

**Ohlone Community College District  
ACCJC/WASC  
Accreditation Eligibility Requirements**

**Authority**

Ohlone College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges. The Nursing Program is accredited by the California State Board of Registered Nursing and the National League of Nursing; the Respiratory Therapy Program is accredited by the Council on Accreditation of Allied Health Programs; and the Physical Therapist Assistant Program is accredited by the American Physical Therapy Association.

**Mission**

The Board of Trustees publicly affirms the college's educational mission statement, and reviews and updates it regularly. The mission statement appears in the Ohlone College Strategic Plan and is published in the official college catalog. It is also published on the college web site.

**Governing Board**

The seven-member board of trustees of the Ohlone Community College District is an independent policymaking board, which ensures that the district's educational mission is being implemented. The board also ensures the quality, integrity, and financial stability of Ohlone College. Members are elected for four-year terms, and these terms are staggered. Board members have no employment, family or personal financial interest in the colleges or the district.

**Chief Executive Officer**

Ohlone College has a chief executive officer who is appointed by the board of trustees and whose primary responsibility is to the institution and who possesses the authority to administer board policies.

**Administrative Capacity**

The number of administrative staff members at Ohlone College supports the services necessary to carry out the institution's mission and purpose. Their preparation and experience are scrutinized through an open and competitive employment process.

**Operational Status**

Ohlone College is operational, with students actively pursuing programs in non-credit, credit and not-for-credit programs.

**Degrees**

89 percent of all programs and educational offerings lead to associate degrees, certificates of achievement, or prepare students for transfer to a four-year university or college.

**Educational Programs**

The college catalog contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Degree programs are in line with the college's mission, based on recognized fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. Every course outline in both credit and non-credit courses contains course objectives that are achieved through class content, assignments, and activities.

**Academic Credit**

The semester unit is based on 18 hours of student contact for lecture and 54 hours of student contact in laboratory. The college awards academic credit based on this standard of instructional activity. The award of academic credit for each course is clearly delineated in the College Catalog.

### **Student Learning Achievement**

The college catalog contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Additionally, course and program level student learning outcomes are being developed, implemented, and assessed. Every course outline currently includes learning outcomes that are achieved and assessed by a variety of methods. Coordinated by department faculty and administrators, every course, regardless of its location or delivery system, must follow the course outline.

### **General Education**

All degree programs require a minimum of 18 to 24 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Mathematics and writing requirements are also stipulated in the above requirements. The institution's general education program is scrutinized for rigor and quality by the Curriculum Committee.

### **Academic Freedom**

The college's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by the Board Policy 6.06 on academic freedom.

### **Faculty**

The college employs 152 full-time and 358 part-time faculty who are qualified under state mandated minimum qualifications to conduct the institution's programs. Faculty duties and responsibilities are clearly outlined in the Collective Bargaining Agreement with the United Faculty of Ohlone.

### **Student Development**

Student Development services are comprehensive and accessible to all students. The array of services is provided based on the college mission and on the assessment of student needs.

### **Admissions**

The college maintains an "open door" admissions policy. This policy is consistent with the college mission statement, the Education Code, Title 5 regulations, and the statewide mission for California Community Colleges.

### **Information & Learning Resources**

The college houses a variety of media collections and is staffed to assist students in their use. Internet access and online computer search capabilities are available without charge to students in the library, in computer labs, and in open media centers. The college is committed to enhancing its learning resources, regardless of location or delivery method.

### **Financial Resources**

The college maintains and documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

### **Financial Accountability**

Annual financial audits are conducted by externally contracted certified public accountants. The board of trustees reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions.

### **Institutional Planning & Evaluation**

The college has continued to foster a culture of evidence that serves as the foundation for the critical and continuous cycle of assessing and improving college programs, services and policies. Institutional planning and program evaluation is systematic for all departments and divisions of the college, including instruction, student development services, and administrative services. The focus in all three areas is to enhance student learning and success.

**Public Information**

The college publishes in its catalog and schedule, and posts on its Web site, precise and up-to-date information on the following: General Information: (including educational mission; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of board of trustees members); Requirements: (including admissions; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements); Major Policies Affecting Students

**Relations with the Accrediting Commission**

The college and the Board of Trustees hereby affirm by signatures of the official representatives below, that Ohlone College has consistently adhered to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out accrediting responsibilities. All disclosures by the college are complete, accurate, and honest.

# **ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES**

Western Association of Schools and Colleges

## **Eligibility Requirements for Accreditation**

(Adopted June 1995; Revised January 1996; Revised January 2004)

In order to apply for eligibility, the institution must completely meet all Eligibility Requirements.

Compliance with the criteria is expected to be continuous and will be validated periodically, normally as part of every institutional self study and comprehensive evaluation.

Institutions that have achieved accreditation are expected to include in their self study reports information demonstrating that they continue to meet the eligibility requirements.

### **1. AUTHORITY**

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

### **2. MISSION**

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

### **3. GOVERNING BOARD**

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

### **4. CHIEF EXECUTIVE OFFICER**

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

### **5. ADMINISTRATIVE CAPACITY**

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

### **6. OPERATIONAL STATUS**

The institution is operational, with students actively pursuing its degree programs.

### **7. DEGREES**

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

### **8. EDUCATIONAL PROGRAMS**

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

### **9. ACADEMIC CREDIT**

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

#### **10. STUDENT LEARNING AND ACHIEVEMENT**

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

#### **11. GENERAL EDUCATION**

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

#### **12. ACADEMIC FREEDOM**

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

#### **13. FACULTY**

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

#### **14. STUDENT SERVICES**

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

#### **15. ADMISSIONS**

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

#### **16. INFORMATION AND LEARNING RESOURCES**

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

#### **17. FINANCIAL RESOURCES**

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

#### **18. FINANCIAL ACCOUNTABILITY**

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

#### **19. INSTITUTIONAL PLANNING AND EVALUATION**

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.

The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward

achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

## **20. PUBLIC INFORMATION**

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

### General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

### Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

### Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Locations or publications where other policies may be found

## **21. RELATIONS WITH THE ACCREDITING COMMISSION**

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.