address safety and security issues. The very diverse student body, site challenges both on the Fremont and Newark sites, and recent national events lend themselves to more rather than less attention to employee and student physical and psychological safety/security.

While no comprehensive equipment replacement plan for the institution exists, some replacement planning is occurring. The Technology Advisory Committee of Ohlone (TACO) sets priorities for hardware purchases and a plan to replace some of the substandard computing equipment each year. The departments' and divisions' strategic plans do include equipment replacement needs. The Partnership for Excellence proposals included equipment needs as well as facilities improvement requests. The college is to be commended for the development and implementation over the past six years of the fiber optic infrastructure and advancements in computing technology for instructional and administrative purposes. However, the college will need to replace and expand equipment almost continuously with the increase in computers, multiple sites using increased internet access, more online courses, the addition of the

Instructional Computing Center, and the addition of advanced technology and multi-media programs. Because funding is likely to be limited, decisions about which equipment to replace and whether equipment-dependent programs can be added or expanded will be very difficult without a comprehensive equipment inventory and replacement plan that includes assumptions, criteria, standards, current inventory, and projected funding needs.

The college's capital outlay projects are part of the five-year planning process submitted to the Chancellor's Office. The Self Study asserted that the completion of several of these major capital outlay projects proved that the institution is achieving the outcomes identified in the major institutional goals. However, the strategic plans from the departments and divisions do not identify capital projects as the institution's goals. The college would benefit by clarifying the major goals the board has for the district, both annually as well as long-term, and then ensure that there is integration between the board's goals for the district and the goals and priorities developed by the departments and divisions. One clear set of board approved, prioritized educational and facilities goals for the institution that could be communicated throughout the college would facilitate more effective communication and collaborative planning. Currently, planning is "bottom up" as well as "top down," but integration of the plans into one clear institutional plan that could be distributed to all would be beneficial. Eventually, educational and facilities plans need to culminate into key performance measures or a set of institutional outcomes that can be measured and evaluated to determine institutional effectiveness.

The college developed the Educational Master Plan that includes the facilities for a new Newark Ohlone Center, a new Student Support Services Facility, the secondary effects of the new student facility as well as the opening of the Instructional Computing Center, and other high priority maintenance projects. The development of a plan for a facilities bond campaign is an appropriate alternative to waiting for state funding or limiting growth at the NOC.

### **Conclusions:**

Concern for students' safety as well as their access to the facilities is evident. Significant improvements have been made in increasing accessibility through the site safety project. The college is commended for making parking lots out of the hillside so students and staff can park at building level and for improving the access to buildings by improving the road that circles the Fremont campus. The college is also commended for planning and completing the fiber optic infrastructure of the Fremont campus without major state funding, as well as the planning and completion of the state-funded Fine and Performing Arts Center and the Instructional Computing Center on the Fremont campus. Buildings and grounds personnel and faculty and administrators are commended for the improvements to facilities through Partnership for Excellence funds and for the creative solutions to challenges in multi-use rooms such as the use of thin computers on specially made movable shelves in the consumer education room that now accommodates digital graphics as well. At the NOC, the college has developed excellent laboratories in an otherwise challenging facility to support the Unix program, CS Networking and Microsoft programs.

The college has had to be creative and resourceful in making the Newark middle school facility suitable for college adults. What the laboratory and classroom for the Physical Therapy Assistance program lack in elegance, they make up for in resourcefulness by putting the hydrotherapy pools in the women's locker room and installing a portable sink and water tank in an ordinary classroom.

Although there are many strengths in physical resources, there are major weaknesses. The present facilities for the Newark Ohlone Center inhibit the college's ability to achieve its mission of increasing access to high quality educational programs and services. While alternative strategies to state funding such as the bond campaign have been part of the planning, the college will need to continue investigating alternative funding sources for the facilities and equipment needs well into the future.

A focused set of institutional goals in outcome format should guide the college decisions on prioritizing allocation of existing facilities, facility/equipment enhancements or new construction.

### **Recommendations:**

1. Recognizing that college needs and aspirations will likely exceed available resources, the team recommends the board and administration, in consultation with college governance, define and clearly communicate a limited number of goals derived from the mission and stated as measurable outcomes. These goals should be used (1) to prioritize strategic plan initiatives and (2) to guide resource allocations for the greatest positive impact on student learning and the community. (Standards 1.3, 3.A.3, 4.A.1, 4.A.4, 6.2, 6.7, 8.5, 9.A.2, 10.A.3, 10.B.1, 10.B.5, 10.B.6, 10.B.9, 10.B.10)

## **STANDARD NINE: FINANCIAL RESOURCES**

### **Observations:**

The Self Study relative to financial resources is well written and fully responsive to accreditation standards. The self-evaluation is aligned with some eleven planning agendas. The Self Study document was validated by meeting with key administrators responsible for financial resources and participants in the self study process. In addition, key documents - the 1999 Strategic Plan, a program review, 2001-2002 budget planning calendar and key activities, the adopted budget, and the most recent audit report - were all reviewed and validated that the college has adequate financial resources to achieve, maintain and enhance its programs and services.

A commendable effort has been made since the last visit to improve integration of financial planning, educational planning, strategic planning, and capital development planning. Improvements were made in ADA access — site safety roads and parking lot improvements - in addition to building renovation to support instructional program changes.

The administrative restructuring in the past five years has strengthened response to financial resource standards. The strategic planning process demonstrates a process that flows, not only with the culmination of a strategic plan, but of an adoption budget. The budget planning calendar starts in August of one fiscal year and concludes with board adoption in September of the following fiscal year. Each step in the process describes integration of the planning processes and the governance process. Program review and strategic planning are supported by the budget planning process.

The college has experienced difficulties in payroll and financial data accuracy and timeliness. This has occurred predominately during its Y2K conversion from an in-house accounting/payroll system to Datatel/Colleague. Some problems persist. The college is addressing these in its planning agendas by adding staff and improving staff development in financial information retrieval.

The college has developed long-range capital plans. On an annual basis capital construction has occurred since 1995 in support of educational objectives, e.g.

- A campus-wide fiber-optics computer network
- Networked computers for every full-time faculty member
- Five new instructional computer labs
- Completed a \$9,000,000 site safety project
- Remodeled campus restrooms to make them ADA accessible
- Replacement of student furniture (included in the Annual Capital Plan)
- Replaced all boilers, heat pumps, cooling towers and tile roofs on campus
- Installed portable classroom buildings
- Expanded the Student Health Center
- Expanded and moved the student Job Placement Center
- Began construction on a 46,000 square foot Instructional Computing Center
- Completed plans and working drawings for an 11,000 square foot Child Development Center.

State capacity-load formulas for capital projects preclude the college from state funding. A local bond election is being considered.

The college effectively oversees the financial activities of the general fund, bookstore, financial aid, and the college foundation. The college has added staff to improve the managing of the grant programs. There are plans for the bookstore to add floor space, improve book-ordering procedures, and review online ordering services.

### **Conclusions:**

The team recognizes that Ohlone College has made great strides in the integration of its planning process with financial resources. The college recognizes that effective budget planning requires that those involved understand the decision-making process. This understanding, in a more general sense, should be expanded to those not directly involved in budget development. While planning-budget linkage has progressed, further improvements, efficiency, and college-wide support can be enhanced through a focused number of priority goals to link mission to the

Strategic Plan and through direct attention to explaining the decision process more clearly to the college as a whole. The college recognizes the need to improve financial and payroll accuracy and timeliness. Financial data management is consistent with accreditation standards and communication of financial information is a priority of the college.

The strategic planning system provides broad opportunity to request resources to support departmental initiatives. The lack of a focused set of institutional goals stated as outcomes, however, can make it difficult for individuals or departments to understand why their perceived priority did not become an institutional priority. The recommended combination of focused goals and clarification of the decision process for setting priorities can improve institutional support and implementation of initiatives.

### **Recommendations:**

1. Recognizing that college needs and aspirations will likely exceed available resources, the team recommends the board and administration, in consultation with college governance, define and clearly communicate a limited number of goals derived from the mission and stated as measurable outcomes. These goals should be used (1) to prioritize strategic plan initiatives and (2) to guide resource allocations for the greatest positive impact on student learning and the community. (Standards 1.3, 3.A.3, 4.A.1, 4.A.4, 6.2, 6.7, 8.5, 9.A.2, 10.A.3, 10.B.1, 10.B.5, 10.B.6, 10.B.9, 10.B.10)
4. The team recommends the college implement systems to ensure broad understanding of planning and decision-making processes. Such systems should be designed to assist the college community in understanding decisions regarding such items as institutional initiatives and prioritization of new staff positions, financial allocations and facility resources. (Standards 3.B.1, 3.B.2, 9.A.4, 9.A.5, 10.B.5, 10.B.6, 10.B.9, 10.B.10)

## **STANDARD 10: GOVERNANCE AND ADMINISTRATION**

### **Observations:**

The governing board adequately represents the public interest and the various populations served. A small area in Union City that became part of the college district through a redrawing of city boundaries is not represented on the board; however, initiatives are in progress to include Union City residents as eligible for designated Fremont board seats.

The board has established broad institutional policies for governing the district and delegates responsibility for implementing these policies to the president. With the exception of selecting the president and approving the annual budget and expenditure of funds, board policy defines the board's role primarily as one of considering and passing upon recommendations from the president. Several employees interviewed, who had attended board meetings, stated that the board does not appear to take a leadership position in governing the college but rather ratifies decisions made by the president.

The Self Study could have been more substantive in addressing the board's methods of ensuring high quality educational programs as well as the financial security of the college. While resource documents in the team room and numerous other documents supplied during interviews document the college's financial health and the quality of its educational programs, more details and examples of the board's verification of institutional quality would have strengthened the Self Study.

The board has experienced problems in conducting its business in an effective manner. The six elected trustees recently removed the president of the board, the board's policy on rotation of the chair is being re-evaluated, and two board retreats are planned on team building and establishing board goals. In order to improve its operation, the board is exploring methods of conducting its business with an emphasis on policy.

The board has not approved strategic goals for the district. Such goals could provide guidance and direction to departments in developing their strategic plans. Now, the Strategic Plan is constructed from the bottom up, like a pyramid. Departments develop goals and priorities based upon their understanding of departmental needs. These goals and priorities are then reviewed and incorporated into higher administrative levels until the goals and priorities of the president became those of the district. Some employees and managers interviewed found this process confusing and perceived it as political rather than strategic. They believed that their chances for receiving additional resources were dependent upon the good will and skill of their deans and managers in serving as strong, effective advocates for their programs. A coherent, clear written description of the planning process could assist employees and managers in planning and minimize employee frustration.

There is an effective channel of communication between the board and the faculty through regularly scheduled monthly meetings of the Certificated Employer-Employee Relations Committee. In addition, the president of the Faculty Senate and leadership in the certificated bargaining units attend board meetings. The Associated Students of Ohlone College (ASOC) President, who served as student trustee last year, indicated that the relationship between the board and ASOC was excellent. The student trustee is fully involved in the board's deliberations and the students' perspectives on issues to be considered by the board are solicited. Having the student trustee serve as a member of the ASOC Board facilitates direct communication between the board and ASOC.

The board's policy manual is well organized and accessible; however, many of the policies have not been updated and there is no system for updating the online manual. The board has contracted with the Community College League of California for models but has not reviewed its policies against this model.

Since the last review, the president of the college has established and/or improved several structures to improve communication. Numerous individuals who were interviewed

discussed all of the efforts summarized in the Self Study. Several administrators indicated that because of rapid growth and a large number of initiatives and projects, such as the new Datatel management information system, there are still problems in communication and collaboration. Some staff, on the other hand, perceive a different kind of problem in communication. They believe that they are consulted but not heard, that their opinions are not valued or respected. Particularly the Faculty Senate expressed concerns about not hearing the rationale for controversial decisions or decisions that differ from those recommended by the majority of the faculty and the staff. Attention to broadening understanding of priorities and decision process could help minimize controversy and better focus individuals' energies.

The appointment of a new Vice President, Business Services/Deputy Superintendent shortly after the last review has brought stability to this area and provided the vehicle for developing teamwork among the employees and establishing strong lines of communication within the unit. During the past three years there have been two major reorganizations in the instructional and student service areas of the college. Both came about through educational summits, which afforded representatives from faculty, staff, students, administration, and management the opportunity to participate. The second reorganization was a direct result of an evaluation of the effectiveness of the first reorganization. Since this reorganization was only implemented in January of 2001, it is too soon to evaluate its effectiveness. In general, the feelings of those interviewed were positive.

All constituent groups - faculty, students, administrators, managers, and staff- agree that the infrastructure, for governance is in place but the different groups differ in their perceptions of its effectiveness.

The faculty, as well as many staff, who were interviewed indicated that after the last accreditation review, the president and the administration concentrated on improving communication with the constituent groups and on establishing the governance infrastructure. They spoke very highly of the charrette conducted in 1997 and of the efforts of the president and the administration to reach out to the campus community. However, as time passed these efforts subsided, and the number of forums or coffees decreased.

The Faculty Senate agreed that the faculty has a substantive and clearly defined role in institutional governance and exercises a substantial voice in matters of education programs and faculty personnel. However, there were concerns with the way the administration defined matters they perceive as curricular. The faculty's role in other institutional policies which relate to their areas of interest, such as reorganization, was fuzzy.

The Faculty Senate verified that faculty were involved both on this standard committee and by reviewing drafts both of the standard report and the entire Self Study.

While faculty were unable to recall whether substantive changes were made to their response to this standard, they provided the team members with the planning agenda that they had submitted. Contrary to the Self Study which reports no items for the planning agenda in this section, the Faculty Senate included four items:

- educating the faculty about their role in governance,
- defining ways for the senate's maximum participation in governance,
- providing the faculty with a list of resources and other documents that have already been produced as part of the budget and planning processes, and
- the senate's taking a more active role in developing programs for staff development which would prepare faculty to fulfill their responsibilities in governance.

The staff survey revealed less than a 2.5 rating of a possible 5 for the criteria: "faculty satisfaction with budget priorities being determined by planning," and "decisions were based on data." In addition, there were only three non-substantive recommendations for Standard Ten although several major issues of concern were raised. It is recommended that the college consider the planning agenda recommended by the Faculty Senate.

The officers and senators of the Associated Students of Ohlone College (ASOC) are enthusiastic about their involvement in governance. They agreed that there have been problems with student participation on governance committees because of the heavy demands on the students by their school and work schedules. However, this year they have made an effort to ensure student participation in the process. Two student representatives have been appointed to all governance committees. The students interviewed indicated that they are treated with respect and that their opinions are taken seriously by the other members of these committees. They believe that the relationship between ASOC and the administration is excellent.

There is a lack of involvement of classified staff in college governance. While there is board policy that meets the standard by including classified staff in governance, the policy refers to the Classified Senate as the organization designated to identify staff members to serve on college committees or taskforces. However, the Classified Senate no longer exists, although some staff are still involved on some committees. While the administration recognizes the lack of a classified senate as a concern and has been supportive of its reactivation, it is recommended that the college explore further ways by which the classified staff could be more involved in governance. Since there is no classified senate at a time when the college is striving to improve communication and governance, a planning agenda should have been developed to address this issue.

## **Conclusions:**

In order to represent all the communities within the district, the board should assure that the citizens in the area of Union City that became part of the district through a redrawing of city boundaries are incorporated into the district prior to the 2002 election.

Although the board has plans to establish goals in order to improve its effectiveness in conducting the business of the district, the board has not yet directed its attention to its role in the strategic planning process. As one board member indicated, "We are in phase one." It is critical for the success of the strategic planning process that the board defines institutional goals with measurable institutional outcomes that can be used in establishing priorities among initiatives and in making resource allocations. With institutional goals, members of the campus community can focus their time and efforts on developing department and division plans that will advance the institutional initiatives.

Significant progress has been made in addressing issues of campus climate and culture identified in the last accreditation review. Although processes are now in place for better communication and for using the governance processes to bring the constituent groups together into a cohesive whole, the decision-making process is hierarchical. The president and the cabinet make decisions after consultation with the governance committees. Recommendations are brought to the board for consideration and passage.

Some members of the governance committees question if their participation is consistently respected - that decisions have been made before they are consulted. Staff and faculty understand that their recommendations will not always be approved, but they believe that communication should go both ways. After formulating recommendations through governance committees or developing priorities and goals through the strategic planning process, they should be informed that a decision has been made and given some indication of the rationale for this decision. Some faculty believe that conflicting and unclear directions to governance committees may discourage some faculty from participating in the process.

The Faculty Senate has a plan for educating the faculty in the senate's role in governance and on developing faculty leaders through staff development. Although there appears to be little interest among classified staff on serving on a classified senate, development of leadership who will be willing to revive the senate and assure the classified staff their role in governance should be a priority of the administration. Strong senates will benefit the college by improving communication among the constituent groups and will assist in bringing these groups together into a cohesive whole.

## **Recommendations:**

1. Recognizing that college needs and aspirations will likely exceed available resources, the team recommends the board and administration, in consultation with college governance, define and clearly communicate a limited number of goals derived from the mission and stated as measurable outcomes. These goals should be used (1) to prioritize strategic plan initiatives and (2) to guide resource allocations for the greatest positive impact on student learning and the community. (Standards 1.3, 3.A.3, 4.A.1, 4.A.4, 6.2, 6.7, 8.5, 9.A.2, 10.A.3, 10.B.1, 10.B.5, 10.B.6, 10.B.9, 10.B.10)
4. The team recommends the college implement systems to ensure broad understanding of planning and decision-making processes. Such systems should be designed to assist the college community in understanding decisions regarding such items as institutional initiatives and prioritization of new staff positions, financial allocations, and facility resources. (Standards 3.B.1, 3.B.2, 9.A.4, 9.A.5, 10.B.5, 10.B.6, 10.B.9, 10.B.10)

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