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 Forced 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.