

*A World of Cultures
United in Learning*



Accreditation Follow Up Report

Ohlone College
43600 Mission Boulevard
Fremont, CA 94539-0390

WORKING DRAFT

March 6, 2009

FINAL REPORT DUE

March 15, 2009

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Statement on Report Preparation

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

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

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



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

March 15, 2009

Date

Section I: Improvements in College Planning and Program Review

Recommendation 1

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

Recommendation 2 and 4

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

Responding from a Position of Strength

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

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

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

Since the 2000 Accreditation Site Visit and recommendations, the college community implemented substantive improvements in the planning and program and services review processes. This was demonstrated by evidence contained in the 2007 Self Study. Still, the college strategic and operational planning cycles, including budget planning, and the program and services review process were parallel activities rather than integrated. Further, there is a need to document and implement ongoing assessment and review procedures for these processes.

President Sets the Agenda for Responding to the Recommendations

Upon arrival at the college in July, the new President reviewed the recommendations of the Commission related to program and services review and planning. During her first months at the institution, she conducted a thorough evaluation of the program and services review and planning processes in place addressing following issues:

- The degree to which college planning occurred in a cycle
- The degree to which strategic and annual planning cycles were integrated
- The process for setting college goals and objectives and measuring the progress

- The data foundation used in setting and assessing goals and in program and services review
- College-wide dialog on and assimilation of college data used in the context of goal setting
- How program and services review results affected whole-college improvements
- How current goals were achieved and the degree to which they were achieved
- Codification of college planning processes

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

President's Task Force on Planning Improvement

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

- A regular assessment and review process for the Mission and Vision statement, documented and in place to meet Accreditation Standard I.A.3.
- A regular assessment and review process for college planning processes (including program review), documented and in place to meet Standard I.B.6.
- A strengthening of the link between program and services review, planning, and budget decisions to meet Standard III.D.1.d.
- An improved program and services review process which uses enhanced data, including ongoing environmental scans, to meet Accreditation Standards I.B.5.

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

As the Task Force discussed the planning cycle and program and services review process, and the relationships between the two, it became clear that definitions of certain planning terms were needed. In the language of planning and assessment, there are terms that can have multiple definitions depending on context and perspective. The Task Force developed a Glossary of Planning Terminology to help clarify the college dialogue about and implementation of planning activities. The Student Learning Outcomes and Assessment Committee also reviewed the definitions related to student learning outcomes.

In addition to the glossary, the Task Force recommended integrating program and services review into the planning process by having each program and service identify Program Improvement Objectives with an action plan for implementation and evaluation. The Task Force undertook the work of simplifying and automating the program and services review process with the goal of making it an ongoing process that feeds into the college's annual planning process. It also recommended that the college follow the strategic and annual planning cycles as illustrated in the President's planning graphic.

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

Source of Evidence: President's Planning Task Force Agendas and Minutes

Source of Evidence: Assessment of College Planning and Program Review using the "Rubric for Evaluating Institutional Effectiveness"

Source of Evidence: Glossary of Planning Terminology

Source of Evidence: Strategic and Annual Planning Cycles Graphic

Source of Evidence: Description of Institutional Planning and Assessment Processes

Mission & Vision Review as an Ongoing Process

At its January retreat the College Council agreed on how regular assessment of the college mission and vision statements would occur as part of the strategic cycle based on criteria for mission content. It was also agreed that, to assure that the college is on track with its ongoing decisions, the Council will review the mission and vision statements at the start of each annual planning process. In order to meet the required budget deadline, each year this process must begin at the annual College Council retreat in August. The Council agreed that the mission statement should specify Ohlone's intended students, our areas of instruction (including but not limited to the CCC system mission), the level of our course and program offerings, and what makes Ohlone a unique institution. It is expected that significant changes to the mission and vision will occur at the start of each strategic cycle (every 5 years), but that annual review increases the college's ability to respond effectively to changing community circumstances. A small task force was assigned to review the mission statement and bring recommendations to the College Council. Any proposed changes to the current mission statement will be brought to the Board for first reading followed by action at a subsequent meeting.

Visioning is set in the context of environmental scan data and a dialog regarding how well the college is meeting community educational needs. The question, "What image would you like Ohlone to have in five years?" is posed to the College Council membership. (A list of responses is available in the College Council December Retreat notes) A similar question has been posed to the community through a series of meetings described above in Environmental Scan. The final vision will be informed by a college-wide survey process and a small team of writers will craft the actual statement.

Source of Evidence: College Council Agendas and Minutes

Source of Evidence: ACCJC Questions for Evaluation Teams on Standard IA

Source of Evidence: California Community Colleges mission statement

Improving the Strategic Planning Cycle

Because the 2005-10 Strategic Plan was nearing completion, the college began its cycle with assessment. The elements of the assessment include an environmental scan (college community needs and college outcomes in meeting those needs, both expressed in a data-oriented document), accreditation planning agendas, results of program and service reviews, and a thorough evaluation of the status of current college goals and objectives. The next step in the cycle is a reaffirmation of college values and a review and possible revision of the college mission statement. With the benefit of the assessment, the college is prepared to analyze the degree to which it is fulfilling its mission and meeting community needs. A visioning process follows to encourage the college and community to have a voice in what the college will be in the future.

Following this work, the college determines which current goals should continue and drafts new goals to be achieved during the next cycle. Goals are expressed in more specific objectives and include

timeframes. Over the life of the strategic plan, objectives which achieve the goals are implemented and the results assessed. Finally, a new, comprehensive assessment occurs and the cycle begins again.

Strategic Planning Timeline

Beginning in the year prior to the completion of a 5-year strategic planning cycle	
August through January	Preparation of an environmental scan
November through January	Assessment of current goals and objectives
January	Assessment of Planning agendas
February	Environmental scan analyzed
	Strategic review of mission, vision, values
	Review of PIOs
February through March	Community input
March through April	Goal setting
April	Identification of objectives
May	Writing of strategic plan
	Board review of the strategic plan
June	Board approval of the strategic plan

Step One in the Strategic Planning Cycle--Assessment

a. Enhancing Data through the Environmental Scan

As shown in the planning graphic referenced above, a key element in the Strategic Planning Cycle is conducting and documenting an Environmental Scan of internal and external data and of trends that have an impact on college planning. The Glossary of Planning Terminology defines Environmental Scan as “the acquisition and use of information about events, trends, and relationships in the local community and beyond that informs the college of forces and needs relevant to planning future direction. Environmental scanning constitutes a primary mode for institutional learning and self assessment.”

The Office of Institutional Research has designed and published Ohlone’s Environmental Scan. The College Council and the Board of Trustees received a report from the Dean of Institutional Research on that progress. To complement the statistical information contained in the Scan, a series of meetings with community groups and leaders has been undertaken. At each meeting participants are provided basic information about Ohlone and its mission. They are asked how the college is perceived and how the college is meeting community expectations. This information is used when creating the vision for the future.

Source of Evidence: Link to the Environmental Scan

b. Assessing Current Goals

Another key element in the Strategic Planning Cycle is creating an ongoing feedback loop as goals and objectives are assessed and the results are fed back into the planning process. To that end, the college is engaged in an assessment and revision of the 2005-2010 Strategic Plan. The President’s Staff has reviewed research and other findings regarding the completion of the strategic goals and objectives. One purpose of this review is to more fully incorporate the existing Facility and IT Master Plans which are somewhat independent of each other into the next set of strategic goals.

The President developed an initial assessment report and proposed revisions to goals and objectives. This report was reviewed by the College Council at its January 21 retreat. The assessment report was presented in the President’s State of the College speech on January 23. A college-wide Strategic Planning

Summit will be conducted on March 12, and a series of community forums and surveys is underway. The Board of Trustees will have a first reading of proposed 2010-15 Strategic Plan at the May 10 Board Workshop with approval following at the June 10 Board Meeting.

c. Improving the Linkage with Program and Services Review Results

Improvements in the Program and Services Review process, especially the implementation of the CurricUNET Program Review Module, will allow for much greater linkage between the review process and both the Strategic and Annual Planning Cycles. The new module will create a system of ongoing Program and Services Review rather than the traditional approach of conducting individual reviews every few years. During the Strategic Planning update every five years, the Program Improvement Outcomes (PIOs) and Action Plans generated from the Program and Services Reviews will inform the review and refinement of College Goals and Objectives. On an annual basis, resource requests to support PIOs will be analyzed and prioritized as part of the budget development process.

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

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

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

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

The new web-based tool provides a template for completing the program and services review and creates a paperless system. The database tool is relational, which facilitates the generation of data and the linkages between program and services review, budget decision-making, facilities planning, and information technology decisions. The software facilitates the tracking of activities and outcomes tied to budget requests, provides historical tracking allowing for program and services review feedback loops, and tracks recommendations and commendations from review to review. The ultimate vision is to use this tool to make Program and Services Review an ongoing rather than intermittent process that continually feeds into the institutional planning cycle. Excellent progress has been made in developing

the specifications for the programming of the customized version of the module. A pilot group of six programs and services has been involved in the customization process and has begun using a beta version of the CurricUNET module. These include two programs from instructional areas (Mathematics and Computer Science), two departments from student development (Admissions and Records and International Programs and Services, and two from administrative service areas (Accounts Payable, Accounts Receivable and Professional Development). The CurricUNET Program and Services Review module will be fully operational beginning June 2009.

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

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

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

e. Expanded View of Linking Program and Services Review and Planning

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

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

Through the lens of this expanded thinking, the Accreditation Recommendations and the Self Study questions about linking resource allocation with program and services review take on new meaning. The Accreditation Standards are applicable at both the macro- and micro- levels of linking program and services review to resource allocation and to student learning outcomes. This broader view of program and services review moves beyond simply "prioritizing" improvement objectives college-wide taking us into the realm of the operational initiatives and action plans for actually achieving the improvement. Managers, faculty and staff are looking at program and services review as an ongoing process of working toward improvement objectives on a practical, day-to-day basis. The action plans resulting from program

and services review will drive operational resource allocation. Thinking about program and services review in this way gives it a more pragmatic sense, making it easier for faculty and staff to see its value.

Source of Evidence: CurricUNET Program Review Guidelines

Source of Evidence: CurricUNET Program Review Module Beta Version

Source of Evidence: PIO Analysis Rubric for the Strategic Planning Cycle

Step Two-- Setting Goals

a. Assessment and Revision of the College Mission and Values

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

b. Proposed goals and objectives

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

Source of Evidence: Comprehensive Plan of Plans

Step Three—Implementation

The next phase in the strategic planning cycle is implementation. College Goals are implemented through College Objectives—specific, measurable statements of what is to be achieved. At the beginning of the strategic cycle, the college identifies a limited number of objectives and a timeline for their completion that together constitute acceptable and meaningful achievement of the goal for the five-year life of the strategic plan. Each year, to coincide with budget deadlines, the college engages in a process to determine a prioritized list of improvements it would like to undertake to achieve the college objectives. This process engages all programs and services by asking that they submit Program Improvement Objectives that are products of their program reviews. These Program Improvement Objectives are accompanied by action plans and resource needs. The college prioritizes the program objectives according to their impact on the institution and their effectiveness in contributing to college objectives and identifies other, more global means for achieving the college objectives. Because the list includes all college programs and services, the result is an annual representation of needed college improvements that are integral to the College Plan. PIOs that validly contribute to the achievement of the year's objectives

are given priority for resources, available resources are allocated, and work begins. The PIOs are implemented according to their action plans and their effectiveness is assessed at the point of their completion along with their contribution to the college objectives. This annual process is illustrated in the Planning Graphic.

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

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

Improving the Annual Planning Cycle

There are four points in the planning process where the work of college programs and services and the college goals and objectives are linked directly.

- A college objective may specify certain programs and services that will be involved in achieving that particular objective.
- The purpose and the work of the particular program or service are each linked to the college goals and objectives in Section 2 of the Program and Services Review module.
- The Program Improvement Objectives are linked to the college goals and objectives in Section 5 of the Program and Services Review module.
- Support of college goals and objectives becomes an important criterion in the annual prioritization of Program Improvement Objectives for resource allocation (budget development).

Annual Planning Timeline

August	Mission and vision review Assessment of progress on objectives Assessment of progress on PIOs Assessment of annual planning process and Program & Services Review process
Sept-Dec	Program & Services Review
Sept-July	Implementation of objectives & PIOs from previous year; assessments
January	PIO writing during Flex
February	Budget review by Activity Center managers
March-April	PIO & action plan analysis
April-May	Resource allocation Budget preparation
June	Board approval of tentative budget

Linking Program and Services Review to the Annual Planning Cycle

The CurricUNET Program Review Module will facilitate the analysis of the Program Improvement Objectives across the college. Each year, all programs and departments will update their Program and Services Review in the CurricUNET module. A representative Budget Analysis Team including staff from Business Services, Human Resources, Information Technology, and Facilities will work during the fall semester to identify all of the "resource requests" that are contained in the PIOs. By the end of the fall semester, the Budget Analysis Team will present a report of all of the resources that are being identified in the PIO Action Plans for the coming year. During the first quarter of the calendar year, the Budget Committee, a representative sub-committee of College Council, will use a "scoring rubric" to

identify the top priorities for possible budget allocation and report results to the College Council. The Council will then advise the President on which PIOs should be considered for budget support. The rubric might rate things similar to the rubric at the strategic level but tweak a bit for more focus on budget.

Budget Activity Center vs. Object Code Perspective

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

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

Source of Evidence: Programs and Services by Activity Center

Source of Evidence: Summary of Five-Year Activity Center Budget Review

Source of Evidence: PIO Analysis Rubric for the Annual Planning Cycle

Approximation of Annual Planning Cycle for 2009-10

As the CurricUNET Program Review Module and improved Planning Cycle are under development, a parallel interim “approximation” process is being employed in 2008-09 for planning the 2009-10 budget. A focus of the process will be integrating Program Improvement Objectives from Program and Services Reviews into the college prioritization and planning system. The Activity Centers of the college General Ledger system (which mirrors the codes for instructional programs) has been used to identify the Programs and Services to be reviewed to show linkage to the college budget. Most Programs and Departments have completed Program and Services Review during the past four-year cycle and these Review Reports are posted on the Program and Services Review website.

One of the Computer Science programming classes created a powerful web-based input tool to collect Program Improvement Objectives. This PIO Input Tool has excellent sorting and linking capabilities and will be incorporated into the CurricUNET Program and Services Review Module. Using this new tool, PIOs were solicited from all 90 programs and departments across the college. Programs and department were asked to submit one PIO from their most recent Program and Service Review to be part

of the prioritization process for developing the 2009-10 college plan and budget. An extraordinary 100% response was obtained.

The PIO Tool prompted programs and departments to begin their improvement objective with a verb and to include what they planned to achieve (What) and the rationale (Why) in a one sentence statement. They were then prompted to describe their action plan, which could include up to a three-year period. For each year they were asked to identify resources needed including: staffing, equipment, technology, facilities and other. They were also required to describe their assessment strategies for each of the years.

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

A team representing Human Resources, Information Technology, Campus Facilities, Business Services and College Council will analyze the PIOs as part of the 2009-10 budget development process. The team will look specifically at programs and departments that are requesting new budget funding. Using the rubric developed for resource allocation prioritization in the annual planning cycle, the team will present its findings and recommendations for funding to the College Council. The College Council will then advise the President on funding priorities.

Source of Evidence: Web-Based Tool for Inputting Program Improvement Objectives

Source of Evidence: 2009-10 Budget Planning Calendar

Section II: Improvements in the Employee Evaluation System

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

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

Response to Recommendation 3

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

Planning Agenda #1

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

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

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

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

Planning Agenda #2

By December 2007 complete the design and testing of the new managerial performance evaluation. By March 2008 complete managerial training on the new managerial performance evaluation.

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

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

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

Planning Agenda #3

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

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

Source of Evidence: Process for Evaluation Report

Source of Evidence: Evaluation Tracking Report

Sources of Evidence

Section I: Improvements in College Planning and Program Review

Recommendations 1, 2 and 4

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

Section II: Improvements in the Employee Evaluation System

Recommendation 3

Process for Evaluation Report
Evaluation Tracking Report

Source of Evidence

PIO Analysis Rubric

Analysis and Prioritizing for Strategic Planning

1. Does this PIO have impact beyond the particular department? YES NO

If YES, please explain and proceed.

If NO, do not proceed

2. Does the PIO have direct impact on student learning? YES NO

If YES, please explain and proceed.

If NO, do not proceed

3. To which College Goal(s) does this PIO relate?

4. Explain the feasibility of the PIO from the fiscal and operational perspectives.

Source of Evidence

PIO Analysis Rubric

Analysis and Prioritization of Annual Requests for Additional Resources

Analyze the attached request for additional resources to support the described PIO. Based on your analysis, use the following rubric to rate the strength of the request.

- Strongly disagree: 1
- Disagree: 2
- Agree: 3
- Strongly agree: 4

- 1. The PIO will have a positive impact on student learning. _____
- 2. The PIO will have a positive impact of services to students. _____
- 3. The PIO provides direct support to achieve a college objective(s). _____
- 4. The PIO will have positive impact beyond the proposing program/department. _____
- 5. The PIO will not negatively impact other programs/departments. _____
- 6. The PIO will improve college operational processes. _____
- 7. The PIO has the potential of saving resources for the college _____
- 8. The Action Plan will be effective in achieving the outcome. _____
- 9. The additional resources requested are reasonable given the nature of the PIO. _____
- 10. There is sustainability built into the longer term use of the resources. _____

- Total rubric score: _____

Source of Evidence

Overview of the Progress Report on Program Review and Planning
Using the ACCJC/WASC “Rubric for Evaluating Institutional Effectiveness”

March 2009

The college has made significant strides and is nearing completion of efforts to achieve the Proficiency and Sustainability Levels of institutional effectiveness for its Program Review and Planning processes as defined by the ACCJC/WASC “Rubric for Evaluating Institutional Effectiveness.” The following is a summary overview of how the college demonstrates the characteristics of Proficiency and Sustainability in these two key areas.

Proficiency in Program Review

- **Program review processes are in place and implemented regularly.**

- **The program review framework is established and implemented.**

The college Accreditation Self Study and Visiting Team Evaluation Report documented that formal program review processes have been in place since 2000 for instructional, student development, and administrative services. Two full cycles of program and services review have been completed since 2000.

- **Results of all program review are integrated into institution- wide planning for improvement and informed decision-making.**

The CurricUNET program review module described in this report will make this possible on an ongoing basis. The current “approximation” process demonstrates substantive linkage between program improvement objectives and the development of college goals and objectives and the 2009-10 college budget. The college academic, student development and administrative services Deans and Directors are involved in dialogue on how to more directly link program and services review to their resource allocation decisions at the operational and implementation levels. All Deans and Directors are meeting with the Vice President of Administrative Services and the Dean of Financial Services to plan program/department level budgets for the 2009-10 fiscal year. The President of the college has directed that Deans and Directors should consider the Program Improvement Objectives that have been developed from the “approximation” process as their budgets are developed.

- **Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.**

- **Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide examples.**

The College Council and the President’s Planning Task Force have demonstrated robust engagement around the Commission’s recommendations on program review and planning. The program review and planning “approximation” process this year demonstrates significant institutional understanding and adoption of the strategies to meet the Commission’s recommendations. This process includes the integration of program improvement objectives into the assessment and revision of college goals and objectives. The development of CurricUNET Program Review Module will ensure ongoing sustainability

- **The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.**

In 2003-04 the Faculty Senate and Curriculum Committee did a thorough review of instructional program review to incorporate student learning outcomes into the review process. In 2008, in response to the Site Visit Team’s recommendations, the Faculty Senate further revised the guidelines to more directly link program review to resource allocation. The implementation of the CurricUNET program review module has involved significant review of the content of instructional, student development and administrative

services program review. The President's Planning Task Force, created in F08, will be instituted as an ongoing Program Review and Planning Oversight Team to regularly evaluate these processes using the ACCJC/WASC Rubric for Institutional Effectiveness.

Sustainable Continuous Quality Improvement in Program Review

- **Program review processes are ongoing, systematic and used to assess and improve student learning and achievement**

As stated above, the college Accreditation Self Study documented that formal program review processes have been in place since 2001 for instructional, student development, and administrative services. Also, the Self Study and Visiting Team Report validate that all instructional programs have develop program level student learning outcomes and are also integrating assessment strategies into the program review process. Program-level student achievement data is now available and used as part of the Program Review module.

- **The institution reviews and refines its program review processes to improve institutional effectiveness.**

This has been taking place since 2001 as described above. The Program Review and Planning Oversight Team will ensure this continues in the future. The recent visiting team report noted that there is evidence that PR has resulted in changes to programs and the college.

- **The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.**

The CurricUNET program review module is producing a model of sustainable proficiency for our program and services review process. The program review and planning "approximation" process this year demonstrates significant institutional understanding and adoption of the strategies to meet the Commission's recommendations. This process integrates program improvement objectives into the assessment and revision of college goals and objectives.

Proficiency in Planning

- **The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.**

The program and services review process will document, ongoing in all areas of operation and results are published on the college website.

- **The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes, and improve institutional effectiveness.**

The President has led the way to develop an integrated approach to planning and has developed a comprehensive planning document to achieve the broad educational purposes of the college and to improve institutional effectiveness. A "Comprehensive Plan of Plans" has been created.

- **The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes.**

The latest 2008 Visiting Team Evaluation Report validates the effectiveness of the institutions effectiveness in using its resources in support of student learning.

- **The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission)**

- **The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).**

The Office on Institutional Research documents and communicates a wide array of assessment data. Most recently a comprehensive Environmental Scan has been developed to direct institutional planning. The scan includes information on the college service area needs and the extent to which needs are met.

- **The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.**
- **Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.**

These points are addressed in the Program Review section above.

Sustainable Continuous Quality Improvement in Planning

- **The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

Formal program review processes have been in place since 2000 for instructional, student development, and administrative services. Also, the Self Study and Visiting Team Report validate that all instructional programs have developed program level student learning outcomes (published in the college catalog) and are also integrating assessment strategies into the program review process.

- **There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.**

ACCJC/WASC Rubric for Institutional Effectiveness is being used by the President's Staff and the College Council as a framework for ongoing and robust dialogue about institutional effectiveness. The Office on Institutional Research documents and communicates a wide array of assessment data to inform and direct the program review and planning processes. Most recently a comprehensive Environmental Scan has been developed to direct institutional planning. The President's Research and Assessment Advisory Team (former title was Institutional Research Advisory Team – IRAT) is reviewing the scan in detail to ascertain the institutional direction it provides.

- **There is ongoing review and adaptation of evaluation and planning processes.**

There has been considerable review and adaption of the evaluation and planning processes at the college. The Program Review and Planning Oversight Team is established to regularly evaluate the evaluation and processes using the ACCJC/WASC Rubric for Institutional Effectiveness.

- **There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.**

Ohlone is highly committed to improving student learning by making it a priority in all planning structures and processes, as pointed out by the recent Visiting Team Evaluation Report.