

Standard II.A

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Overview:

The faculty at the college demonstrate active and effective oversight of the both the quality and relevance of the instructional programs. Through a shared governance committee system, the faculty assure the curriculum is consistent with the college mission, "... to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed." The Faculty Senate and its Curriculum Committee and associated sub-committees have embraced the identification of student learning outcomes and assessment strategies and have built the development of these practices into the ongoing curriculum development and review systems, and the Instructional Program and Discipline Review process. Faculty responsibility for the curriculum extends to all programs and courses regardless of delivery method or location, which is evident in this section, as well as in the Focused Assessment on Distance Learning and the Substantive Change Proposal for the Newark Center for Health Sciences and Technology in this self study.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary:

Ohlone Offers a comprehensive array of degree and certificate programs to meet the needs of students. In the contexts of the college mission statement (IIA.1), these programs respond to student demand in the areas of basic skills, career entry, university transfer, economic development, and personal enrichment. The faculty senate and the Curriculum Committee provide strong leadership and over-site of the curriculum of the college.

The College has 14 transfer degree programs that allow a student to go through an intense program that will enable the student to be prepared for the four-year institution upon transfer. Secondly, there are 31 associate vocational and occupational degrees offered

which span the arena of education from Accounting to CISCO Certified Network to Registered Nursing. There are also five general associate degrees with areas of emphasis in business, liberal arts, fine arts, natural science, and social science. Furthermore, there are over 60 Certificates of Achievements (18 units or over) and Certificates of Completion (under 18 units) that allow students to take a series of course to better prepare them for the workforce, earn life-long skills or make occupational changes (IIA.2).

The Faculty Senate and Curriculum Committee have closely followed the curriculum regulation changes in Part 6 of Title V. These new regulations were approved as this self study was being completed. The faculty and administration are jointly working on the college response to these changes. Initial analysis indicates that all college degrees and certificates are in compliance with the new regulations. In the case of certificates, the Curriculum Committee has recommended changing the nomenclature of Certificate of Completion (locally approved certificates under 18 units) to Certificate of Accomplishment.

With respect to research and determining student needs, there are multiple facets that are employed at Ohlone College. First, there are 5 separate placement tests that are administered to determine the needs of students and to place them at a level that would best suite their goals and their current skill level. These tests include Math, English, English as a Second language, Chemistry, and Chinese (IIA.3). On the vocational side, there are career prep exams to identify subject area weakness.

Because Ohlone is an “open door” institution, many students wanting to matriculate require assistance in gaining or reinforcing the basic skills of reading, writing and mathematics needed to be successful in college-level classes. The college offers a full array of basic skills courses to help students in their preparation. Over the past two years, faculty have been involved in a focused planning effort to improve the basic skills program (IIA.4).

The Programs and Services Review process that Ohlone utilizes encompasses an identification section focused on the current needs of the student. When a program or service finishes their program review that information is utilized to help accomplish the students desired goals and to provide direction for program or service improvement. The Faculty Senate reviewed and updated the process for Programs and Services Review in spring 2000 and again in fall 2004. The updated process includes a description of how each program or service specifically serves students, faculty, staff, and/or the community; how the program or service address current needs and applies current technologies; and how the program or service relates to the college’s mission and goals. Guidelines encourage each program or service to define a limited number of student learning outcomes (10 or fewer) at the program level. The review also includes an assessment of student success in reaching program outcomes. The guidelines recommend demonstrating measurable success criteria such as course retention rates, course completion rates, degrees and certificates awarded, number of service recipients, and/or program retention to measure student success. Longitudinal tracking of student outcomes

is highly encouraged. Data analysis should identify trends and provide possible explanations for any changes. Each report should also include an assessment of the program or service through review of the teaching-learning process, which identifies strengths as well as areas needing improvement. Assessment of program improvement since the previous review should also be included (IIA.5).

The Office of Institutional Research (OIR) is responsible for the coordination, collection, organization, compiling, and dissemination of information concerning the characteristics and performance of the college. The purpose of the office is to provide objective, systematic, and thorough research that supports the institution's goals, planning, policy formation, and decision making. Currently, the OIR has built a WIKI that includes data/information covering student access, equity, and success rates (IIA.6). Also, this same WIKI gives information regarding student enrollment (by age, ethnicity, full-time/part-time status, and distance learning). Furthermore, this site houses the results of faculty and student surveys which encompass the opinions of campus life, in and out of the classroom. Finally, the information gathered is from the demographic area of Fremont, Newark, and Union City.

Self Evaluation:

The Ohlone faculty have embraced the ACCJC/WASC focus on student learning outcomes and assessment. Three years ago, the Faculty Senate revised the instructional program and discipline review process to include identification of the SLO's and assessment strategies as key elements of the program evaluation and improvement process. The faculty have also established a web-based curriculum development and review system, CurricUNET (IIA.7), that guides faculty in developing student learning outcomes and assessment strategies at the course level. The curriculum development, review, evaluation and improvement processes encompass all instructional programs, regardless of location or means of delivery.

The OIR publishes numerous reports that are available on the Web site maintained by this office. Requests for information are available and widely used by faculty and staff. In addition, this office provides program review information to all departments when they undergo Program Review. The data includes: Matriculation data, drop out data, degrees and certificates earned, transfer data, student success data, demographic data, weekly student contact hours (WSCH), and faculty load data. The OIR also assists departments in creating student and faculty surveys for Program Review purposes.

The instructional program and discipline reviews are published on the college website (IIA.8). These reviews provide evidence that faculty involved in program review are integrating this data into their evaluation process. 2007-2008 will complete the first 4 year cycle of instructional program and discipline review utilizing the new guidelines, thus all programs will have developed program level student learning outcomes. However, more work needs to be done with assessment strategies which will be part of the planning agenda of standard IIAC.

Planning Agenda:

The college is in full compliance with this standard. No planning agenda is required.

Standard II.A.1

b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary:

Over the past decade, the traditional classroom based instructional model at the College has been broadened to include online learning. Further, the term “online” has grown to a much more powerful phase: hybrid. Hybrid refers to any f2f time that has been moved either solely or partially by a distance from the instructor and student (IIA.9). The most common form of this would be the 100 percent online classes. More recently there have been faculty who have utilized the Pod Casting technique. This technique involves a faculty member putting the course material online so the student can download the information using Pod Casting software and to learn using the students personal IPOD.

The distance learning approach has been evolving at the college and under the supervision of the Distance Learning Committee. The growth in the number of online and hybrid classes has been significant as demonstrated in the Distance Learning section of the self study. Student demand for these classes responds to the growing need for students to have flexible options to pursue an education while meeting career and family responsibilities.

The college makes every attempt to adjust classroom delivery and modes of instruction to accommodate students with physical or learning disabilities and to comply with the Americans with Disabilities Act (ADA), Title II. The college offers sign language interpreters, note takers, readers, lab assistants, scribes, cassette recorders, talking calculators, amplification devices, audio recorded text, enlarged printed materials, and tables that will accommodate wheel chairs. Computer laboratories provide large screen monitors, ball track mice, special keyboards, and special software that expand the screen image, or translate text into an audio format (IIA.10).

Through the use of the Title III grant and bond funding, the college was able to build two new “experimental” classrooms that would be used to get feedback from the students and the faculty that used the rooms. These classrooms were renovated for the 2006-2007 academic year, producing some great information that was used when planning out the learning environment at the NCHST as well as future classroom construction on the Fremont campus. These rooms include mobile white boards, tables and chairs that are light and easily moved from position to position, and a technology area that allows the instructor to choose any method of delivery they want, including projection media, video, DVD, and overhead projection.

Self Evaluation:

During the Spring 2007 semester the student survey indicated a 88 percent of the responses being favorable to our current delivery modes (IIA.11). The college will continue to conduct regular student surveys to determine satisfaction with delivery methods. Continuous evaluation and improvement would be expected to enhance student satisfaction and therefore student success.

Planning Agenda:

The college is in full compliance with this standard. No planning agenda is required.

Standard II.A.1

c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary:

Before an institution can identify student learning outcomes for courses, programs, certificates and degrees, there would first be a need to have definitions. A joint task force of the Faculty Senate and the Curriculum Committee developed operative definitions of the terms: assessment, goals, student learning outcomes, objectives, and evaluation. These working definitions are used to facilitate communication since words are ambiguous and subject to many interpretations (*IIA.12).

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

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

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

Learning outcomes:

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

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

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

The college has made great strides in instituting the student learning outcome model of assessment. CurricUNET ® has allowed this student learning outcome process to become more connected to the “closing the circle” concept because of the systematic pattern of course building capability (IIA.7). This system can show the connection between course content, the student learning outcomes to which it refers, the assignments that will be completed, and the assessment tool that will check for learning. Once the course is ready to be viewed, the approval process begins, starting at the originator level. Then the course will be reviewed by the division dean, the faculty in that division, then screened by a few members of the Curriculum Committee who are looking specifically for student learning outcomes, content, assignment, and assessment links. The course is then finally approved by the committee as a whole.

Additionally, all courses need to go through an official 6-year review process. Departments are notified by the Curriculum Committee Chair a year in advance that their courses are being requested to go through a formal review process and that the designated faculty member should be ready to submit for approval to the Curriculum Committee that coming year. The document indicating the timeline for departments and their corresponding courses are to be reviewed can be seen on the Curriculum Committee Web site under Course Review: 6-year review (IIA.13).

As mentioned in standard IIA1a, Instructional Program Review is a 4-year process that allows departments to dialog and collaborate about their current Student Learning Outcomes and to consider revising and or maintaining with a rationale describing their decision. Also, faculty are encouraged to maintain an annual update, therefore maintaining a more seamless approach to the final product.

ACCJC/WASC now requires colleges to provide an annual update on progress of developing student learning outcomes and assessment strategies. The format used provided the college with an excellent opportunity to assess its accomplishments in these areas (IIA.14). The assessment submitted to ACCJC/WASC this past September demonstrates the college has made excellent strides in identifying student learning outcomes at the course and program level. 2007 2008 college catalog publishes SLO for GE education plan A and 32 instructional programs and disciplines (IIA.2). The development of assessment strategies will be an ongoing focus for improvement by the faculty.

Self Evaluation

The description above and the Ohlone Story on Student Learning Outcomes demonstrate the college has made significant progress in identifying student learning outcomes at the

course and program levels. Although good progress has been made in developing and instituting assessment strategies, there is room for considerable improvement.

Planning agenda:

The college is in partial compliance with this standard. The following planning agenda has been developed for improvement to reach compliance.

Outcome: An ongoing system of assessment of student learning outcomes at the program level will be in place for all programs.

Tasks: The college will conduct research to assess progress toward achieving stated learning outcomes for all programs. The General Education Subcommittee has begun work in this area. Rubrics have been constructed for each division that holds courses under the district GE pattern. These rubrics will be used in an ongoing process of assessment of student achievement of program level student learning outcomes. All remaining programs should develop a similar method during the program and services review process for the assessment of student achievement.

Ensuring Ongoing Compliance: Ongoing assessment of program level achievement and evaluation of improvements would occur during the program and services review process.

Impact on Student Learning: Assessment of student achievement at the program level would allow faculty to identify areas for improvement. Subsequent improvements to those identified areas would be expected to enhance student success.

Standard II.A.2

a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary:

Ohlone has very well established procedures to design, identify learning outcomes, approve, administer, deliver, and evaluate curriculum. At the design level, there are multiple opportunities to attend workshops locally as well as state wide that are focused on the development of student learning outcomes. During the Learning College Activity Week, the week prior to classes starting, there is a standing workshop for the construction and designing of student learning outcomes at the course and program level.

CurricUNET® has become our primary tool for initiation and development of curriculum, which always starts at the faculty level (IIA.15). It is through this step-by-step web-based program that student learning outcomes are approved and allowed to be

administered. The delivery is solely at the faculty control with the academic dean being the overseer. Evaluation happens during the progression of the class and/or program, the end of that class and/or program, and during the mandatory course and program review process.

With the advent of the new accreditation standards in 2002 and in alignment with the college's new Learning College Model vision, the Faculty Senate and the Curriculum Committee undertook the task of crafting Ohlone's approach to developing and assessing student learning outcomes at the course and program level. At the course level the identification of student learning outcomes and assessment strategies has been integrated into CurricUNET®. The Curriculum Committee also created a standing, ongoing General Education Committee that has developed a philosophy of General Education and student learning outcomes for the Ohlone Plan A General Education pattern (*IIA.2). The General Education Committee has now turned its attention to developing assessment strategies for General Education outcomes (IIA.16).

Self Evaluation:

Faculty members design courses and programs and establish student learning outcomes with the assistance of the Curriculum Committee and Learning College Activity Weeks. The Curriculum Committee Website provides established procedures to review content, student learning outcomes, administration, and delivery of a course or program. There is an established 4-year review process to evaluate programs to determine if the quality and viability of the program are being maintained. (IIA.17) The faculty members play a central role in establishing the quality and improvements of the curriculum as evidenced by the fact that all reviewing bodies (Curriculum Committee, student learning outcomes and assessment subcommittee, General Education subcommittee, Distance Learning subcommittee, Cultural Diversity subcommittee, and Information Competency subcommittee) are composed of faculty members.

Planning Agenda:

The college is in full compliance with this standard. No planning agenda is required.

Standard II.A.2

b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary:

Faculty at the college meet the minimum qualifications set by the state of California for academic areas and professional certification for vocational areas. These qualifications

ensure students receive information from instructors competent in the subjects they teach. All courses are modeled on a desired list of student learning outcomes identified and approved by the Curriculum Committee. Student competency levels are assessed by faculty through testing, coursework, discussion, and by the ability of students to successfully pass the course. Satisfactory completion of coursework suggests students have achieved some measure of proficiency in the subject area and have met some or the entire student learning outcomes.

Successful completion of academic programs for certificates, degrees, or transfer require students to pass a variety of courses that all meet the standards described above. Course sequences with prerequisites ensure a minimum level of entry and exit skills.

The college has twenty-four advisory committees in various vocational, technical, and career areas. These committees include representatives of business, the professions, labor, and industry. The advisory committees work with faculty to determine the needs of the community and to assist in curriculum planning. All the committees and their members are listed in the catalog (IIA.18). The advisory committees are as follows:

- Accounting
- Administration of Justice
- Allied Health
- Biotechnology
- Broadcasting (Radio)
- Broadcasting (Television)
- Business Supervision/Management
- Computer Applications and Occupational Technology
- Computer Science
- Deaf Studies
- Disabled Students Program and Services
- Early Childhood Studies
- Extended Opportunity Programs and Services
- Gallaudet University Western Regional Center
- Graphic Arts
- Interior Design
- Interpreter Preparation
- Multimedia
- Physical Therapist Assistant
- Real Estate
- Registered Nursing
- Respiratory Therapist
- Smith Center Community Advisory Board
- Women in Engineering

In accordance with Title V of the California Education Code, the Faculty Senate makes recommendations to the college on matters of educational and professional significance.

The institution tends to rely primarily upon faculty to identify competency levels and measurable student learning outcomes for courses, certificates, and programs. This process is done through the Faculty Senate subcommittee, the Curriculum Committee. One of the primary goals of the Curriculum Committee in 2006-2007 (IIA.19) was to continue to promote course outlines with student learning outcomes and assessment as the focus. To accomplish this goal, the committee holds regular meetings to review and to make recommendations on proposals for adding, expanding, deleting, or modifying programs and courses. Meetings are well attended by a diverse faculty membership and include much open dialogue and discussion. In addition, committee members are willing to serve as mentors to other division faculty in developing course and program student learning outcomes. Evidence includes meeting minutes, which are posted on the Web site (IIA.20).

Self Evaluation:

The role of the faculty members and Advisory Committees in curriculum development including the identification of competency levels and learning outcomes has been essential. Advisory committees have been essential in keeping the programs informed of new industry developments. Their active role in curriculum development has been essential in maintaining the quality of the college's programs. All program reviews completed over the past 3 years up to spring 2007 all identified either an advisory committee or the unique makeup of their dissemination team.

Planning Agenda:

The college is in full compliance with this standard. No planning agenda is needed.

Standard II.A.2

c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary:

Ohlone offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

The Programs and Services Review and course review processes both systematically examine the breadth, depth, rigor, and synthesis of learning. At the course level, review is completed every six years (IIA.13), initiated at the faculty level and reviewed by faculty peers. At the program level, review is completed every four years (IIA.17), also initiated by faculty and reviewed by faculty peers. Sequencing is taken into

consideration when courses are initially approved by the Curriculum Committee. Time for degree completion is most often addressed by vocational advisory committees.

As reported in the 2007 student survey, 88 percent of the students agreed with the statement, “My instructors are highly skilled teachers and come to classes well prepared.” With an overwhelming majority agreeing with this statement gives proof from the students’ perspective that this standard is being met (*(IIA.11).

Self Evaluation:

The work of the Curriculum Committee and a robust faculty-driven Instructional Program and Discipline review ensure the college’s programs are of high-quality. Student survey data confirms that students share this evaluation.

The college meets this standard.

Planning Agenda:

No planning agenda is required.

Standard II.A.2

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary:

The college community has on-going and active discussions on students’ diverse learning needs and instructional methodologies. The College Staff Development Committee and the Office of Academic Affairs have taken a leading role in promoting discussion of effective instructional methodologies. Faculty are active in sharing teaching methodologies, such as faculty learning communities and online discussion blogs (IIA.21). Learning College Week Flex day workshops consistently cover topics in student learning needs, effective delivery modes, and active, collaborative and technology based teaching strategies. New committees have been established to promote the Learning College Model, such as the Learning Community Committee and the Basic Skills Committee. In addition, faculty are encouraged to participate in training opportunities throughout the academic year. The best evidence of the institution's commitment to this area can be found in the number of workshops and training offered to faculty during the academic year. For more information, visit the Staff Development Web site: <http://www.ohlone.edu/org/staffdev/>

Students' learning styles are assessed both formally and informally by faculty members. Students who enroll in Personal Development courses often take learning style inventories to gain a better understanding of their learning styles. The college offers courses and programs in a variety of formats to accommodate students' diverse learning

needs and styles. These formats include:

Traditional classroom instruction

Self-paced courses

Learning labs

Learning communities

Online

Fast track/short courses

Evening courses

Workshops

Seminars

Field trips

Faculty have incorporated varied methods into their teaching in order to best reach their students. In Fall 2006 two experimental classrooms were designed to promote the concepts of flexibility, collaboration (e.g., ability to participate project based learning), and ability of students to “capture” the information without taking notes. These classrooms contain high technology learning equipment and tools such as smart podiums, which enable faculty to incorporate multi-media in their presentation. Other equipment such as movable tables and chairs, detachable white boards, big screen TV are in each classroom which facilitate mobility, comfort and accessibility. Faculty are encouraged to participate in various training opportunities in teaching technology In order to incorporate these technologies into their instruction. In addition, faculty use multiple measures to assess student learning outcomes, such as projects, journals, research papers, portfolios, and presentations.

The institution's commitment to this area confirms the college values in open access to higher education and promoting diversity and inclusiveness. In addition, the engagement activities from the Learning College Flex week greatly contribute to the college Goal #2 stating, " *Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates* "(IIA.1).

Self Evaluation:

Delivery modes and teaching methodologies to meet the needs of the curriculum and the diverse student population were addressed in Standard II.A.1.b. Quality of all courses, and in particular distance learning (DL) courses, is maintained through the structured course review process as well as the program review process(IIA.5, IIA.13, IIA.17). On the downside, instructors report that they must spend two to three times the amount of time on DL courses as compared to time spent on traditional courses in preparation, delivery, and interactions (e.g., e-mail or chat rooms). The college is confident that the quality of DL courses is high. This belief has been verified by the recent distance education student survey that revealed that 83 percent of students thought that the quality of instruction for their online class was excellent at Ohlone College (IIA.22). In a recent survey, 89 percent of faculty responded that they incorporate technology in classroom instruction and 86 percent responded that they use collaborative learning (IIA.11). In

addition, 71 percent students with an opinion reported that instructors engage them in learning by using technology in the classroom.

Planning Agenda:

The college is in full compliance with this standard. No planning agenda is needed.

Standard II.A.2

e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary:

Program and Course Review is built into the institution as a required, regular, and ongoing process to evaluate the effectiveness of courses and overall departmental programs. The process reviews the relevance, appropriateness, and currency of individual courses and overall programs, as well as analyzing the achievement of learning outcomes for students and considering the future needs and plans of each course and the overall program(IIA.5).

The course review process is built on a six-year rotating schedule based on disciplines (IIA.13). The process initiates with discipline faculty and culminates in a comprehensive, formal peer review completed by the Curriculum Committee. The Curriculum Committee is instructed to pay particular attention to an integrated course outline, which should include student learning outcomes that are relevant, appropriate, and current; content which reflects student learning outcomes; assignments that focus on student learning outcomes; and assessment strategies that would enable instructors to make necessary course improvements.

With Program Review, each department determines the means by which the above factors are evaluated, and these vary slightly by discipline. However, the overall requirements must be met by all departments and includes a description of the scope of the program, the program's relationship to the college's overall mission and goals, the collection of data to measure the achievement of identified student learning outcomes, student success rates, a review of the teaching-learning process, assessment of program improvement since the previous program review, and areas needing improvement. For specific examples of completed Instructional Program and discipline Review please see the website for the Office of Academic Affairs (IIA.8).

In many cases, program review results in an adjustment in the way courses are taught, in the design of lab programs, and in variety of course offerings, often with the creation of new classes to fill a perceived gap in a program.

Self Evaluation:

Evidence includes Curriculum Committee minutes, which are available on the Web site (IIA.20); official course outlines, which include the latest date of revision are available through CurricUNET (IIA.7); and Program and Service reviews, which are posted on the Academic Affairs Web site (IIA.8).

Planning Agenda:

The college is in full compliance with this standard. No planning agenda is needed.

Standard II.A.2

f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary:

As mentioned in previous sections of Standard IIA, the district has adopted a systematic course review process that has been approved by the Curriculum Committee and the Faculty Senate. This process is set up in a way that all divisions/disciplines are reviewed every 6 years (IIA.13) by the Curriculum Committee for the existence of an integrated course outline. The components that should be included in an integrated outline include measurable student learning outcomes that are developed at the highest level appropriate from Bloom's Taxonomy (IIA.23), course content that reflects said student learning outcomes, assignments that relate to the student learning outcomes, and assessment tools that close the loop of course improvement.

The ongoing, systematic evaluation and integrated planning doesn't just happen at the course level, but also at the program level, including locally approved programs up to the transfer degree programs. This revised evaluation process was approved by the Faculty Senate for the 2004-2005 review cycle. The current schedule (IIA.17) has all programs/disciplines going through a 4 year cycle that has been scheduled out to 2012. During this schedule, every program will have used the newly approved guidelines twice, in hopes that the first go around will have strong student learning outcomes that are measurable and solid assessment measurement tools and the second go around will be able to close the circle of assessment with self reflection and change.

Programs and courses that have a vocational component are maintained using various methods. The Nursing Program, for example, shows evidence of Partnerships in Industry. This is a valuable method for students to gain real-world applications into their studies. The Partnership is between Washington Hospital and Ohlone College. In the Biotechnology Program there are even more partnerships with companies located throughout the East Bay. Many such partnerships are formed from the outcome of Advisory Committees. These committees may meet once or twice a year, or as industry

needs dictate. Faculty involved in such vocational courses and programs may request staff development funds to cover specific training to keep their courses and programs current. Some faculty have even gone to great lengths and forfeited a summer semester vacation by working in industry using the *Industry Initiatives for Science and Math Education* (IISME) program. IISME provides a faculty member with temporary full time industry work for several weeks in their related field.

After the completion of program review, all reviews are posted on the Web site of the Office of Academic Affairs (IIA.8). Also, once any vocational program has completed their review, the finished document will be sent to all advisory committee members.

Self Evaluation:

The program evaluation procedures are currently in the early stages of implementation. The Student Learning Outcomes and Assessment Committee and other experts are working with program administrators to determine the optimum assessment methods for each program. To date, 38 programs using a variety of assessment methods have completed their Program Reviews since we have implemented the new guidelines approved by the Faculty Senate in 2004 (IIA.5). Although the reports from these reviews made it clear that students were achieving the program's student learning outcomes, the procedures revealed that other programs would need assistance from the Student Learning Outcomes and Assessment Committee to establish assessment methods that will produce data that is more definitive.

Planning agenda:

The college is in full compliance with this standard. However, the following planning agenda is intended to improve beyond compliance.

Outcome: The Student Learning Outcomes and Assessment Committee will be an active leadership body, which will engage the college in ongoing development, review and assessment of student learning outcomes.

Tasks: The college has committed reassigned time for a chair of the Student Learning Outcomes and Assessment Committee. The Faculty Senate and Curriculum Committee will be responsible for identifying a chair. The chair, in collaboration with the Faculty Senate President and Curriculum Committee Chair, will assemble a team of committee members representing the faculty as a whole.

Ensuring ongoing compliance: The Faculty Senate and Curriculum Committee will annually assess the work of the Student Learning Outcomes and Assessment Committee to ensure that it continues to meet its purpose and goals.

Impact on student learning: The Student Learning Outcomes and Assessment will assist the college to continue to develop across the curriculum the Learning College Model in accordance with the College Strategic Plan, specifically College Goal 2 (IIA.1). This

objectives of this goal include: utilizing methods and technologies that hold the most promise for improving student course and program completion success rates, develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities, and improved course availability, and have the newly formed Student Learning Outcomes and Assessment committee work directly with each program under review to be as detailed in not only the student learning outcomes, but the assessment process as well.

Standard II.A.2

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary:

To better address compliance with this standard, an informal survey of Academic Deans was conducted to determine if any departmental course and/or program examinations are in use at the college. No departmental course exams were identified. However, it was determined that the Chemistry Department has instituted a form of exit examination for CHEM 101A and 101B, General Chemistry. Two program level exams were also identified; one in use by the Computer Networks and Emerging Technology Department and the other in the Respiratory Therapy Department.

Previously, Ohlone College did not have a method of objectively determining whether students who completed CHEM-101A and CHEM-101B possessed mastery of student learning outcomes comparable to national levels. American Chemical Society (ACS) has created standardized exams which are given in college chemistry courses across the country, allowing colleges to assess the level of mastery of their students. Starting in December 2006, the college began administering ACS standardized exams so that the Chemistry Department would be able to better assess student mastery.

The Chemistry Department has instituted the ACS exam to measure:

- degree of preparation of students taking CHEM-101A
- degree of mastery of students who have completed CHEM-101A
- degree of mastery of students who have completed CHEM-101B

The following is a description of the two program level exams that were identified.

All students in our Cisco Certified Network Associate (CCNA) program (CNET-155A, CNET-155B, CNET-156A, and CNET-156B) take standardized exams. The exams are administered through the Cisco Network Academy Web site (IIA.24). The exams are standardized for world-wide distribution and presented in several different languages. We use the results for validation of our SLO's and the Academy also uses the results to validate the learning outcomes that they have developed. The Academy organization

strives to maintain cultural pluralism in the creation of exams.

In the Respiratory Therapy Program, Ohlone administers three standardized exams prior to graduation. The agency from which we obtain the exams is Applied Measurement Professionals, a professional exam-writing company serving many different disciplines. The Committee on Accreditation for Respiratory Care uses the data obtained to determine whether we have met our outcomes.

Self Evaluation:

The Chemistry, CNET and RT program exams are well-thought-out and valid tools. All three are based on national models for assessment.

Planning Agenda:

The college is in full compliance with this standard. No planning agenda is needed.

Standard II.A.2

h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary:

All credit courses have established student learning outcomes. Instructors are expected to teach and then assess all students to determine if they have met the student learning outcomes. The degree that students meet these student learning outcomes will be the basis of grading each course. Units of credit awarded are consistent with college policies that reflect generally accepted norms or equivalencies in higher education. Policies on the number of credits assigned to a course are outlined in the Curriculum Committee Handbook (IIA.25). The number of credits awarded to a student adheres to the Carnegie units accepted hours of lecture per week. For a two or three hour laboratory each week, the student will be awarded one credit hour. For any new course, the Curriculum Committee determines if the student learning outcomes can be reasonably achieved within the credit hours requested. Conversely, the Curriculum Committee also determines if the student learning outcomes reflect the depth and breadth of the credits requested in the new course proposal.

The Student Learning Outcomes and Assessment Committee will ensure that faculty members have included SLOs in their class handouts and have aligned course assignments to the SLOs. The college program faculty members, with the assistance of the Student Learning Outcomes and Assessment Committee, will assess multiple section courses to determine uniformity of instruction across all sections.

Self Evaluation:

The Curriculum Committee, through the use of CurricUNET (IIA.7), along with ongoing faculty dialogue, has made the identification of course-level student learning outcomes and assessment strategies a curriculum priority. All courses state measurable student learning outcomes and assessment strategies. Further, units of credit are awarded in line with generally accepted higher education norms.

Planning Agenda:

The college is in full compliance with this standard. No planning agenda is needed.

Standard II.A.2

i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary:

In 2004, the Faculty Senate reviewed the existing program review guidelines and recommended that all programs identify student learning outcomes and have evidence of assessment integrated in the review guidelines (IIA.12). The program review process engages all degrees and certificates, both local approved as well as chancellor approved, during a 4 year cycle (IIA.17). Curriculum Committee oversight is part of the instructional program review process.

As mentioned in the Student Learning Outcomes and Assessment story, there as been significant dialogue on these topics. Dialogue regarding programs occurs at many levels throughout the process of building and revising programs. First, departments initiate the discussion related to the need for a new credit program. Then, through CurricUNET®, the program is built and then discussed by the deans, faculty, advisory committees (as applicable) and the Curriculum Committee. Program approval occurs during discussion at the Curriculum Committee.

Self Evaluation:

Currently, program level student learning outcomes have been identified for General Education Plan A as well as all disciplines/departments. Student learning outcomes for General Education Plan A were identified by the GE Subcommittee (IIA.17). Student learning outcomes for all degree and certificate programs have been identified through the Instructional Program and Discipline Review process (IIA.12). The next step would be to conduct assessment of these outcomes.

Planning Agenda:

The college is in partial compliance with this standard. The following planning agenda has been developed for improvement to reach compliance.

Outcomes: A system of assessment of learning outcomes at the program level will be in place to indicate more clearly that all degrees and certificates are awarded based on achievement of student learning outcomes.

Tasks: Programs need to identify assessment measures for all student learning outcomes through the program review process. Programs will work with the Student Learning Outcomes and Assessment Committee to establish appropriate assessment measures.

Ensuring ongoing compliance: The systematic and continuous instructional program review process will ensure ongoing compliance.

Impact on student learning: When faculty are engaged in the systematic process of program review and assessment of learning outcomes, students will be more clear on the expectations for learning and their learning will be improved as a result.

Standard II.A.3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary:

The General Education Plan A has seven major areas which include: Area I: Natural Science; Area II: Social Science; Area III: Fine Arts /Humanities; Area IV: Analytical Thinking and Oral Communication; Area V: Physical Education /Wellness; Area VI: Cultural Diversity; Area VII: Information Competency (IIA.2).

The college supported the rebirth of the GE committee in 2003, supported faculty to attend workshops on SLOs and assessment and encouraged faculty and managers to facilitate workshops on campus. The GE committee was initially co-chaired by a faculty member and the VP Instruction. Voting members are faculty only. The initial goals of this committee were to assess the current status of GE at the college and dialog what does “finish” look like when a student completes the GE program at Ohlone College (IIA.16) . Continued reflection and action took place through out each year. Significant dialog took place at the committee level and campus wide. All were invited to attend a GE forum to discuss the issues. Major changes in GE plan were voted in by a total faculty vote (IIA.26).

In 2004-05, the philosophy of general education was revised by the General Education Committee with the question in mind “What does a degree from Ohlone College mean?” Next student learning outcomes (SLOs) were developed for each of the seven areas. Faculty teaching courses that are included on the GE plan were invited to be a part of the discussion when the SLOs were created. . The revised philosophy, SLOs and definitions were included in the 2006-07 college catalog (IIA.27) . Definitions of each area are based upon Title 5 requirements and individualized to fit with Ohlone culture. The GE Committee continues to evaluate the meaning of “General Education”.

The request to add a course to the GE Plan A, is submitted through CurricUNET. The course is reviewed by the instructor and Dean for relevance to GE Plan A. The course must reflect the GE philosophy, area definition and address all SLOs of that area. An in-depth review of the request occurs at the GE Committee. The GE Committee sends their recommendation to the Curriculum Committee for final approval.

Course deletion from the GE plan is also reviewed at the GE and Curriculum Committee. Ability of students to meet graduation requirements are considered when processing the course deletion request.

A GE assessment rubric was developed in Spring 2006, piloted in fall 2006 and used spring 2007 to assess GE SLO outcomes in all courses approved on GE Plan A (IIA.28). The intent of this rubric is to provide a consistent process for assuring each GE course meets all the SLOs in the general GE area. Official Course Outlines were reviewed by instructors when completing the rubric.

Additionally, during the Instructional Program and Discipline review process individual departments review and assess the GE component of the degree. Assessment is used and continues to be developed to demonstrate application of knowledge across disciplines. Course and program review indicate student’s ability to use this knowledge in a variety of arenas above and beyond their initial course.

The college values expressed (IIA.1) include promotion of student success, promotion of high standards in our constant pursuit of excellence, team work and open communication. Development of clear GE standards promotes the Learning College model for students and faculty (IIA.1). Accreditation themes addressed include evaluation, planning and improvement, dialog and student learning outcomes.

GE information is communicated to students via the college catalog, class schedule, counselors and faculty. Faculty conduct GE related dialogs in General Education and Curriculum Committee meetings, Faculty Senate, division meetings, and through electronic sources, such as CurricUNET and email.

Self Evaluation:

Accomplishments include revision of GE philosophy and development of area SLOs. Assessment is in the initial stages. The GE Committee developed a rubric to assess the

relationship of course SLOs, as identified on the Official Course Outline, to the newly developed GE SLOs. This rubric was sent to all faculty teaching a GE course via an online survey. Using the rubric, GE faculty identified how their course SLOs address each GE SLO and at what Blooms taxonomy level. Faculty were also asked to indicate if a GE SLO is not addressed to help position the course more appropriately in the area. Comments were encouraged to support their assessment and indicate the appropriateness of the SLO and its wording. The results of the SLO matrix rubrics are found here.

[FineArts](#)

[Humanities](#)

[Natural Science](#)

[Social Science](#)

[Language/Rationality A](#)

[Language/Rationality B](#)

[Language/Rationality C](#)

[Physical Ed](#)

[Wellness](#)

[Cultural Diversity](#)

[Information Competency](#).

Planning Agenda:

The college is in full compliance with this standard. However, the following planning agenda is intended to improve beyond compliance.

Outcome: A structured assessment process that can be individualized by each General Education area will be developed and faculty will be encouraged to complete their own assessment plan through course and/or program review.

Tasks: The General Education Committee will review the rubric survey results. This review will include assessment of overlaps, gaps, and the collection of faculty comments regarding appropriateness of General Education student learning outcomes, course placement and leveling. These findings will be sent to area faculty with directions to clarify, complete their own assessment and make and implement improvement plans with the goal of more clearly identifying how students meet the General Education student learning outcomes in each of their courses.

Ensuring ongoing compliance: General Education Assessment will be formally included in the Course and Program Review Process.

Impact on student learning: Currently students demonstrate ability to meet General Education student learning outcomes through successful course and program completion. Use of new assessment tools will assist faculty to better evaluate student success. Use of both quantitative and qualitative methods will be explored.

Standard II.A.3

b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary:

Oral and Written Communication is Area IV A & B (Fine Arts and Humanities), Information Competency is Area VII, scientific and quantitative reasoning is Area I (Natural Science), and Critical Analysis/Logical Thinking is Area IV B (Analytical Thinking and Oral Communication).

Computer literacy has been integrated in many of the courses throughout the curriculum. In most courses, students are required to use a word processor for submitting papers. Many courses require specific software applications to enhance or complement class materials. This is also integrated into our Information Competency Area.

Critical thinking is integrated in all college level courses. The Curriculum Committee reviews course SLOs to assess inclusion of outcomes at the analysis, evaluation and synthesis levels.

Ability to acquire knowledge through a variety of means and assess the relevancy of the knowledge is incorporated in the Information Competency Area and integrated in many courses throughout the curriculum including learning communities and cohorts. See Standard II.A.3.a for a description on the SLOs and assessment process.

Students achieve GE outcomes by satisfactorily passing the course and subsequent courses. Additionally, more attention is being focused on a qualitative review of student work across disciplines.

Self Evaluation:

The faculty have worked cooperatively to develop the GE philosophy, definitions and SLOs (IIA.27). Now faculty have begun assessment by using a rubric to map GE SLOs to the Official Course Outline.

Planning Agenda:

The college is in full compliance with this standard. However, the following planning agenda is intended to improve beyond compliance.

Outcome: An ongoing review of assignments and assessment/evaluations that correlate with course-level student learning outcome (on Official Course Outlines) will be in place and faculty will be encouraged to create assignments that promote active, collaborative learning and use of technology.

Tasks: Review assessment tools used by faculty, encourage dialog among faculty to raise consciousness about both qualitative and quantitative assessment, provide staff development based on identified faculty needs, and assess need for a consistent approach to General Education student learning outcomes evaluation across the many courses within one General Education area.

Ensuring ongoing compliance: General Education Assessment will be formally included in the Course and Program Review Process.

Impact on student learning: Currently students demonstrate ability to meet General Education student learning outcomes through successful course and program completion. Encouraging students to be engaged in their learning process through assignments will promote student learning and therefore increased institutional effectiveness. Use of new assessment tools will assist faculty to better evaluate student success. Use of both quantitative and qualitative methods will be explored.

Standard II.A.3

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary:

The Ohlone GE philosophy clearly recognizes what it means to be an ethical human being and effective citizen in a multicultural world. Cultural Diversity is specifically addressed in Area VI (Cultural Diversity). Area II – Social Sciences and Area III Fine Arts and Humanities also contain SLOs related to cultural issues. There are no specific SLOs related to ethics.

Ohlone College's motto is a "A World of Cultures United in Learning" (College Value - Diversity and inclusiveness; College Goal # 2 – Learning College Model and # 4 Continuous learning for all) Staff Development has one focus area called "Multicultural Education". College wide events included World Forums, Unity Week, Raza Day, and many others (IIA.29). Thus ethical and cultural awareness is integrated into the heart of college operations.

Self Evaluation:

The GE philosophy clearly addresses this standard. GE Area VI specifically addresses cultural diversity and cultural diversity is interwoven into many other areas, courses and activities. Ethical and civil perspectives need to be more clearly delineated.

Planning Agenda:

The college is in full compliance with this standard. However, the following planning agenda is intended to improve beyond compliance.

Outcome: An ongoing review of assignments and assessment/evaluations that correlate with course-level student learning outcome (on Official Course Outlines) will be in place and faculty will be encouraged to create assignments that promote student learning related to ethical issues within the Social Science, Humanities, and/or Cultural Diversity areas.

Tasks: The General Education Committee will assess and make recommendations for improvement. This will likely be the addition of at least one General Education student learning outcome on ethical and civic perspectives.

Ensuring ongoing compliance: General Education Assessment will be formally included in the Course and Program Review Process.

Impact of student learning: The inclusion of an additional student learning outcome addressing ethics and civility will help broaden students' perspectives, by specifically focusing on these issues.

Standard II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary:

All Associate of Arts (AA) and Associate of Science (AS) degrees at Ohlone College share an interdisciplinary core. A student may graduate from Ohlone College with either an AA or an AS degree by satisfying the requirements established by the Board of Governors of the Community Colleges, the Ohlone College Board of Trustees, and the faculty. Requirements for the two degree options, AA or AS, are all clearly stated in the print and online versions of the College Catalog and on curriculum guides in the counseling department (IIA.2). A student who completes the AA or AS degree is required to complete these General Education requirements. Although there are three GE plans from which the student may choose, all three plans share these features in common:

- Natural Science
 - Social Science
 - Arts and Humanities
 - Mathematics
 - English Composition
-
- All degree programs at Ohlone College include focused study in at least one area of emphasis.

Self Evaluation:

In order to be granted an AA or AS degree, students are required to choose eighteen general education units and at least twenty units in a major field of study.

The design of all programs is initiated and monitored by faculty in the discipline or program by the program director, deans, provosts, Curriculum Committee, Faculty Senate, the President/Superintendent, Vice President of Academic Affairs, and Board of Trustees in an orderly, well-established process that ensures the integrity of the curriculum. The Instructional Program and Discipline Review process includes modifying and reviewing individual courses and identifies how courses meet academic standards required for degree completion and transfer(IIA.5).

Planning Agenda:

The college is in full compliance with this standard. No planning agenda is needed.

Standard II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary:

The 2006-2007 Career Technical Education Core Indicator Reports (IIA.30) provided by the Chancellor’s Office indicate that students in vocational programs at Ohlone College score significantly higher than the state average in several areas. On the whole, Ohlone vocational students scored 11.8 percent higher than the state average in Achievement (Core Indicator 1), 11.54 percent higher than the state average in program completion or transfer (Core Indicator 2), and 3.11 percent higher than the state average in Employment retention (Core Indicator 3b). Most notably, vocational students with limited English proficiency scored 27.18 percent higher in program completion or transfer than the state average, and scored 17.15 percent higher than the state average in employment retention. Ohlone students did, however, score slightly lower than state average in Employment (Core Indicator 3a). These numbers provide strong evidence that students completing vocational programs at Ohlone have mastered technical and/or professional competencies and are well prepared for employment.

Three programs under the Health Sciences Division, including Registered Nursing, Respiratory Therapy, and Physical Therapy Assistant, prepare students for licensure examinations. To help prepare nursing students for licensure, exams are all computerized and incorporate National Council Licensure Examination for Registered Nurses (NCLEX) -type questions to simulate the licensing exam experience. Course objectives and contents include NCLEX test plan. Assessment Technology Institute (ATI) success predictor exams are taken by the graduating students at the end of the program. It provides each student a rating and analysis of which specific area each student needs to improve on before actually taking the licensure exam. Students who graduate from the Nursing program are eligible to sit for the NCLEX-RN which leads to licensure as a registered nurse (RN). Pass rates for Ohlone students on the NCLEX have been consistently above the established benchmark of >85 percent (from BRN Quarterly Reports):

| NCLEX Exam Period | Pass rate |
|--------------------------|------------------|
| 4/1/06-6/30/06 | 100 % |
| 1/1/06-3/31/06 | 95.45 % |
| 10/1/05-12/31/06 | n/a |
| 7/1/05-9/30/05 | 100 % |
| 4/1/05-6/30/05 | 100 % |
| 1/1/05-3/31/05 | 95 % |
| 4/1/04-6/30/04 | 91 % |

In addition, annual nursing graduate surveys consistently show >90 percent of graduates state that they are prepared for entry-level practice; >80 percent of graduates feel satisfaction with the program; and >90 percent of graduates get a job as an RN within 6-9 months after graduation.

As a majority of nursing schools within the Bay Area have expanded their programs, clinical sites became scarce and competitive. In response to that, Ohlone must come up with alternative clinical experiences, especially for specialty areas like pediatric nursing. Human simulations using mannequins have been approved as an alternative clinical experience by the California Board of Registered Nursing. To be realistic and to really simulate real human experience, a dedicated space for the simulation equipped with technologies (cameras, lighting, microphone, high fidelity mannequins) must also be built (IIA.31).

Graduates of the Respiratory Therapy program may apply for a state license to practice respiratory care from the Respiratory Care Board (RCB) of the Department of Consumer Affairs in Sacramento. Upon completion of the state exam, they receive the Respiratory Care Practitioner (RCP) credential. They then apply for the Advanced Practitioner's Examination of the National Board for Respiratory Care (NBRC) and upon successful completion are awarded the Registered Respiratory Therapist (RRT) credential. The graduates of this program at Ohlone currently have a 100 percent pass rate.

The Physical Therapist Assistant Program prepares students for the state licensure exam. However, exam pass rates may not be as high as expected, as some graduates of the PTA program move out of state to states that do not require licensure to practice and therefore have not taken the test, decreasing the number of graduates taking the exam. To increase the number of graduates who take the exam, PTA-140 PTA Licensure Exam Preparation is offered online each Fall semester for graduates (IIA.32). This class focuses on study tactics, forming study groups, preparation methods for online computer tests, and self-evaluation of skills needed to pass the exam.

The Computers, Network, and Emerging Technology Department (CNET) offers the Associate Degree and or Certificate of Achievement in the following areas:

- Cisco Certified Network Professional (Network+, CCNA, CCNP)
- Desktop Support Technician (A+, Server+, MCP)
- Network Administrator (Network+, MCP or UNIX, CCNA)
- Technical Support Specialist (A+, Server+, MCP)
- UNIX/Linux Systems Administrator

Ohlone has been a teaching outlet for the Cisco Academy for ten years, nearly as long as the program has been in existence, training over 1700 students in the region. Because of the quality and longevity of the training program, Ohlone was recently named a Regional Academy by Cisco, training faculty at other schools to become Cisco Academies under

Ohlone's direction. The Cisco Networking Academy is a comprehensive e-learning program, the largest in the world, which provides students with the Internet technology skills essential in a global economy. The Networking Academy program delivers Web-based content, online assessment, student performance tracking, hands-on-labs, instructor training and support, and preparation for industry standard certifications.

In addition, the CNET department offers vocational training in the following areas, most of which also lead to certification:

- CCNA Certification Fast Track Training
- Cisco Systems CCNP Certification Training
- Cyber Security Certification Training
- Linux+ Certification Training
- Microsoft MCDBA Certification Training
- Microsoft MCSA Certification Training
- Microsoft Windows 2003 MCSE Training
- SECURITY+ Certification Training
- UNIX/Linux Open Source Training
- IP Telephony and VOIP
- Wireless LANs Training

The Early Childhood Studies Program at Ohlone College prepares students for employment in child development programs including preschools, children's centers, family child care centers, school age programs, and infant and toddler programs. The Ohlone College Program meets or exceeds the requirements for teachers in centers and programs licensed in the State of California, by the Department of Social Services. In addition, the Ohlone College program meets the requirements for the Child Development Permit issued by the California Commission on Teacher Credentialing.

Ohlone also offers an associate degree, a Certificate of Achievement, and two Certificates of Completion in Real Estate. These programs prepare students for the California Department of Real Estate sales license and/or sales broker license examinations. .

Self Evaluation:

The college is in compliance with the standard. As state above, Career Technical Education Core Indicator Reports and student performance on state licensure and/or certification exams provide strong evidence that students completing vocational programs at Ohlone have mastered technical and/or professional competencies and are well prepared for employment

Planning Agenda:

The college is in full compliance with this standard. No planning agenda is required.

Standard II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The College Catalog, Class Schedule, and Web site are the primary sources of information regarding the instructional programs offered and transfer policies governing the institution.

All courses offered by Ohlone College are listed in the College Catalog (IIA.33). The catalog is updated annually to accurately reflect current course offerings. A print version of the catalog is available for purchase in the college bookstore and an electronic version is available online to students and the community. The catalog includes comprehensive degree, certificate, and transfer information, and outlines general educational plans for general, transfer, and occupational majors. All course descriptions and transfer and degree requirements are provided.

A Class Schedule is published three times per year listing courses offered during the fall, spring, and summer semesters. A printed version of the Class Schedule is mailed to all continuing students, and an interactive electronic version of the schedule is available online to students and the community (IIA.34). In addition to presenting current course offerings, the print version of the Class Schedule is another source for accessing general educational plan requirements, and individual course listings indicate transferability.

Counselors provide guidance regarding transfer requirements, articulation agreements between campuses, and transfer admission agreements. Curriculum guides listing individual transfer and occupational degree and certificate requirements are conspicuously displayed in the Counseling Department. Copies are also kept in the associated departments where faculty are a further source of information about courses and programs.

The Transfer Center provides a wealth of information both in printed form and on its website (IIA.35). Transfer Center resources and services include a library of catalogs and reference handbooks, university representative visits, transfer workshops and

information sessions, guaranteed admission and concurrent enrollment programs, college/university/major search resources, and an online calendar of on- and off-campus transfer events. In addition, Transfer Day, coordinated through the Transfer Center, provides additional opportunities for students to visit with representatives from 4-year colleges and universities.

All current articulation agreements are available on the ASSIST web site (IIA.36) for California State University and the University of California. In addition, the nursing program developed an articulation "grid" for advising students who take prerequisites at different colleges prior to entering Ohlone's Nursing program, a product of faculty collaboration between colleges.

The Faculty Handbook describes what should be contained in syllabi. It is distributed to faculty each fall and is also available on-line (IIA.37). In May, 2007, the Faculty Senate voted to revise the Faculty Handbook to recommend that faculty distribute a syllabus to each student, and that syllabi include information about course student learning outcomes.

The College's Instructional Program and Discipline Review process has been modified, requiring programs and course outlines to detail student learning outcomes and assessment strategies (IIA.5). The College follows a 12-year plan (3 four-year cycles) for program review, and is currently in its 3rd cycle (IIA.17). The results of all program reviews are published and housed on the Office of Academic Affairs web site (IIA.8).

Self Evaluation

The College is in compliance with this standard. Student Survey analysis in 2007 indicates that 50.4 percent of the respondents are satisfied with the information they receive about career and transfer options (IIA.11). This figure increases if we consider only those who expressed an opinion. In this instance, we see that 67.1 percent indicated that they were satisfied with the information received (N=855). This is significant, considering that only 67.6 percent of the respondents intend to transfer to a 4-year institution.

I am satisfied with the information I receive about career and transfer options.

| | Strong 'Yes' | 'Yes' | 'No' | Strong 'No' | No opinion | Response Count |
|--------|-----------------|------------------------------|----------------|----------------|----------------|-------------------|
| Agree? | 13.0% (148) | 37.4% (426) | 18.6% (212) | 6.1% (69) | 24.9% (284) | 1139 |

What is your current primary educational goal at Ohlone? (Select only one)

**Response
Percent Response
Count**

| | | | |
|---|--|--------------|-----|
| Transfer after obtaining AA/AS |  | 46.2% | 452 |
| Transfer without AA/AS |  | 21.4% | 209 |

Planning Agenda

The college is in full compliance with this standard. No planning agenda is needed.

Standard II.A.6.

b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

In spring 2003, Ohlone College faced drastic mid-year budget cuts of \$1.4 million. In addition, the college faced a \$3 million shortfall for 2003-2004. As a result, layoff notices were given to faculty, staff, and administrators, resulting in significant loss to the college. Areas that were hit very hard were Partnership for Excellence, Counseling, EOPS, DSPS, CalWorks, Matriculation, adjunct faculty, and classified staff. In addition, the college was forced to look at other means of absorbing these budget cuts. A campus-wide reorganization was proposed which would eliminate 3 low-enrollment academic programs: Electronics, Engineering, and Drafting Technology.

Dr. Floyd Hogue, then Ohlone College President, addressed the Faculty Senate on February 5, 2003 about the proposed elimination of these three programs. All three of these programs had an average class size of about 14 students and had very low WSCH/FTE numbers as well. Program elimination would save the college around \$350-\$400 thousand dollars. Ensuing discussion included concerns that enrollment in courses such as Math and Physics could be negatively impacted by the elimination of the Engineering Program. The administration later decided to remove Engineering from the list of programs being considered for elimination.

The Faculty Senate held an emergency meeting on February 26, 2003 to write a resolution in support of departments targeted for significant budget cuts or elimination. The resolution strongly supported maintaining both the Drafting and Electronics programs. This resolution was presented to the Board of Trustees that evening for consideration. Faculty and students in attendance at the meeting also urged the Board to keep the Electronics and Drafting programs and to find other ways to cut expenses. Nonetheless, discussion collectively indicated that because of large reduction to the

college's 2002-2003 and 2003-2004 revenues, it would be necessary to make equally large reductions in expenses. Both Electronics and Drafting were identified as having enrollments consistently below the college class size averages. After consideration of the information presented, the Board voted unanimously to eliminate the Electronics and Drafting Programs.

At the time this occurred, there were no Board regulations or administrative procedures regarding program discontinuance in place. With respect to shared governance, the administration approached the Faculty Senate to introduce the possibility of program discontinuance during several meetings in early 2003, as evidenced by Faculty Senate meeting minutes (IIA.38). The interaction with the Faculty Senate may have played an important role in the later decision of the administration to maintain the Engineering program. The faculty union was also present at Faculty Senate meetings to discuss the impact on faculty. It was pointed out by the union that no faculty were to be dismissed solely because the district did not have sufficient funds. Offers to re-employ were also to be given within 39 months if positions re-opened.

During this time, the division dean and the Vice President of Academic Affairs worked with the Counseling Department to identify and to make arrangements for students in these programs to complete their education. The administration identified faculty in Drafting and Electronics Programs at nearby Chabot, Las Positas, and Mission Colleges and provided this contact information to Ohlone counselors. Using these contacts, Ohlone counselors worked with students to help them choose appropriate substitute courses at these other schools and complete their degree or certificate program and/or transfer to a four-year university.

Self Evaluation

The institution is in compliance with this Standard. Board Policy 4020 on Program and Curriculum Development indicates that the college should have established procedures for program discontinuance (IIA.39). As indicated above, the college did not have a set of formal procedures in place up to this time.

In response to this standard, the Faculty Senate held a workshop during its regular meeting to discuss program discontinuance on March 21, 2007 (IIA.38). At this meeting, a proposed set of procedures on Program Discontinuance was introduced and discussed. The initial draft was distributed to all faculty for review and feedback. Revisions to the policy were recommended by faculty at both the April 18 and May 2, 2007 Senate meetings. A final vote was taken at the May 16, 2007 Faculty Senate meeting to approve the proposed procedures on Program Discontinuance (IIA.40). These procedures were forwarded to President Doug Treadway on May 17, 2007.

Planning Agenda

The college is in full compliance with this standard. No planning agenda is needed.

Standard II.A.6.

c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Ohlone College presents itself clearly, accurately, and consistently its publications, including the catalog, the Class Schedule, curriculum guides outlining degree and certificate requirements, and the Web site (IIA.33, IIA.34, IIA.2, IIA.41). Evidence from a recent student survey indicates that of 1133 responses, 74 percent of students believe their experiences at Ohlone have been consistent with what they expected from college publications and/or college representatives (IIA11). Only 10 percent of responses indicated that their experiences have not been consistent with expectations, and 16 percent of responses indicated no opinion.

The institution updates and publishes the college catalog annually. The schedule is published three times annually. Both of these documents are distributed to the deans, appropriate managers, Faculty Senate, Student Services, Business Services, and other groups prior to publication in order to check content for accuracy and make necessary additions and revisions. The Scheduling Office compiles all updates and checks for consistency.

The Web site is increasingly relied upon as a primary source of current, accurate information about the college (IIA.41). The current course catalog is available online (IIA.33). In addition, the Web site contains a link to WebAdvisor, which provides the most up-to-date information about the class schedule (IIA.42). The college Web Team reviews all other pages on the Web site on an ongoing basis to be sure information is current and accurate. The Web Team collects information from the appropriate program or service and makes the appropriate updates.

The Office of College Advancement reviews the appearance of documents intended for public distribution. Guidelines are in place for use of the college name, colors, and logo on publications, stationary, business cards, and electronic media. In addition, the Assistant to the President serves as the Public Information Officer, who prepares official news releases in accordance with the guidelines set by the Office of College Advancement (IIA.43).

The college vision statement, core values, and college goals are published in the 2006-2007 college catalog (IIA.1). The college mission statement was updated by the College Council and approved by the Board of Trustees in fall 2006. The current Web site includes the updated mission statement, vision statement, core value, and college goals.

In Fall 2005, the President of the College began a formal review of Board Policies and Regulations. As a reference, the college used models provided by the Community College League of California (CCLC). To date, all Board Policies Chapters 1-7 have been reviewed and updated. These were posted on the college Web site on January 31, 2006 (IIA.44).

As part of shared governance, the President consulted with the Faculty Senate in fall 2006 regarding the Board Regulations. The goal was to update the regulations to Administrative Procedures, also using models provided by the CCLC. In response, the Vice President of Academic Affairs and the Faculty Senate President worked collaboratively to compile a thorough list of Board Regulations under Chapter 4, Academic Affairs. This document identified all current Board Regulations and the corresponding CCLC Administrative Procedures. This document was reviewed by the Faculty Senate in April 2006. The Senate used this document to identify which regulations needed revision. The Senate also identified the appropriate group to be consulted in review of the regulations, such as the faculty union or a Senate subcommittee such as the Curriculum Committee.

Self Evaluation

The College is in compliance with this standard. In the past few years, the college has worked to establish a systematic, formal review process of the catalog, Class Schedule, and the Web site (IIA.33, IIA.34, IIA.41). In addition, there has been an effort to be sure that all program information that is provided to students is consistent. In the past, curriculum guides that were provided in the counseling office, online, and in the catalog were produced by different offices and were not always consistent or accurate. In recent years, this practice has been changed. Currently, all curriculum guides that are published in the catalog, online, or provided in the Counseling Department are created by the Scheduling Office and are updated according to Curriculum Committee minutes.

The Faculty Senate, in collaboration with the administration, has made significant strides in updating Administrative Procedures to be in alignment with Board Policies. In 2006-2007, faculty drafted new procedures for Program Discontinuance (BP 4020) and for Instructional News Media (BP 4500). These policies were approved by the Faculty Senate and recommended to the administration in spring 2007. Both of these policies have subsequently been adopted. The Faculty Senate will continue review and updating of Administrative Procedures under Chapter 4, Academic Affairs.

Planning Agenda

The college is in full compliance with this standard. No planning agenda is needed.

Standard II.A.7.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Ohlone College Board Policy 4030 and Board Regulation 6.6 and 6.6.1 on Academic Freedom ensure that faculty members and students are entitled to the free pursuit and dissemination of knowledge (IIA.44). This policy obligates the Governing Board of the college to create and to sustain an environment that is conducive to teaching and learning. The policy also clearly outlines the responsibilities of faculty, who should be “accurate, objective, exercise appropriate restraint, encourage a spirit of mutual respect for the opinion of others, and ensure the relevancy of subject matter to their instructional areas”. The policy examines the issue of teaching controversial subject matter in depth, making specific recommendations to faculty regarding objectivity, respect for others, relevant data, suitable learning materials, and class time allocated to issues. This policy is available online and is included in the Faculty Handbook (IIA.37, IIA.44)).

Evidence from a recent student survey indicates that 75 percent of students believe that instructors encourage students to examine different points of view (IIA.11). Only 16 percent of students responded “no” to this questions, and 9 percent indicated having no opinion. Of 124 responses, 84 percent of faculty believe that Ohlone College upholds academic freedom. Only 2 percent answered “no”, 14 percent had no opinion. Also notable that 93 percent of faculty felt this question was important, which would indicate an overall commitment to the principle of academic freedom among those faculty who were surveyed. Of 112 responses, 78 percent of staff believes that Ohlone College upholds academic freedom. Only 4 percent answered “no” and 19 percent had no opinion.

In spring 2007, faculty in Journalism, Radio Broadcasting, and Television Broadcasting drafted the new Board Policy 4500 and Administrative Procedures 4500 on College Instructional News Media using CCLC models. The new policy and procedure both received unanimous endorsement from the Faculty Senate, and were introduced to the College Council and to the Board of Trustees. There had been some questions from the Board of Trustees about the use of these programs for publicizing the college and about the appropriateness of programs that had been aired. This policy served to affirm that the Ohlone College Journalism, Radio, and Television Broadcasting programs are *instructional* news media. As such, these programs are protected by academic freedom. The policy states:

“Determinations about specific content are primarily based on instructional needs as assessed by directors and faculty. Secondary considerations for media content or programming involve input from students enrolled in classes connected with The Monitor, KOHL, or Ohlone TV, audience acquisition and retention, Ohlone College publicity and events, and local public affairs.”

AP 4500 also includes procedures for complaints and grievances, which would allow any member of the college or the community to give feedback or to express concerns about programming or media content. The Board of Trustees voted to adopt Board policy 4500 and Administrative procedure 4500 on May 23, 2007.

Self Evaluation

The college is in full compliance with this standard.

Planning Agenda

The college is in full compliance with this standard. No planning agenda is needed.

Standard II.A.7

b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

The Standards of Student Conduct and Discipline and Due Process Procedures lists the actions that constitute student misconduct, provides available disciplinary actions, and describes the hearing process and student rights. These standards and procedures are printed in the College Catalog (IIA.45), the Student Handbook, and the Faculty Handbook (IIA.37).

The Policy on Academic Dishonesty lists the actions that constitute cheating and plagiarism and describes sanctions and student rights. This policy is printed in the college catalog, each printed schedule, the student handbook, and the Faculty Handbook. The policy is also available online. In addition, the Faculty Handbook section II.C on syllabi encourages faculty to also include this policy in each course syllabus.

Self Evaluation

The college is in full compliance with this standard.

Planning Agenda

The college is in full compliance with this standard. No planning agenda is needed.

Standard II.A.7

c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

Ohlone College has adopted several official Board Policies requiring conformity to specific codes of conduct for faculty, staff, administrators, and students. These fall under Chapter 3 “General Institution” and include the following:

- Board Policy 3410 on Nondiscrimination
- Board Policy 3420 Equal Employment Opportunity
- Board Policy 3430 Prohibition of Harassment
- Board Policy 3500 Campus Safety
- Board Policy 3510 Workplace Violence Plan
- Board Policy 3515 Reporting of Crimes
- Board Policy 3518 Child Abuse Reporting
- Board Policy 3530 Weapons on Campus
- Board Policy 3540 Sexual and Other Assaults on Campus
- Board Policy 3550 Drug Free Environment and Drug Prevention Program
- Board Policy 3560 Alcoholic Beverages
- Board Policy 3710 Securing of Copyright
- Board Policy 3715 Intellectual Property
- Board Policy 3720 Computer Use
- Board Policy 3810 Claims against the District
- Board Policy 3820 Gifts

In addition, Chapter 7, “Human Resources”, includes Board Policy 7370 on Political activity (IIA.44).

The College Catalog is printed annually and is available online. It includes the following policies and procedures (IIA.45):

- Equal Educational and Employment Opportunity
- Policies and Procedures - Student Life
- Sex Discrimination and Sexual Harassment
- Definition of Sexual Harassment
- Definition of Sex Discrimination
- Complaint Process
- Standards of Student Conduct and Discipline and Due Process Procedures

Disciplinary Action
Student Right-to-Know

In addition, copies of policies and procedures which relate specifically to student life are available from a distribution rack in Building 1, first floor and from the offices of Campus Activities and the Vice President of Student Development in Building 1, first floor. Such policies and procedures include the following:

Academic Dishonesty Policy
Civil Rights Complaint
Equal Educational and Employment Opportunity
General Complaint Procedures
Section 504/ADA Complaint
Sexual Harassment Policy
Standards of Student Conduct and Discipline and
Due Process Procedures
Title IX Complaint Procedures

Spanish, Chinese, Vietnamese, and Farsi versions of the Complaint Procedures and Equal Educational and Employment Opportunity Policy are also available in the Class Schedule.

The Faculty Handbook is distributed to faculty annually and is also available online (IIA.37). This document includes the following appendices:

Appendix G - Recommended Actions for Inappropriate Student Behavior
Appendix H - Standards of Student Conduct and Discipline and Due Process
Procedures
Appendix I - Ohlone College Policy on Academic Dishonesty
Appendix L - Ohlone College Academic Freedom Policy Statement
Appendix M - Ohlone College Equal Educational and Employment Opportunity
Policy and Policy on Sexual Harassment
Appendix N - Maintaining a Drug-Free Workplace

The college does not have a code or policy to instill specific beliefs or worldviews.

Self Evaluation

The college is in full compliance with this standard.

Planning Agenda

The college is in full compliance with this standard. No planning agenda is needed.

Standard II.A.8.

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

Ohlone College does not offer curricula in foreign locations to students other than U.S. nationals.

Self Evaluation

Not applicable.

Planning Agenda

Not applicable.

REFERENCE DOCUMENTS:

IIA: Student Learning Programs and Services Instructional Programs

IIA.1) Ohlone College Mission Statement

<http://www.ohlone.edu/org/academicaffairs/docs/missionvisionvaluesgoals.pdf>

IIA.2) Catalog: Degree, Certificate and transfer info, Chapter 6, pages 37-49

<http://www.ohlone.edu/catalog/2007-2008catalog/cat037-049-degreecertificateandtransfer.pdf>

IIA.3) Ohlone College Placement Center

<http://www.ohlone.edu/org/placement/>

IIA.4) An Ohlone Story: Basic Skills

<http://www.ohlone.edu/org/accredselfstudy/docs/ohlonestory-basicskills.pdf>

IIA.5) Instructional Program/Discipline Review Guidelines

<http://www.ohlone.edu/org/academicaffairs/docs/progreviewreportguidelines.pdf>

IIA.6) Institutional Research Office; Wiki

<http://ohloneresearch.pbwiki.com/>

IIA.7) CurricUNET®

<http://www.curricunet.com/ohlone/>

IIA.8) Office of Academic Affairs Website

<http://www.ohlone.edu/org/academicaffairs/>

IIA.9) Definition of Hybrid from Patricia James.

<http://www2.ohlone.edu/org/docscurrcomm/patjames/pjames-html-files/pjames-part3.html>

IIA.10) An Ohlone Story: ADA

<http://www.ohlone.edu/org/academicaffairs/docs/ohlonestory-accessiblecampus.pdf>

IIA.11) Student, faculty and staff surveys conducted by the Office of Institutional Research, Spring 2007

<http://ohlonelibrary.wikispaces.com/space/showimage/mike+b+student+survey+excerpts.doc> (analysis of library/tutorial-specific data)

<http://ohloneresearch.pbwiki.com/Accreditation> (Full results)

IIA.12) An Ohlone Story: Student Learning Outcomes and Assessment

<http://www.ohlone.edu/org/academicaffairs/docs/ohlonestory-sloassessment.pdf>

IIA.13) 6 Year Course Review Spreadsheet

<http://www.ohlone.edu/org/curriculumcomm/docs/sixyearcoursereviewcycle.pdf>

IIA.14) WASC SLO annual report

IIA.15) An Ohlone Story: CurricUNET®

<http://www.ohlone.edu/org/academicaffairs/docs/ohlonestory-curricunet.pdf>

IIA.16) An Ohlone Story: General Education Improvement

<http://www.ohlone.edu/org/academicaffairs/docs/ohlonestory-generaleducation.pdf>

IIA.17) 4 year program review calendar (PDF)

<http://www.ohlone.edu/org/academicaffairs/docs/20042012programreviewschedule.pdf>

IIA.18) Catalog: Advisory committees; Chapter 8 (pages 92-96)

<http://www.ohlone.edu/catalog/2007-2008catalog/cat092-096-advisorycommittees.pdf>

IIA.19) Curriculum Committee Website: Goals 06-07

<http://www.ohlone.edu/org/curriculumcomm/docs/20062007currcommgoalsreviewed.pdf>

IIA.20) Curriculum Committee Website

<http://www.ohlone.edu/org/curriculumcomm/>

IIA.21) Blog/websites/wiki's

<http://www.ohlone.edu/core/websites.html>

IIA.22) DL student survey results

<http://www.surveymonkey.com/Report.asp?U=365457983805>

IIA.23) Blooms Taxonomy

<http://www.ohlone.edu/org/curriculumcomm/docs/bloomscurricunet.pdf>

IIA.24) Cisco Network Academy

<http://www.cisco.com/web/learning/netacad/index.html>

IIA.25) CC handbook

<http://www.ohlone.edu/org/curriculumcomm/docs/capacguidelines.pdf>

IIA.26) GE minutes

<http://207.62.192.204/~jond/ohlone/>

IIA.27) Catalog 2006-2007, GE Philosophy, SLO's and definitions

<http://www.ohlone.edu/catalog/2006-2007catalog/cat035-048-degreecertificatetransfer.pdf>

IIA.28) GE assessment rubric

Area I: Natural Science:

http://207.62.192.214/~matrix/sq/matrix_input.cgi?action=serve&file_name=natural_science&user_name=generic_user&teacher=natural_science§ion=rubrics

Area II: Social Science:

http://207.62.192.214/~matrix/sq/matrix_input.cgi?action=serve&file_name=social_science&user_name=generic_user&teacher=social_science§ion=rubrics

Area III: Fine Arts/Humanities:

Fine Arts:

http://207.62.192.214/~matrix/sq/matrix_input.cgi?action=serve&file_name=Fine_arts_requirement&user_name=generic_user&teacher=fine_arts§ion=rubrics

Humanities:

http://207.62.192.214/~matrix/sq/matrix_input.cgi?action=serve&file_name=Humanities&user_name=generic_user&teacher=fine_arts§ion=rubrics

Area IV: Analytical Thinking and Oral Communication

Part A: English Composition:

http://207.62.192.214/~matrix/sq/matrix_input.cgi?action=serve&file_name=IV_Language_and_Rationality_Section_A&user_name=generic_user&teacher=language_rationality§ion=rubrics

Part B: Analytical Thinking and Oral Communication:

http://207.62.192.214/~matrix/sq/matrix_input.cgi?action=serve&file_name=Language_and_Rationality_Section_B&user_name=generic_user&teacher=language_rationality§ion=rubrics

Part C: Math Proficiency:

http://207.62.192.214/~matrix/sq/matrix_input.cgi?action=serve&file_name=Plan_A_Area_IV_Language_and_Rationality&user_name=generic_user&teacher=language_rationality§ion=rubrics

Area V: Physical Education/Wellness

Physical Education:

http://207.62.192.214/~matrix/sq/matrix_input.cgi?action=serve&file_name=natural_science&user_name=generic_user&teacher=natural_science§ion=rubrics

Wellness: http://207.62.192.214/~matrix/sq/matrix_input.cgi?action=serve&file_name=Wellness&user_name=generic_user&teacher=physical_ed§ion=rubrics

Area VI: Cultural Diversity:

http://207.62.192.214/~matrix/sq/matrix_input.cgi?action=serve&file_name=Cultural_Diversity&user_name=generic_user&teacher=cultural_diversity§ion=rubrics

IIA.29) Professional Development Accomplishments, 2006-2007

<http://www.ohlone.edu/org/staffdev/committee/docs/20062007profdevaccomplishments.pdf>

IIA.30) 2006-2007 Career Technical Education Core Indicator Reports

[http://ohloneresearch.pbwiki.com/f/CTE Core Indicators.xls](http://ohloneresearch.pbwiki.com/f/CTE_Core_Indicators.xls)

IIA.31) An Ohlone Story: Human Patient Simulation
<http://www.ohlone.edu/org/academicaffairs/docs/ohlonestory-humanpatientsimulation.pdf>

IIA.32) PTA-140 Course Outline of Record
http://www.curricunet.com/Ohlone/reports/course_outline_report.cfm?courses_id=556

IIA.33) Ohlone College Catalog
<http://www.ohlone.edu/catalog/>

IIA.34) Ohlone College Schedule of Classes
<https://webadvisor.ohlone.edu/WebAdvisor/WebAdvisor?TOKENIDX=3439181201&SS=1&APP=ST&CONSTITUENCY=WBST>

IIA.35) Ohlone Transfer Center Website
<http://www.ohlone.edu/org/transfer/>

IIA.36) ASSIST.org website
<http://www.assist.org/web-assist/welcome.html>

IIA.37) Faculty Handbook
<http://www.ohlone.edu/org/academicaffairs/facultyhandbook.html>

IIA.38) Faculty Senate Minutes; Archived
http://www.ohlone.edu/org/faculty_senate/meetingsarchive.html

IIA.39) Ohlone College BP 4020: Program and Curriculum Development
<http://www.ohlone.edu/org/board/policy/policy-chapter4.html#bp4020>

IIA.40) Faculty Senate May 16th minutes
http://www.ohlone.edu/org/faculty_senate/20062007/20070516minutes.html

IIA.41) Ohlone College Website
<http://www.ohlone.edu/>

IIA.42) WebAdvisor
<https://webadvisor.ohlone.edu/WebAdvisor/WebAdvisor?&TYPE=M&PID=CORE-WBMAIN&TOKENIDX=3439181201>

IIA.43) The Office of College Advancement
<http://www.ohlone.edu/org/collegeadvancement/>

IIA.44) Ohlone College Board Policies
<http://www.ohlone.edu/org/board/policy/policytoc.html>

IIA.45) Ohlone College Catalog Chapter 10: Policies and Procedures
<http://www.ohlone.edu/catalog/2007-2008catalog/cat219-224-policiesprocedures.pdf>

IIA.46) Ohlone College Student Handbook

IIA.47) Online version 7.8.4.1 Definitions of Academic Dishonesty
<http://www.ohlone.edu/org/board/policy/chapter7reg.htm#r7.8.4>