

Ohlone Community College District
43600 Mission Boulevard
Fremont, CA 94566

Progress Report To:

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

Report Distribution:

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The ACCJC/WASC Commission Office
10 Commercial Boulevard, Suite 204, Novato, CA 94949

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2. College Strategic Plan: 2005-10
3. President's State of the College Address, August 2005
4. Summary of Budget Linkages to College Goals
5. Faculty Senate Program/Discipline Review Guidelines
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7. Summary of Faculty Learning and Dialogue on Student Learning Outcomes and Assessment
8. Examples of Program/Discipline Student Learning Outcomes
9. General Education Philosophy and Student Learning Outcomes
10. General Education Assessment Rubric
11. Mathematics Presentation to Board of Trustees and Curriculum Committee
12. Samples of Program/Discipline Data Sheets
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14. Summary of Recent Faculty Innovation Projects Aimed At Increasing Student Success
15. Learning College Characteristics and Ohlone's 1969 Education Philosophy Statement
16. Title III Work Plan

I. Statement on Report Preparation

The major recommendations of the Commission have been central to the College's establishment and implementation of an integrated planning and shared governance system within the Learning College paradigm.

This Progress Report was reviewed through our shared governance system including review and approval by our Board of Trustees at its October 26, 2005 meeting.

Signature:

Doug Treadway, Ph.D., President/Superintendent

II. Introduction

The Accreditation Team Evaluation Report from our last Self-Study and Site Visit cycle identified four recommendations to assist Ohlone College to improve our internal environment, to render our institution to be more efficient and effective, in order to better serve our educational mission (November 2001, Page 11). A Focused Mid-Term Report submitted in October 2004 addressed the two major recommendations, provided an update on the other two, and outlined progress on the 104 self-identified items. The Commission approved our Focused Mid-Term Report at its January 12-14, 2005 meeting.

Approval of the Focused Mid-Term Report included a request that a Progress Report, focusing on Major Recommendations 1 and 2, be submitted by October 15, 2006. This Progress Report will demonstrate that Ohlone College has made significant progress in responding to the two major recommendations from our last site visit. Numerous sources of evidence are provided to substantiate our progress. The report will also show that Ohlone is making good progress in working within the new Accreditation Standards and is well positioned as we approach our next Self-Study and Site Visit cycle.

III. Progress 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)

A. College Vision, Values and Goals

An inclusive college-wide and community-based planning process, in close consultation with college governance, yielded a statement of “College Vision Values and Goals, 2005-2010” that defines and clearly communicates a limited number of goals (seven) derived from the mission of the college. Each goal has been established with measurable outcomes, focused planning agendas and resource requirements.

B. College Strategic Plan, Measurable Outcomes

The institution’s governance body, the College Council, has developed the attached College Strategic Plan for 2005-10 that clearly states measurable outcomes for each of the seven goals. The Council has created task forces to provide stewardship for each of the goals. The seven college goals are forming the context for college planning and operations as evidenced by the President’s State of the College Address in August 2005.

C. Resource Allocation Linked to College Goals

The Governing Board, the administration and the College Council structure budget deliberations within the context of the seven college goals. It is now a basic tenet at Ohlone College to use these goals to guide resource allocations in the future. This involves not only creating new resources to support the goals but also redirecting existing resources, especially our General Fund 10 budgets, toward the achievement of the goals.

Source of Evidence Attachment 4, “Summary of Budget Linkages to College Goals,” identifies recent decisions and initiatives to allocate and direct current General Fund 10 budget and staffing resources toward attaining the seven College Goals. The document also identifies other funding sources that have been generated to support the College Goals.

Sources of Evidence Attached:

1. College Vision, Values and Goals: 2004-2009 and Associated Task Forces
2. College Strategic Plan: 2005-10
3. President’s State of the College Address, August 2005
4. Summary of Budget Linkages to College Goals

IV. Progress Report on Recommendation 2

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

A. Measurable Outcomes for Strategic Goals

As reported above, a College Strategic Plan has been developed to provide direction for strategic planning at the institutional, departmental and program levels. Each goal statement of the Strategic Plan includes measurable outcomes and specific activities aimed at reaching the goals. Resource allocation is now more intentionally linked to the strategic goals of the College. The facilities and educational master planning efforts of the College are being conducted within the context of the mission, values and measurable strategic goals of the institution.

B. Instructional Program/Discipline Student Learning Outcomes and Assessment

Faculty members have participated in active learning and dialogue on student learning outcomes and assessment. Two years ago the Faculty Senate and its curriculum committee, CAPAC (Course and Program Approval Committee), formed a joint task force to chart Ohlone's direction in working with student learning outcomes and assessment. This group has come to be known as the Student Learning Outcomes Professional Enthusiasts (SLOPE).

Based on the work of SLOPE, the Faculty Senate has revised its Instructional/Discipline Program Review guidelines to provide clear direction for the development of measurable student learning outcomes and assessment strategies. These guidelines were approved in October 2004 and the cadre of instructional programs/disciplines involved in review during the 2004-05 academic year became the pioneer group to work within them. These programs/disciplines included: History/Political Science, Philosophy, Psychology, Sociology, Business Administration/Economics, Business Supervision and Management, Real Estate, Computer Applications and Office Technology, Computer Studies, and Mathematics/Math Learning Center. The programs/disciplines working on program review during 2005-06 include: Interpreter Preparation, Deaf Preparation/Deaf Education, English/English Learning Center and ESL, Foreign Languages, Journalism, Speech/Forensics, Art, Graphic Arts, Interior Design, Multimedia Studies, Music, and Theatre & Dance.

Because faculty needed more time to adjust to the new guidelines, the review cycle for the pioneer group was extended through November 2005. To further assist faculty in working with our new guidelines, a full-day flex activity was conducted by Dr. Norton Grubb from UC Berkeley, entitled "How Come Student Outcomes?" The workshop focused on the Student Learning Outcomes Assessment Cycle (SLOAC) and provided a pragmatic overview on how to write SLOs, complete an assessment, and use the results for program and course improvements. Dr Grubb provided time for program faculty to work together to complete activities including taking stock of existing resources; developing or refining program student learning outcomes and discussing assessments to measure these outcomes; and building and integrating improvements within the program and supported by the college.

Initial results of the integration of student learning outcomes identification and assessment strategy development by the pioneer group are promising. Several program/discipline work products are attached as examples, including Business/Supervisory Management and Mathematics. While good progress is being made in the identification of learning outcomes at the program level, we will be focusing more attention on the assessment component of the SLOAC.

In conjunction with integrating outcomes and assessment into the program/discipline review process, we have been working on developing a common set of enrollment and student success data for use in Program/Discipline Review. This can be a difficult task because there are many differences between programs and disciplines. Our Research Office has worked very hard to come up with a common Data Sheet and is continuing to refine the information based on input from faculty. The Data Sheets provide basic data on enrollment and student success for all programs/discipline. Of course, some programs/disciplines will go beyond this data as specific student learning outcomes and assessment strategies are identified and monitored. The main purpose of the Data Sheets is to provide some basic data across all the programs/ disciplines to be incorporated into program/discipline review process. The Data Sheets are already generating a good deal of analysis and dialogue. Several sample data sheets are presented in Attachment

C. General Education Outcomes and Assessment

Students at Ohlone College have three General Education (GE) patterns from which to choose as part of their Associate in Arts or Science degrees: A. Ohlone College GE Pattern; B. CSU GE Breadth Requirements; and C. Intersegmental GE Transfer Pattern (IGETC).

The Ohlone General Education (GE) Committee, a standing Committee of the Curriculum Committee, has spent considerable time and dialogue on reviewing the philosophy of GE Pattern A. A key component of this review has been the identification of student learning outcomes for GE within the Associate Degree. The philosophical statement and set of outcomes was approved by GE Committee at a recent meeting and have been sent to Curriculum Committee and Faculty Senate, and then to the Board of Trustees for final approval.

The GE Committee will now be turning its attention to assessment strategies to be used to provide ongoing monitoring of the learning outcomes of the Ohlone GE Pattern A. A rubric for assessing the content of all courses listed as meeting GE Pattern A requirements in the different areas has been developed. This tool will analyze the content of each course and assess whether the particular GE outcomes are “Introduced,” “Applied,” or “Mastered.” This will involve active faculty participation across the curriculum of the College.

D. Dialogue on Student Learning and Accreditation Standards

Making the identification of student learning outcomes and assessment a priority at Ohlone College strongly supports the Learning College Model that is being used as a context for instruction and student services at the institution. Source of Evidence Attachment 10, “Summary of Faculty Learning and Dialogue on Student Learning Outcomes and Assessment,” demonstrates that dialogue on learning and assessment has been integrated into our work.

We are facilitating extended dialogue on student learning outcomes review by having programs and disciplines present their review activities in a variety of venues including the Board of Trustees, the Curriculum Committee and the Faculty Senate. Instructional Program/Discipline Review has now been integrated into the ongoing work of the Curriculum Committee and regular and ongoing dialogue on the SLOAC process has begun. Dialogue on program/discipline review has also become an ongoing topic at Board of Trustees meetings.

College-wide dialogue on the new Accreditation Standards is being actively promoted. At their respective Summer 2005 Retreats, both the Board of Trustees and the College Council reviewed the new Accreditation and Self-Study Questions that relate to their role and work. Ongoing reviews are being planned through the College Council and Faculty Senate.

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

The College Vision, Values and Goals and the resulting College Strategic Plan represent a concerted college-wide effort to embrace, nurture and practice the tenets of the Learning College Model. The Learning College Model has been an influential movement among community colleges across the country over the past decade. The League for Innovation in the Community College has provided significant leadership in developing and promoting this model. Ohlone College faculty and staff have responded to this model in a very positive way. Individual faculty members are engaged in a wide variety of teaching and learning innovations and improvements that support the Learning College Model and focus of student success. It is not surprising that Ohlone College faculty members have embraced the Learning College Model as its focus on learning and student success has been part of Ohlone's academic culture since its inception.

In support of the Learning College Model the College has been successful in generating federal Title III funding to support a comprehensive program of strengthening the institution through proactive strategies to promote measurable improvement in student learning and achievement. It is important to note that the planning for the Title III proposal was directly integrated into the strategic planning of the college, as we intended to pursue the goals of the Title III project whether it were funded or not. The attached Title III five-year Work Plan demonstrates close integration with the measurable outcomes to the Learning College Model and the College Strategic Plan. We are pleased that the Title III Project will be providing funding support for many of the key outcomes contained in the College Strategic Plan.

Sources of Evidence Attached:

5. Faculty Senate Program/Discipline Review Guidelines
6. Summary of the Work of SLOPE During 2003-04 and 2004-05
7. Summary of Faculty Learning and Dialogue on Student Learning Outcomes and Assessment
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ATTACHMENT 4

Summary of Budget Linkages to College Goals, 2004 - 2006

Ohlone College is serious about using our College Goals to set directions and priorities for the allocation and use of resources. This involves not only creating new resources but also redirecting existing resources, especially our General Fund 10 budgets, toward the achievement of the goals.

This document identifies recent decisions and initiatives to allocate and direct current General Fund 10 budget and staffing resources toward attaining the seven College Goals. The process of developing this analysis is helping us to think more intentionally about how our use of resources relates to our goals. The document also identifies other funding sources that have been generated to support the College Goals.

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

General Fund 10

- College Council Seed Money for International/Multicultural Education Task Force
- Reestablishment of the Puente Program
- Reinvestment into the Chicano Studies Program including a full time faculty position
- Soccer mentoring outreach program to Fremont's Cabrillo neighborhood, which includes a strong tutoring component
- Establishment of internal advisory committee for Hispanic/Latino outreach
- International/Multicultural Education Task Force funding of faculty visits to our Sister College in Taizhou China
- Resources of the Human Resources Office have been directed to increase the diversity of our position application pools
- Updating of the Student Equity Plan

Other Funding Sources

- National Science Foundation Grant Outreach Project, 2005-2008
- College Council, Foundation and Entrepreneurial Ventures support for Sister College Relationship with Taizhou, China
- ASOC, the Foundation and Corporate Sponsors are funding the World Forums

Goal 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

General Fund 10

- College Council Seed Money for Learning College Task Force
 - Establishment of a Teaching and Learning Library
 - Stipends for 14 Faculty Instructional Innovation Projects
 - Support for New Ways to Work Project
- Redirecting Instructional Program/Discipline Review to incorporate identification of student learning outcomes and assessment strategies

- College matching funds for the Title III Grant Project Faculty and staff time being devoted to the development of learning communities
- Developed CurricUNET, a web-based curriculum development tool, has led to the identification of student learning outcomes and assessment strategies within our Official Course Outlines of Record
- Establishment of a Faculty and Staff Learning Community for using mobile technology to improve student learning
- Created and filled the position of Associate Vice President of Information Technology to provide leadership for both administrative and instructional technology.

Other Funding Sources

- Title III Grant Project, 2005-10
- Allocation of local bond funding to build a state-of-the-art instructional center in Newark
- Allocation of local bond funding to equip classrooms to become “smart classrooms.”

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

General Fund 10

- College Council Seed Money for Student Development Task Force
- Implementation of Computerized Assessment and Placement System
- Development of the University Express cohort program
- Faculty and staff time being devoted to the development of learning communities
- Development of weekend and online cohort courses
- Increasing the number of online courses
- Allocation of local bond funding to reengineer the Fremont Campus and improve instructional facilities aimed at promoting full time attendance by students

Other Funding Sources

- Title III Grant Project, 2005-10

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

General Fund 10

- Established a robust system of shared governance featuring a representative and very active College Council
- Established an ongoing and regular dialogue between staff and faculty and administrative leaders
- College Council Seed Money for Learning College Task Force
- Increased funding for Staff Development
- Redirection of staff time for to negotiations with classified staff to support the New Ways to Work efforts
- Human Resources work to document staff and faculty skill sets to identify appropriate staff development opportunities to support re-skilling programs

Other Funding Sources

- Title III Grant Project, 2005-10

Goal 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

General Fund 10

- College Council Seed Money for Community Services Task Force (Fund 10)
- Active partnerships with area high schools to make college level courses available to high school students

Other Funding Sources

- Strong Ohlone for Kids summer program
- Effective One-Stop Career Center in partnership with the Alameda County Workforce Investment Board
- Workforce Investment Board Retraining Programs for Biotechnology
- Chancellor's Office Grant for Biotechnology Industry Driven Regional Collaborative
- Chancellor's Office Grant for Business Sustainability Industry Driven Regional Collaborative

Goal 6. Promote and maintain a clean, safe and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification and environmental sustainability

General Fund 10

- New Board Policy incorporating LEED standards into all new construction projects
- Staff time and effort to plan and implement the Smoke-Free Campus policy
- Purchasing more trash receptacles to increase recycling
- College Council Seed Money for Environmental Task Force
- Staff Involvement in Earth Day Project
- Revitalization of the Safety Committee and work on a revised Emergency Preparedness Plan

Other Funding Sources

- Allocation of local bond funding to clean and beautify the 30-year-old Fremont Campus
- Contract with the Natural Step organization to assess the College's current approaches to sustainability and to develop a strategic plan for sustainability

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

General Fund 10

- General Fund provides 100% of Foundation Director salary
- College Council Seed Money for the Resource Development Task Force (Fund 10)

Other Funding Sources

- Solicitation of proposals from the private sector to develop the Fremont Campus frontage property to produce an ongoing revenue stream to support the College
- Entrepreneurial Ventures and City Redevelopment Funding for Asset Management Director
- Five-year Grant from Washington Hospital to increase number students in the Nursing program
- Application to PG& E to partially fund solar power strategies at the new Newark Center

