FOLLOW-UP REPORT
March 15, 2009
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Statement on Report Preparation

Recommendations 5 – 8, listed in the Accrediting Commission action letter dated June 30, 2008, were largely directed at the Ohlone College Board of Trustees’ actions, documents, and processes. These were addressed in the Progress Report submitted to the Commission on October 15, 2008. This Follow-Up Report addresses the remaining four recommendations. Three of these, Recommendations 1, 2 and 4, relate to the college’s planning and program and services review processes. Recommendation 3 directs the college to continue its planning agenda to put in place appropriate and systematic employee performance evaluation procedures.

The college community was engaged in the preparation of the Follow-Up Report in several ways. After reviewing the Commission recommendations, the College President presented plans to address the issues of planning and program review at the State of the College speech in August 2008. The College Council worked with the President to create an ad hoc Task Force on Planning, comprised of faculty, staff, and managers, to effect improvements related to the recommendations. The Task Force worked throughout the fall semester 2008 to analyze and document the current planning processes, make recommendations for improvement, and provide input into the preparation of this report. Regular updates on report development were made to the College Council, the Faculty Senate, and leaders of the campus community. Over the semester break the President sent an update to all faculty and administrators. In the State of the College speech in January 2009 the President outlined implementation steps for the improved planning and program and services review processes.

In late December, the College President and the Accreditation Liaison Officer prepared a draft of the Follow-Up Report to the Commission, which was posted on the college’s website and made available for review and comment from the entire college community. Since then, several updated versions have been posted and the college community notified for additional review and comment. The College Council has been actively engaged in developing the report, and the Board of Trustees has been regularly updated on the progress, as we continue our commitment to inclusive and collaborative dialogue and action. The President provided a written update to the Board of Trustees highlighting the report content and directed the Board members to the full report draft on the website. The report was circulated to the College Council for review at its February 23, 2009 meeting and final feedback and endorsement at its March 9, 2009 meeting. All comments were considered carefully, and appropriate changes were made. At the March 11, 2009 Board meeting, progress on the accreditation recommendations was reported and the final report was discussed. The Board voted to approve the Follow-Up Report with allowance for editing prior to submission.

Gari Browning, Ph.D.              Date
President/Superintendent, Ohlone College 

March 15, 2009
Section I: Improvements in College Planning and Program Review

Standard I: Institutional Mission and Effectiveness

Recommendation 1
The team recommends that the college establish a regular assessment and review process for the Mission and Vision statement to meet Standard I.A.3 and do likewise for its planning processes (including program review) to meet Standard I.B.6.

Standard I, Recommendation 2 and Standard 3, Recommendation 4
The team recommends that the college improve its program review process by enhancing the nature and use of data to meet (2) Standard I.B.5 and (4) Standard III.D.1.d) and by codifying the links between program review, budget decision-making, facilities planning, and information technology decisions that support student learning outcomes. (I.B.2, I.B.3, I.B.4)

Responding from a Position of Strength

Ohlone College welcomes the opportunity to respond to the recommendations made by the Commission on its planning and program and services review processes. We believe we are responding from a position of strength in these areas, as evidenced by the Site Visit Evaluation Team report (March 2-6, 2008, Pages 24-25):

The College has clearly expended much effort into changing its culture to encourage robust dialogue and has developed practices and structures that support broad based and collegial planning processes. The plans at the college are consistent with and support the stated mission and goals statements, which has been recently updated and does meet the purposes stated in the standards. The College has also made an effort to use data to inform dialogue and planning and has a program review process in place that includes the review of data….

The College is particularly commended for its collegiality and the multiple initiatives designed to support and enhance student learning…. There is a program review process in place, and the current review cycle will be completed next year. The program review process includes members of the community, incorporates dialogue and the review of data, and contains a planning component. There is evidence that the program review process has influenced change at the program and college level.

Since the 2000 Accreditation Site Visit and recommendations, the college community implemented substantive improvements in its planning process and its program and services review process. These improvements are demonstrated by evidence contained in the 2007 Self Study. However, the college’s strategic and operational planning cycles were parallel activities. Planning that includes budget and resource decision making, the program and services review process needed to be integrated into the strategic planning process. Further, there is a need to document the processes and implement systematic and cyclical assessment and review procedures for these processes.

Setting the Agenda for Responding to the Recommendations

Upon arrival at the college in July, the President reviewed the recommendations of the Commission related to program and services review and planning. During the first months at the institution, a thorough evaluation of the program and services review and planning processes in place was conducted to address the following issues:
Planning Cycles: The degree to which college planning occurs in a regular, systematic cycle
Integrated Planning: The degree to which strategic and annual planning cycles are integrated into a holistic planning process
Goals and Objectives: The process for setting college goals and objectives and measuring the progress
Data: The data foundation used in setting goals and assessing their effectiveness and the use of data in the program and services review process
Setting Goals: College-wide dialogue on and assimilation of college data used in the context of goal setting
Program Review Results: How program and services review results affected whole-college improvements
Achieving Goals: How current goals were achieved and the degree to which they were achieved
Document processes: Codification of college planning processes

The President determined that the program and services review and strategic planning processes in place were helping to improve the college in many areas. However, a more integrated, data-driven and cyclical process would improve the college’s ability to assess and document improvements.

President’s Task Force on Planning Improvement

To address the recommendations on planning and program and services review, the President and the College Council, endorsed the creation of an ad hoc President’s Planning Improvement Task Force. The Task Force was comprised of faculty, staff and administration and met regularly with the President during the Fall 2008 semester to review the college’s planning cycle and program and services review process. The following development goals were addressed:

- Regular assessment and review process for college planning processes (including program review), documented and in place to meet Standard I.B.6.
- Strengthening the link between program and services review, planning, and budget decisions to meet Standard III.D.1.d.
- Improve the program and services review process which uses enhanced data, including ongoing environmental scans, to meet Accreditation Standards I.B.5.

The ACCJC/WASC “Rubric for Evaluating Institutional Effectiveness” proved to be an excellent framework for assessing effective implementation in three important areas: Program Review, Planning, and Student Learning Outcomes. The levels of implementation include Awareness, Development, Proficiency, and Sustainability. The Task Force used the rubric to review and assess the college’s progress in Planning and Program Review and determined that the college has made substantial progress and is nearing sustainable proficiency in both areas. As a result of the work described in this Follow-Up Report, the college has refined its processes to achieve the Sustainable Continuous Quality Improvement Level of Implementation for Planning and Program Review.

As the Task Force discussed the planning cycle and program and services review process, and the relationships between the two, it was clear that definitions of certain planning terms were needed. In the language of planning and assessment, terms can have multiple definitions depending on context and perspective. The Task Force developed a Glossary of Planning Terminology to help clarify the college dialogue about and implementation of planning activities. The Student Learning Outcomes and Assessment Committee also reviewed the definitions related to student learning outcomes.
In addition to the glossary, the Task Force recommended integrating program and services review into the planning process by having each program and service identify Program Improvement Objectives with an action plan for implementation and evaluation. The Task Force undertook the work of simplifying and automating the program and services review process with the goal of making it an ongoing process that feeds into the college’s annual planning process. The Task Force also recommended that the college follow the strategic and annual planning cycles as illustrated in the President’s planning graphic.

As a result of the college’s review of its planning processes in response to the Commission’s recommendation, the President drafted a document that describes the institutional planning and assessment process in use.

Source of Evidence: President’s Planning Task Force Agendas and Minutes
Source of Evidence: Assessment of College Planning and Program Review using the “Rubric for Evaluating Institutional Effectiveness”
Source of Evidence: Glossary of Planning Terminology
Source of Evidence: Strategic and Annual Planning Cycles Graphic
Source of Evidence: Description of Institutional Planning and Assessment Processes

Mission & Vision Review as an Ongoing Process

Mission Statement
At the January retreat College Council agreed on a process for regular assessment of the college mission and vision statements as part of the strategic cycle, based on criteria for mission content. It was also agreed that, the Council will review the mission and vision statements at the start of each annual planning process to assure that the college is on track with its ongoing decisions. In order to meet the required budget deadline, each year this process must begin at the annual College Council retreat in August. The Council agreed that the criteria for the content of the mission statement should specify Ohlone’s
- intended students,
- areas of instruction (including but not limited to the mission of the CCC system),
- the level of course and program offerings, and
- the characteristics that make Ohlone a unique institution.

It is expected that significant changes to the mission and vision will occur at the start of each strategic cycle (every 5 years). However, annual review of the mission statement increases the college’s ability to respond in an effective and timely manner to changing community circumstances. A small task force was assigned to review the current mission statement and bring recommendations to the College Council. Any proposed changes to the current mission statement will be brought to the Board for first reading followed by action at a subsequent meeting.

Developing a Vision
Visioning is set in the context of data collected from an environmental scan and a dialogue regarding how successful the college is at meeting the educational needs of the community. The question, “What image would you like Ohlone to have in five years?” is posed to the College Council membership. (A list of responses is available in the College Council January Retreat notes.) A similar question will be posed to the community through a series of meetings described below in Enhancing Data through the Environmental Scan. The final vision will be informed by a college-wide survey process and a small team of writers will craft the actual statement based on the input gathered from the sources listed above.

Source of Evidence: College Council Agendas and Minutes, January 2009
Source of Evidence: ACCJC Questions for Evaluation Teams on Standard IA
Source of Evidence: California Community Colleges Mission Statement
Source of Evidence: Strategic and Annual Planning Timelines
Source of Evidence: Criteria for Evaluating Mission Statement
Improving the Strategic Planning Cycle (Standard 1, Recommendation 1 and Standard III, Recommendation 2)

Because the 2005-10 Strategic Plan was nearing completion, the college began to implement a newly developed strategic planning cycle by first engaging in assessment. The elements of the assessment include:

- an environmental scan to determine college community needs and college outcomes in meeting those needs (both expressed in a data-oriented document),
- accreditation planning agendas,
- results of program and service reviews, and
- a thorough evaluation of the status of current college goals and objectives.

The next step in the cycle is a reaffirmation of college values and a review and possible revision of the college mission statement. With the benefit of the assessment step, the college is prepared to analyze the degree to which it is fulfilling its mission and meeting community needs. A visioning process follows to encourage the college and community to have a voice in the future of the college.

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

Strategic Planning Timeline

- Beginning Year Four* of the previous Five-Year strategic planning cycle
- August through January: Collection of current data for an environmental scan
- November through January: Assessment of current goals and objectives
- January: Assessment of Planning Agendas
- February: Analysis of environmental scan
- February through March: Collection of community input
- March through April: Setting Goals
- April: Identification of measurable objectives & timeline for implementation
- May: Writing of new strategic plan
- June: College Council and Board review the strategic plan
- * i.e., 2009 for this cycle of planning

Step One in the Strategic Planning Cycle—Assessment

a. Enhancing Data through the Environmental Scan

As shown in the planning graphic referenced above, a key element in the Strategic Planning Cycle is conducting and documenting an Environmental Scan of internal and external data and of trends that have an impact on college planning. The Glossary of Planning Terminology defines Environmental Scan as “the acquisition and use of information about events, trends, and relationships in the local community and beyond that informs the college of forces and needs relevant to planning future direction. Environmental scanning constitutes a primary mode for institutional learning and self assessment.”
Present Status:
The Office of Institutional Research designed and published Ohlone’s Environmental Scan. The College Council and the Board of Trustees received a report from the Dean of Research and Curriculum on that progress. To complement the statistical information contained in the Scan, a series of meetings with community groups and leaders has been undertaken. At each meeting participants are provided basic information about Ohlone and its mission. The community participants are asked for their opinion of how the college is perceived in the community and how the college is meeting community expectations. The information collected in the community meetings is used when creating the vision for the future.

Source of Evidence: Link to the Environmental Scan

b. Assessing Current Goals

Another key element in the Strategic Planning Cycle is a thorough evaluation of the goals of the current strategic plan and assessing the status of the objectives. An ongoing feedback loop is generated as the results of the assessment are fed back into the planning process.

Present Status
The college is engaged in an assessment and revision of the 2005-2010 Strategic Plan to evaluate the status of the goals. The President’s Staff has reviewed research and other findings regarding progress on or completion of the strategic goals and objectives. One purpose of this review is to more fully incorporate the existing Facilities and Information Technology (IT) Master Plans into the next set of strategic goals, per Standard III.D.1.d., which are somewhat independent of each other.

The President developed an initial assessment report and proposed an initial draft of revisions to goals and objectives. This report was reviewed by the College Council at its January 21, 2009 retreat. The assessment report was presented in the State of the College speech on January 23, 2009. A college-wide Strategic Planning Summit was conducted on March 12, 2009 and a series of community meetings and surveys is underway. The Board of Trustees will have a first reading of proposed 2010-15 Strategic Plan at the May 10, 2009 Board Workshop with approval following at the June 10, 2009 Board Meeting.

c. Improving the Linkage with Program and Services Review Results

Improvements in the program and services review process, especially the implementation of a Program Review Module in CurricUNET, explained below, will strengthen the linkage between the review process and planning cycles at both the Strategic and Annual levels. The new module will create a system of ongoing Program and Services Review rather than the former approach of conducting individual reviews every four years. During the Strategic Planning update every five years, the Program Improvement Outcomes (PIOs) and Action Plans generated from the annual Program and Services Reviews will inform the review and refinement of College Goals and Objectives. On an annual basis, PIOs and related resource requests will be analyzed and prioritized as part of the budget development process.

Since 2000, program and services review at Ohlone College has followed an ongoing, systematic process. Programs and services (instructional, student development, and administrative services) are reviewed on a four-year cycle following set guidelines. Two complete cycles of program and services reviews have been completed since 2000.

In 2003-04, the Faculty Senate and Curriculum Committee completed a thorough analysis of the instructional program review process. This analysis resulted in the incorporation of student learning outcomes, a process to assess and improve student learning and achievement, and a budget component
into the review process. By the end of spring semester 2008, all instructional programs had completed a program review using the revised guidelines.

In response to the Commission’s 2008 recommendations on program review and planning, the Faculty Senate President, Curriculum Chair, Professional Development Coordinator (former Curriculum Chair), Dean of Research and Curriculum, and Vice President of Academic Affairs investigated the use of the CurricUNET Program Review module--an online, real time, customizable software program. The goal was to simplify the program and services review process for all areas (Instruction, Student Development, and Administrative Services). An additional goal was to provide a consistent and sustainable process for all areas and still provide for flexibility in meeting individual area needs.

Six years ago Ohlone was one of the pioneer adopters of the CurricUNET system for curriculum development and review which resulted in a consistent, streamlined and paperless curriculum development process. In 2008 GoverNET unveiled its new Program Review module. Again, Ohlone College is an early adopter of this software system. The Ohlone College Council, which has been focused on increasing the linkage between Program and Services Review and resource allocation, appropriated the funds for acquisition, customization and implementation of the module during the 2008-09 academic year. Several instructional and non-instruction programs and services are serving as a pilot group to prepare the college for full implementation in 2009-10.

The new web-based tool provides a template for completing the program and services review and creates a paperless system. The database tool is relational, which facilitates the generation of data and the linkages between program and services review, budget decision-making, facilities planning, and information technology decisions. The software facilitates the tracking of activities and outcomes tied to budget requests, provides historical tracking allowing for program and services review feedback loops, and tracks recommendations and commendations from review to review. The ultimate vision is to use this tool to make program and services review an ongoing rather than intermittent process that continually feeds into the institutional planning cycle. Excellent progress has been made in developing the specifications for the programming of the customized version of the module. A pilot group of six programs and services has been involved in the customization process and has begun using a beta version of the CurricUNET module. The six groups include two programs from instructional areas (Mathematics and Computer Science), two departments from student development (Admissions and Records and International Programs and Services), and two from administrative service areas (Accounts Payable, Accounts Receivable and Professional Development). The CurricUNET Program and Services Review module will be fully operational beginning June 2009.

The tool also captures the results of program and services review in the form of Program Improvement Objectives (PIOs). All program and services reviews relate their PIOs with one or more of the college goals/objectives; design an action plan of how the objective will be achieved; indicate staffing, equipment, technology, facility, or additional resources needed to implement the action plan; and identify an assessment process to determine the effectiveness of the improvement(s).

d. Linking Program and Services Review to the Strategic Planning Cycle

During the Strategic Plan update every five years, the College Council will appoint a representative Task Force to analyze the PIOs and Action Plans from across the college. Using a scoring rubric, the Task Force will be analyzing PIOs not for funding purposes, but for relationship to the College Goals and Objectives. The Task Force will prepare a report to the College Council recommending continuing, changing or adding to the goals and objectives based on the analysis conducted. The Council will then work with the President and the college community to update and revise the College Strategic Plan.
e. Expanded View of Linking Program and Services Review and Planning

The work on improving the linkage between college planning and program and services review processes has expanded the thinking about resource allocation. The college’s vision of program and services review is now viewed as both a strategic planning and operational management process. The CurricUNET module is a tool that can facilitate and provide a bridge for these dual purposes of program and services review. This expanded view of linkage should greatly enhance our planning and implementation processes and will strengthen our response to the Commission recommendations.

As the college has been working to link program and services review with resource allocation, the focus was mainly on the macro- or institutional planning level (strategic). However, resource allocation also takes place at the micro- or operational-level as managers, faculty and staff make decisions on a day-to-day basis of how to expend or allocate their existing resources. This includes decisions about how fiscal resources are spent from budgets and how time and talent are used to achieve program improvements and positively affect student learning outcomes. Resource allocation decisions at the department/operational level should also be driven by the learning objectives developed in the program and services review process. Thus, the CurricUNET program review module becomes a powerful management and operational tool, linking program and services review and resource allocation at the implementation level to the strategic level of review and allocation.

Through the lens of this expanded thinking, the Accreditation Recommendations and the Self Study questions about linking resource allocation with program and services review take on new meaning. The Accreditation Standards are applicable at both the macro- and micro- levels of linking program and services review to resource allocation and to student learning outcomes. This broader view of program and services review moves beyond the prioritization of improvement objectives college-wide to the next step of the operational initiatives and action plans for actually achieving the improvement. Managers, faculty and staff are looking at program and services review as an ongoing process of working toward improvement objectives on a practical, day-to-day basis. The action plans resulting from program and services review will drive operational resource allocation. Thinking about program and services review in this way gives it a more pragmatic sense, making it easier for faculty and staff to see its value.

Source of Evidence: CurricUNET Program Review Guidelines
Source of Evidence: CurricUNET Program Review Module Beta Version
Source of Evidence: PIO Analysis Rubric for the Strategic Planning Cycle

Step Two-- Setting Goals (See Planning Cycle Chart #3)

a. Assessment and Revision of the College Mission and Values
To ensure that the college goals reflect the college’s mission and values, the goals are reviewed as part of the five-year Strategic Planning Cycle and significant changes will occur as indicated by the results of the assessment process described above. A task force appointed by the College Council reviews the mission statement and brings recommendations back to the Council. Proposed changes are reviewed by the college community and approved by the Board. Visioning for the college future occurs at this point in the strategic process.

b. Proposed goals and objectives
Using the strategic assessment of the previous goals and the review of the college mission, vision, and values, the President and College Council propose a set of goals to be accomplished in the next five-year cycle. The goals are comprehensive and offer involvement in improvement for all departments of the college. Ohlone has several plans, as required by the California Community College Chancellor’s Office, including an Educational Master Plan, a Facilities Master Plan, and an Information Technology Plan.
Three committees, two of which are appointed by the College Council for facilities and IT, and the Curriculum Committee create and oversee the master plans for these three areas. Because of its focus on student learning, the Educational Master Plan provides a foundation for all college goals. Rather than making planning decisions independently for facilities and IT, the Facilities Master Plan and the Information Technology Plan plans must be integrated into the overall institutional strategic plan. This is accomplished by focusing on the Objectives of the College Plan and ensuring that the master plans for these areas have goals that are consistent with each other as well as the College Plan. In an effort to better integrate the various college plans, college goals which predominantly focus on facilities and information technology are among the proposed goals for this strategic cycle. By integrating these area plans into the institution’s strategic plan, the college can take a holistic approach to college improvement focused on improving student learning. A Comprehensive Outline of Plans illustrates how current component plans are integrated into the comprehensive plan to achieve broad educational purposes, and improve institutional effectiveness.

Source of Evidence: Comprehensive Outline of Plans

Step Three—Implementation

The next phase in the strategic planning cycle is implementation. College Goals are implemented through College Objectives—specific, measurable statements of what is to be achieved. At the beginning of the strategic cycle, the college identifies a limited number of objectives and a timeline for their completion that constitute acceptable and meaningful achievement of the goal for the five-year life of the strategic plan. Each year, coinciding with budget deadlines, the college engages in a process to determine a list of key improvements it would like to undertake to achieve the college objectives. This process engages all programs and services by asking that they submit Program Improvement Objectives that are products of their program reviews. These Program Improvement Objectives are accompanied by action plans and resource needs. The college prioritizes the program objectives according to their impact on the institution and their effectiveness in contributing to college objectives and in identifying other, more global means for achieving the college objectives. Because the list includes all college programs and services, the result is an annual representation of needed college improvements that are integral to the College Plan. PIOs that demonstrate a valid contribution to the achievement of the year’s objectives are given priority for resources, available resources are allocated, and work begins. The PIOs are implemented according to their action plans and their effectiveness is assessed at the point of their completion along with their contribution to the college objectives. This annual process is illustrated in the Planning Graphic.

Currently, the college is reviewing its budget history to determine how program and service needs align with it. The purpose is to provide the college with a clear understanding of needed improvements and to spend its resources accordingly.

Source of Evidence: Graphic illustrating the Strategic and Annual Planning Cycles
Source of Evidence: Strategic and Annual Planning Cycles Outline

Improving the Annual Planning Cycle

During the planning process there are four points at which the work of the college programs and services and the college goals and objectives are directly linked.

- **College Objective**: A college objective may specify certain programs and services that will be involved in achieving that particular objective.
• **Link to College Goals:** The purpose and the work of the particular program or service are each linked to the college goals and objectives in Section 2 of the Program and Services Review module.

• **PIOs:** The Program Improvement Objectives are linked to the college goals and objectives in Section 5 of the Program and Services Review module.

• **Resource Allocation:** Support of college goals and objectives becomes an important criterion in the annual prioritization of Program Improvement Objectives for resource allocation (budget development).

## Annual Planning Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
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<tbody>
<tr>
<td>August</td>
<td>Annual Mission and Vision review</td>
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<td>Assessment of progress on College objectives</td>
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<td></td>
<td>Assessment of progress on PIOs</td>
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<td></td>
<td>Assessment of annual planning processes and Program &amp; Services Review process</td>
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<td>September-Oct</td>
<td>Program &amp; Services Review Updates</td>
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<tr>
<td>September-July</td>
<td>Implementation of objectives &amp; PIOs from previous year; assessments</td>
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<tr>
<td>October-Dec</td>
<td>Resource Analysis</td>
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<tr>
<td>January-Feb</td>
<td>PIO &amp; action plan analysis</td>
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<tr>
<td>January-Apr</td>
<td>Budget review by Activity Center managers</td>
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<tr>
<td>April-May</td>
<td>Budget Preparation &amp; resource allocation</td>
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<tr>
<td>June</td>
<td>Board approval of tentative budget</td>
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## Linking Program and Services Review to the Annual Planning Cycle

The CurricUNET Program Review Module will facilitate the analysis of the Program Improvement Objectives across the college. Each year, all programs and departments will update their Program and Services Review in the CurricUNET module. A representative Budget Analysis Team including staff from Business Services, Human Resources, Information Technology, and Facilities will work during the fall semester to identify all of the "resource requests" that are contained in the PIOs. By the end of the fall semester, the Budget Analysis Team will present a report of all of the resource needs that are being identified in thePIO Action Plans for the coming year.

During the first quarter of the calendar year, the Budget Committee, a representative sub-committee of College Council, will use a "scoring rubric" to identify the top priorities for possible budget allocation and report results to the College Council. The Council will then advise the President on which PIOs should be considered for budget support. The budget prioritization rubric may rate some of the same items as the rubric at the strategic level but the perspective will adjusted slightly to focus more clearly on budget.

## Budget Activity Center vs. Object Code Perspective

At the core of the accreditation recommendations on planning and program and services review is the concept of linkage between program planning and review (programs/disciplines/departments), resource allocations and decision making. When looking at the budget and how it is allocated as a whole, it is common to use Object Codes at the college-wide level as the points of analysis. Major Object Codes include Full Time Faculty Salaries, Adjunct Faculty Salaries, Classified Staff Salaries, Academic and Classified Management Salaries, Benefits, Instructional Supplies, Non-Instructional Supplies, Equipment, and Contracted Services. Reviewing budget allocations at the Activity Center code provides a helpful perspective of the budget, particularly at the macro-level of planning. However, the Accreditation
Commission recommends that linkages to budget allocations should also be made at the “program” level and that Program and Services Review should be a primary driver of these linkages. This means we should be looking at the budget from the Activity Center Codes level, as this is the level that shows allocations by program. The term “program” refers to a broader view of the budget that includes academic programs and disciplines, as well as service departments across the college. Examining the college budget from the Activity Center lines up very well with this intent and all areas involved in Program and Services Review are already linked to a particular Activity Center Code.

With the assistance of the Ohlone Finance Department we have developed a report that shows how the budget has actually been allocated by programs and services over a five year period using the Activity Center Codes. Looking at the budget and at Program and Services Review from this perspective is an important step in moving toward a planning cycle that connects more directly with program and service areas. This historical review will be used as an aid to allocating resources where they will best serve the college in the future. Although this approach is not zero-based budgeting, it allows scrutiny of how money is spent over time. The Financial Services Department will use this tool in the development of the upcoming 2009-10 budget.

Enhancing Data Enrollment Planning and Analysis

For the past decade the Academic Deans and faculty have used “home grown” Excel spreadsheets for enrollment and schedule planning. These spreadsheets have included projections on section enrollment, Weekly Student Contact Hour (WSCH), Full Time Equivalent Faculty (FTEF or Faculty Load), and the WSCH/FTEF ratios (productivity). While these spreadsheets have been extremely helpful, the consistency of data across instructional areas has been difficult to maintain.

For actual monitoring of enrollment once registration begins Deans and faculty have been using another “home grown” report in Datatel Colleague (XWFR), which tracks essentially the same data as mentioned above but using actual enrollment numbers. Again, this has been a very helpful tool but it has been problematic for tracking sections that have stacked load, course that have cross listed sections, and sections that are unstaffed.

Another drawback for both of these tools has been the lack of linkage to budget planning, particularly as relates to faculty cost. Although the use of FTEF has been an adequate strategy for planning and tracking faculty cost, it has not been possible to line this up with actual dollar amounts.

This past year, the Information Technology Department, in partnership with the Student Development and Academic Affairs Deans and Directors, created a much more sophisticated, consistent, and robust enrollment planning and management tool. The initial version is now being used to finalize and analyze the 2009 summer and fall semester schedules. The data has been constructed to link FTEF with full time and adjunct faculty dollar costs and the next version of the tool (scheduled for implementation by June 2009) will include this important linkage.

This new planning and analysis capacity has great potential of enhancing the data available for Program and Services Review. The ability to more precisely analyze and project actual budgetary impact of full time and adjunct faculty resources will assist programs in assessing their outcomes and needs. Enhanced enrollment planning and monitoring will serve to inform both the strategic and annual planning processes. Finally, the new enrollment management tool will directly link faculty resource allocation to the budget analysis and planning process.

Source of Evidence: Programs and Services by Activity Center
Source of Evidence: Summary of Five-Year Activity Center Budget Review
Approximation of Annual Planning Cycle for 2009-10

As the CurricUNET Program Review Module and improved planning cycle are under development, a parallel, interim “approximation” process is being employed in 2008-09 for planning the 2009-10 budget. A focus of the process will be integrating Program Improvement Objectives from Program and Services Reviews into the college prioritization and planning system. The activity center codes of the college’s general ledger system (which mirrors the codes for instructional programs) have been used to identify the Programs and Services under review to show linkage to the college budget. Most programs and departments have completed program and services review during the past four-year cycle and these review reports are posted on the program and Services review website.

A powerful web-based input tool to collect Program Improvement Objectives was created by one of the Computer Science programming classes at Ohlone. This PIO Input Tool has excellent sorting and linking capabilities and will be incorporated into the CurricUNET Program and Services Review Module. All 90 programs and departments across the college were asked to submitPIOs using this new input tool by December 2008. Programs and departments were asked to refer to their most recent Program and Service Review and select the PIO from the results of that review to be included in the prioritization process for developing the 2009-10 college plan and budget. An extraordinary 100% response was obtained.

The PIO Tool prompted users from each program or department to begin their improvement objective with a verb and to describe what they planned to achieve (What) and the rationale (Why) in a one sentence statement. The user was then prompted to describe their action plan, which could include up to a three-year period of implementation. For each year they were asked to identify resources needed including: staffing, equipment, technology, facilities and other. Users were also required to describe their assessment strategies for each of the years. Each PIO was directly connected to one of the strategic goals for the college as well as to departmental priorities as determined by the most recent program review. Again, this connected program review at the institutional or strategic level and also at the departmental or operational level.

The PIOs are being used by the President and the College Council to help shape and revise college goals and objectives. All deans and directors are meeting with the Vice President of Administrative Services and the Dean of Financial Services to plan program/department level budgets for the 2009-10 fiscal year. The President of the College has directed that Deans and Directors should consider the PIOs that have been developed from the “approximation” process as their budgets for the next year are developed. Various college work groups including the Academic Deans, the Student Development Deans and Directors, the Administrative Services Managers, and the President’s Staff are engaged in dialogue focused on the PIOs to see what might be accomplished with existing resources and what improvement initiatives might span programs and departments to become an institutional priority.

A budget analysis team with representatives from Human Resources, Information Technology, Campus Facilities, Business Services and College Council will analyze the PIOs as part of the 2009-10 budget development process. The team will look specifically at programs and departments that are requesting new budget funding. Using the rubric developed for resource allocation prioritization in the annual planning cycle, an Interim PIO Review Group, a representative sub-committee of College Council, will use a scoring rubric to indentify the top priorities for possible budget allocation and report results to the College Council. The Council will then advise the President on which PIOs should be considered for funding priority.

Source of Evidence: Web-Based Tool for Inputting Program Improvement Objectives
Section II: Improvements in the Employee Evaluation System

**Recommendation 3.** The team recommends that the college continue its planning agenda to put in place appropriate and systematic employee performance evaluation procedures. (III.A.1.b)

**Standard III.A.1.b.** The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Response to Recommendation 3**

The College’s Self Study Report to the Commission recognized the need to improve performance in the staff evaluation process. Accordingly, the following Planning Agendas were established by the College and reported in the Self Study:

**Planning Agenda #1**
By December 2008 all district personnel will have current annual evaluations on file in the Human Resources Office as required by District policy and collective bargaining agreements.

At the time of the Self Study a large number of classified staff evaluations were overdue. As cited in the Accreditation Evaluation Report, the Information Technology Department was clearly the lowest performer in this regard as many of the IT staff had no evaluation on file.

To accomplish the planning agenda item the College’s Human Resources Department established an internal procedure for tracking progress on staff evaluations using the Colleague database. The procedure calls for the generation of a monthly Evaluation Tracking Report that provides information on upcoming evaluations due during the current and subsequent month. Using this report the Human Resources Technician sends emails to all supervisors who have evaluations due. As completed evaluations are received they are checked for correctness, entered into the Colleague database and filed in the employee’s personnel file. Evaluations that are not completed and submitted are carried over to the subsequent month and another notice is sent to the supervisor. The Evaluation Tracking Report is shared with the Vice Presidents on a quarterly basis so they can follow-up with supervisors who have outstanding evaluations due.

As shown in the Evaluation Tracking Report, the College has come into full compliance with this planning agenda item.

**Planning Agenda #2**
By December 2007 complete the design and testing of the new managerial performance evaluation. By March 2008 complete managerial training on the new managerial performance evaluation.

Some progress occurred on this planning agenda item; however, it is not completed. Progress on this item has been adversely impacted by two resignations in the Human Resources administrative ranks. In late July 2008 the former Dean of Human Resources left the College on a six month interim assignment to another community college district. The College received notice of the Dean’s resignation from the
position on January 2, 2009. In October 2008 the former Manager of Human Resources also resigned after accepting a position at another college district.

At the time of the departure of the Human Resources Dean there had been some progress on meeting the planning agenda. A 360 degree evaluation process for management staff was proposed by the Dean as an alternative to the current process. The Dean had tested the effectiveness of the 360 degree format during his own evaluation and felt positive about the outcomes. The tool was presented to the Deans and Directors as a future approach to managerial evaluation. The tool was successfully used by the President of the College and the Vice-President of Instruction for evaluating the managers under their direction. The departure of the Dean and the need to backfill the HR positions with interim appointments adversely affected the College’s ability to bring this item to successful conclusion. However, the President and staff are working toward implementing the new management evaluation process by June 2009, and managerial training is expected to be completed by then.

The College is currently advertising for a new Dean of Human Resources. Final interviews for the position are scheduled for April 8 with hopes of an appointment being brought to the May 13 Board meeting.

**Planning Agenda #3**
By July 2008 educate managers about the classified evaluation processes, the importance of feedback to individual and operational effectiveness, and bargaining unit compliance.

This planning agenda item was fully completed on October 15, 2008. At that time the Interim Dean of Human Resources and the Manager of Human Resources conducted joint training sessions for all members of the College’s administrative ranks and met with many individual managers to clarify the process. The training focused on the staff evaluation process, on the evaluation instrument and on the tracking mechanisms that Human Resources would utilize to ensure evaluations were completed when due. In addition, managers were trained on how to specify areas for improvement during the evaluation discussion with the employee and how to Follow-Up on the recommendations made during the evaluation in order to demonstrate progress in employee performance.

*Source of Evidence: Process for Evaluation Report*
*Source of Evidence: Evaluation Tracking Report*
Sources of Evidence

Section I: Improvements in College Planning and Program Review
Recommendations 1, 2 and 4
APPENDIX A

President’s Planning Task Force Agendas and Minutes
Assessment of College Planning and Program Review using the “Rubric for Evaluating Institutional Effectiveness”
Glossary of Planning Terminology
Strategic and Annual Planning Cycles Graphic
Strategic and Annual Planning Cycles Outline
Description of Institutional Planning and Assessment Processes
College Council Agendas and Minutes
ACCJC Questions for Evaluation Teams on Standard IA
California Community Colleges Mission Statement
Strategic and Annual Planning Timelines
Criteria for Evaluating Mission Statement
Link to the Environmental Scan
CurricUNET Program Review Guidelines
CurricUNET Program Review Module Beta Version
PIO Analysis Rubric for the Strategic Planning Cycle
Comprehensive Outline of Plans
Programs and Services by Activity Center
Summary of Five-Year Activity Center Budget Review
PIO Analysis Rubric for the Annual Planning Cycle
Web-Based Tool for Inputting Program Improvement Objectives
2009-10 Budget Planning Calendar
PIO Analysis Rubric

Section II: Improvements in the Employee Evaluation System

Recommendation 3

Process for Evaluation Report
Evaluation Tracking Report