

Ohlone Community College District
43600 Mission Boulevard
Fremont, CA 94566

Focused Mid-Term Report To:

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

Working Document
October 1, 2004

Report Distribution:

Three hard copies and one electronic version of the report sent to
The ACCJC/WASC Commission Office
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A. Statement on Report Preparation

The major recommendations of the Commission have been a central reference point during the College's efforts over the past year to establish an integrated planning and shared governance system. This past summer, Dr. Jim Wright, Vice President of Instruction and Accreditation Liaison Officer, assembled a Midterm Report Development and Review Team consisting of representatives of the relevant constituent groups on campus, including:

Martha Brown	Faculty Senate President, Counseling Faculty
Dennis Keller	College Council Co-Chair, Music Faculty
Patrick Lane	Classified Senate President, Network Administrator
Deb Parziale	CAPAC Chair, Nursing Faculty
Rob Smedfjeld	Faculty Senate Past President, Math Faculty
Saad Siddiqui	President, Associated Students of Ohlone College
Mikelyn Stacey	Deans' Representative, Dean of Language Arts and Social Sciences
Doug Treadway	President/Superintendent
Deanna Walston	Vice President of Business Services
Lisa Waits	Vice President of Student Services
Jim Wright	Vice President of Instruction, Accreditation Liaison Officer

College-wide input was gathered through the Instruction Office website and the Development and Review Team worked efficiently using electronic communication. One full team meeting was conducted on September 17, 2004. There was also formal review by the Faculty Senate, College Council, and the District Board of Trustees.

Signature:

Doug Treadway, Ph.D., President/Superintendent

B. Response to Team Recommendations and the Commission Action Letter

The Accreditation Team Evaluation Report identified four recommendations to assist Ohlone College to improve our internal environment, to make our process more efficient and effective, and to better serve our educational mission (November 2001, Page 11). The Commission Action Letter identified two of the recommendations for focused review in the Midterm Report and requested an update on the other two recommendations.

Focused Report on Recommendation 1

1. Recognizing that college needs and aspirations will likely exceed available resources, the team recommends that the board and administration, in consultation with college governance, define and clearly communicate a limited number of goals derived from the mission and stated as measurable outcomes. These goals should be used (1) to prioritize strategic plan initiatives and (2) to guide resource allocations for the greatest possible impact on student learning and the community. (Standards 1.3, 3A.3, 4A.1, 4A.4, 6.2, 6.7, 8.5, 9A.2, 10A.3, 10B.6, 10B.9, 10B.10)

Background: 1996 Accreditation Report

Our 1996 Accreditation Team Evaluation Report recommended that the college's program review and planning activities "...be reviewed and integrated into a coordinated and collaborative comprehensive strategic plan driven by education planning that will guide the college in the future." The report also recommended that the program review process should include non-instructional programs and services and should also be "linked to the goals and objectives of the institution and ties to the budget development process should be clarified." In response to these recommendations the college community worked hard to develop a comprehensive strategic planning process. The Strategic Planning Committee formed a task force charged with restructuring the program review process to include non-instructional areas and to create a linkage with strategic planning and budget development. The Board of Trustees approved this new approach to program review in June of 2000. The Budget Committee and the Strategic Planning Committee met on a regular basis and Strategic Planning and Program Review documents were integrated into the budget decision-making processes.

Background: 2002 Accreditation Report

The 2002 Accreditation Report commended the college for developing a strategic planning process and strengthening and broadening the program review process. The report also praised attempts to link strategic planning and program review to budget planning and development. However, the report found that the strategic plans and program reviews of the departments were isolated from one another and not driven by a common set of institutional outcomes.

2002-03, A Year of Crisis and Change

The 2002-03 academic year will go down in Ohlone's history as one of its most difficult and challenging times. Massive budget cuts forced faculty and staff layoffs, program closures, and service reductions. Midway through the year the Vice President of Educational Services left for another position and that position was not filled. The two Provosts reporting to that position were promoted to Vice President of Instruction and Vice President of Student Services. Thus, the three senior positions in Educational Services were reduced to two. Shortly thereafter, the

President of nine-years announced his retirement and in the midst of the tumultuous budget crisis, the institution launched a nationwide search for a new President. Needless to say little progress was made in implementing the 2002 Accreditation Report recommendations.

2003-04, New Directions Toward Integrated Planning and Assessment

With a new President on board, the college community has been reinvigorated. A new decision making system aimed at increasing shared governance has been developed. The President, in consultation with the Board of Trustees, leaders of the faculty, staff, administration and students, formed a new College Council to carry out the shared governance of the District. This is a formal organization that advises the President and through the President, the Board of Trustees. All matters of policy and major items of budget and strategic planning are brought before the College Council.

The newly created College Council decided in Summer, 2004 to also serve the functions of strategic planning and budget integration, rather than have separate committees for these purposes, as was the case in the past. This will greatly assist in the desired integration of budget with planning as recommended. Already, these new strategies have led to a more comprehensive and integrated planning and implementation approach to our Measure A bond projects. This has also involved refinement and redirection of the District's educational and facilities master plans.

To address the recommendation related to College goals, the new College Council facilitated a series of inclusive strategies to gain input from across the College and local communities. These strategies included a college-wide planning symposium and a formal and well-attended community planning forum. In the end, the Board and the administration, in consultation with college governance, defined and clearly communicated a limited number of goals derived from the mission of the College to be pursued over the next five years. A new statement of College vision and core values also resulted from this effort (See Attachment 1).

The College Council has created six Task Forces to provide direction to carry out the major district goals (See Attachment 1). The Task Force members are appointed by campus leaders according to the new shared governance system. The Task Forces will also develop measurable outcomes for each goal by the end of the 2004-05 academic year in order to set a direction for departmental and program level planning in 2005-06. Further, the Task Forces will explore the streamlining of College Committees. Since the Task Forces line up well with the accreditation standards, the College will pursue integrating the accreditation study and reports into this structure.

The College has completed a review of strategic planning and program and services review resulting in a more focused integration of student learning outcomes and assessment. A Faculty Senate task group began a faculty-driven dialogue on student learning outcomes and assessment, and developed operational definitions to guide our work in the coming year. Faculty involved in this task group, as well as other faculty and staff, have attended a number of regional conferences on student learning outcomes and assessment. The task group has now been institutionalized as the Student Learning Outcomes Professional Enthusiasts (SLOPE). SLOPE has developed a website to serve as a faculty and staff resource, and books and articles related to student learning outcomes have been added to the library collection.

The College has developed Title III, NSF and TRIO grant proposals that coincide and integrate with the redefinition of the District's strategic vision, values and goals. The Strategic Planning Task Force served as the Title III Advisory Committee during the proposal development and that work helped to further inform the overall planning approach for the College.

Focused Report on Recommendation 2

2. The team recommends that the college develop performance outcome measures for program strategic plan goals and strategies to assess progress, ensure positive impact on student learning, and provide objective feedback to determine if initiatives should be continued, expanded, revised, or abandoned. Such outcomes should focus on clear results, particularly those linked to student learning and achievement, rather than process steps that have been completed. (Standards 3a.3, 3a.4, 3b.3, 3c.1, 4d.1, 4d.2, 5.10, 6.7, 7b.2)

Integration of Measurable Outcomes with Strategic Planning Goals

As stated above, the Task Forces created by the College Council to direct activities related to the seven strategic goals of the College are currently identifying measurable outcomes, including student learning outcomes, for each of the goals. The Council adopted a draft document meant as a starting point for this integration of outcomes with the strategic goals. The current version of this integration is meant only as a starting point and we expect considerable changes and additions as the Task Forces continue the dialogue. Although a work-in-progress, we would like the Commission to see this draft as a concrete indicator of the direction we are heading and it is provided as Attachment 2.

Student Learning Outcomes and Assessment Dialogue and Development

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

Course Level. Measurable student learning outcomes and assessment at the course level are being integrated into the course development and review process through the Course and Program Approval Committee CAPAC and the Faculty Senate. CAPAC has also instituted a web-based system for course development and review. The system is called CurricUNET and it provides for a uniform approach and also provides guidance to faculty on developing student learning outcomes statements and associated assessment strategies.

Program Level. Through the instructional program review process, faculty will develop measurable student learning outcomes for their programs. Along with these outcomes the faculty will create strategies to assess the achievement of the learning outcomes. Through the College's new Teaching and Learning Institute, the Faculty Senate's Student Learning Outcomes Professional Enthusiasts (SLOPE) task force will work with a learning community of deans and faculty from the departments under review in 2004-05 to develop outcomes and assessment strategies. These departments and SLOPE will report the results of their work in a Fall 2005 flex workshop for the departments scheduled for formal program review in 2005-06.

Additionally two other disciplines, not under review this year, have elected to begin work on delineating student learning outcomes and related assessment strategies. English faculty will focus on learning student outcomes for the college level English course and a group of counselors and faculty are researching assessment of learning outcomes for disabled students.

Further, “General Education student learning outcomes are under development by the General Education subcommittee of CAPAC, to be completed Fall Semester 2004.”

College Level. Student learning outcomes and assessment approaches at the college level are being developed through the shared governance process, particularly with the Faculty Senate and College Council. Although further refinement is necessary, an attempt has been made to articulate these College-wide outcomes based on the dialogue and development to date. The College level learning outcomes are presented below grouped into three categories: General Indicators of Student Success; Outcomes Related to College-Wide Strategic Goals and Title III Plan; and General Education Outcomes. The current version of these student learning outcomes is presented in Attachment 3.

Update Report on Recommendations 3 and 4

3. The team recommends the college develop and implement an effective outcome-based methodology to evaluate the effectiveness of online and media-supported courses including the related student and academic support services for these courses. Such systems should include student feedback and evaluation of the faculty responsible for the course. (Standards 2.1, 4.A.3, 4.D.1, 4.D.2, 4.D.5, 4.D.7, 5.1, 5.2, 6.7, 7.B.1., 7.B.2, 7.B3)

The evaluation of the effectiveness of online courses has not yet been fully separated out from the evaluation of the faculty teaching such courses; the latter is done as part of regular faculty evaluation. In this process, the dean has the option of reviewing the online course, either on his or her own, or with the faculty member, and using the course management system WebCT. The Dean also has access to student feedback, as the Faculty Staff Technology Center has set up an automated process whereby student evaluations are forwarded directly to the dean, bypassing the instructor.

The Course and Program Approval Committee (CAPAC) has made some progress on evaluating the effectiveness of online and media-supported courses. There is one official course outline of record format used for all courses, including courses that may have traditional and online sections. Outlines specify measurable course outcomes, assignments, and methodologies to evaluate the stated outcomes. During Spring 2004, CAPAC implemented the operational definitions for learning outcomes and evaluation developed by the Student Learning Outcomes Professional Enthusiasts (SLOPE) task force. CAPAC systematically reviews all courses every six years to assure there are relevant measurable outcomes with specific evaluation criteria. The Learning Resources member of CAPAC regularly reviews related library and learning resources.

CAPAC also has a Distance Learning Subcommittee that reviews each course with an online section on the nature and frequency of student/faculty contact and on the technology support for information transfer. The Distance Learning subcommittee provides faculty with guidelines and best practices for online teaching and learning.

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

4. The team recommends the college implement systems to ensure broad understanding of planning and decision-making processes. Such systems should be designed to assist the college community in understanding decisions regarding such items as institutional initiatives and prioritization of new staff positions, financial allocations and faculty resources. (Standards 3.B.1, 3.B.2, 9.A.4, 9.A.5, 10.B.5, 10.B.6, 10.B.9, 10.B.10)

As reported above, a new College Council was formed during the Fall 2003 semester, following the guidelines of AB 1725 and Board Policy. Membership was appointed by the faculty, staff, management and student organizations. The Council organized task forces on budget and facilities development and the recommendations of these working groups were presented to the President and to the Board of Trustees. The Council facilitated the process for college-wide discussion of the Smoke Free campus initiative and made a recommendation that was adopted as a new college regulation.

The Council became a forum for issues brought by students and staff as well as a communication vehicle for broad participation from constituent groups in the formation of plans and policies for the district. An inclusive process of vision and strategic goal development defined and clearly communicated seven major goals derived from the mission of the College to be pursued over the next five years. Task forces have been established to develop measurable outcomes for the goals and to direct and monitor implementation.

New legal counsel was obtained for the District in order to facilitate improved collegial relationships in collective bargaining. The three collective bargaining groups came to agreement with the District for the 2003-04 contract year in a timely and collegial manner. During the 2003-04 year, there were no formal grievances brought to the level of the President's office by any of the unions. As different issues emerged, we worked toward early resolution and intervention and fashioned memos of understanding where needed.

Excellent progress has been made in revitalizing the Ohlone Classified Senate. New leadership has emerged within the group and participation has increased markedly. The group instituted an employee recognition program and has advocated successfully that the College implement a formal program of staff reassigned time for involvement in the governance process.

In addition to the three State of the College addresses, President's information forums were held and updates provided via the college web site, including the results of the college and community planning forums. Agendas and minutes of the College Council were also posted and meetings were opened to all interested parties. Numerous workshops were held for the Board of Trustees and college community on bond project planning and updates. The second meeting of the month for the trustees has been changed to focus on discussion of short and long-range issues of importance to the Board and the College staff. Staff and board members have participated in developing the topics for discussions. Education sessions for the Board on the Brown Act and Robert's Rules were held to improve communications.

C. Responses to Self-Identified Planning Issues

The College's 2001 Self-Study identified 104 planning agenda issues. An analysis reveals that 32 have been completed, 53 are ongoing or in progress, 6 are in progress but budget constrained, 8 are budget constrained, and five have been abandoned. A list of all of the planning agenda issues and the status of each is presented as a matrix in Attachment 4.

ATTACHMENT 1

**Vision, Values And Goals: 2004-2009
And Associated Task Forces**

Vision Statement:

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

Core Values:

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

College Goals:

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

ATTACHMENT 2

Ohlone Community College District 2004-09 Goals and Objectives

Goal

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

Measurable Objectives

- 1.1 Increase from 30% in 2004 the number of new faculty applications from underrepresented groups to 50% by April, 2008
 - 1.2 Increase the number of study abroad programs sponsored by the college from 2 in 2004 to 10 by June, 2009
 - 1.3 Develop student and faculty international exchange programs with at least three colleges by June, 2009
 - 1.4 Increase by 25% over the 2004 baseline the number of course syllabi specifically representing cross-cultural perspectives
 - 1.5 Increase by 100% over the 2003-04 baseline the number of ethnic and cultural events on the Ohlone College campus by June, 2009
- 2.1 * Increase the number of faculty trained in active and collaborative learning methods from 5% to 75% by 9/09 compared to 2004 baseline
 - 2.2 * Increase the number of faculty trained in technology-assisted learning from 35% to 100% by September 2009 compared to 2004 baseline
 - 2.3 * Achieve engagement of 100% of full-time faculty in new learning methods and systems by September, 2009
 - 2.4 * Achieve engagement of 15% of part-time faculty in new learning methods and systems by September, 2009
- 3.1 * Increase from 25% to 40% students enrolled full-time by September, 2009 compared to 2003-04 baseline
 - 3.2 * Increase by 15% over Fall 2003 semester to semester retention rates of ESL and basic skills students by September, 2009
 - 3.3 * Increase by 7% over Fall 2003 semester to semester retention rates of students taking more than 6.5 credits by September, 2009

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

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

Goal

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

Measurable Objectives

- 4.1 *Increase from 0% to 100% the number of full-time staff satisfactorily completing quality improvement training by September, 2007
 - 4.2 * By October, 2008, results of student satisfaction survey will be fully integrated into the quality improvement training program
 - 4.3 By October, 2007 at least 75% of full-time employees of the District will rate the College Council organizational structure as satisfactory or above according to survey results
 - 4.4 By October, 2007 the District will fully meet the criteria and standards for a Learning College Model district as defined by the League for Innovation
5. Promote the health, environmental, cultural and economic vitality of the communities served by the District through programs of outreach, community service and partnership ventures
- 5.1 Increase by 10% over the 2004 baseline satisfaction with employers in the District with the One Stop training center by September 2009
 - 5.2 Increase by 20% over the 2004 baseline the number of employers in the District actively collaborating with college training and community service programs
 - 5.3 Achieve a 75% or greater satisfaction rating from constituents of Latino-based community groups served by college outreach activities as measured in surveys in January 2005 and January 2008
6. Promote and maintain an accessible, clean, safe and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification, Universal Design and environmental sustainability
- 6.1 * By December, 2004 revise the Fremont Campus master plan to reflect an emphasis upon university transfer and campus community
 - 6.2 *By June, 2004 implement a Smoke Free Campus regulation
 - 6.3 *By June, 2005 implement an expanded employee wellness program
 - 6.4 *By September, 2009 provide a college and community conference center/commons on the Fremont campus to support conferences, cultural events and hospitality services
 - 6.5 *By September, 2008 complete on the Fremont Campus an upgrade project of exterior painting, interior and exterior facilities day-light enhancements, landscaping and pedestrian circulation systems.

GoalMeasurable Objectives

6. Continued

6.6 By June, 2008 Achieve LEEDS certification for both the Newark Center and the Fremont Campus new construction projects
 6.6 By June, 2005 a revised Emergency Preparedness Plan will be submitted to and approved by the Board

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

- 7.1 * Increase the Foundation endowment from \$650,000 in 2004 to \$2 million by September, 2009
- 7.2 *Establish by July, 2005 a full-time grants development position
- 7.3 *Establish by October, 2004 an asset management long-range plan for the District
- 7.4 Increase from 0% in 2004 to \$1.5 million revenue received from asset management by September, 2008
- 7.5 By September, 2009 increase funds received by the college Foundation in annual campaigns by 300% over the 2003-04 baseline.

*Objectives approved in the Title III Grant Proposal

ATTACHMENT 3

College Level Student Learning Outcomes

General Indicators of Student Success

The College will continue to pursue the Partnership for Excellence Goals for assessment of student success at the college and program levels:

1. Transfer: Number of Full-Year Transfer Students from California Community Colleges to the University of California and the California State University. Transfer Prepared: Count of Credit Students Who Become Transfer Prepared
2. Successful Program Completion: Annual Degrees and Certificates Awarded
3. Successful Course Completion
4. Workforce Development: Successful Course Completion Vocational Courses
5. Basic Skills Improvement: Count of Students Who Enroll in a Basic Skills Course and Then Enroll in a Higher Level Course in the Same Area of Study

Student Success Outcomes Related to College Strategic Goals and Title III Plan

Increase the number of ESL and basic skills students attaining college level computer skills from 25% to 75% by 9/08 compared to 2004 baseline

Increase the number of ESL and basic skills students persisting to college-level studies from 40% to 60% by 9/08 compared to 2004 baseline

Increase the number of ESL and basic skills students after attaining prerequisites, in passing college level math and English courses from 45% to 60% by 9/09 compared to 2004 baseline

Increase the number of students enrolled for 6.5 credits or more in block course and/or cohort group classes from 0% to 40% by 9/09

Increase the accuracy of student course placements in basic skills and college-level classes from 65% to 90% by 9/07 compared to 2004 baseline

Increase by 25% student satisfaction with availability of courses compared to 2003 baseline survey by 9/08

Increase the number of students enrolled for 6.5 credits or more who have Web-based portfolios and education plans from 0% to 100% by 9/07

Increase from 25% to 40% students enrolled full-time by 9/09 compared to 2003-04 baseline

Increase by 15% over Fall 2003 semester to semester retention rates of ESL and basic skills students by 9/09

Increase by 7% over Fall 2003 semester to semester retention rates of students taking more than 6.5 credits by 9/09

ATTACHMENT 4

Responses to Self-Identified Planning Issues

	Completed	In Progress or Ongoing	Budget Constraint	Abandoned
<p>Standard One: Institutional Mission</p> <ul style="list-style-type: none"> ● Place mission statement on the website and in the schedule of classes. 	*			
<p>Standard Two: Institutional Integrity</p> <ul style="list-style-type: none"> ● Hire a full-time Webmaster to create and update a consistent “look and feel” for the College website, including availability to faculty and staff who want to create a web page. ● Post the Ohlone College Catalog on the website. ● Review and revise full-time and adjunct faculty evaluation forms to include specific questions about an instructor’s objectivity. ● Post the academic conduct policies on the Ohlone College website. ● Evaluate and expand outreach efforts to recruit and maintain a diverse staff. ● Explore ways to increase staff and student involvement in future accreditation self-studies. ● Establish a staff committee similar to CEER. 	*	*		
<p>Standard Three: Institutional Effectiveness</p> <ul style="list-style-type: none"> ● Increase faculty and staff training and access to the Colleague system. ● Provide a separate (research) survey budget. ● Raise the profile of and participation in the Research and Planning Advisory Committee. ● Evaluate in detail the first year of the new Programs and Services Review process and make adjustments as necessary. ● Adequately announce proposed facility changes and explain how plans will be enacted and what segments of the campus will be affected. ● Encourage deans and managers to involve their staff in all planning efforts in the department. 	*	*	*	

<ul style="list-style-type: none"> ● Add to the College website information on Strategic Planning and Program/Services Review. 			*		
<ul style="list-style-type: none"> ● Evaluate all planning processes annually to ensure the continued effectiveness and integration of these processes. 			*		
<ul style="list-style-type: none"> ● Communicate College's intended institutional outcomes and subsequent performance to the campus and community at large. 			*		
<ul style="list-style-type: none"> ● Develop a marketing plan to communicate matters of quality assurance and student success to the public through Office of College Relations, highlighting College achievements and informing members of the campus, prospective students, and the community at large. 	*				
<ul style="list-style-type: none"> ● Director of College Relations attends Board meetings and communicates important information on a regular basis to the campus community. 	*				
<ul style="list-style-type: none"> ● Incorporate assessment strategies into campus-wide efforts. 			*		
<ul style="list-style-type: none"> ● Explore methods to involve as many members of the campus community as possible in all planning and review efforts. 			*		
Standard Four: Educational Programs					
4.A. General Provisions					
<ul style="list-style-type: none"> ● Develop programs for learning disabled students. 	*				
<ul style="list-style-type: none"> ● Offer more transfer-level classes in the evenings and Saturday classes. 	*				
<ul style="list-style-type: none"> ● Explore alternative times to offer high-demand courses. 	*				
<ul style="list-style-type: none"> ● Mass-produce the two-year planning calendar for all students and counselors. 					* (1)
<ul style="list-style-type: none"> ● Research alternative sites in Newark for additional classes until a new campus is available. 			*		
<ul style="list-style-type: none"> ● Develop a plan to utilize the space available in the afternoon on the Fremont campus. 			*		
<ul style="list-style-type: none"> ● Explore ways of updating all full-time and adjunct counselors on program specifics and/or assigning counselors to specific program areas. 			*		
4.B. Degree And Certificate Programs					
<ul style="list-style-type: none"> ● Provide training on the degree audit module in Colleague to track program completion. 			*		
<ul style="list-style-type: none"> ● Evaluate the effectiveness of the addition of the new Tech Tools Requirement. 	*				

<ul style="list-style-type: none"> Evaluate the effectiveness of upgrading the English graduation requirement. 	*				
<ul style="list-style-type: none"> Provide program assistance for data collection. 				*	
<ul style="list-style-type: none"> Distribute graduate survey to graduates receiving an AA, AS, or a Certificate of Achievement. 			*		*
4.C. General Education					
<ul style="list-style-type: none"> Review the new graduation requirements in three to five years to determine the impact on the graduation rates of the College. 	*		*		
<ul style="list-style-type: none"> Develop criteria and a schedule for regular review of the General Education requirements to ensure all components follow the College's philosophy. 					
<ul style="list-style-type: none"> Evaluate effectiveness of Tech Tools requirement including students and faculty surveys. 				*	
<ul style="list-style-type: none"> Support the implementation of the Graduate Survey. 				*	
4.D. Curriculum And Instruction					
<ul style="list-style-type: none"> Explore scheduling Programs and Services Review for the Registered Nursing, Respiratory Therapist and Physical Therapy Assistant Program to coincide with the external accreditation of their programs. 	*				
<ul style="list-style-type: none"> Explore ways to improve communicating curricular changes to counselors and students. 			*		
<ul style="list-style-type: none"> Monitor and evaluate Contract Education and courses and those offered at local high schools to ensure they maintain the same standards as the courses offered on the campus. 	*				
<ul style="list-style-type: none"> Include guidelines and procedures for the development and evaluation of distance learning and on-line courses in the CAPAC handbook. 	*				
<ul style="list-style-type: none"> Expand the distance education/online course offerings. 			*		
Standard Five: Student Support And Development					
<ul style="list-style-type: none"> Include the two-year academic planning schedule in the Catalog and on the College Website. 	*				* (2)
<ul style="list-style-type: none"> Update the information on the website on a regular and consistent basis. 					
<ul style="list-style-type: none"> Cross-reference existing materials, in order to help students know where to find additional information on all policies and procedures. 			*		
<ul style="list-style-type: none"> Offer more support services for evening students. 				*	

<ul style="list-style-type: none"> ● Assign campus e-mail addresses to all ASOC members of campus committees. 	*			
<ul style="list-style-type: none"> ● Encourage students to raise issues in the Monitor and provide additional alternatives for the communication of concerns. 		*		
<ul style="list-style-type: none"> ● Ensure the regular administration of surveys designed to gather student input for the planning and evaluation of student support and developmental services. 		*		
<ul style="list-style-type: none"> ● Implement TTY telephone access for teleregistration for deaf students. 				* (3)
<ul style="list-style-type: none"> ● Explore ways to provide additional resources for campus recruiting. 		*		
<ul style="list-style-type: none"> ● Increase outreach to promote interest/involvement in campus activities and student government. 		*		
<ul style="list-style-type: none"> ● Review the Student Ambassador program's needs for additional supervisory resources. 	*			
<ul style="list-style-type: none"> ● Encourage more students to participate in campus activities by advertising in the Monitor and club fairs. 	*			
<ul style="list-style-type: none"> ● Recruit and solicit speakers who address current events, spark student interest, and connect academia to the real world. 		*		
Standard Six: Information And Learning Resources				
<ul style="list-style-type: none"> ● Expand the library's book and media collections to keep pace with the College's enrollment and program growth. 		*		
<ul style="list-style-type: none"> ● Install LCD projectors and computers in classrooms across the campus and at the Newark Ohlone Center in a three-year phased project. 		*		
<ul style="list-style-type: none"> ● Develop support for academic computing by providing a link between Colleague and WebCT, the online education courseware. 				* (4)
<ul style="list-style-type: none"> ● Complete the implementation of the Colleague administrative computing system with Web-based registration and student services. 	*			
<ul style="list-style-type: none"> ● Upgrade the current network to a higher bandwidth capacity to facilitate needed information sharing and services. 		*	*	
<ul style="list-style-type: none"> ● Develop a plan to support existing and planned services through new or non-traditional ways. 		*		
<ul style="list-style-type: none"> ● Develop a plan for reallocation and use of existing facilities once the ICC has opened. 	*			
<ul style="list-style-type: none"> ● Secure funding for equipment in the ICC building, should state funding prove inadequate. 	*			
<ul style="list-style-type: none"> ● Develop a realistic staffing plan for IS to address the need for extended hours of service, the impact of the ICC, and the need to implement new projects and services. 		*	*	

<ul style="list-style-type: none"> ● Improve student access to learning resources by increasing “up-time” of all library equipment through sufficient computer technician support. 	*			
<ul style="list-style-type: none"> ● Increase the number of assistive technologies available to students with disabilities. 		*	*	
<ul style="list-style-type: none"> ● Investigate options for streaming media to classrooms. 		*	*	
<ul style="list-style-type: none"> ● Develop a plan to retrofit existing labs to conform to ADA guidelines. 		*	*	
<ul style="list-style-type: none"> ● Provide email, voicemail, and Internet access to all adjunct faculty in accessible locations. 	*			
<ul style="list-style-type: none"> ● Provide email to students. 				* (5)
<ul style="list-style-type: none"> ● Fill vacant positions as District resources become available. 		*	*	
<ul style="list-style-type: none"> ● Identify and implement new ways of recruiting and retaining staff for technical positions. 	*			
<ul style="list-style-type: none"> ● Research and implement a multi-faceted training plan for all employees that addresses the issues of learning styles, hours of availability, and needs. 		*	*	
<ul style="list-style-type: none"> ● Plan transition from using highly paid consultants to college staff to support Colleague. 	*			
<ul style="list-style-type: none"> ● Seek ways to support the Smith Center television studio equipment updates. 		*	*	
<ul style="list-style-type: none"> ● Explore options for changing from a five-year to a three-year equipment replacement cycle. 		*	*	*
<ul style="list-style-type: none"> ● Implement, evaluate, and revise as needed the new technology plan. 		*	*	
Standard Seven: Faculty And Staff				
<ul style="list-style-type: none"> ● Review salaries and benefits to devise initiatives to hire and retain quality employees. 		*	*	
<ul style="list-style-type: none"> ● Review and update equivalency processes. 	*		*	
<ul style="list-style-type: none"> ● Review student evaluation forms. 			*	
<ul style="list-style-type: none"> ● Develop workshop on evaluation techniques, specifically on classroom observations and present as a flex activity. 		*	*	
<ul style="list-style-type: none"> ● Work with all departments to provide Colleague training to faculty and staff. 		*	*	
<ul style="list-style-type: none"> ● Seek additional sources of funding to adequately provide professional development opportunities for every employee group. 		*	*	
<ul style="list-style-type: none"> ● Request input on a regular basis for workshops, possibly with a mailbox and a form for suggested activities. 		*	*	

<p>Standard Eight: Physical Resources</p>			
<ul style="list-style-type: none"> Analyze alternative plans to address campus space issues on the Fremont and Newark campuses including the proposed bond facilities. 		*	
<ul style="list-style-type: none"> Explore possible resources for coordinating capital projects. 		*	
<ul style="list-style-type: none"> Consider building ramps for access to offices not accessible by elevators. 		*	
<ul style="list-style-type: none"> Consider installing security cameras, phones, and lights in the parking lots. 		*	
<ul style="list-style-type: none"> Incorporate ongoing maintenance and equipment upgrades into strategic plans and budgets. 		*	
<p>Standard Nine: Financial Resources</p>			
<p>9.A. Financial Planning</p>			
<ul style="list-style-type: none"> Review the budget planning model and incorporate zero-based budgeting for additional areas as is feasible. 		*	
<ul style="list-style-type: none"> Review quarterly salary projections and reflect any adjustment in the budget to more accurately present the financial position of the College. 			
<ul style="list-style-type: none"> Identify key staff responsible for each capital project, develop procedures to facilitate project management and invest in training staff on how to manage and coordinate projects. 		*	
<ul style="list-style-type: none"> Provide training to budget managers and Budget Committee managers. 		*	
<ul style="list-style-type: none"> Increase efforts to achieve full participation by all faculty and staff in budgeting planning. 		*	
<p>9.B. Financial Management</p>			
<ul style="list-style-type: none"> Establish an on-going training program for retrieval of financial information for report writing and retrieval of budget information through the Colleague system. 		*	
<ul style="list-style-type: none"> Review resource options for improving the oversight and monitoring of grant programs. 			*
<ul style="list-style-type: none"> Review the Bookstore ordering processes by instituting better communications with faculty and downloading student enrollment information on a regular basis. 		*	
<ul style="list-style-type: none"> Review Bookstore on-line ordering services to better meet student needs on both campuses. 		*	
<ul style="list-style-type: none"> Increase fundraising activities and “friend” raising activities 		*	

