

ELECTRONIC SUBMISSION

Ohlone Community College District
43600 Mission Boulevard
Fremont, CA 94566

Progress Report To:

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Report Distribution:

Three hard copies and one electronic version of the report sent to
The ACCJC/WASC Commission Office
10 Commercial Boulevard, Suite 204, Novato, CA 94949

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I. Statement on Report Preparation

The major recommendations of the Commission have been central to the College's establishment and implementation of an integrated planning and shared governance system within the Learning College paradigm.

This Progress Report was reviewed through our shared governance system including review and approval by our Board of Trustees at its October 26, 2005 meeting.

Signature:

Doug Treadway, Ph.D., President/Superintendent

II. Introduction

The Accreditation Team Evaluation Report from our last Self-Study and Site Visit cycle identified four recommendations to assist Ohlone College to improve our internal environment, to render our institution to be more efficient and effective, in order to better serve our educational mission (November 2001, Page 11). A Focused Mid-Term Report submitted in October 2004 addressed the two major recommendations, provided an update on the other two, and outlined progress on the 104 self-identified items. The Commission approved our Focused Mid-Term Report at its January 12-14, 2005 meeting.

Approval of the Focused Mid-Term Report included a request that a Progress Report, focusing on Major Recommendations 1 and 2, be submitted by October 15, 2006. This Progress Report will demonstrate that Ohlone College has made significant progress in responding to the two major recommendations from our last site visit. Numerous sources of evidence are provided to substantiate our progress. The report will also show that Ohlone is making good progress in working within the new Accreditation Standards and is well positioned as we approach our next Self-Study and Site Visit cycle.

III. Progress Report on Recommendation 1

1. Recognizing that college needs and aspirations will likely exceed available resources, the team recommends that 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 possible impact on student learning and the community. (Standards 1.3, 3A.3, 4A.1, 4A.4, 6.2, 6.7, 8.5, 9A.2, 10A.3, 10B.6, 10B.9, 10B.10)

A. College Vision, Values and Goals

An inclusive college-wide and community-based planning process, in close consultation with college governance, yielded a statement of “College Vision Values and Goals, 2005-2010” that defines and clearly communicates a limited number of goals (seven) derived from the mission of the college. Each goal has been established with measurable outcomes, focused planning agendas and resource requirements.

B. College Strategic Plan, Measurable Outcomes

The institution’s governance body, the College Council, has developed the attached College Strategic Plan for 2005-10 that clearly states measurable outcomes for each of the seven goals. The Council has created task forces to provide stewardship for each of the goals. The seven college goals are forming the context for college planning and operations as evidenced by the President’s State of the College Address in August 2005.

C. Resource Allocation Linked to College Goals

The Governing Board, the administration and the College Council structure budget deliberations within the context of the seven college goals. It is now a basic tenet at Ohlone College to use these goals to guide resource allocations in the future. This involves not only creating new resources to support the goals but also redirecting existing resources, especially our General Fund 10 budgets, toward the achievement of the goals.

Source of Evidence Attachment 4, “Summary of Budget Linkages to College Goals,” identifies recent decisions and initiatives to allocate and direct current General Fund 10 budget and staffing resources toward attaining the seven College Goals. The document also identifies other funding sources that have been generated to support the College Goals.

Sources of Evidence Attached:

1. College Vision, Values and Goals: 2004-2009 and Associated Task Forces
2. College Strategic Plan: 2005-10
3. President’s State of the College Address, August 2005
4. Summary of Budget Linkages to College Goals

IV. Progress Report on Recommendation 2

The team recommends that 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 3a.3, 3a.4, 3b.3, 3c.1, 4d.1, 4d.2, 5.10, 6.7, 7b.2)

A. Measurable Outcomes for Strategic Goals

As reported above, a College Strategic Plan has been developed to provide direction for strategic planning at the institutional, departmental and program levels. Each goal statement of the Strategic Plan includes measurable outcomes and specific activities aimed at reaching the goals. Resource allocation is now more intentionally linked to the strategic goals of the College. The facilities and educational master planning efforts of the College are being conducted within the context of the mission, values and measurable strategic goals of the institution.

B. Instructional Program/Discipline Student Learning Outcomes and Assessment

Faculty members have participated in active learning and dialogue on student learning outcomes and assessment. Two years ago the Faculty Senate and its curriculum committee, CAPAC (Course and Program Approval Committee), formed a joint task force to chart Ohlone's direction in working with student learning outcomes and assessment. This group has come to be known as the Student Learning Outcomes Professional Enthusiasts (SLOPE).

Based on the work of SLOPE, the Faculty Senate has revised its Instructional/Discipline Program Review guidelines to provide clear direction for the development of measurable student learning outcomes and assessment strategies. These guidelines were approved in October 2004 and the cadre of instructional programs/disciplines involved in review during the 2004-05 academic year became the pioneer group to work within them. These programs/disciplines included: History/Political Science, Philosophy, Psychology, Sociology, Business Administration/Economics, Business Supervision and Management, Real Estate, Computer Applications and Office Technology, Computer Studies, and Mathematics/Math Learning Center. The programs/disciplines working on program review during 2005-06 include: Interpreter Preparation, Deaf Preparation/Deaf Education, English/English Learning Center and ESL, Foreign Languages, Journalism, Speech/Forensics, Art, Graphic Arts, Interior Design, Multimedia Studies, Music, and Theatre & Dance.

Because faculty needed more time to adjust to the new guidelines, the review cycle for the pioneer group was extended through November 2005. To further assist faculty in working with our new guidelines, a full-day flex activity was conducted by Dr. Norton Grubb from UC Berkeley, entitled "How Come Student Outcomes?" The workshop focused on the Student Learning Outcomes Assessment Cycle (SLOAC) and provided a pragmatic overview on how to write SLOs, complete an assessment, and use the results for program and course improvements. Dr Grubb provided time for program faculty to work together to complete activities including taking stock of existing resources; developing or refining program student learning outcomes and discussing assessments to measure these outcomes; and building and integrating improvements within the program and supported by the college.

Initial results of the integration of student learning outcomes identification and assessment strategy development by the pioneer group are promising. Several program/discipline work products are attached as examples, including Business/Supervisory Management and Mathematics. While good progress is being made in the identification of learning outcomes at the program level, we will be focusing more attention on the assessment component of the SLOAC.

In conjunction with integrating outcomes and assessment into the program/discipline review process, we have been working on developing a common set of enrollment and student success data for use in Program/Discipline Review. This can be a difficult task because there are many differences between programs and disciplines. Our Research Office has worked very hard to come up with a common Data Sheet and is continuing to refine the information based on input from faculty. The Data Sheets provide basic data on enrollment and student success for all programs/discipline. Of course, some programs/disciplines will go beyond this data as specific student learning outcomes and assessment strategies are identified and monitored. The main purpose of the Data Sheets is to provide some basic data across all the programs/ disciplines to be incorporated into program/discipline review process. The Data Sheets are already generating a good deal of analysis and dialogue. Several sample data sheets are presented in Attachment

C. General Education Outcomes and Assessment

Students at Ohlone College have three General Education (GE) patterns from which to choose as part of their Associate in Arts or Science degrees: A. Ohlone College GE Pattern; B. CSU GE Breadth Requirements; and C. Intersegmental GE Transfer Pattern (IGETC).

The Ohlone General Education (GE) Committee, a standing Committee of the Curriculum Committee, has spent considerable time and dialogue on reviewing the philosophy of GE Pattern A. A key component of this review has been the identification of student learning outcomes for GE within the Associate Degree. The philosophical statement and set of outcomes was approved by GE Committee at a recent meeting and have been sent to Curriculum Committee and Faculty Senate, and then to the Board of Trustees for final approval.

The GE Committee will now be turning its attention to assessment strategies to be used to provide ongoing monitoring of the learning outcomes of the Ohlone GE Pattern A. A rubric for assessing the content of all courses listed as meeting GE Pattern A requirements in the different areas has been developed. This tool will analyze the content of each course and assess whether the particular GE outcomes are “Introduced,” “Applied,” or “Mastered.” This will involve active faculty participation across the curriculum of the College.

D. Dialogue on Student Learning and Accreditation Standards

Making the identification of student learning outcomes and assessment a priority at Ohlone College strongly supports the Learning College Model that is being used as a context for instruction and student services at the institution. Source of Evidence Attachment 10, “Summary of Faculty Learning and Dialogue on Student Learning Outcomes and Assessment,” demonstrates that dialogue on learning and assessment has been integrated into our work.

We are facilitating extended dialogue on student learning outcomes review by having programs and disciplines present their review activities in a variety of venues including the Board of Trustees, the Curriculum Committee and the Faculty Senate. Instructional Program/Discipline Review has now been integrated into the ongoing work of the Curriculum Committee and regular and ongoing dialogue on the SLOAC process has begun. Dialogue on program/discipline review has also become an ongoing topic at Board of Trustees meetings.

College-wide dialogue on the new Accreditation Standards is being actively promoted. At their respective Summer 2005 Retreats, both the Board of Trustees and the College Council reviewed the new Accreditation and Self-Study Questions that relate to their role and work. Ongoing reviews are being planned through the College Council and Faculty Senate.

E. Title III Grant Supports the Learning College Model and Strategic Plan Outcomes

The College Vision, Values and Goals and the resulting College Strategic Plan represent a concerted college-wide effort to embrace, nurture and practice the tenets of the Learning College Model. The Learning College Model has been an influential movement among community colleges across the country over the past decade. The League for Innovation in the Community College has provided significant leadership in developing and promoting this model. Ohlone College faculty and staff have responded to this model in a very positive way. Individual faculty members are engaged in a wide variety of teaching and learning innovations and improvements that support the Learning College Model and focus of student success. It is not surprising that Ohlone College faculty members have embraced the Learning College Model as its focus on learning and student success has been part of Ohlone's academic culture since its inception.

In support of the Learning College Model the College has been successful in generating federal Title III funding to support a comprehensive program of strengthening the institution through proactive strategies to promote measurable improvement in student learning and achievement. It is important to note that the planning for the Title III proposal was directly integrated into the strategic planning of the college, as we intended to pursue the goals of the Title III project whether it were funded or not. The attached Title III five-year Work Plan demonstrates close integration with the measurable outcomes to the Learning College Model and the College Strategic Plan. We are pleased that the Title III Project will be providing funding support for many of the key outcomes contained in the College Strategic Plan.

Sources of Evidence Attached:

5. Faculty Senate Program/Discipline Review Guidelines
6. Summary of the Work of SLOPE During 2003-04 and 2004-05
7. Summary of Faculty Learning and Dialogue on Student Learning Outcomes and Assessment
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SOURCES OF EVIDENCE

ATTACHMENTS 1 – 16

ATTACHMENT 1

Vision, Values And Goals: 2005-2010 And Associated Task Forces

Vision Statement:

Ohlone College will be known throughout California for our inclusiveness, innovation, and superior rates of student success

Core Values:

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

College Goals:

1. Promote appreciation for and understanding of diverse races and culture by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events **International and Multi-Cultural Task Force**
2. Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates **Learning College Task Force**
3. Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities, and improved course availability **Student Development Task Force**
4. Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial, and supportive of the Learning College Model **Learning College Task Force**
5. Promote the health, environmental, cultural, and economic vitality of the communities served by the District through programs of outreach, community service, and partnership ventures **Community Service Task Force**
6. Promote and maintain an accessible, clean, safe, and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification, and environmental sustainability **Campus Environment and Facilities Task Force**
7. Increase public and private funds for educational programs, equipment, and facilities through entrepreneurial activities, grants, and the college foundation **Resource Development Task Force**

ATTACHMENT 2

OHLONE COMMUNITY COLLEGE DISTRICT “A WORLD OF CULTURES UNITED IN LEARNING” STRATEGIC PLAN 2005-2010

INTRODUCTION

The Ohlone Community College District has served the communities of Fremont, Newark and Union City with accessible, affordable and high quality postsecondary education opportunities since 1967. The purpose of the 2005-2010 Strategic Plan is to define and direct the major areas of focus for the investment of our human, fiscal and physical resources. During the five years of implementation, the Strategic Plan will be annually reviewed, outcomes will be assessed, changing conditions will be analyzed, and revisions will be made as the college community strives for continuous improvement in all programs and services of the District.

PLANNING BACKGROUND

The 2005-2110 Strategic Plan sets forth the goals, objectives and strategies that the Ohlone Community College District will pursue in order to fulfill our mission. The planning process has involved all constituencies of the District. It has been a collaborative process starting with a Planning Symposium attended by all full-time faculty, staff, administrators and representatives of student government. A series of planning retreats involved the Board of Trustees, administration, leaders of the community and the newly formed College Council. The Board approved in May 2004 a revised statement of Vision, Values and Goals. In Fall 2004 the College Council formed Task Forces to develop measurable objectives for each goal and to set forth the key strategies and major activities of the Strategic Plan. In December, 2004 the Board approved the new Master Plan for the Newark Center for Health Sciences and Technology. In February, 2005 the Board approved an administrative reorganization designed to better align managerial assignments with District goals and priorities. The Board also approved a revised Master Site Plan for the Fremont Campus and adopted resolutions to facilitate private development and revenue generation from surplus properties.

VISION STATEMENT

Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

CORE VALUES

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

A WORLD OF CULTURES

GOAL I

Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events.

OBJECTIVES

- I (1) Expand by 9/06 the International Education Program including study abroad, student and faculty international exchange opportunities
- I (2) Institute by 9/07 a World Forum series of educational symposia tied to a new Freshmen Year Experience as well as community outreach
- I (3) Develop by 9/08 two Sister City-Sister College projects, one in the Pacific Rim and one in the American Southern Hemisphere
- I (4) Increase threefold by 9/09 the number of campus-based cultural activities
- I (5) Increase twofold by 9/10 the percentages of full-time college personnel from under-represented populations in the District

PLANNED ACTIVITIES

- Collaborate with other community colleges and universities to expand study abroad programs available to Ohlone College students
- Establish a sister college relationship in China in collaboration with the City of Fremont
- Establish a sister college relationship in Mexico in collaboration with the City of Fremont
- Develop short-term faculty and student exchanges with sister colleges
- Develop on-line courses for delivery to sister colleges
- Develop work-study internships in sister cities of Fremont, Newark and Union City
- Offer at least two World Forum presentations every semester
- Develop Freshmen Year Experience with international/cross-cultural emphasis
- Provide campus-based cultural activities as direct outgrowth of sister city relationships, World Forum topics, and local ethnic/cultural group affiliations
- Recruit extensively in Bay Area as well as nationally for faculty from under-represented populations. Annually review recruitment and hiring results.
- Establish full-year faculty exchanges with sister colleges

UNITED IN LEARNING

GOAL II

Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates.

OBJECTIVES

- II (1) Increase the number of faculty trained in active and collaborative learning methods from 5% to 75% by 9/09 compared to 2004 baseline
- II (2) Increase the number of faculty trained in technology-assisted learning from 35% to 100% by 9/09 compared to 2004 baseline
- II (3) Achieve engagement of 100% of full-time faculty in new learning methods and systems by 9/09
- II (4) Achieve engagement of 15% of part-time faculty in new learning methods and systems by 9/09

- II (5) Increase the accuracy of student course placements in basic skills and college-level classes from 65% to 90% by 9/07 compared to 2004 baseline
- II (6) Increase by 25% student satisfaction with availability of courses compared to 2003 baseline survey by 9/08

PLANNED ACTIVITIES

- Train ESL and basic skills faculty in new teaching/technology methods
- Train cadre of faculty to serve as mentors in technology assisted and active learning strategies
- Conduct faculty workshops in new teaching/learning modalities
- Select pilot projects (learning communities, cohorts, learning technology) and field test through Title III grant
- Purchase equipment through Title III grant and other resources for SMART classrooms
- Pilot test through Title III optical scanning system for student assessment and education plans
- Purchase and install new equipment and software for student demand schedule system
- Pilot test wireless classrooms environments and classes where student provide their own computing devices
- Develop cadre of faculty who will teach at Newark Campus and devise new learning strategies and technology to be deployed in new facilities
- Conduct a pilot college-wide test of electronic Ed. Plans driving class schedules
- Survey students for satisfaction with course availability
- Conduct research on student course success and completion rates in basic skills
- Conduct research on student success and satisfaction with new cohorts and learning communities
- Convert additional courses to Web-based formats as well as Web-hybrid courses
- Implement at least 18 new learning communities
- Implement assessment of student learning outcomes in all courses and programs

SUPERIOR RATES OF STUDENT SUCCESS

GOAL III

Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability

OBJECTIVES

- III (1) Increase the percentage of students enrolled by 6.5 credits or more in block course and/or cohort group classes from 2% to 40% by 9/09
- III (2) Increase the accuracy of student course placements in basic skills and college-level classes from 65% to 90% by 9/08 compared to 2004 baseline
- III (3) Increase by 25% student satisfaction with availability of courses compared to 2003 baseline survey by 9/08
- III (4) Increase the number of students enrolled for 6.5 credits or more who have Web-based portfolios and education plans from 0% to 100% by 9/07
- III (5) Increase from 25% to 40% students enrolled full-time by 9/09 compared to 2004-05 baseline
- III (6) Increase by 15% over Fall 2004 semester to semester retention rates of ESL and basic skills students by 9/09
- III (7) Increase by 7% over Fall 2004 semester to semester retention rates of students taking more than 6.5 credits by 9/09

PLANNED ACTIVITIES

- Hire programmer/analyst to support Title III grant
- Train ESL and basic skills faculty in cohort group strategies
- Train all full-time faculty in cohort group learning strategies
- Train all full-time faculty in new technologies to support learning communities and cohort groups success
- Develop model for supporting full-time students at Newark campus and provide at least 4 new learning communities when campus opens in Fall 2007
- Appoint task force for Ed Plan, assessment, counseling, registration and course schedule improvements to support full-time student success
- Design and test computerized skills assessments for accurate course placement
- Develop at least 12 new cohort learning groups on Fremont campus
- Pilot test new electronic student Ed. Plans
- Counselors and selected faculty develop collaboration project for basic skills and transfer student advisement
- Develop and pilot test Web-based student portfolios of learning
- Implement high school College Connection program for seniors to attend Ohlone College full-time
- Implement Puente Program and evaluate for success of full-time underrepresented students
- Expand University Express cohort groups, including evening and weekend cohorts
- Implement partnership with Alliant International University to bring full-time freshmen and sophomores to Ohlone College and to increase transfer rates to university
- Implement student demand scheduling program and integrate with Ed Plans
- Revise academic calendar and curriculum into compressed calendar and modular calendars
- Expand co-curricular activities aimed at full-time student participation
- Design and construct new facilities (Main Street concept) that are conducive to full-time student attendance and enhanced social/learning environment
- Facilitate faculty engagement in student mentoring (especially basic skills students) to improve retention of at-risk students

INCLUSIVENESS

GOAL IV

Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial and supportive of the Learning College model

OBJECTIVES

IV (1) Increase from 0% to 100% the number of staff satisfactorily completing quality improvement training by 9/07

IV (2) By 10/08, results of student satisfaction surveys will be fully integrated into the quality improvement training program

IV (3) By 9/06 upgrade college technology plan for ubiquitous strategy and universal access improvements

IV (4) By 9/09 acquire new software and equipment to transition to a user-owned/provided IT model

IV (5) By 9/09 complete training program of staff and faculty as more self-directed and capable in IT applications/maintenance

IV (6) Increase from 10% to 100% faculty using ERP data for course management and student retention by 9/07 compared to 2004 baseline

IV (7) Achieve at least a 75% administration, staff and faculty satisfaction rating for the College Council as a shared governance organization by 11/06

PLANNED ACTIVITIES

- Conduct baseline study of staff competencies and training needs
- Install new equipment and software in IT to support ERP goals
- Provide training to staff in continuous quality improvement and New Ways to Work
- Develop training program for faculty and managers in use of ERP for decision making
- Train faculty mentors in Release 18 Datatel to assist faculty and managers ERP use
- Evaluate CQI and ERP training delivered to faculty and managers
- Develop staff training program in support of negotiated agreement to revise job descriptions, training requirements, and cross-functional Ways to Work

GOAL V

Promote the health, environmental, cultural, and economic vitality of the communities served by the District through programs of outreach, community service, and partnership ventures.

OBJECTIVES

- V (1) Increase by 10% over the 2005-06 baseline satisfaction with employers in the District with the One Stop training center by 9/09
- V (2) Increase by 20% over the 2005-06 baseline the number of employers in the District actively collaborating with college training and community service programs
- V (3) Achieve a 75% or greater satisfaction rating from constituents of Latino-based community groups served by college outreach activities as measured in surveys in January 2006 and January 2009
- V (4) Achieve a 75% or greater satisfaction rating from participants in District programs offered to employers by 1/08

PLANNED ACTIVITIES

- Conduct in Fall 2005 a Marketing Study documenting changing needs of employers for company-based training
- Actively recruit employers to participate in contract education and to provide internships for college students
- Establish international internship opportunities in collaboration with Alliant International University
- Study ways to blend contract education with the services of the One Stop
- Explore consortial approaches to programs offered by Ohlone and other Bay Area colleges
- Implement the Puente program and evaluate after two years
- Implement the NSF Latino outreach grant and evaluate after two years
- Expand the Sustainability grant training to local firms in the Bay Area
- Develop the curriculum plan for the Newark Center to include expansion of health science and environmental training and degree programs
- Explore training programs to be delivered to international locations, focusing upon sister cities partnerships

INNOVATION

GOAL VI

Promote and maintain an accessible, clean, safe and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification, universal design, and environmental sustainability.

OBJECTIVES

- VI (1) By 0/05 revise the Fremont Campus Master Plan to reflect an emphasis upon university transfer and campus community
- VI (2) By 6/06 implement an expanded campus wellness program
- VI (3) By 9/09 provide a college and community conference center on the Fremont campus to support conferences, cultural events and hospitality services
- VI (4) By 9/08 complete the Fremont Campus upgrade project of exterior painting, interior and exterior facilities day-light enhancement, landscaping and pedestrian circulation system improvement
- VI (5) By 6/08 achieve LEEDS certification for both the Newark Campus and the new Fremont student services buildings
- VI (6) By 6/06 a revised Emergency Preparedness Plan will be submitted to the Board for approval
- VI (7) By 12/05 appoint a Director of Asset Management and Auxiliary Services
- VI (8) By 9/06 appoint a Coordinator of Environmental Programs and Services for the District

PLANNED ACTIVITIES

- Board approved Master Plan for Fremont campus integrated with Newark Campus plan and private development of surplus property
- Work with private developers to create a community hospitality facility on the campus frontage
- Work with private developers to discern which current auxiliary services (food service, bookstore) will remain on college main street, which will be provided on the frontage property and how their respective business plans will work
- Receive proposals from private developers, evaluate and enter into contracts with one or more firms
- Develop plans for relocation/and or updating of all athletic fields using redevelopment funds
- Develop a plan for all secondary effects construction projects and integrate with master planning as well as frontage development
- Carry out the projects of new construction and renovation of the Fremont campus
- Achieve Silver or higher LEEDs rating for the Newark campus and basic or higher for the new student center at Fremont
- With assistance from the Natural Step organization conduct a comprehensive study of how the district will become more involved in environmental education and responsibility
- Continue Earth Day beautification program in the spring and expand campus recycling/reuse activities throughout the year

GOAL VII

Increase public and private funds for educational programs, equipment, and facilities through entrepreneurial activities, grants, and the college foundation

OBJECTIVES

- VII (1) Increase the Foundation endowment from \$650,000 to \$2 million by 9/09
- VII (2) Establish by 7/06 a full-time grants development position
- VII (3) Establish by 11/05 an asset management long-range plan
- VII (4) Increase from 0% in 2005 to \$2 million annual revenue received from asset management by 9/08

VII (5) By 9/09, increase funds received by the Foundation in the annual campaign by 300% over the 2005 baseline.

PLANNED ACTIVITIES

- Develop within the Foundation a Planned Giving Committee
- Increase membership in the President's Circle
- Expand board members of the Foundation to a more diverse group
- Conduct a Capital Campaign in 2006-07 for facility matching funds and building naming opportunities
- Increase donations of instructional equipment from companies through program advisory contacts and the President's Circle
- Execute lease and or purchase/lease agreements with private developers for the frontage and hillside surplus properties and integrate with master plan
- Develop one or more revenue generating partnerships on the Newark Campus
- Implement an annual campaign in the Fall of 2006 that is continued on an annual basis but involves multi-year contributor pledges
- Develop and carry out a major gifts cultivation/solicitation program
- Hire an administrator for asset management and auxiliary services in 2005 and a grants director in 2006 on self-support funding

ATTACHMENT 3

President's State of the College Address, August 2005

<http://www.ohlone.edu/org/president/docs/20050812stateofcollege.pdf>

ATTACHMENT 4

Summary of Budget Linkages to College Goals, 2004 - 2006

Ohlone College is serious about using our College Goals to set directions and priorities for the allocation and use of resources. This involves not only creating new resources but also redirecting existing resources, especially our General Fund 10 budgets, toward the achievement of the goals.

This document identifies recent decisions and initiatives to allocate and direct current General Fund 10 budget and staffing resources toward attaining the seven College Goals. The process of developing this analysis is helping us to think more intentionally about how our use of resources relates to our goals. The document also identifies other funding sources that have been generated to support the College Goals.

Goal 1. Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events

General Fund 10

- College Council Seed Money for International/Multicultural Education Task Force
- Reestablishment of the Puente Program
- Reinvestment into the Chicano Studies Program including a full time faculty position
- Soccer mentoring outreach program to Fremont's Cabrillo neighborhood, which includes a strong tutoring component
- Establishment of internal advisory committee for Hispanic/Latino outreach
- International/Multicultural Education Task Force funding of faculty visits to our Sister College in Taizhou China
- Resources of the Human Resources Office have been directed to increase the diversity of our position application pools
- Updating of the Student Equity Plan

Other Funding Sources

- National Science Foundation Grant Outreach Project, 2005-2008
- College Council, Foundation and Entrepreneurial Ventures support for Sister College Relationship with Taizhou, China
- ASOC, the Foundation and Corporate Sponsors are funding the World Forums

Goal 2. Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates

General Fund 10

- College Council Seed Money for Learning College Task Force
 - Establishment of a Teaching and Learning Library
 - Stipends for 14 Faculty Instructional Innovation Projects
 - Support for New Ways to Work Project
- Redirecting Instructional Program/Discipline Review to incorporate identification of student learning outcomes and assessment strategies

- College matching funds for the Title III Grant Project Faculty and staff time being devoted to the development of learning communities
- Developed CurricUNET, a web-based curriculum development tool, has led to the identification of student learning outcomes and assessment strategies within our Official Course Outlines of Record
- Establishment of a Faculty and Staff Learning Community for using mobile technology to improve student learning
- Created and filled the position of Associate Vice President of Information Technology to provide leadership for both administrative and instructional technology.

Other Funding Sources

- Title III Grant Project, 2005-10
- Allocation of local bond funding to build a state-of-the-art instructional center in Newark
- Allocation of local bond funding to equip classrooms to become “smart classrooms.”

Goal 3. Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability

General Fund 10

- College Council Seed Money for Student Development Task Force
- Implementation of Computerized Assessment and Placement System
- Development of the University Express cohort program
- Faculty and staff time being devoted to the development of learning communities
- Development of weekend and online cohort courses
- Increasing the number of online courses
- Allocation of local bond funding to reengineer the Fremont Campus and improve instructional facilities aimed at promoting full time attendance by students

Other Funding Sources

- Title III Grant Project, 2005-10

Goal 4. Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial and supportive of the Learning College Model

General Fund 10

- Established a robust system of shared governance featuring a representative and very active College Council
- Established an ongoing and regular dialogue between staff and faculty and administrative leaders
- College Council Seed Money for Learning College Task Force
- Increased funding for Staff Development
- Redirection of staff time for to negotiations with classified staff to support the New Ways to Work efforts
- Human Resources work to document staff and faculty skill sets to identify appropriate staff development opportunities to support re-skilling programs

Other Funding Sources

- Title III Grant Project, 2005-10

Goal 5. Promote the health, environmental, cultural and economic vitality of the communities served by the District through programs of outreach, community service and partnership ventures

General Fund 10

- College Council Seed Money for Community Services Task Force (Fund 10)
- Active partnerships with area high schools to make college level courses available to high school students

Other Funding Sources

- Strong Ohlone for Kids summer program
- Effective One-Stop Career Center in partnership with the Alameda County Workforce Investment Board
- Workforce Investment Board Retraining Programs for Biotechnology
- Chancellor's Office Grant for Biotechnology Industry Driven Regional Collaborative
- Chancellor's Office Grant for Business Sustainability Industry Driven Regional Collaborative

Goal 6. Promote and maintain a clean, safe and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification and environmental sustainability

General Fund 10

- New Board Policy incorporating LEED standards into all new construction projects
- Staff time and effort to plan and implement the Smoke-Free Campus policy
- Purchasing more trash receptacles to increase recycling
- College Council Seed Money for Environmental Task Force
- Staff Involvement in Earth Day Project
- Revitalization of the Safety Committee and work on a revised Emergency Preparedness Plan

Other Funding Sources

- Allocation of local bond funding to clean and beautify the 30-year-old Fremont Campus
- Contract with the Natural Step organization to assess the College's current approaches to sustainability and to develop a strategic plan for sustainability

Goal 7. Increase public and private funds for educational programs, equipment and facilities through entrepreneurial activities, grants and the college foundation

General Fund 10

- General Fund provides 100% of Foundation Director salary
- College Council Seed Money for the Resource Development Task Force (Fund 10)

Other Funding Sources

- Solicitation of proposals from the private sector to develop the Fremont Campus frontage property to produce an ongoing revenue stream to support the College
- Entrepreneurial Ventures and City Redevelopment Funding for Asset Management Director
- Five-year Grant from Washington Hospital to increase number students in the Nursing program
- Application to PG& E to partially fund solar power strategies at the new Newark Center

ATTACHMENT 5

Faculty Senate Program/Discipline Review Guidelines

1. Program Description and Scope

- Provide a brief narrative that describes the instructional program.
- Describe how the program specifically serves students, faculty, staff, and/or the community.
- Describe how the program addresses current needs and applies current technologies.
- Discuss the impact of the program on the college and the impact the college and/or other college programs have on the program being reviewed.
- Discuss the impact of the program on the community and the impact of the community on the program.

2. Relationship to Ohlone College Mission and Goals

- State how the program supports one or more of the Ohlone College goals.
- *If* there are plans for the program to support other college goals, specify these plans.

3. Program Student Learning Outcomes

- Define a limited number (recommend 10 or less) of student learning outcomes at the program level.
- Indicate the process used to determine the student learning outcomes. Indicate any rationale for maintaining or changing established outcomes. Program faculty *are encouraged* to work together to reach consensus when defining the program student learning outcomes.
- Design assessments to measure learning outcomes. The following approaches *may* be considered:
 - Identify outcome(s) to measure.
 - Clarify purpose for the assessment.
 - Determine assessment method to employ and delineate performance standards.
Examples to consider: capstone course, vendor or industry certification examination, institutional or departmental testing, portfolio assessment, performance assessment of behaviors a student should be able to competently perform by the end of the program, skills assessment, culminating project, placement tests used for course entry and exit decisions, *other*.
- Decide type of assessment data to be collected.
Examples to consider: course retention and course completion rates, degrees and certificates awarded, graduates' transfer rates, success in another institution, employment data, student program evaluation surveys, student satisfaction surveys, *other*.

4. Assessment of Student Success in Reaching Program Outcomes

- Assess student level of achievement for selected learning outcomes using stated assessment strategies. Analyze changes in data, identify trends and provide possible contextual explanations for these changes.

5. Assessment of Program Through Review of the Teaching Learning Process.

To accomplish this, the following *may* be considered:

- Relevance, appropriateness and currency of student learning outcomes.
- Assessment of teaching strategies.
- Results of classroom assessment techniques.
- Assessment of curriculum revisions, *if applicable*.
- Assessments of how assignments, criteria, and standards for sequenced courses relate.
- Assessment of trends in student scores over time, including strengths and needed improvement.
- Adequacy of resource utilization; include requests *if* there are new resources needed.

6. Assessment of Program Improvement Since Previous Program Review

(Note this step will be implemented during the second program review cycle using these guidelines)

- Discuss results of the implementation of the recommended outcome measures.
- Analyze how these results have promoted student success in reaching program learning outcomes and/or contributed to program improvement.
- Analyze discrepancies between outcomes and performance levels.
- Analyze the impact of the addition of resources, *if any*.
- Determine strengths to be continued and areas for improvement (opportunities for innovation).
- For areas needing improvement, state specific plans including outcomes measures and a time frame for implementation.

7. Describe Review and Dissemination Team Involvement

The purpose of the Review and Dissemination Team is twofold: 1) to meet at least once as a group during the review process to provide feedback on the report and serve as the first level of review, and 2) to provide an opportunity to educate others about the program or discipline.

Specific responsibilities include:

- Serve as a resource to the program being reviewed.
- Receive, evaluate, and validate all the Program Review materials submitted.
- Review how the assessment of student learning outcomes contributes to student success and program improvement.
- Collaborate with program faculty to write the Instructional Program Review/Discipline Report.
- Approve the Instructional Program/Discipline Review Report for submission to the President and Vice President of Instruction.

The recommended minimum number of team members is five and the maximum is nine. Some programs have an existing advisory committee. Members from advisory committees are excellent candidates for validation teams. There are many ways to obtain feedback from review and dissemination teams, such as email, but each team should meet as a group at least once. Regardless of whether a program has an advisory committee, the membership of each review and dissemination team should include the following members:

- The Division Dean and Program Coordinator, if available.
- A faculty member who is part of the program,
- A faculty member who is not part of the program.
- A student who is enrolled in the program (approved by ASOC), and
- At least one, but no more than three members from the community.

Members from existing advisory committees who meet these criteria are eligible. If obtaining members from outside the college is not feasible for a particular program, members of the campus community can replace these positions.

The Division Dean and Program Coordinator, if available, are permanent appointments to the review and dissemination team. All other team members serve for the duration of the Instructional Program Review process. The Division Dean and/or Program Coordinator select the other team members, except for the student member appointed by the ASOC.

Additional Information

These Instructional Program and Discipline Review Report Guidelines are based on a “Working Document” approved by the Faculty Senate on October 20, 2004. It is called a Working Document as the Senate intends to review the Guidelines each year.

These Guidelines are intended to provide a format for the Instructional Program and Discipline Review Report and suggestion for identifying and assessing student learning outcomes at the program level. *Creativity and innovation are encouraged when interpreting these guidelines and applying them to each unique discipline.* Program assessment is a systematic process of collecting, analyzing, and interpreting information, which provides continuous feedback about *student success in reaching program learning outcomes*. It provides a method to determine if students have integrated learning from each course into a cohesive whole. Assessment can also promote *continuous program improvement* through review of the teaching/learning process.

Faculty Senate/CAPAC SLOPE Definitions

A joint task force of the Faculty Senate and CAPAC (Student Learning Outcomes Professional Enthusiasts = SLOPE) developed operative definitions of the terms: assessment, goals, student learning outcomes, objectives, and evaluation. These working definitions are used to facilitate communication since words are ambiguous and subject to many interpretations.

Assessment is aimed at *improving the teaching/learning process*. It is the systematic collection, analysis, and interpretation of information, which provides continuous feedback about the success in reaching the stated objectives, goals, and learning outcomes. Everyone is involved in the assessment process.

Goals are aimed at facilitating teaching and learning within the *college system*. They are global and broad measurable statements that clearly focus on the philosophy and purpose of the college, programs, and services.

Student Learning Outcomes are *student* focused. They are global and broad measurable statements that clearly state the knowledge, skills, abilities, and attitudes a *student* has attained upon completion of a course or program and upon receiving student services.

Learning outcomes:

- Focus on what the student can do
- Demonstrate the student is competent
- Include a measurable expectation
- Use active verbs (Bloom’s Taxonomy)

Objectives are specific *incremental steps* that clearly work toward the accomplishment of the goals and student learning outcomes. They are measurable and short-term in nature.

Evaluation is the judgment of a *student's work* to determine the learning achieved, the grade earned, and/or the graduation requirements satisfied. (For Course Outline use).

References:

Andreea Serban and Jack Friedlander, ed., *Developing and Implementing Assessment of Student Learning Outcomes*. San Francisco: Jossey-Bass, 2004. (Copies of Chapter 4: Assessment at the Program Level are available in the Office of the VP of Instruction)

Barbara Walvoord and Virginia Johnson Anderson, *Effective Grading A Tool for Learning and Assessment*, San Francisco: Jossey-Bass, 1998 (Copies of Chapter 11 Strengthening Departmental and Institutional Assessment are available in the Office of the VP of Instruction)

League for Innovation in the Community College, White Paper, *An Assessment Framework for the Community College, Measuring Student Learning and Achievement as a Means of Demonstrating Institutional Effectiveness*, v1.0, August 2004
(<http://www.league.org/welcome.htm>)

ATTACHMENT 6

Summary of the Work of SLOPE During 2003-04 and 2004-05

Goal Accomplishments 2003-2004

1. Develop a glossary of terms for the College to use for consistency in approach in addressing Student Learning Outcomes.
 - Standardized definitions were developed and approved for student learning outcome, goal, objective, assessment, and evaluation with input from CAPAC, Faculty Senate, and Administration.
2. Participate in the development of the Ohlone College goals.
SLOPE reviewed and provided feedback on the District-Wide Vision, Values, and Goals.
3. Act as a campus resource to assist faculty in developing and assessing learning outcomes at the course and program level. The SLOPE Task Force:
 - Disseminated the definition list. These definitions have been incorporated into CurricUNET help boxes and used by CAPAC and the Strategic Planning Task Force. SLOPE will work with programs to be reviewed next year to develop measurable student learning outcomes
 - Created a web site that contains resources on student learning outcomes, goals, objectives, and assessment.
 - References are available in library. (journal articles, workshop handouts and books)
4. Develop standards for identifying and assessing learning outcomes at the course and program levels. These standards will be implemented by CAPAC.
 - CAPAC has implemented the SLOPE recommendation of each course having a maximum of 8 to 10 student learning outcomes.
 - SLOPE is working on a template to be used by faculty to develop and assess student learning outcomes. This will be available for use Fall 2004.
5. Propose recommendations for Program Review, Strategic Planning and campus support services.
 - Some SLOPE members were involved in writing the Title III Grant. Recommendations for Strategic Planning, Program Review, and campus support services were made primarily through that methodology.
6. Promote a course and program improvement focus through the use of the Appreciative Inquiry model.
 - Appreciative Inquiry was used within the SLOPE meetings to acknowledge and support the process of definition development, learning outcome refinement and a beginning dialogue on the development of new assessment strategies.

Goal Accomplishments 2003-2004

1. Propose recommendations for integrating assessment of student learning outcomes into Program Review.
Accomplishments: Program Review Guidelines were revised to integrate assessment of Student Learning Outcomes. Faculty Senate approved the new guidelines as a working document on October 20, 2004 and proposed to gather faculty feedback on the new form at the end of the academic year. Student Learning Outcomes and Assessment has been incorporated into the Official Program Outline within CurricUNET.

2. Work with a learning community of deans and faculty on developing and assessing measurable student learning outcomes for Instructional Programs scheduled for Program Review during the 2004-05 academic year.
Accomplishments: Five workshops were held during the 2004-05 academic year. One included a presentation from the Associate Vice President of Student Services on information available from the Colleague data base system. And information on "Data Mart". Two workshops were given to the Deaf and Interpreting Services department. An end result of these workshops was the beginning development of SLOs with a dialog on possible assessments. The remaining workshops included interested persons working on their program reviews. Ideas and support were shared.
3. Report the results of the program review work in a Fall 2005 workshop for the department's scheduled for formal program review in 2005-06.
Accomplishments: Math Department will present their Program Review to the Board of Trustees in September, 2005. Program Review has been incorporated into the domain of the Curriculum Committee beginning in the 2005-06 academic year. Departments will report on their Program Reviews at committee meetings. Dialog will be encouraged.
4. Work with CAPAC (Curriculum Committee) to create integrated course outline samples for faculty use in writing official course outlines which incorporate student learning outcomes, assessment and evaluation
Accomplishments: Student Learning Outcomes and Evaluation/Assessment has been incorporated in the Official Course Outline within CurricUNET. CurricUNET help boxes incorporate SLOPE definitions with examples developed by Curriculum Committee Members. Sample course outlines were developed in Physical Education, English, Nursing, and in some of the science areas.
5. Act as a campus resource to assist faculty in developing and assessing learning outcomes at the course and program level.
Accomplishments: College-wide retreat for Ohlone Faculty – March 4, 2005 1:00-3:00; Conducted by the Ohlone Team that attended the WASC workshop on February 4-6, 2005 (Dean Counseling; CS Faculty member; Nursing Faculty member and Curriculum Chair; English Faculty member and Faculty Senate President; Associate Vice President of Student Services); Agenda included: student centered curriculum; overview of SLO and assessment; activities related to assessment of SLO (rubrics, alignment matrix, embedded assessments); resources SLOPE members were available for consultation with faculty conducting programs reviews. This resulted in a significant informal dialog and exchange of ideas.

ATTACHMENT 7

Summary of Faculty Learning and Dialogue on Student Learning Outcomes and Assessment

1. Student Learning Outcome Professional Enthusiasts (SLOPE)
 - a. Subcommittee of Faculty Senate and CAPAC formed Fall, 2003
 - b. Resources
 - i. Faculty and administrative personnel attended many workshops on student learning outcomes (SLOs) and assessment during the 2003-04 academic year. The collective knowledge was shared and used to develop operational definitions, guidelines for an integrated Official Course Outline used by the Curriculum Committee and revised guidelines for Program Review.
 - ii. Web Site developed Spring 2004 - includes definitions and resources; PowerPoint presentations added Fall, 2005.
 - iii. Administrative support (fiscal and verbal)
 - iv. Faculty release time - Faculty Senate President, CAPAC Chair, College Council Co-Chair, Staff Development Coordinator, Coordinator Teaching/Learning Institute
 - c. Operational Definitions
 - i. Developed for the following terms: student learning outcomes, goals, objectives, assessment, evaluation
 - ii. Reviewed/approved Spring 2004 by the Administration and Deans, Faculty Senate, CAPAC members
 - iii. Used by all in the college
2. College-wide
 - a. Collaborative development of vision statement, core values, college goals (Spring 2004)
 - b. Task Forces established to develop outcomes and to begin discussions on methods to assess outcomes for assigned college goal(s) (2004-05)
 - c. Task Forces provide direction to college community to work toward meeting outcomes (Beginning in 2004-05)
3. Program and Disciplines (Beginning in 2004-05)
 - a. Faculty in instructional programs and disciplines are working to develop measurable student learning outcomes (SLO) and assessments
 - b. Incremental implementation will occur when new programs are approved at CAPAC and during the Program Review process (four year cycle)
 - c. SLOPE conducted three workshops for faculty conducting program review during the 2004=05 academic year. SLOPE faculty members assisted faculty involved with Program Review. A sample program review template was shared with the Faculty Senate and faculty conducting a program review.
 - d. CurricUNET was refined at the program level to include student learning outcomes and assessment strategies. (Spring, 2005)
 - e. Two workshops were conducted for the Deaf Studies and Interpreting services related to creating a student centered curriculum at the course and program level. Faculty and staff completed the second workshop with a beginning set of program SLOs. (Spring, 2005)
 - f. Two PowerPoint presentations were created and added to the CAPAC and SLOPE websites: Student Centered Curriculum and Student Learning Outcomes and Assessment-Course level. (Spring, 2005)
 - g. *Clearly delineate assessment of SLO and the Student Achievement/Progress data. Identify Student Achievement data (key indicators) to be collected by all programs, e.g., successful course and program completion rates, persistence, transfer rates. May need to tie this in with any new requirements based on AB 1417. (Beginning Fall 2005)

- h. *Consider developing a Faculty Senate Retreat in which faculty from certain programs will be *invited* to show case their work.
- 4. GE Committee developed outcomes for the GE Plan A (2004-05)
 - a. GE Philosophy and outcomes for the Natural Sciences, Social and Behavioral Sciences and Fine Arts & Humanities written (Fall, 2004)
 - b. Outcomes for Physical Education/Wellness and Analytical Thinking and Oral Communication written (Spring 2005)
 - c. Outcomes for Cultural Diversity and Informational Competency Committees written (Spring 2005)
 - d. All GE SLOS were sent to deans and faculty in the respective areas for review and feedback (Spring 2005)
 - e. Once approved by the GE Committee, General Education Outcomes will be approved by CAPAC and included in the College Catalog (Fall, 2005)
 - f. *Align GE outcomes and courses with an alignment matrix (2005-06)
- 5. Courses (beginning 2003-04)
 - a. Faculty are working to develop an integrated course outline for each course. An integrated course outline includes SLOs with a content outline, assignments and evaluation/assessment directed toward the attainment of SLOs
 - b. CurricUNET was refined at the course level to include SLOs and evaluation/assessment strategies. (Spring 2003)
 - c. Incremental implementation will occur when new courses are approved at CAPAC and during the CAPAC course review process (six year cycle)
 - d. Plan is for CAPAC members to assist faculty within their departments with this process.
- 6. Student Services
 - a. Developed set of SLOs and has reviewed and discussed SLOs with members of College Council and CAPAC (Fall 2004)
 - b. Assessment (beginning Spring 2005)
 - i. Plan for computerized web based assessment/placement
 - ii. Plan for Instruction and Student Services to work together to promote the integration of the assessment/placement exams with outcomes for math and English courses, beginning with basic skills courses.
- 7. Continuing Professional Development Plans– Sample of ongoing workshops
 - a. WASC-Assuring Improvement in Student Learning
 - i. February 4-6, 2005
 - ii. Team attending: Dean Counseling; CS Faculty member; Nursing Faculty member and Curriculum Chair; English Faculty member and Faculty Senate President; Associate Vice President of Student Services
 - b. Moving from Compliance to Improvement: Using Outcomes Data to Improve Student Learning – focus on Program Improvement
 - i. Sponsored by Bay Area Community College Consortium
 - ii. Funded by the Chancellor’s Office, CCC grant
 - iii. March 10-11, 2005
 - iv. Team attending: Dean Fine Arts, Business and Broadcasting; CAOT Faculty member; Nursing Faculty member and Curriculum Chair; Dean, Fine Arts, Library, and Social Sciences; Italian Language Faculty member and Coordinator of the Technology Innovation Center, Programmer/Analyst
 - c. League for Innovation Conference
 - i. March 6-9, 2005; New York
 - ii. Team Attending: Tom Blank (Faculty-Theater and Dance) and Vicki Curtis (Faculty ESL): Demonstrated their outstanding student accomplishments facilitated through their Learning Community; Marilena Tamburello (Faculty, Educational Technologist): Demonstrated an effective online teaching project

- d. College-wide retreat for Ohlone Faculty – March 4, 2005 1:00-3:00
 - i. Conducted by the Ohlone Team that attended the WASC workshop noted above on February 4-6, 2005
 - ii. Agenda included: student centered curriculum; overview of SLO and assessment; activities related to assessment of SLO (rubrics, alignment matrix, embedded assessments); resources
 - e. Workshop for Ohlone College faculty facilitated by Dr Norton Grubb (UC Berkeley): From Compliance to Improvement: A Student Learning Outcomes Assessment Cycle (SLOAC)
 - i. August 11, 2005 9:00–4:00
 - ii. Following theory presentation, faculty dialoged and developed a beginning set of program SLOs and assessment strategies.
 - f. Fourteen faculty innovation teaching/learning projects for faculty to investigate methods to promote student success were funded through the Learning College Task Force. (Spring/Fall 2005)
 - g. Staff Development theme for 2005-06: SLOs and assessment to improve the teaching and learning process.
8. New faculty orientation program includes training on SLO's, assessment, Program Review etc. (Beginning Fall, 2005)
 9. Flex Workshops given by Ohlone faculty highlight SLO's and assessment (beginning 2004-05)
 10. New ideas to implement
 - a. *”Blooming” lunches/group meetings – to discuss assessing SLOs and other innovative teaching methodologies *Training/education day-long event
 - b. *Staff Development Pre-Graduation Dinner – Celebrate the progress made on the Paradigm shift to from teaching to learning. (Consider discussing this at convocation as well)
 - c. *Publicize faculty attendance at workshops
 - d. *Conduct an Assessment Audit – inventory assessment techniques currently used by faculty
 - e. *Faculty Senate develop a policy on the use of assessment
 11. *Director of Research – Include in the job description the following:
 - a. *Act as a resource for the entire campus to assist faculty and staff in assessing courses and programs.
 - b. *Act a resource for the Teaching Learning Institute
 - c. *Ohlone is a “World of Cultures United in Learning” We make a world of difference and need to see how we make a difference!
 - d. NOTE: A faculty member from the math department has full time release during the 2005-06 academic year to act as the Interim Director of Research.
 12. *Discuss infusing assessment of SLO into the hiring process and faculty review process.
 13. *Discuss integration of the matriculation process with instruction.
 14. *Encourage the inclusion of flex day workshops as part of the faculty Professional Development Plan. Faculty can get credits for doing the work and then this may impact their salary in a positive way because they get credit for column movement.

* Components added from the teams attending the AAHE/WASC Workshop on Assuring Improvement in Student Learning – February 4-6, 2005 (Martha Brown, Jon Degallier, Deb Parziale, Ron Travenick, Barbara Tull) and the “From Compliance to Improvement” Accountability and Assessment for the CCC – March 6 – 8, 2005 (Walt Birkedahl, Lesley Buehler, Deb Parziale, Ron Travenick, Mikelyn Stacey, Marilena Tamburello)

ATTACHMENT 8

Examples of Program/Discipline Student Learning Outcomes

Hard Copies Only

ATTACHMENT 9

General Education Philosophy and Student Learning Outcomes

The three patterns of General Education courses (Plans A, B, and C) provide a comprehensive and well-rounded education that promotes the student's personal, cultural, and intellectual growth. Completing these courses will promote personal awareness and growth as students adapt and grow in a changing world with a comprehension of the past, present, and future and an enhanced ability to address social, ethical and philosophical issues. Students will grow culturally, developing an appreciation of human differences and cultural heritages which will enhance their ability to live interdependently as ethical citizens within a culturally diverse and complex world. Finally, completing general education courses will instill intellectual curiosity and analytical thinking conducive to lifelong learning. Development of skills in such varied fields as the natural sciences, the social sciences, fine arts and humanities, English composition, mathematics, critical thinking, foreign languages, cultural diversity, physical education, and information competency will enable students to transfer and apply knowledge in multiple domains and solve everyday life problems.

Area I. Natural Sciences

Courses in the natural science are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines. (Title 5)

Courses: ANTH 101 & 101L; ASTR 101a & 102, 101B & 102; BIOL 101A, 101B, 103A, 103B, 104, 105, 106, 107, 108, 109, 130; BIOT 100, 105; CHEM 101A, 101B, 106A, 108, 112A, 112B; CFS 109; GEOG 101 & 101L, 121, 123; GEOL 101 & 101L, 102, 103 & 103L; HLTH 150; PHS 135; PHYS 120, 121, 140, 141, 142; PTA 120

Upon receipt of an associate degree from Ohlone College, a student will be able to:

- 1) Analyze basic concepts of biological and/or physical science to evaluate and debate the validity of scientific information presented in class, the media, and/or other source material.
- 2) Apply scientific method to distinguish between science, pseudo-science data, observation, inference, hypothesis, and theory.
- 3) Solve scientific problems in a variety of contexts.

Area II. Social and Behavioral Sciences/American Institutions

Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the methods of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines. (Title 5; Ohlone College General Education requirements recognize American Institutions only)

Courses: AJ 101, 102, 106, 117; ANTH 102*, 103, 104*, 105; BRDC 155; BA 102A, 102B; CHS 101*, 102*, 112*; CS 101, 101L; GEOG 102, 104; HIST 105, 112*, 114, 115*, 117A, 117B, 118; IS 110*, 120*; JOUR 155; PS 102, 103, 105; PSY 101, 102, 105, 106, 108, 110; SOC 101*, 102*, 105, 106*; SPCH 105*; WS 120*

Upon receipt of an associate degree from Ohlone College, a student will be able to:

- 1) Distinguish the ways human cultures develop and how people behave within the context of their cultures.
- 2) Demonstrate an understanding and appreciation of social, political, economic institutions within a historical perspective.
- 3) Identify and apply the major theories and methods of inquiry of the social and behavioral sciences to specific cultures and social groups.

Area III. Fine Arts/Humanities

A. Fine Arts – Courses, which focus on the arts in a context which, is historical, analytical, or theoretical. These courses address the need for the student to develop an aesthetic understanding and ability to make value judgments in a measurable and integrative way. (Ohlone College definition)

Courses: ART 100, 101, 103A*, 103B*, 103D*, 103e*; IS 100; MUS 100, 101, 102*, 103, 120A, 120B; TD 100, 102, 109 *Courses will also count toward meeting Area VI Cultural Diversity requirement.

Upon receipt of an associate degree from Ohlone College, a student will be able to:

- 1) Appraise and evaluate the aesthetic elements of the fine and performing arts.
- 2) Analyze the contributions of the fine and performing arts from historical, cultural, and theoretical perspectives.

B. Humanities – Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people through the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign language, literature, philosophy, and religion. (Title 5)

Courses: ARBC 101A; ART 104A, 105A, 106A, 107A, 108, 111A, 112, 114A, 116A, 121A, 133A, 137, 139A; ASL 101A, 101B, 102A, 102B, 103A, 103B, 104A, 104B, 181A, 181B; BRDC 123A, 130, 141, 142, 148, 180; CHIN 101A, 101B, 102A, 102B, 121A, 121B; CHS 106A*; ECS 310 314; ENGL 101B, 104, 105A, 105B, 106, 111A, 111B, 112, 113, 114, 115*, 117, 118, 119, 127, 129, 135*; FREN 101A, 101B, 102A, 102B; GA 109A, 160A, 160B, 161A; GERM 101A, 101B; HIST 104A, 104B, 141, 142; ID 150A, 153, 154, 155, 156, 158; IS 120*; JPNS 101A, 101B, 120A, 120B; JOUR 101A, 103A, 103B, 132, 145, 155; MUS 103, 110A, 111A, 112A, 120A, 121, 153, 160A, 161A, 162A, 163A, 164A, 165A, 166A, 350, 352, 354A, 355, 356, 358, 359, 367, 368, 372, 373, 374; PHIL 101, 102, 104, 106, 107, 108, 109A, 109B, 110*, 112*, 114; SPAN 101A, 101B, 102A, 102B, 121A, 121B; SPCH 130, 132; TD 107, 110, 114, 115A, 119, 120A, 124, 125, 126, 127, 128, 129, 150, 152, 155, 159, 180, 181; WS 115*, 120*

**Courses will also count toward meeting Area VI Cultural Diversity requirement.*

Upon receipt of an associate degree from Ohlone College, a student will be able to:

- 1) Appraise the role of the arts, foreign language, literature, philosophy, and religion in cultural development.
- 2) Assess the relationships among the arts, the humanities, and the self.

Area IV. Language and Rationality.

Courses in language that cover the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. A. *English Composition*. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. B. *Communication and Analytical Thinking*. Courses fulfilling the communication and analytical thinking requirement include oral communication,

mathematics, logic, statistics, computer languages and programming, and related disciplines. C. *Mathematics*. Elementary Algebra (Math 151 or Math 151A & B or equivalent) or a passing score on the placement exam will satisfy this requirement. (Title 5; Ohlone College adds Area C Mathematics)

A. English Composition: ENGL 101A, 103, JOUR 101A

Upon receipt of an associate degree from Ohlone College, a student will be able to:

- 1) Write a well-organized paper in Standard English which presents a main idea supported by effective documentation and details.
- 2) Demonstrate the ability to effectively write using correct grammar.
- 3) Choose the appropriate style and method of communication for a variety of contexts. Be able to demonstrate ability to make an effective decision in a variety of settings.

B. Analytical Thinking and Oral Communication: BA 123; CS 102, 104A, 113; ENGL 101C; MATH 101A, 152A & 152B, 153, 156, 160, 163, 166, 167, 181, 188, 196; PHIL 104, 107; SPCH 101, 102, 104 (at least 3 units) **Completion of the RN program satisfies this requirement.

Upon receipt of an associate degree from Ohlone College, a student will be able to think logically and critically to solve problems; explain conclusions; and evaluate evidence, or critique the thinking of self and others.

C. Math Proficiency: Math 155 OR proficiency on the Ohlone Assessment Test or equivalent.

Upon receipt of an associate degree from Ohlone College, a student will be able to demonstrate ability to think analytically and problem solve by applying the concepts and techniques of arithmetic and beginning algebra to the solution of real world math applications.

Area V. Physical Education/Wellness

Physical Education courses are activity based. Wellness courses are not necessarily activity based and have a focus on such topics as nutrition, stress-management, weight-management, fitness and acupuncture. (Ohlone College definition)

A. Physical Education: Complete any two of the following courses

Courses: PE 220-232, 253L, 256, 300-375, 393-397; TD 141A, 141B, 142A, 142B, 142C, 143A, 143B, 143C, 144A, 144B, 145A, 145B, 148A, 148B; OR

Upon receipt of an associate degree from Ohlone College, a student will be able to:

- 1) Maintain a regular regimen of physical activity and/or exercise.
- 2) Demonstrate fundamental skills incorporating the rules and strategies of the activity.

B. Wellness: PE 251, 257, 258, OR AH 130, 131

Upon receipt of an associate degree from Ohlone College, a student will be able to formulate a personal wellness plan incorporating the basic principles of a healthful lifestyle.

C. Complete the PTA Program with PTA 119

D. Present DD214 Form (Military service) to the Office of Admission and Records. (See a counselor for more details)

Area VI Cultural Diversity, AA, AS Degree (3 units)

*Completion of the RN Program satisfies this requirement.

Note: Successfully completed Cultural Diversity courses may be used to meet Area VI and one other applicable General Education Area.

Definition: Courses which satisfy the Ohlone College cultural diversity requirement shall be those courses which focus study on historically underrepresented group(s) in the United States of America in relation to the majority Eurocentric culture. Additionally, courses may focus on other group perspectives(s) such as culture, religion, disabled, age, gender, sexual orientation and/or socioeconomic background. The experience or experiences of the historically underrepresented culture(s) or group perspectives in U.S. society should be a primary focus of a course which qualifies. A course's approved description, objectives, outline, syllabi, and other instructional materials such as textbooks shall reflect this intent. Course authors seeking inclusion of a course on the approved cultural diversity list should submit materials to the Cultural Diversity Subcommittee for review. (Ohlone College definition; Title 5 requires ethnic studies to be offered in at least one of the required areas)

Courses: ANTH 102, 104; ART 103A, 103B, 103D, 103E; ASL 140, 142, 145; CHS 101, 102, 106A, 112; DEAF 311; ECS 309; ENGL 115, 135; HIST 112, 115; IS 110, 120; MUS 102; PHIL 110, 112, SOC 101, 102, 106; SPCH 105; WS 115, 120

Upon receipt of an associate degree from Ohlone College, a student will be able to:

- 1) Explain the main cultural focus of the course.
- 2) Examine the relevant issues regarding one or more cultural groups.
- 3) Develop sensitivity and skills in living and working in a diverse community.
- 4) Analyze the various values, customs and lifestyles of the cultural group(s) under study in relation to the majority Eurocentric culture.
- 5) Examine how the group(s) help(s) structure the contemporary American experiences.

Area VII Information Competency, AA, AS Degree (1 course)

Definition: Information Competency is the ability to find, evaluate, use and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information Competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills. As stated in the 1998 Academic Senate position paper, students must be able to demonstrate certain key skills: State a research question, problem, or issue; Determine information requirements in various disciplines for the research questions, problems, or issues; Use information technology tools to locate and retrieve relevant information; Organize information; Analyze and evaluate information; Understand the ethical and legal issues surrounding information and information technology; Apply the skills gained in information competency to enable lifelong learning. (From Academic Senate for the California Community colleges. Information Competency. 10 May2001. <<http://www.ccco.edu/fastq.idq>>.

Courses: CAOT 153, LS 101, 151

Upon receipt of an associate degree from Ohlone College, a student will be able to:

- 1) Determine the nature and extent of the information needed.
- 2) Access needed information effectively and efficiently.
- 3) Evaluate information and its sources critically and incorporate selected information into his or her knowledge base and values.
- 4) Use information effectively to accomplish a specific purpose.
- 5) Recognize many of the economic, legal, and ethical issues surrounding the use of information and access and use information ethically and legally.

ATTACHMENT 10

General Education Assessment Rubric

Hard Copy Only

ATTACHMENT 11

Mathematics Presentation to Board of Trustees and Curriculum Committee

ATTACHMENT 12

Samples of Program/Discipline Data Sheets

<http://www.ohlone.edu/org/research/progreviewdata.html>

ATTACHMENT 13

Summary of Recent Faculty Innovation Projects Aimed at Increasing Student Success

Innovative Teaching and Learning Projects by Ohlone College Faculty
2004-2006

Perri Gallagher, English

Publishing Course Books in Writing Classes: Publish a "course book" with student essays from a given semester.

Linda Messia, Mathematics

Creating a Learning Community Between Basic Skills Math and Counseling: In addition to developing more support for self-paced math programs, create a learning community between math (algebra) and counseling that addresses study skills, math anxiety, career development, and basic math proficiency.

Jim McManus, Music

Exploring the Integration of Lecture Method with Hands On Computer Use by Students: One area of exploration is the integration of the lecture method combined with hands-on computer work.

Vicki Curtis, ESL

Assessing Language Acquisition Through Portfolio Documentation of Learning Outcomes: Perhaps the current semester college model is not well suited to developing language fluency. Also, assessment through portfolio strategies aimed at documenting learning outcomes rather than course completions and a more fluid movement through content could increase student success.

Yvette Niccols, Chemistry

Applying Mobile Computing to Chemistry and Biology Instruction: The application of mobile technology could facilitate the use of our new hand-held spectrophotometers and increase the value of the students experience and their learning. Also, these new technologies could aid in field-based research and cross discipline sharing.

Sally Scofield, Nursing

Exploring Different Class Scheduling Approaches in Nursing (e.g. Develop an Evening Program)

Jon Degallier, Computer Studies

My dream is to transfer demonstrations that require a white board to animation. That would be useful to make that part of my web class notes for face-to-face review and giving online students benefit of in-class explanations.

Alison Kuehner, English

Development of websites to house all materials related to our courses including handouts, articles, and other instructional materials. Also, explore linking these sites to library online databases.

Jennifer Harper, Counseling

Extending the student cohort strategy (e.g. Transfer Express) to online students, including an online PD course.

Bob Mitchell, English

Create a learning community of highly motivated students using a seminar approach in which students are responsible for researching and then teaching course content with the professor acting as guide and facilitator.

Rakesh Swamy, English

Currently, I am using an online (web-based) grading program where my students can see their grades at anytime of the semester as I periodically update their grades. Perhaps we could find or work with similar types of grading programs for all courses. Most companies offer group discounts etc.

Pilar Lewis, Multimedia

Developing a strategy that deals with teaching the students how to work on Multimedia projects in a professional environment and give them experience in the field. My students need to gain experience on how to deal with a client, how to manage a project, how to take over different roles so that when they freelance or apply for a job, they can show that they have at least some work experience.

K.G. Greenstein, Library Science and Perri Gallagher, English

Developing an on-line Learning Community for ENGL 101A and LS 101

Tom Holcomb, Deaf Education

To illustrate the differences between deaf and hearing cultures, I co-produced a 45 minute video in 2001 entitled "See What I Mean: Differences between Deaf and Hearing Cultures." The video is now being used in ASL classes here at Ohlone and throughout the country.

A Sign of Respect - Helping students acquire strategies for effective Deaf/Hearing interactions

Heidi Story, Respiratory Therapy

Web-enhancement of RT 131A, Principals of Mechanical Ventilation

Kim Stiles, Nursing and Jeff Watanabe, Biology

New Newark Center Faculty Learning Community - Using a service learning experience in Peru to build faculty bonds for future interdisciplinary curriculum development and collaboration

Kim Stiles, Nursing

Development of an International Nursing course with a two-week field trip to a Spanish speaking country that would expose students to immersion in Spanish language and culture, indigenous people with different expertise and ways of meeting health needs (herbs, Shamanism, etc.), provide an opportunity to perform a real community service based on the community's needs, and would expose students to an expanded global role/identity for their profession.

Jon Degallier, Computer Studies

Develop a simple, easy to use, and free!, web based survey instrument to facilitate assessment of student learning outcomes

Bunny Klopping, ASL

Using an ASL variety show as a strategy for facilitating and assessing important student learning outcomes and having fun at the same time

Paula Shoenecker and Terry Taskey, Learning Disabilities Program

Universal Design Principles to Instruction: In business Universal Design is the design of products and environments to be usable by all people, including those with disabilities, to the greatest extent possible, without need for adaptation or specialized design. Applying Universal Design principles to instruction can improve learning for all students, not just those with disabilities.

Tom Blank, Theater and Dance

Develop and publish a scene/language exercises workbook to further develop the ESL/Acting Learning Community

Vicki Curtis, ESL

Develop and produce a model DVD in support of the ESL/Acting Learning Community scene work

Jim McManus, Music

Integration of cutting edge music technology software and tools into the music program

Ilene Katz, Mathematics

Revitalization of CRLA training for student tutors as credit-based courses to improve the quality of student tutoring in all of our disciplines

Mark Brosamer, English

A video-documentary of life at our Sister College in Taizhou China

Tanya Munding, Mathematics

Integrating web-based, self-scoring homework strategies in Algebra instruction

Ilene Katz, Mathematics

Developing alternative modes of evaluation for the Math for the Liberal Arts class so that the students can choose to do a project instead of taking the test on some of the chapters, in order to show their understanding of the material. The projects include activities that employ both multiple intelligences and brain-based learning.

completed in June. The materials were ready for students to buy in the Bookstore and to use Fall semester 2005.” “So far reviews of the revised program by English Learning Center staff and English faculty have been very positive. One clerk felt the sample paragraphs looked very much like student writing, including mistakes students often make (these sample paragraphs are used to show students how their writing is graded, what errors they might have, and how to avoid these). Another staff member reported that directions in the program are very clear, helping her to present the information in a logical manner to students during their Writing Lab orientations. She also felt the sample lesson was helpful for students, since they did not have to read very far in the book to be able to follow the directions and understand the sample paragraphs. English faculty are pleased that students will be reading a more appropriate, more challenging book than Spring semester 2005. It remains to be seen how helpful students will find the new materials, since their assignments are not due until later in the semester.”

7. **Name:** Cynthia Lee Katona

Date: 9 / 18 / 05

Division: Language Arts

Project Title: AA Degree Site Map

Synopsis: “The English Department requires a website to advertise its new AA degree, and to make other department offerings available to the students in the medium they prefer—the Internet.” “I teach most of the AA requirement courses and have a big investment in seeing that these courses meet enrollment numbers.” “I plan to do the site map for the English Department website, from materials gathered by Susan Cunningham from the department faculty. This site map will guide Cheryl Lambert in putting our site on the web.”

ATTACHMENT 14

Board of Trustees and College Council 2005 Summer Retreat Agendas

Hard Copies Only

ATTACHMENT 15

Learning College Characteristics and Ohlone's 1969 Education Philosophy Statement

Dr. Doug Treadway, 2004

1. Focus is on the individual; it is a college for and about the individual learner.
2. More options for students are better; experimentation and innovation are encouraged and supported.
3. Engagement in collaborative learning; learners are active, not passive vessels being filled.
4. Everyone is a facilitator of student success.
5. Documentation: feedback, assessment and adjustment are ongoing quality processes.

Dr. Terry O'Banion, 1997

1. Creates substantive change in individual learners.
2. Engages learners as full partners in the learning process.
3. Creates and offers as many options for learning as possible.
4. Assists learners to form and participate in collaborative learning activities.
5. Defines the roles of learning facilitators by the needs of the learners.
6. Succeeds only when improved and expanded learning can be documented for its learners.

Dr. Peter Senge, 1990 (Learning Organization)

1. Systems theory and systems thinking emphasizes a focus on all of the parts of an organization and how they interrelate and continually seeking synergy through integration.
2. Individuals must have the desire and be given the resources to be active learners.
3. Members develop an organizational culture of deeply engrained assumptions, generalizations, or even pictures and images that influence how (they) understand the world and how (they) take action.
4. Members share a view of the future that they work toward in a collaborative fashion.
5. Together people develop the skills and knowledge needed for group success. This process then reinforces future learning and success.

Excerpts from Ohlone College Master Plan, Philosophical Guidelines, 1969

1. Focuses on the work and dignity of each student.
2. Focuses on learning.
3. (Demonstrates) flexibility in meeting student needs.
4. Perceives achievement as a function of individual growth and not of time alone.
5. Personnel, functions and services...(shall exist) ...to meet need of students...(and not exist) upon the sole fact that they are a usual occurrence at a community college.
6. Enables each student to acquire the trait of learning as a lifelong pattern.
7. Each member of the staff contributes to the process of guidance and counseling.
8. Seeks and expects constant re-examination as a natural process of making appropriate modifications.
9. Seeks innovation, supports creativity and imagination, ...conformity for its own sake is ignored.

ATTACHMENT 16

Title III Work Plan

Hard Copy Only