

Responses to Recommendations from the Most Recent Comprehensive Evaluation

Overview

The Accreditation Team and Commission Evaluation Report from the last Self Study and site visit cycle (2000-01) made four recommendations, "...to assist Ohlone College to improve the internal environment, to render the institution to be more efficient and effective, in order to better serve its educational mission." These four recommendations have been central to the college's establishment and implementation of an integrated planning and shared governance system within the Learning College paradigm. 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 improvement plans. The Commission approved this report at its January 2005 meeting. A Progress Report was submitted to the Commission in October 2005 and approved at its January 2006 meeting.

This Self Study demonstrates that Ohlone has successfully implemented the recommendations from the last site visit and has followed through on its self-identified improvement plans. Ohlone's institutional values and strategic goals, which focus on student learning, were created within the context of the new accreditation standards and themes. The accreditation standards and themes, and the college vision, values and goals have been woven together as an integrated system of assessment, planning and continuous improvement.

Progress on Recommendation 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.

2002-03: A Year of Crisis and Change

Ohlone's accreditation was reaffirmed in January 2002, after a site visit conducted in 2001. During the following academic year, 2002-03, then Governor Gray Davis announced draconian mid-year cuts for community colleges leading to one of the most difficult and challenging times in the history of the college. Massive budget cuts forced faculty and staff layoffs, program closures, and service reductions. These cuts were particularly harsh because many of them targeted categorical funding for services to students with highest needs, including Matriculation and DSPS, leading to layoff notices to faculty and staff funded in these areas. These mid-year cuts went beyond Matriculation and DSPS and deeper into the general fund, leading to layoffs in the management and classified ranks, as well as program closures. The cuts also meant that no faculty positions were filled that year, even those vacated due to retirements.

In the midst of this difficult period, the Vice President of Educational Services (Instruction and Student Services) announced her resignation. Within days of that news, the President of nine years announced his retirement. The Vice President position was then eliminated and the two Provosts that had reported to the Vice President were promoted to Vice President of Instruction and Vice President of Student Services. Thus, the three senior positions in Educational Services were reduced to two. In the midst of the tumultuous budget crisis, the institution launched a nationwide search for a new President. Progress in implementing the 2001 Accreditation Report recommendations was hindered by these events.

2003-04, New Directions toward Integrated Planning and Assessment

The Board appointed a new President in July 2003 and the college community was reinvigorated. The President proposed a new decision making system aimed at increasing shared governance and identifying institutional values and goals in alignment with the ACCJC-WASC Standards and the 2001 Visiting

Team recommendations. At the same time a U.S. Office of Education Title III project was developed to promote the Learning College Model, primarily through instructional reform, in support of student and employee learning outcomes. Thus, the development of the new governance structure and strategic vision, values and goals, and the development of the Title III project were essentially the same process.

The President, in consultation with the Board of Trustees, leaders of the faculty, staff, administration and students, formed a new College Council to carry out the shared governance activities at the college. This is a formal organization that advises the President and through the President, the Board of Trustees. All matters of policy and major items of budget and strategic planning are brought before the College Council. The newly created College Council decided in the summer of 2004 to also advise on the functions of strategic planning and budget integration, rather than have separate committees for these purposes, as was the case in the past. This greatly assisted with the desired integration of budget with planning as recommended. These new strategies supported a comprehensive and integrated planning and implementation approach to the 2002 Measure A college construction bond projects. Refinement and redirection of the college's educational and facilities master plans have proceeded in the same fashion

To address the recommendation related to college goals, the new College Council facilitated a series of inclusive assessment strategies to gain input from across the college and local communities. These strategies included a college-wide planning symposium and a formal and well-attended community planning forum. The Board and the administration, in consultation with college governance, then defined and clearly communicated a limited number of goals derived from the mission of the college to be pursued over the next five years. A new statement of college vision and core values also resulted from this effort. The College Council created six Task Forces to provide direction to carry out the major district goals. The Task Force members were appointed by campus leaders according to the new shared governance system. The Task Forces developed measurable outcomes for each of the strategic goals.

2004-2007, Implementing the Learning College Model

Although the 2002-03 budget crisis and resulting program closures and layoffs were debilitating, Ohlone survived that dark and difficult year and its aftermath. For the past three years the college has experienced phenomenal renewal, and a transformational return to its original roots as a learning college. Ohlone has reinvigorated its core values of excellence in teaching and learning and students success. In pursuing the Learning College Model, student and employee learning outcomes have become the core of the college's strategic plan. A firm commitment has been made to inclusiveness in shared governance and active outreach to our community. The college's strategic plan is focused on measurable outcomes and we have developed activities and resources to support it. The stories associated with this remarkable renewal and transformation are told in this Self Study.

The college vision, values, mission and resulting strategic plan represent a concerted college-wide effort to embrace, nurture and practice the tenets of the Learning College Model. This 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. As defined by the college President, a Learning College focuses on the individual and develops a college for and about the individual learner; advocates that more options for students are better; experimentation and innovation are encouraged and supported; engagement in collaborative learning; learners are active, not passive vessels being filled; everyone at the institution is a facilitator of student success; and documentation: feedback, assessment and adjustment are ongoing quality processes. Ohlone College faculty and staff have attended conferences and invited speakers to Ohlone as the college moved to adopt the model. Individual faculty members are engaged in a wide variety of teaching and learning innovations and improvements that support the Learning College Model and focus on student success.

The institution has clearly responded to Recommendation 1, not just in compliance but much further with elaboration and implementation of its core values and structure.

Progress 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

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, strategic goals and measurable objectives of the institution.

B. Student Learning Outcomes and Assessment

A core value at Ohlone College is student success. As such, the faculty and staff embrace the notion of identifying, assessing and improving student learning outcomes at the college, program and course levels. Over the past four years, college-wide dialogue has been ongoing in the development of these measurable outcomes and assessment strategies. A faculty driven Learning College Model has emerged.

Faculty members have participated in active learning and dialogue on student learning outcomes and assessment. During the 2003-04 academic year, the Faculty Senate and its Curriculum Committee (formerly 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 became known as the Student Learning Outcomes Professional Enthusiasts (SLOPE). Based on the work of SLOPE, the Faculty Senate revised its instructional 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 the new guidelines.

Because faculty needed more time to adjust to the new guidelines, the review cycle for the pioneer group was extended through November 2005. To assist faculty in working with the 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 and provided a pragmatic overview on how to write student learning outcomes, complete an assessment, and use the results for program and course improvements. Dr Grubb provided time for 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.

The college's Research Office developed 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 of the programs/disciplines to be incorporated into program/discipline review process.

Faculty and staff focus on student learning outcomes and assessment supports the Learning College Model that is being used as a context for instruction and student services at the institution. Significant

dialogue on learning and assessment has taken place. Dialogue on student learning outcomes has been expanded by having programs and disciplines present their program review activities in a variety of venues including the Board of Trustees, the Curriculum Committee and the Faculty Senate.

The scope of CAPAC has been expanded to oversee instructional program review and the name has been changed to simply Curriculum Committee. A new subcommittee of the Curriculum Committee has been formed, Student Learning Outcomes and Assessment, to provide leadership to the instructional program review process. This is an institutionalization of the former SLOPE task force. A SLO/A Faculty Coordinator position (reassigned time) has been approved and is currently being filled.

Measurable outcomes and assessment at the course level are being integrated into the course development and review process by the Curriculum Committee and the Faculty Senate. The Curriculum Committee has also instituted CurricUNET, a web-based system for course development and review, which provides a uniform approach and guidance for developing student learning outcomes and assessment strategies. Through the instructional program review process, faculty are developing measurable student learning outcomes for their programs, along strategies to assess the achievement of the learning outcomes. College level outcomes and assessment strategies have been and are continually being developed through the shared governance process, particularly with the Faculty Senate and College Council.

C. General Education Outcomes and Assessment

Ohlone students 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 was the identification of student learning outcomes for GE within the Associate Degree. A philosophical statement and set of outcomes was approved by GE Committee and subsequently approved by the Curriculum Committee, Faculty Senate, and Board of Trustees. The GE Committee is now exploring strategies to for ongoing assessment of the learning outcomes of the Ohlone GE pattern. A rubric for assessing the content of all GE courses in the different areas has been developed. This tool will analyze the content of each course and assess whether the particular GE outcomes are being addressed.

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

Support of the Learning College Model at the college has been increased by federal Title III funding supporting a comprehensive program to strengthen the institution through measurable improvement in student learning and achievement. The planning for the Title III proposal was directly integrated into the strategic planning of the college, as the goals of Title III project were to be pursued whether funded or not. The Title III five-year work plan demonstrates close integration with the measurable outcomes to the Learning College Model and the college strategic plan.

In summary, the college has been highly responsive to Recommendation 2. Great progress has been made by faculty in developing and implementing a system of student learning outcomes and assessment at the course, program and college levels, in accordance with accreditation standards.

Progress on Recommendation 3

The team recommends the college develop and implement an effective outcome-based methodology to evaluate the effectiveness of online and media-supported courses including the related student and academic support services for these courses. Such systems should include student feedback and evaluation of the faculty responsible for the course.

Since the site visit in 2001, course offerings and enrollments in online learning has increased significantly at Ohlone College. In 2001 there were 26 courses approved for fully online delivery. This has increased to 101 courses currently approved as online offerings. Further, the number of sections offered each semester has increased from 42 sections in fall of 2004 to 130 in spring of 2007. FTES have correspondingly increased from 106 in fall of 2004 to 331 in spring of 2007.

The increases in online offerings and enrollments have been the results of grassroots faculty interest and development, along with parallel increases in student demand. The dramatic growth in online learning has motivated the Ohlone faculty to increase the development of outcome-based methodologies to ensure academic quality for online courses. The Faculty Senate, through the Curriculum Committee, has made excellent progress on evaluating the effectiveness of online and media-supported courses.

There is one official course outline of record format used for all courses, including courses that may have traditional and online sections. The Curriculum Committee has a standing Distance Learning Committee that must approve all courses that will be offered online. The Distance Learning Committee reviews include the frequency of student/faculty contact and online technology support. The Distance Learning subcommittee provides faculty with guidelines and best practices for online teaching and learning.

The faculty evaluation process and associated forms are subject to collective bargaining and changes can therefore be problematic. However, within the existing process, the dean has the option of reviewing the online course, either on his or her own, or with the faculty member, and using the course management system WebCT. The Dean also has access to student feedback, as the Faculty Staff Technology Center has set up an automated process whereby student evaluations are forwarded directly to the dean.

In March 2006, as part of Program Review, the Distance Learning staff initiated an assessment process to look at student and faculty feedback on the effectiveness of online courses. Two surveys were developed and implemented: 1) Survey issued to 2291 online students yielding 916 responses; and 2) Survey issued to 97 online educators yielding 32 responses. An improved survey process, in conjunction with a general student survey at the college was instituted in April 2007 and is planned as an ongoing assessment.

Faculty development for online learning has also increased greatly. The staff at the Innovation and Technology Center offers online workshops and hands-on training on both the pedagogy and the technologies to deliver online teaching and learning regularly. A faculty member is designated full time as an Educational Technologist and provides one-on-one consultations to all faculty who plan to develop online courses.

The college has responded to Recommendation 3 and has gone further as it builds a high quality online program. Given the growth of online teaching and learning at Ohlone, the Distance Learning Committee decided to conduct a focused program assessment as part of the overall college accreditation self study process using the standards and guidelines published in the ACCJC/WASC "Distance Learning Manual."

Progress on Recommendation 4

The team recommends the college implement systems to ensure broad understanding of planning and decision-making processes. Such systems should be designed to assist the college community in understanding decisions regarding such items as institutional initiatives and prioritization of new staff positions, financial allocations and faculty resources

The College Council was formed during 2003-04 following the guidelines of AB 1725 and Board policy. Membership was appointed by the faculty, staff, management and student organizations. The Council organized task forces on budget and facilities development and the recommendations of these working groups were presented to the President and to the Board of Trustees. The Council has become a forum for issues brought by students and staff as well as a communication vehicle for broad participation from constituent groups in the formation of plans and policies for the district. An inclusive process of vision,

values and strategic goal development defined and clearly communicated seven major goals derived from the mission of the college to be pursued over the next five years. Six task forces worked to establish measurable outcomes for the goals and to direct and monitor implementation.

Relationships between the District and the bargaining units have improved as the result of increased emphasis on collaborative processes leading to enhanced cooperation between the District and bargaining units. New legal counsel was also obtained to facilitate improved relationships in collective bargaining. The three collective bargaining groups have come to agreement with the college on contracts in a timely and collegial manner.

The Classified Senate was reinstated in 2003 and functioned for a year and a half. In 2005 the classified collective bargaining units reached agreement with the District to restructure classified staff engagement in shared governance. Beginning in 2005 and continuing into the present, the classified staff have representation through their bargaining units and membership on official college committees, which membership they appoint and whose involvement they support. The College Council, which became the official shared governance body of the College in 2004, has four classified representatives out of the fourteen voting members. Two are appointed by CSEA and two are appointed by SEIU. Attendance by classified staff Council representatives has been active and consistent over time. CSEA and SEIU also consistently provide their chapter president or another member to represent them at the (extended board) table of all meetings of the Board of Trustees. The local chapter presidents of CSEA and SEIU meet with the college president and other college leaders on a monthly basis to further the engagement of classified staff in the governance and ongoing activities of the District.

Beginning in the fall of 2003 nine State of the College addresses have been delivered by the President. In addition, President's information forums have been held and updates provided via the college web site, including the results of the college and community planning forums. Agendas and minutes of the College Council are also posted and meetings are opened to all interested parties. Numerous workshops were held for the Board of Trustees and college community on bond project planning and updates. The second meeting of the month for the trustees has been changed to focus on discussion of short and long-range issues of importance to the Board and the college staff. Staff and board members have participated in developing the topics for discussions. Education sessions for the Board on the Brown Act and Robert's Rules were held to improve communications. Three subcommittees were established for the Board to work more efficiently within shared governance. Since 2004, the Board has a formal evaluation process that includes annual review of planning and decision making processes. These areas are also included in formal annual evaluation by the Board of the college President. Finally, the College Council, Board of Trustees, and college administrators hold annual summer planning retreats to improve decision making processes, communications, and implementation of college goals and objectives.

A full time Webmaster was hired in 2004 and was made part of the College Relations office in 2006. Ohlone now has a robust, easy to access website, which provides students, staff and the community with comprehensive coverage of all decision-making bodies and their processes and outcomes. Many processes of the college are supported by email and weblog inputs from everyone interested in participation.

The college's response to Recommendation 4 has been sincere and thorough and the result has been a college community that is moving forward with a broad base of participation and shared values. The Opinion Survey conducted in the spring of 2007 points to the need for additional efforts to ensure that more classified staff engage in the numerous opportunities afforded to them by the greatly improved and expanded access to decision-making and planning at Ohlone.

Responses to 2001 Self-Identified Planning Issues
Updated as of: April 11, 2007

The College's 2001 Self Study identified 104 planning agenda issues. An analysis reveals that 92 have been completed or are ongoing (47 completed, 45 ongoing), 7 are in progress, and 5 have been abandoned. The following is a list of all planning agenda issues and the status of each.

C = Completed, O = Ongoing, IP = In Progress, BC = Budget Constrained, A = Abandoned

	C	O	IP	A
Standard One: Institutional Mission				
Place mission statement on the website and in the schedule of classes.	x			
Standard Two: Institutional Integrity				
Hire a full-time Webmaster to create and update a consistent "look and feel" for the College website, including availability to faculty and staff who want to create a web page.	x			
Post the Ohlone College Catalog on the website.	x			
Review and revise full-time and adjunct faculty evaluation forms to include specific questions about an instructor's objectivity.		x		
Post the academic conduct policies on the Ohlone College website.	x			
Evaluate and expand outreach efforts to recruit and maintain a diverse staff.		x		
Explore ways to increase staff and student involvement in future accreditation self-studies.		x		
Establish a staff committee similar to CEER.	x			
Standard Three: Institutional Effectiveness				
Increase faculty and staff training and access to the Colleague system.		x		
Provide a separate (research) survey budget.	x			
Raise the profile of and participation in the Research and Planning Advisory Committee.	x			
Evaluate in detail the first year of the new Programs and Services Review process and make adjustments as necessary.	x			
Adequately announce proposed facility changes and explain how plans will be enacted and what segments of the campus will be affected.		x		
Encourage deans and managers to involve their staff in all planning efforts in the department.		x		
Add to the College website information on Strategic Planning and Program/Services Review.	x			
Evaluate all planning processes annually to ensure the continued effectiveness and integration of these processes.		x		
Communicate College's intended institutional outcomes and subsequent performance to the campus and community at large.	x			
Develop a marketing plan to communicate matters of quality assurance and student success to the public through Office of College Relations, highlighting College achievements and informing members of the campus, prospective	x			

students, and the community at large.				
Director of College Relations attends Board meetings and communicates important information on a regular basis to the campus community.	x			
Incorporate assessment strategies into campus-wide efforts.	x			
Explore methods to involve as many members of the campus community as possible in planning and review efforts.	x			
Standard Four: Educational Programs				
4. A. General Provisions				
Develop programs for learning disabled students.	x			
Offer more transfer-level classes in the evenings and Saturday classes.	x			
Explore alternative times to offer high-demand courses.	x			
Mass-produce the two-year planning calendar for all students and counselors.				x (1)
Research alternative sites in Newark for additional classes until a new campus is available.	x			
Develop a plan to utilize the space available in the afternoon on the Fremont campus.	x			
Explore ways of updating all full-time and adjunct counselors on program specifics and/or assigning counselors to specific program areas.		x		
4. B. Degree and Certificate Programs		x		
Provide training on the degree audit module in Colleague to track program completion.				
Evaluate the effectiveness of the addition of the new Tech Tools Requirement.	x			
Evaluate the effectiveness of upgrading the English graduation requirement.	x			
Provide program assistance for data collection.			x	
Distribute graduate survey to graduates receiving an AA, AS, or a Certificate of Achievement.			x	

4. C. General Education				
Review the new graduation requirements in three to five years to determine the impact on the graduation rates of the College.		x		
Develop criteria and a schedule for regular review of the General Education requirements to ensure all components follow the College's philosophy.	x			
Evaluate effectiveness of Tech Tools requirement including students and faculty surveys.	x			
Support the implementation of the Graduate Survey.			x	
4. D. Curriculum and Instruction				
Explore scheduling Programs and Services Review for the Registered Nursing, Respiratory Therapist and Physical Therapy Assistant Program to coincide with the external accreditation of their programs.	x			
Explore ways to improve communicating curricular changes to counselors and students.		x		
Monitor and evaluate Contract Education and courses and those offered at local high schools to ensure they maintain the same standards as the courses offered on the campus.	x			

Include guidelines and procedures for the development and evaluation of distance learning and on-line courses in the CAPAC handbook.	x			
Expand the distance education/online course offerings.	x			
Standard Five: Student Support and Development				
Include the two-year academic planning schedule in the Catalog and on the College Website.				x (2)
Update the information on the website on a regular and consistent basis.	x			
Cross-reference existing materials, in order to help students know where to find additional information on all policies and procedures.		x		
Offer more support services for evening students.			x	
Assign campus e-mail addresses to all ASOC members of campus committees.	x			
Encourage students to raise issues in Monitor and provide additional alternatives for communication of concerns.		x		
Ensure the regular administration of surveys designed to gather student input for the planning and evaluation of student support and developmental services.		x		
Implement TTY telephone access for tele-registration for deaf students.				x (3)
Explore ways to provide additional resources for campus recruiting.		x		
Increase outreach to promote interest/involvement in campus activities and student government.		x		
Review the Student Ambassador program's needs for additional supervisory resources.	x			
Encourage more students to participate in campus activities by advertising in the Monitor and club fairs.	x			
Recruit and solicit speakers who address current events, spark student interest, and connect academia to the real world.	x			

Standard Six: Information And Learning Resources				
Expand the library's book and media collections to keep pace with the College's enrollment and program growth.		x		
Install LCD projectors and computers in classrooms across the campus and at the Newark Ohlone Center in a three-year phased project.		x		
Develop support for academic computing by providing a link between Colleague and WebCT, the online education courseware.				x (4)
Complete the implementation of the Colleague administrative computing system with Web-based registration and student services.	x			
Upgrade the current network to a higher bandwidth capacity to facilitate needed information sharing and services.		x		
Develop a plan to support existing and planned services through new or non-traditional ways.		x		
Develop a plan for reallocation and use of existing facilities once the ICC has opened.	x			
Secure funding for equipment in the ICC building, should state funding prove inadequate.	x			
Develop a realistic staffing plan for IS to address the need for extended hours of service, the impact of the ICC, and the need to implement new projects and services.		x		

Improve student access to learning resources by increasing “up-time” of all library equipment through sufficient computer technician support.	x			
Increase the number of assistive technologies available to students with disabilities.		x		
Investigate options for streaming media to classrooms.		x		
Develop a plan to retrofit existing labs to conform to ADA guidelines.		x		
Provide email, voicemail, and Internet access to all adjunct faculty in accessible locations.	x			
Provide email to students.				x (5)
Fill vacant positions as District resources become available.		x		
Identify and implement new ways of recruiting and retaining staff for technical positions.	x			
Research and implement a multi-faceted training plan for all employees that address the issues of learning styles, hours of availability, and needs.		x		
Plan transition from using highly paid consultants to college staff to support Colleague.	x			
Seek ways to support the Smith Center television studio equipment updates.		x		
Explore options for changing from a five-year to a three-year equipment replacement cycle.			x	
Implement, evaluate, and revise as needed the new technology plan.		x		
Standard Seven: Faculty and Staff				
Review salaries and benefits to devise initiatives to hire and retain quality employees.		x		
Review and update equivalency processes.	x			
Review student evaluation forms.		x		
Develop workshop on evaluation techniques, specifically on classroom observations and present as a flex activity.		x		
Work with all departments to provide Colleague training to faculty and staff.		x		
Seek additional sources of funding to adequately provide professional development opportunities for every employee group.	x			
Request input on a regular basis for workshops, possibly with a mailbox and a form for suggested activities.		x		

Standard Eight: Physical Resources				
Analyze alternative plans to address campus space issues on the Fremont and Newark campuses including the proposed bond facilities.	x			
Explore possible resources for coordinating capital projects.		x		
Consider building ramps for access to offices not accessible by elevators.	x			
Consider installing security cameras, phones, and lights in the parking lots.	x			
Incorporate ongoing maintenance and equipment upgrades into strategic plans and budgets.		x		
Standard Nine: Financial Resources				
9.A. Financial Planning				
Review the budget planning model and incorporate zero-based budgeting for additional areas as is feasible.		x		

Review quarterly salary projections and reflect any adjustment in the budget to more accurately present the financial position of the College.	x			
Identify key staff responsible for each capital project, develop procedures to facilitate project management and invest in training staff on how to manage and coordinate projects.		x		
Provide training to budget managers and Budget Committee managers.		x		
Increase efforts to achieve full participation by all faculty and staff in budgeting planning.	x			
9. B. Financial Management				
Establish an on-going training program for retrieval of financial information for report writing and retrieval of budget information through the Colleague system.		x		
Review resource options for improving the oversight and monitoring of grant programs.			x	
Review the Bookstore ordering processes by instituting better communications with faculty and downloading student enrollment information on a regular basis.		x		
Review Bookstore on-line ordering services to better meet student needs on both campuses.		x		
Increase fundraising activities and “friend” raising activities		x		
Develop and maintain a “needs” list.		x		
Plan and promote better marketing and visibility through announcements of available scholarships, sponsored events and communication of the Foundation’s functions.		x		
Standard Ten: Governance And Administration				
Reexamine current organizational plan in two years.	x			
Review the Programs and Services Review process of evaluation of administrators during its first three-year cycle.		x		
Work with ASOC to ensure broader participation of students.	x			

Narrative explanations of Abandoned planning goals:

- (1) Curriculum guides are now provided online.
- (2) The implementation of the degree audit module of Colleague and improved online curriculum guides has eliminated the need for this goal.
- (3) The implementation of web registration has eliminated the need for this goal.
- (4) The off campus hosting of WebCT has improved ease of student log-ons and eliminated the need for this goal.
- (5) Free email provided to students through the electronic admissions system (X-App), and the plethora of free email services in the open market have eliminated the need for this goal.