

A. Integrated Framework for the Self Study

Introduction

The heritage of our namesake, the Ohlone peoples, provides a metaphorical roadmap for our everyday work. Our dedication to developing community, especially in support of student and employee learning is an important example of this, as is our commitment to environmental stewardship and sustainability. Our accreditation self-study provides an opportunity to model another cultural practice of the Ohlones, the art of storytelling. While engaging in the conventional process of self study assessment, we have produced compelling Ohlone Stories of institutional accomplishments that give life to our college values and strategic goals, as well as the ACCJS/WASC accreditation standards and themes. We have been intentional in our self study to demonstrate the view that our values and goals, and the accreditation standards and themes are integrated parts of our institutional system, rather than isolated concepts.

The following excerpt from the California Indian Storytellers Association (CISA) provides a rich context for this effort (<http://www.cistory.org/>):

Stories as rich as the landscape.....as varied as the People and their tribal traditions

"A long, long time ago, the Creator,
and who knows how many Great Beings
- gave the People language.
At this time stories were born..
...Stories mirror our world,
at the same time they are like rays of sunlight
illuminating the dark places
so that we can see more clearly..
...Without our stories..
...we would be lost."

Georgiana Valoyce Sanchez
(Chumash/Tohono-O'Odham)

Emergence of the Learning College Model

Ohlone has experienced a renewal of spirit since budget and organizational crisis of 2002-03. In the renewal process we embraced and implemented the recommendations from the 2001 ACCJC-WASC visiting team evaluation, which urged Ohlone to redirect approach our strategic planning efforts. The team recommended an inclusive process of shared governance to develop a limited number of achievable goals with measurable outcomes linked directly to student learning and resource allocation.

In 2003-04 a new shared governance system emerged from a college-wide effort to identify institutional values and goals as suggested in the 2001 recommendations, as well as in alignment with the ACCJC-WASC accreditation standards and themes in general. The college created a representative Strategic Planning Committee to engage in a college-wide process to update our vision, values and strategic goals, resulting in a focused and outcomes-based strategic plan.

During the planning process, a decision was made to pursue an Office of Education, Title III, Strengthening Institutions Grant. The Strategic Planning Committee temporarily became a Title III Planning Team. The Title III proposal, which was eventually funded, emphasized the Learning College Model as the context for strengthening the college. When the Strategic Planning Committee refocused on its original charter, the Learning College Model became a central and unifying theme of the college's strategic plan. The Title III project has become a driving force for improvement at the college.

Ohlone President Doug Treadway has outlined the major characteristics of a Learning College, as follows:

- Focus is on the individual; it is a college for and about the individual learner.
- More options for students are better; experimentation and innovation are encouraged and supported.
- Engagement in collaborative learning; learners are active, not passive vessels being filled.
- Everyone is a facilitator of student success.
- Documentation: feedback, assessment and adjustment are ongoing quality processes.

Ohlone is a Learning College and Learning Organization

Ohlone College has a strong institutional commitment to being “A World of Cultures United in Learning.” The Learning College focus on student and employee learning outcomes has deep roots at Ohlone, reaching back to the original statement of educational philosophy over 40 years ago and continues to this day. A key component of being a Learning College is to “walk the talk” by being a Learning Organization. A Learning Organization views all members of the organization as learners and recognizes that the learning process is central to effective decision making, problem solving, and continuous organizational improvement and renewal. Our self study has been a valuable learning experience for the college community and a chance to celebrate student and employee learning outcomes.

Ohlone Stories: Demonstrating Integration in the Self Study

Our Ohlone Stories spring from the review and assessment of our accomplishments and challenges related to our values and strategic goals and the accreditation standards and themes. These stories come from a variety of perspectives at the college including institutional, program, department and individual. The Ohlone Stories demonstrate the organic relationships between the accreditation standards and themes and the strategic plans and actions of the College. The stories chronicle Ohlone’s journey over the past six years by presenting our accomplishments that reflect an integration of the ACCJC/WASC criteria with the College’s own unique framework for planning and assessment. The Ohlone Stories share a common fabric of elements:

- Manifestation of our College Values
- Contribution to achieving our College Goals
- Demonstration of meeting the Accreditation Standards
- Expression of the Accreditation Themes.

Institutional Self-Evaluation Using Commission Standards

The College Council created a Learning and Assessment Team for each section of the Accreditation Standards. Two additional teams were also created. One has concentrated on a Substantive Change Proposal related to our new Newark Center for Health Science and Technology; the other focused on our Distance Learning activities. Co-Chairs representing administration, faculty and staff were selected for each Team to coordinate the learning and assessment work. The Teams identified ways to create engagement of the college community in reviewing your Standards, including team meetings, special meetings of existing groups, special focus groups, open forums, surveys, etc...). The narrative reports developed were based on engagement activities and a review of the Questions and Suggested Sources of Evidence in the ACCJC/WASC “Guide to Evaluating Institutions.” Web-based Word templates were used for analysis and reporting on standards. The Teams prepared interim reports and presentations to the College Council/Self Study Steering Committee and encouraged the development of “Ohlone Stories” to demonstrate the integrated nature of our institutional work.

Background Comments about the Planning Agenda Statements

The ACCJC/WASC “Self Study Manual” (2006) indicates that Planning Agenda statements should include three elements:

1. Statements of the plans, activities, and processes (as opposed to tasks) the institution expects to implement as a statement of what the institution thinks it will do.
2. Discussion of the ways the areas identified in need of improvement will be or have been incorporated into the ongoing, systematic evaluation and planning processes of the institution.
3. Discussion of how the outcomes of these plans, activities and processes are expected to improve student learning and foster institutional improvement in general.

The Planning Agenda Statements in this Self Study attempt to include each of the three recommended elements. The “opposed to tasks” statement is the first element was somewhat confusing, as often “plans, activities, and processes” can be viewed as tasks. Adding to the confusion was the phrase, “statement of what the institutions thinks it will do,” as what an institutions does can be thought of as tasks. Dialogue within the Learning and Assessment Team Co-Chairs group led to an approach that helped to add clarity. The statement, “Plans, activities, and processes the institution plans to implement as a statement of what the institution thinks it will do.” is understood to mean the outcome the college is seeking as an institutional improvement. The concept of tasks is understood to mean the steps undertaken to achieve the outcome.

Since it is difficult to talk about outcomes without including tasks, it was decided to include both in the Planning Agenda statements. This allows tasks to be discussed, while maintaining the focus on the identified outcome.

Therefore, the Planning Agenda statements in this Self Study actually incorporate four elements, including the three recommended by ACCJC/WASC and adding tasks as appropriate:

1. Outcome
2. Tasks
3. Ensuring ongoing compliance
4. Impact on student learning

B. Organization for the Self Study

The shared governance and strategic planning body, the College Council, has served as the Accreditation Self-Study Steering Committee. During the fall of 2006, the Council discussed and approved the self study process, "Telling the Ohlone Stories," which was endorsed by the Faculty Senate and reviewed by the Board of Trustees.

Membership of College Council Accreditation Self Study Steering Committee 2006-07

Co-Chairs (2) The President and one member from the 15 voting members

Doug Treadway (non-voting)

Elizabeth Silva, Associate Professor, Learning Resources Center Coordinator

Faculty (6) Appointed by Faculty Senate

Carrie Dameron, Assistant Professor, Medical/Surgical Nursing

Sheldon Helms, Assistant Professor, Psychology

Elizabeth Silva, Associate Professor, Learning Resources Center Coordinator

Susan Myers, Assistant Professor, Counseling/Faculty Senate President

Tim Roberts, Assistant Professor, Music

Tom Holcomb, Professor, Deaf Studies

Students (2) Appointed by Associated Students of Ohlone

Isidore Niyongabo

Alex Hilke

Staff (4) Appointed two each by CSEA and SEIU

CSEA

Linda Evers, Biology Lab Coordinator, CSEA President

Cheryl Lambert, Web Designer/Publisher

SEIU

David Schurtz, Automotive Service Technician

Jimmy Dempsey, Custodian

Administration (3) One appointed by the President/Superintendent (one each from Academic Administration, Classified Administration, Confidential Staff)

Academic Administration: Leta Stagnaro, Associate Vice President, Newark Center

Classified Administration: Joanne Schultz, Dean, Business Services

Confidential Staff: Jill Rojas, Executive Assistant to the VP, Student Development

Ex-officio (non-voting) (4) The President/Superintendent and each Vice President

Doug Treadway, College President/District Superintendent

Sarah Zentner, Assistant to the President & PIO (Council Meetings Note Taker)

Jim Wright, Vice President for Academic Affairs/Deputy Superintendent

Deanna Walston, Vice President for Administrative Services

Ron Travenick, Vice President, Student Development

Membership of College Council
Accreditation Self Study Steering Committee
2007-08

Co-Chairs (2) The President and one member from the 15 voting members

Doug Treadway (non-voting)
Dennis Keller, Professor, Music

Faculty (6) Appointed by Faculty Senate

Carrie Dameron, Associate Professor, Medical/Surgical Nursing
Sheldon Helms, Assistant Professor, Psychology
Dennis Keller, Professor, Music/College Council Co-Chair
Susan Myers, Assistant Professor, Counseling/Faculty Senate President
Tim Roberts, Assistant Professor, Music
Stephanie Ramos, Instructor, Counselor

Students (2) Appointed by Associated Students of Ohlone

Jackie McCulley
Zuhal Bahudari

Staff (4) Appointed two each by CSEA and SEIU

CSEA
Linda Evers, Biology Lab Coordinator, CSEA President
Cheryl Lambert, Web Designer/Publisher
SEIU
Kurt Nordquist, Skilled Maintenance Mechanic (HVAC)
David Schurtz, Automotive Service Technician

Administration (3) One appointed by the President/Superintendent (one each from Academic Administration, Classified Administration, Confidential Staff)

Academic Administration: Leta Stagnaro, Associate Vice President, Newark Center
Classified Administration: Joanne Schultz, Dean, Business Services
Confidential Staff: Jill Rojas, Executive Assistant to the VP, Student Development

Ex-officio (non-voting) (4) The President/Superintendent and each Vice President

Doug Treadway, College President/District Superintendent
Sarah Zentner, Assistant to the President & PIO (Council Meetings Note Taker)
Jim Wright, Vice President for Academic Affairs/Deputy Superintendent
Mike Calegari, Vice President for Administrative Services
Ron Travenick, Vice President, Student Development

Membership of the Learning and Assessment Teams

Standard I: Institutional Mission/Effectiveness

Co-Chairs: Mike Bowman, Dean of Institutional Research and Curriculum Management

Carrie Dameron, Assistant Professor, Medical/Surgical Nursing

John Li, Senior Accountant

Chrissy Lammers, Payroll Specialist

Rob Smedfeld, Associate Professor, Mathematics

Tim Roberts, Instructor, Music

Sandi Goudy, Information Systems Engineer

Les Hedman, Director, Information Technology

Doug Treadway, President/Superintendent

Standard IIA: Learning Programs

Co-Chairs: Susan Myers, Assistant Professor, Counselor/Faculty Senate President

Chris Warden, Assistant Professor, Exercise Science and Wellness; Curriculum Committee Chair

Curriculum Committee members:

Mandy Kwok-Yip, Assistant Professor, Counselor

Mzao Waters, Assistant Professor, EOPS Counselor

Alyce Reynolds, Associate Professor, Deaf Studies

Claire Ellis, Associate Professor, Counselor Deaf/Disabled Students

Lesley Buehler, Interim Dean, Learning Resource & Academic Technology

Paul Mueller, Instructor, Art (Photography)

Tim Roberts, Assistant Professor, Music (Commercial)

Sally Schofield, Assistant Professor, Medical/Surgical Nursing

Sheryl Einfalt, Instructor, PTA Program

Janice Jones, Professor, Early Childhood Studies

Rachel Sherman, Assistant Professor, English

Kathy Sparling, Associate Professor, Systems and Technical Services Librarian

Chieko Honma, Assistant Professor, Mathematics

Yvette Niccolls, Associate Professor, Chemistry

Jeff Watanabe, Assistant Professor, Biology

Faculty Senate members 2006-2007:

Sandra "Bunny" Klopping, Professor, Deaf Studies, Hearing Impaired/American Sign Language

Carolyn Strickler, Professor, Business Administration

Nancy Pauliukonis, Associate Professor, Deaf Studies/Hearing Impaired/English

Lottie Bain, Professor, Physical Education

Alan Kirshner, Professor, History/Political Science

George Rodgers, Associate Professor, Anthropology/Geography/Geology

Barbara Tull, Professor, English Composition

Victoria Loukianoff, Assistant Professor, Mathematics

Faculty Senate members 2007-2008:

Lottie Bain, Professor, Physical Education

Sharon Briggs, Instructor, Nursing

Bob Mitchell, Associate Professor, English

Barbara Tull, Professor, English Composition

Terry Taskey, Professor, Learning Disabilities Counselor

Victoria Loukianoff, Assistant Professor, Mathematics

Jim McManus, Professor, Music
Yvette Niccolls, Associate Professor, Chemistry
Alan Kirshner, Professor, History/Political Science
Gary Mishra, Professor, Engineering
Wayne Yuen, Instructor, Philosophy
Nancy Pauliukonis, Associate Professor, Deaf Studies/Hearing Impaired/English
Lily Xu, Adjunct Computer Studies Instructor
Jo Rainie Rodgers, Adjunct Anthropology Instructor

General Education Committee members:

Robert Mitchell, Associate Professor, English
Deb Parziale, Professor, Nursing
Kenn Waters, Professor, Counselor
Mark Nelson, Professor, Theatre Arts
Chris Warden, Assistant Professor, Exercise Science and Wellness; Curriculum Committee Chair
Brenda Ahnholz, Assistant Professor, Speech and Communication Skills

Standard IIB: Student Development

Co-Chairs: Martha Brown, Dean of Counseling and Matriculation
Nancy Pauliakonis, Associate Professor, Deaf Studies/Hearing Impaired/English

Need list of team members

Standard IIC: Library and Learning Resources

Co-Chairs: KG Greenstein, Associate Professor, Information Literacy/Collection Development Librarian
Kathy Sparling, Associate Professor, Systems and Technical Services Librarian

Wendy Lin, Instructional Assistant, Student Technology and Tutoring
Elizabeth Silva, Librarian
Barbara Duggal, Librarian
Mikelyn Stacey, Dean, Humanities, Social Science and Mathematics
Chair: Lesley Buehler, (During Self Study Process) Assistant Professor, Computer Applications and Occupational Technology and Business Supervision and Management; Chair, Distance Learning Committee; (Currently) Interim Dean, Learning Resources and Academic Technology

Standard IIIA: Human Resources

Co-Chairs: Lyle Engeldinger, Dean for Human Resources and Training
Bob Bradshaw, Professor, Mathematics/United Faculty of Ohlone President

Dr. Heather McCarty, Assistant Professor, History
Tom Blank, Associate Professor, Theatre and Dance
Kathleen Johnson, Senior Human Resources Specialist
Sharon Quintana, Lead Senior Human Resources Specialist
Linda Evers, Biology Lab Coordinator, CSEA President
Tina Miller, Manager, Human Resources
Gil Joseph, SEIU, Maintenance/Trades Mechanic

Standard IIIB: Physical Resources

Co-Chairs: Simon Barros, Director of Facilities
George Rodgers, Associate Professor, Anthropology/Geography/Geology

Need list of team members

Standard IIIC: Technology Resources

Co-Chairs: Ralph Kindred, Associate Vice President, Information Technology

Jeff O'Connell, Associate Professor, Mathematics

Connie Teshara, Executive Assistant for Vice President of Academic Affairs/Deputy Superintendent

Need list of team members

Standard IIID: Fiscal Resources

Co-Chairs: Joanne Schultz, Dean, Business Services

Vern Piumarta, Professor, Business Administration

Nathan Brown, Department System Analyst

Arti Damani, Accountant

Nam Hoang, Senior Account, Accounts Receivable

Victoria Loukianoff, Assistant Professor, Mathematics

Marge Segraves, Associate Professor, Computer Networking and Emerging Technology

Renee Singh, Accounting Intern

Jackie Whitehouse, Music Librarian Technician/Graphics

Standard IV: Leadership and Governance

Co-Chairs: Ron Travenick, Vice President of Student Development

Jo Rainey Rodgers, Adjunct Anthropology Instructor

Kay Harrison, Professor, Speech Communications

Debbie Trigg, Director, Campus Activities and EOPS

Renee Gonzales Wong,

Jackie McCulley, Student

Joe McLaughlin, Dean, Deaf Studies and Special Programs

Distance Learning

Chair: Lesley Buehler, (During Self Study Process) Assistant Professor, Computer Applications and Occupational Technology and Business Supervision and Management; Chair, Distance Learning Committee; (Currently) Interim Dean, Learning Resources and Academic Technology

Jo Raine Rogers, Adjunct Anthropology Instructor (Temporary Full Time, 2007)

Jim McManus, Professor, Music

Alison Kuehner, Associate Professor, English

Perri Galligher, Assistant Professor, English

Rick Arellano, Associate Professor, Computer Applications and Occupational Technology

Dang Luong (student graduate)

Carolyn Brownell, Keyboarding grammar instructor

Elisa Webb, temp full time hire for business

Self Study Editors

Patrice Birkedahl, Director of College Advancement

Kimberly Robbie, Registrar

Web Development

Cheryl Lambert, Web Designer/Web Team Lead

Major Milestones of the Self Study Process

The following are the major timeline milestones in the development and completion of the self study:

Fall 2006	Learning and Assessment Teams Created
Spring/Fall 2007	Self Study Work
May 2007	First Draft of narratives and Ohlone Stores posted to the Website
September 2007	Second Drafts posted to the Website
October 2007	Near Final Drafts posted to Website
November 7, 2007	Endorsement, Faculty Senate
November 14, 2007	First Reading, College Council
November 14, 2007	First Reading, Board of Trustees
December 12, 2007	Approval, College Council
December 12, 2007	Final Approval, Board of Trustees

Self Study Dialogue

The following is a summary of the dialogue sessions conducted by the various shared governance groups involved in the self study process.

Board of Trustee Meetings

Year	Date	Topic
2005	October 26	Progress Report Approved
2006	August 30	Reviewed Self Study Components and Board Standards
	September 27	Mission Statement Revision and Approval
	October 11	Board Self Evaluation and Relationship to Accreditation
2007	January 24	Self Study Update, Reviewed Self Study Process
	May 23	Self Study Update, Reviewed Narrative Drafts
	September 12	Self Study Update, Reviewed Narrative Drafts
	October 24	Workshop, Review of Planning Agenda statements
	November 14	<i>First Reading, Self Study Report Approval and Certification</i>
	December 9	<i>Self Study Report Approval and Certification</i>

College Council Meetings

Year	Date	Topic
2006	September 11	WASC Accreditation / Standard 1
	September 25	WASC Accreditation / Self-Study Process Approved
	October 9	Dialogue on Theme: Institutional Commitments
	November 27	Dialogue on Theme: "Planning, Evaluation, Improvement"
2007	February 12	Accreditation Update
	February 26	Accreditation Update
	April 2	Self Study Steering Committee, Report from Standard I and 4 Teams
	April 16	Self Study Steering Committee, Report from Standard II Teams
	April 30	Self Study Steering Committee, Report from Standard III Teams
	May 14	Self Study Steering Committee, Report from Standard IIID Team
	May 21	Accreditation Self-study/ Standard III-D
	August 22	Retreat, Self Study Timeline for Review and Completion
	September 24	Accreditation Update
	October 18	Review of Planning Agenda statements

President's Staff Meetings

2006	July 25	Proposal for President's Staff dialogue on Accreditation Standard 1
	August 2	Proposal for President's Staff dialogue on Accreditation Standard 1
	September 5	Staff Dialogue, Standard IA
	September 19	Staff Dialogue, Standard IA
	October 31	Staff Dialogue, Standard IA
	November 7	Staff Dialogue, Standard IB
	November 21	Staff Dialogue, Standard IB
2007	January 16	Accreditation Self-Study Update
	February 27	Accreditation Self-Study Update
	June 19	Accreditation Self Study Update
	June 29	Accreditation Self-Study & Site Visit Planning
	July 17	President's Staff Stewardship of the Self-Study Process, Present to Submission
	August 28	Self-Study Link on Website Home Page
	September 25	Self Study Stewardship, Review of current Self Study work, Review of several of the introductory sections, Review of Planning Agenda approach
	October 9	Structure for 10/14 Board Workshop on Self Study

Learning and Assessment Team Co-Chairs Meetings

Year	Date	Topic
2007	February 5	Reviewed guidelines for Learning and Assessment Teams, timeline and milestones for the self study, and suggested Ohlone Stories
	February 13	Team reports
	February 27	Reviewed Student, Faculty and Staff Surveys; College Council/Steering Committee meeting dates; and Accreditation Website
	March 13	Team reports
	May 8	Item analysis of surveys, Ohlone Stories Update, Development of Narratives, and Team reports
	August 13	Reviewed Planning Agenda Statements, use of Data Scan and Survey Results, plans for further engagement of the College Community, and editing process
	September 17	Worked on Planning Agendas

Faculty Senate Meetings

Year	Date	Topic
2006	Aug 21	Senate Retreat & Goal-Setting – Planning for Accreditation Self Study
	Aug 25	Flex Day – Encouraging faculty involvement in Self Study
	Sep 6	Discussion of collaboration with Curriculum Committee on Standard IIA
	Nov 15	Learning & Assessment Teams/Ohlone Stories Proposal
	Dec 6	Vote to approve Learning & Assessment Teams/Ohlone Stories approach
2007	Jan 5 & 6	Academic Senate for California Community Colleges Accreditation Institute, attended by Standard IIA Co-chairs Chris Warden and Susan Myers
	Jan 26	Flex Day – Reminder to faculty regarding Accreditation Self Study
	Feb 7	Discussion of Senate as Learning & Assessment Team for Standard IIA
	Feb 21	Continuation of discussion of Senate as Learning & Assessment Team
	Mar 7	Focused discussion of Standards IIA6 & IIA6a & review of evidence
	Mar 21	Focused discussion of Standard IIA6b & review of evidence

	Apr 4	Focused discussion of Standard IIA6c & review of evidence
	Apr 18	Focused discussion of Standards IIA7 & 7a & review of evidence; review first draft of administrative procedures related to Standard IIA6c
	May 2	Focused discussion of Standard IIA7b & review of evidence; review second draft of administrative procedures related to Standard IIA6c
	May 16	Focused discussion of Standard IIA7c & review of evidence; vote to approve administrative procedures related to Standard IIA6c
	Sep 5	Assign readers to review all portions of Accreditation Self Study draft
	Sep 19	Focused review and open discussion of Standard I, Distance Learning Report, and Newark Center Report
	Oct 3	Focused review and open discussion of Standard IIA
	Oct 17	Focused review and open discussion of Standards IIB, IIC, IIIA, IIIB, IIID, and IV
	Nov 7	Focused review and open discussion of Standard IIC & Final approval of Accreditation Self Study document

Curriculum Committee Meetings

Year	Date	Topic
2006	9/11	Introduction to the WASC/ACCJC guidelines
	11/6	Dialog covering the process of the self study
	12/4	In depth discussion tabled until Spring due to the Accreditation Institute
2007	2/5	Discussion focused on Standard IIA and what questions will be asked
	3/5	Committee was introduced to the curriculum specific standards. Discussion focused on the questions from Standard IIA1a-c, IIA2a-I, IIA4, and IIA5. Also launched the use of Google Docs as a document housing website.
	4/2	Reviewed Standard IIA1a-c as a committee using Google Docs.
	4/23	Time available during the screening meeting to discuss specific standards. Was able to assign specific standard to different members of the committee.
	5/7	Continued work on Standard IIA1c with committee involvement.
	5/9	Open time to work on standards. Individual work done with committee
	9/10	Advised committee members that the first draft of the self study was complete and on the website. Advised them to look over the changes and provide input.
	10/1	Communicated with committee members of the "close to final" draft of the self study was on the website for their review.
	11/5	Members gave final input related to Standard IIA. Final draft to be approved this month and this would be the last time for input.

Distance Learning Committee Meetings

Year	Date	Topic
2006	September 13	Introduction to the upcoming Self Study, Distance Learning Manual handed out.
	October 11	1) Discussion of what Ohlone considers definitions of Hybrid, web enhanced and fully online, 2) Introduction to Title V guidelines, and 3) How shall we assess ourselves: Survey? Needs assessment? How can we best serve students?
2007	February 21	Committee members decided who would be doing what for the accreditation self study, that is which statement(s) they would be addressing.
	April 4	Notice to present first draft to College Council on 4-16 and discussion if Distance Learning guidelines were to be introduced, and ADA compliance a part of it.
	September 10	Narrative reviewed. Near final version posted to
	October 10	Reviewed narrative in light of ADA compliance and integration with Standard IIB.

C. Responses to Recommendations from the Most Recent Comprehensive Evaluation

Overview

The Accreditation Team and Commission Evaluation Report from the last self study and site visit cycle (2000-01) made four recommendations, "...to assist Ohlone College to improve the internal environment, to render the institution to be more efficient and effective, in order to better serve its educational mission." These four recommendations have been central to the college's establishment and implementation of an integrated planning and shared governance system within the Learning College paradigm. A Focused Mid-Term Report, submitted in October 2004, addressed the two major recommendations, provided an update on the other two, and outlined progress on the 104 self-identified improvement plans. The Commission approved this report at its January 2005 meeting. A Progress Report was submitted to the Commission in October 2005 and approved at its January 2006 meeting.

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

Progress on Recommendation 1

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

2002-03: A Year of Crisis and Change

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

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

2003-04, New Directions toward Integrated Planning and Assessment

The Board appointed a new President in July 2003 and the college community was reinvigorated. The President proposed a new decision making system aimed at increasing shared governance and identifying institutional values and goals in alignment with the ACCJC-WASC Standards and the 2001 Visiting Team recommendations. At the same time a U.S. Office of Education Title III project was developed to promote the Learning College Model, primarily through instructional reform, in support of student and employee learning outcomes. Thus, the development of the new governance structure and strategic vision, values and goals, and the development of the Title III project were essentially the same process.

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

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

2004-2007, Implementing the Learning College Model

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

The college vision, values, mission and resulting strategic plan represent a concerted college-wide effort to embrace, nurture and practice the tenets of the Learning College Model. This model has been an influential movement among community colleges across the country over the past decade. The League for Innovation in the Community College has provided significant leadership in developing and promoting this model. As defined by the college President, a Learning College focuses on the individual and develops a college for and about the individual learner; advocates that more options for students are better; experimentation and innovation are encouraged and supported; engagement in collaborative learning; learners are active, not passive vessels being filled; everyone at the institution is a facilitator of student success; and documentation: feedback, assessment and adjustment are ongoing quality processes.

Ohlone College faculty and staff have attended conferences and invited speakers to Ohlone as the college moved to adopt the model. Individual faculty members are engaged in a wide variety of teaching and learning innovations and improvements that support the Learning College Model and focus on student success.

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

Progress Recommendation 2

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

A. Measurable Outcomes for Strategic Goals

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

B. Student Learning Outcomes and Assessment

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

Faculty members have participated in active learning and dialogue on student learning outcomes and assessment. During the 2003-04 academic year, the Faculty Senate and its Curriculum Committee (formerly CAPAC, Course and Program Approval Committee), formed a joint task force to chart Ohlone's direction in working with student learning outcomes and assessment. This group became known as the Student Learning Outcomes Professional Enthusiasts (SLOPE). Based on the work of SLOPE, the Faculty Senate revised its instructional program review guidelines to provide clear direction for the development of measurable student learning outcomes and assessment strategies. These guidelines were approved in October 2004 and the cadre of instructional programs/disciplines involved in review during the 2004-05 academic year became the pioneer group to work within the new guidelines.

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

The college's Research Office developed a common Data Sheet and is continuing to refine the information based on input from faculty. The Data Sheets provide basic data on enrollment and student success for all programs/discipline. Of course, some programs/disciplines will go beyond this data as specific student learning outcomes and assessment strategies are identified and monitored. The main purpose of the Data Sheets is to provide some basic data across all of the programs/disciplines to be incorporated into program/discipline review process.

Faculty and staff focus on student learning outcomes and assessment supports the Learning College Model that is being used as a context for instruction and student services at the institution. Significant dialogue on learning and assessment has taken place. Dialogue on student learning outcomes has been expanded by having programs and disciplines present their program review activities in a variety of venues including the Board of Trustees, the Curriculum Committee and the Faculty Senate.

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

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

C. General Education Outcomes and Assessment

Ohlone students have three General Education (GE) patterns from which to choose as part of their Associate in Arts or Science degrees: A. Ohlone College GE Pattern; B. CSU GE Breadth Requirements; and C. Intersegmental GE Transfer Pattern (IGETC). The Ohlone General Education (GE) Committee, a standing Committee of the Curriculum Committee, has spent considerable time and dialogue on reviewing the philosophy of GE Pattern A. A key component of this review was the identification of student learning outcomes for GE within the Associate Degree. A philosophical statement and set of outcomes was approved by GE Committee and subsequently approved by the Curriculum Committee, Faculty Senate, and Board of Trustees. The GE Committee is now exploring strategies to for ongoing assessment of the learning outcomes of the Ohlone GE pattern. A rubric for assessing the content of all GE courses in the different areas has been developed. This tool will analyze the content of each course and assess whether the particular GE outcomes are being addressed.

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

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

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

Progress on Recommendation 3

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

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

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

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

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

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

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

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

Progress on Recommendation 4

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

The College Council was formed during 2003-04 following the guidelines of AB 1725 and Board policy. Membership was appointed by the faculty, staff, management and student organizations. The Council organized task forces on budget and facilities development and the recommendations of these working groups were presented to the President and to the Board of Trustees. The Council has become a forum for issues brought by students and staff as well as a communication vehicle for broad participation from constituent groups in the formation of plans and policies for the district. An inclusive process of vision, values and strategic goal development defined and clearly communicated seven major goals derived from the mission of the college to be pursued over the next five years. Six task forces worked to establish measurable outcomes for the goals and to direct and monitor implementation.

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

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

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

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

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

D. List of Ohlone Stories

Student Learning Outcomes and Assessment
CurricUNET Development and Implementation
General Education Improvements
Basic Skills Program Development
Implementing Computerized Placement Testing
LAPSI
Prototype Classrooms
Newark Center for Health Science and Technology
Learning Communities
High School Partnerships
Brown Bag Science Seminar Program
Innovation in the BSM Program
Computer Applications in Science Courses
Calendar Conversion
Human Patient Simulation in the Registered Nursing Program
Accessible Campus
Library 2.0
Information Competency Requirement
International Education (General)
Becoming a Smoke Free Campus
World Forums

E. Abstract of the Report

This self-study demonstrates that Ohlone College meets the standards for reaffirmation of its accreditation by the Accrediting Commission of the Junior and Community Colleges. Of the 130 standards examined, the college was found to be meeting 110 and has action plans for addressing the 20 areas where improvement is needed. In addition, there are 15 areas where actions plans have been developed to improve beyond meeting the standards. In accordance with the ACCJC/WASC Self Study Manual, this Abstract provides a summative assessment of how well the institution is meeting the standards as a whole based on the themes that pervade the standards.

Institutional Commitments

Ohlone College encourages and supports full participation by the college community in planning, achieving and assessing the college mission, vision, values and goals. The Mission Statement is reviewed regularly and revised as needed. After considerable dialogue during 2006, the Board of Trustees approved a revision to the college mission statement. The Mission Statement now reads as follows:

The mission of Ohlone College is 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 college demonstrates ongoing commitment to its mission and to the accreditation standards and themes. This is most evident in the emergence of the Learning College Model as the philosophical core of the college strategic plan. As defined by the college President, a Learning College:

- Focuses on the individual and develops a college for and about the individual learner;
- Advocates that more options for students are better;
- Encourages and supports experimentation and innovation;
- Engages in collaborative learning; learners are active, not passive vessels being filled;
- Everyone at the institution is a facilitator of student success; and documentation;
- Feedback, assessment and adjustment are ongoing quality processes.

The college strategic goals derive directly from the mission within the context of commitment to student learning. Ohlone strives to be a Learning College everyday and is very successful in achieving that ideal.

There are clear District policies regarding participation in decision making at the college. The College Council is the lead group for shared governance discussion on strategic and budget planning. The administration and Board rely primarily on the faculty in academic and curriculum matters through the Faculty Senate and Curriculum Committee and associated sub-committees. The Associated Students of Ohlone College serves to involve students in the life of the college and the shared governance process.

The District has made a firm commitment to environmental stewardship and sustainability. The Board of Trustees has adopted a policy to follow the Leadership in Energy and Environmental Design (LEED) standards in all new construction. This has been manifest directly in the construction of the Newark Center for Health Science and Technology, which is described in detail in both the Ohlone Story about the Newark Center and the Substantive Change Proposal for the new center. The new Student Services Building is also being constructed according to LEED standards. Environmental stewardship and sustainability are key components of the college values and strategic goals. In this self study, a Planning Agenda under Standard III.B is identified to increase the overall District waste diversion rate to 75% in five years and will increase recycling efforts throughout the District.

Evaluation, Planning, and Improvement

Evaluation, planning and improvement take place within the context of the college strategic plan. The strategic plan was developed through a robust process of shared governance and links directly to the educational, facilities and land use master planning of the District. The cornerstone of the planning and assessment process is the comprehensive system of Program and Services Review, which is referred to throughout the self study report. Program and Services Review involves all instructional programs and all of the college's service departments. All program reviews emphasize linkage with the college strategic goals and the support of student learning.

The strategic plan of the college does not sit on a shelf to be brought out only to show compliance with accreditation or other standards. The strategic goals of the college are the framework for all college planning and activity. The college's Annual Reports and the Presidents bi-annual State of the College Speeches are purposefully structured around the strategic goals and objectives. As the shared governance body, the College Council serves as the Strategic Planning Committee and regularly assesses progress and makes revisions as needed. Most recently the Council proposed the addition of an eighth strategic goal relating to facilities and capital planning, which was reviewed and approved by the Board of Trustees. The objectives of this goal will be directed by a Facilities Committee, which will report to the Council on a regular basis.

The institution supports collaboration across the college in evaluation, planning and improvement. Program and Services review is an institutionalized process that involves both academic and service departments. The strategic planning process has involved all constituency groups and the Board of Trustees has engaged with the college community in developing, approving, assessing and revising the strategic planning goals and objectives.

Concerted efforts are made to provide valid and reliable data to inform evaluation, planning and improvement efforts. An established, active and effective Office of Institutional Research coordinates the generation and analysis of program and institutional data. The college President created an Institutional Research and Assessment Team to help guide the creation and use of data at the institution. A Planning Agenda under Standard I has been identified to institutionalize this group as a formal college committee.

The ACCJC/WASC "Rubric for Evaluating Institutional Effectiveness" assessment tool provides an excellent framework to assess a college's level of implementation in three important accreditation areas: Program Review, Planning and Student Learning Outcomes. The levels of implementation include Awareness, Development, Proficiency, and Sustainability. Because the Rubric was received as this self study was being finished, it was not possible to integrate it fully into the self assessment process. However, a Planning Agenda has been developed under Standard I to incorporate the Rubric into college planning and evaluation processes as an ongoing tool to assess institutional effectiveness.

Most of the Fremont Campus facilities were constructed between 1971 and 1974. The college does well to keep these buildings operational. The District is committed to developing facilities to support and facilitate student learning. A number of important improvements have been accomplished, and are in process of being accomplished, to support the college mission for student access and success. State bond funding allowed for construction of a new Instructional Computing Building, now named Hyman Hall, which opened in 2002, as well as a new we completed and opened the new state-of-the-art Child Development Center in 2004. In March of 2002 the voters of the District passed a \$150 million bond measure to construct a new campus in Newark, named the Newark Center for Health Science and Technology, which will open in January 2008. The local bond measure also provides for a new Student Services Building on the Fremont Campus that is now under construction and scheduled to open in spring of 2009. Other improvements to the Fremont Campus have also been funded by the local bond. Further, state bond funding

Although the bond funding has helped a great deal, there is still a sizable gap of \$250 million in capital improvement needs. These needs have been prioritized by the college community and the Board of Trustees. A Planning Agenda under Standard III.B has been identified to develop the frontage property on the Fremont Campus to provide ongoing lease revenues to address needed capital improvements in an ongoing and systematic manner. The development of the frontage property has been on the college agenda for the past two decades but is now near actual implementation.

Since the 2001 site visit, the college has made significant advancements in the availability of computing and technology resources to facilitate learning and assist student development and administrative services departments to support learning. It is now important that the planning for technology become more intentional and strategic. A Planning Agenda under Standard III.C calls for development of a five-year Technology Master Plan that integrates with educational, fiscal and facilities master planning. This plan will provide direction for a sustainable technology infrastructure to facilitate the teaching and learning process and support student development and administrative services.

Although the college budget is dominated by ongoing fixed personnel and utilities costs, strides have been made to more intentionally link budget resources to improvements in support of student learning. The College Council proposed and the President approved earmarking \$800,000 from one-time state funds to be available over a four-year period to fund improvement plans that emerge from the Program and Services Review process. In 2006-07, the Council developed and completed a process awarding \$200,000 to program and service areas completing review in 2005-06. The same will be done in 2007-08 for programs and services reviewed in 2006-07. To enhance dialogue and involvement in the budgeting process several, Planning Agendas are proposed under Standard III.D to improve information on the budget and strategies that will encourage wider participation in the shared governance process related to resource allocation.

Student Learning Outcomes

Considerable attention is given in this self study to the college's efforts related to the identification and assessment of student learning outcomes. There is an overview in the "Introduction" section and a detailed discussion in the section on "Responses to Recommendations from the Most Recent Comprehensive Evaluation." Three of the Ohlone Stories showcase the development of student learning outcomes and assessment strategies and how those efforts have integrated with the college values and strategic goals, along with the accreditation standards and themes. These Stories include: Student Learning Outcomes and Assessment, CurricUNET Development and Implementation, and General Education Improvements.

The Learning College Model is embedded in the college's mission and goals, and has student success and achievement at its core. The faculty and staff have embraced the focus on student learning as the nucleus of all college endeavors, at the course, program and college levels. The Curriculum Committee's course development and review process has been constructed to guide faculty in the integration of student learning outcomes and assessment in all college courses. The Faculty Senate revised the Instructional Program and Discipline Review process to direct development of program level student learning outcomes and assessment strategies. At the completion of the 2007-08 Instructional Program and Discipline review cycle, all programs and disciplines will have established student learning outcomes and plans for instituting ongoing assessment. The college as a whole actively generates data related to student achievement and success and uses the data to drive evaluation, planning and improvement activities.

Although much progress has been made, there is still work to be done, especially in the area of assessment of outcomes at the program and General Education levels. Planning Agendas under Standard II.A have been identified for improvements in the area of outcomes assessment. The Faculty Senate and

Curriculum Committee have created a Student Learning Outcomes and Assessment Committee and the District has authorized reassigned time for a faculty member to serve as Chair. The committee will be an active leadership body, which will engage the college in ongoing development, review and assessment of student learning outcomes.

Online learning, both fully online and hybrid approaches, has grown significantly at the college since the last accreditation site visit. This self study presents a separate assessment of distance learning using the standards from the ACCJC Distance Learning Manual. The distance learning program at Ohlone is integrated into the overall instructional system. The Academic Deans, Faculty Senate, Curriculum Committee, and Distance Learning Committee provide direct oversight and quality assurance for distance learning. Under the Distance Learning section of the self study, Planning Agendas for improvement are presented in the areas of faculty and course evaluation, as well as ongoing research on retention in online classes. A resource website to offer faculty more tools/assistance with online teaching is also proposed.

Student development and library and learning resource services provide essential support for student learning and success. Under Standard II.B, a system of student development learning outcomes and assessment strategies is described. Two of the Planning Agendas in Standard II.B focus on support services for students at the Newark Center for Health Sciences and Technology. Also planned is the development of a system for student records to be electronically created and stored. Under Standard II.C, Planning Agendas are identified to improve the library book collection and to achieve long-term maintenance and capital improvements. The library and learning resources needs of the Newark Center are also addressed. A Planning Agenda is also proposed to increase student mastery of Information Competency Standards. This is defined by the Academic Senate of the California Community Colleges, and measured through systematic data collection, and analyzed to track continued progress.

Support of the Learning College Model and student learning outcomes and assessment has been increased by a five-year federal Title III funding supporting a comprehensive program to strengthen the institution through measurable improvement in student learning and achievement. The planning for the Title III proposal was directly integrated into the strategic planning of the college, as the goals of Title III project were to be pursued whether funded or not. The Learning College Model is promoted strongly by the Title III activities. The college is in the third year of the Title III project and the most recent project evaluation demonstrates good achievement of the measurable outcomes of the project.

Organization

The college organizes itself well to achieve its mission and to be effective in support of student learning and success. The commitment to shared institutional governance is strong as evidenced by an active College Council. Shared governance in academic matters is led by an active and effective Faculty Senate and its strong Curriculum Committee. The college President meets regularly with a group consisting of the leadership of the Faculty Senate, College Council, the Associated Students of Ohlone College, and the three collective bargaining units. These college leaders, as well as a Student Trustee, also sit at the table of the Board of Trustees meetings as an Extended Board.

The self study finds the college to have demonstrated effectiveness in recruiting and retaining well qualified faculty, administrators and staff to achieve the mission of the college and support student learning. The review under Standard II.A finds a complete and effective system of faculty evaluation, but proposes Planning Agendas for improving the evaluation process for classified and management staff. Another Planning Agenda under Standard II.A calls for all administrators and managers to participate in training to update their knowledge and understanding of collective bargaining processes and effective labor relations practices. Another exciting Planning Agenda aims to create new ways for the college to engage diversity and culture in core operations and structure.

The Staff Development Committee provides an active program of professional development opportunities for faculty and staff, including the bi-annual Learning College Week before the start of the fall and spring semesters and the newly established Classified Staff Flex Program. The Innovation and Technology Center (ITC) is becoming a nexus for many of these development activities. Instituted through the Title III Project, the ITC is open to all part-time and full-time faculty and staff members and provides online and one-on-one training to groups or individuals who want to integrate a variety of web/multimedia presentations, communication and collaboration technologies into their courses. The ITC also provides assistance on online course planning, instructional design and development, pedagogy, and best practices for online teaching/learning, research of discipline-specific web resources, as well as utilization of various educational software tools. Planning Agendas under Standard II.A proposes improvement of the selection of training opportunities for all employees and to revise the evaluation process for fixed flex and floating flex workshops.

Dialogue

Self reflective dialogue on the college mission and institutional effectiveness is active at the college. The College Council, Faculty Senate, Curriculum Committee and its subcommittees (General Education, Distance Learning, Cultural Diversity, Information Competency), and the Associated Students of Ohlone College all provide venues for dialogue. The administration and Faculty Senate recently agreed to establish a Student Learning Outcomes and Assessment Committee with reassigned time for a faculty coordinator to ensure continuing dialogue about and attention to student learning.

Dialogue is integrated into the evaluation, planning and improvement processes of the institution. The entire college community gathered in 2004 for dialogue that resulted in the current strategic goals of the institution. In 2007 the full college community gathered again to assess progress on the goals and suggest improvements. The results of this assessment have been directed to the various college committees for attention. The Program and Services Review process involves all college programs and services and generates considerable dialogue focused on improvement.

The college is committed to dialogue that is informed by quantitative and qualitative data. The Office of Institutional Research provides considerable data to support the strategic planning and assessment activities of the college and the Program and Services Review process. With input from the President's Institutional Research and Assessment Team, the Office has developed an Annual Data Scan focused on student success and achievement. The Data Scan will inform college dialogue and is being distributed to appropriate college committees and work groups for use in improvement planning.

An interesting development over the past two years has been an increase in the use of electronic collaboration tools to foster dialogue and cooperative work without increasing the number of meetings required. Groups such as the Faculty Senate, Curriculum Committee, Self Study Learning and Assessment Teams, and others, as well as individual faculty and administrators have explored the use of Weblogs, Wikis, Google-Docs, and other tools. Although still in the experimental stages, these new approaches hold great promise for increasing dialogue and collaboration between all college constituencies, including students.

Although the college community welcomes and supports dialogue from all constituents, survey findings show adjunct faculty do not have an awareness of, or sense of involvement, in the shared governance and collaborative planning processes. Although this is not unusual in higher education, given the nature of adjunct work, a Planning Agenda is proposed under Standard V to increase adjunct faculty involvement in the college community, including awareness of, and access to, the shared governance work of the College Council and Faculty Senate.

Institutional Integrity

The self study demonstrates that the District takes responsibility for and makes great effort to be honest, truthful, clear, and understandable in the way it is represented to all stake-holders, internal and external. The college website provides transparent access to the planning, evaluation and improvement activities of the institution, including live video streaming and video archiving of all Board of Trustees meetings. The District and its faculty have documented commitment to academic freedom and honesty, and faculty provide for open inquiry in the learning process. The diversity of the student body is significant and reflects the demographics of the community. The college faculty and staff are dedicated to student equity. The college demonstrates commitment to equity and diversity in hiring practices.

The accreditation self study process is an excellent example of the institutional integrity of the college. Through the Accreditation Self Study Review Site, the development of the self study has been available for college community and general public review and comment. Drafts of the various sections of the study have been continually updated and all college-wide sources of evidence have been made available.

F. Compilation of Planning Agendas

The following is a compilation of the Planning Agenda “Outcomes” identified in each of the standards areas. In the main body of the self study, the Planning Agendas are constructed in accordance with the ACCJC/WASC “Self Study Manual,” which indicates that Planning Agenda statements should include three elements:

- Statements of the plans, activities, and processes (as opposed to tasks) the institution expects to implement as a statement of what the institution thinks it will do.
- Discussion of the ways the areas identified in need of improvement will be or have been incorporated into the ongoing, systematic evaluation and planning processes of the institution.
- Discussion of how the outcomes of these plans, activities and processes are expected to improve student learning and foster institutional improvement in general.

Since it is difficult to talk about outcomes without including tasks, it was decided to include both in the Planning Agenda statements. This allows tasks to be discussed, while maintaining the focus on the identified outcome. This compilation presents the “Outcome” of each of the Planning Agenda.

I: Institutional Mission/Effectiveness

- The President’s Institutional Research and Assessment Team will be an active and well acknowledged group that continually assesses the college’s evaluation mechanisms. [I.B.7]
- The ACCJC/WASC “Rubric for Evaluating Institutional Effectiveness” will be incorporated into the college planning and evaluation process as an ongoing tool for assessing institutional effectiveness in Program Review, Planning, and Student Learning Outcomes. [I.B.7]

II.A. Instructional Programs

- An ongoing system of assessment of student learning outcomes at the program level will be in place for all programs. (Beyond meeting the standard) [II.A.1.c]
- 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. (Beyond meeting the standard) [II.A.2.f]
- 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. [II.A.2.i]
- 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. (Beyond meeting the standard) [II.A.3.a]
- 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. (Beyond meeting the standard) [II.A.3.b]
- 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. (Beyond meeting the standard) [II.A.3.c]

II.B. Student Support Services

- The Student Services Curriculum will be consistently applied to the program reviews of all student services, thereby ensuring a standardized approach and an improved delivery of services to students. (Beyond meeting the standard) [II.B.1]

- A more integrated college publications review process will be in place. (Beyond meeting the standard) [II.B.2]
- Appropriate, comprehensive, and reliable Student Services will be available to students on both the Fremont and Newark campuses. The Student Services will be available to students any time they are attending classes on either campus. [II.B.3.a]
- An environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development among students is created at the Newark campus. [II.B.3.b]
- All student records will be electronically recorded and stored. (Beyond meeting the standard) [II.B.3.f]
- A process and schedule for regular, ongoing student evaluation of Student Services will be established so that the college can measure achievement of the Student Learning Outcomes. (Beyond meeting the standard) [II.B.4]

II.C. Library/Learning Support Services

- Improve the currency, quality, and quantity of library book collection to support instruction and student success across the curriculum. Analysis of the collection shows that an increase in the overall annual book budget from \$25,000 to \$50,000 is necessary to meet the expressed student and faculty need, and to approach compliance with Title V minimum standards. [II.C.1.a]
- Increase student mastery of Information Competency (IC) Standards, as defined by the Academic Senate of the California Community Colleges in 2002, and measured through a systematic implementation of data collection and analysis to track continued progress. [II.C.1.b]
- Provide adequate access to the LRC and LRC learning support services for both campuses, regardless of student or faculty location or means of delivery. [II.C.1.c]
- Achieve long-term maintenance and capital improvements necessary to increase effectiveness of learning support services. [II.C.1.d]
- Contribute to the achievement of student learning outcomes by providing adequate LRC and other learning support services. Provide evidence of this goal through the on-going evaluation practices currently employed, and development of new strategies to increase value of user input. [II.C.2]

III.A. Human Resources

- Complete the design and testing of the new managerial performance evaluation. Complete managerial training on the new managerial performance evaluation. [III.A.1.b]
- Educate managers about the classified evaluation processes, the importance of feedback to individual and operational effectiveness, and bargaining unit compliance. [III.A.1.c]
- Reach agreement with CSEA defining the New Ways to Work model and implementation of the model beginning April 2008. [III.A.2]
- Create new ways for the college to engage diversity and culture in core operations and structure. (Beyond meeting the standard) [III.A.4.b]
- All administrators and managers will participate in training to update their knowledge and understanding of collective bargaining processes and labor practices. [III.A.4.c]
- Improve the selection of training opportunities for all employees. (Beyond meeting the standard) [III.B.5.a]
- The Staff Development Committee will revise the evaluation process for fixed flex and floating flex workshops. Human Resources and Business Services staff will identify and allocate additional money to be used for staff development. (Beyond meeting the standard) [III.A.5.b]
- Complete an analysis of staffing needs and develop a comprehensive plan to fund the needs. The plan will include an assessment of current staffing needs and projected staffing needs and consider new work models. By June 2009, the college will begin hiring staff to fill the necessary positions. [III.A.6]

III.B. Physical Resources

- The District will increase the overall waste diversion rate to 75% in five years and will increase recycling efforts throughout the District. (Beyond meeting the standard) [III.B.1.a]
- The frontage property will be developed to provide lease revenues to assist in meeting the significant capital improvement needs of the District. [III.B.2.b]

III.C. Technology Resources

- Complete a five-year Technology Master Plan that integrates with educational, fiscal and facilities master planning, and provides direction for a sustainable technology infrastructure to facilitate the teaching and learning process and the student development and administrative services that support student learning success. [III.C.2]

III.D. Financial Resources

- The budget planning process will provide more opportunities for wider participation in the shared governance process. (Beyond meeting the standard) [III.D.1.a]
- Alternative sources of information and planning tools will be more readily usable leading to increased staff and faculty understanding of the budget process and their ability to participate in the planning and operations of the budget. [III.D.1.d]
- A report that combines all of the statistical data about each program in one report including average cost, positive outcomes, FTES generation per FTEF, as well as financial information by program, will be available for use in program review. (Beyond meeting the standard) [III.D.2.a]
- The District will make appropriate financial information more accessible by implementing the Colleague web interface to budget reports and through regular emails to staff and faculty that will inform, educate, train and solicit feedback. (Beyond meeting the standard) [III.D.2.b]

IV. Leadership and Governance

- Surveys of adjunct faculty will show improvement in their sense of involvement in the college community, including awareness of and access to the shared governance work of the College Council and Faculty Senate. [IV.A.3]

Distance Learning

- A resource website will offer faculty more tools/assistance with various needs towards online teaching. Under consideration are guidelines similar to those used by Mt. San Jacinto College. (Beyond meeting the standard) [DL 1-3]
- The current Enterprise Resource System, Web Advisor, will directly interface with the Course Management System (WebCT). This would not only speed up the process of getting students into the course management system, but allow them earlier access to their class(es) and instructors. (Beyond meeting the standard) [DL 9]
- Student evaluation of faculty will be done using an online system for all courses to show more clearly if faculty members are using /have adequate technical skills. This will allow online students to participate more fully in the faculty evaluation process. [DL 13]
- A system of ongoing research on student retention in online classes will be in place. [DL 15-16]