GOAL 1: Through innovative programs and services, improve student learning and achievement.

Objective 1. By 2013, complete an assessment of student learning outcomes for all courses and programs.

November 2011 – January 2012 Assessment

Date of Posting: January 30, 2012
Reported by: Mike Bowman
From College Council Retreat, January 18, 2012
Proposed wording change approved.

Date of Posting: December 2, 2011
Reported by: Jim Wright, Leta Stagnaro, Deb Parziale
Wording change proposed to better reflect the proficiency and sustainability levels defined in the WASC rubric:
By 2013, have in place an ongoing system will for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.

Assessment Narrative:
During the preparation of the Accreditation Mid-Term Report (third year of the six year cycle), it was determined that although good progress was being made on the planning agenda items for student learning outcomes and assessment, our efforts needed to be increased to gain the desired level of faculty engagement across the curriculum. During the spring 2011 semester, dialogue took place among faculty leaders and the Faculty Senate and a Two-Year Action Plan was created with the goal of achieving Proficiency and Sustainability levels as defined by the WASC rubric. The focus of the Action Plan is to meet the accreditation standards with a system that is practical and pragmatic, focused on improvement, and of value to faculty.

The Two-Year Plan called for the expansion of the Student Learning Outcomes and Assessment Committee (SLOAC) to include all academic divisions with a Dean and faculty member representing each. The meetings have been well attended, dialogue has been rich, and very good progress is being made. Student Learning Outcomes and Assessment faculty coordinator has worked diligently with faculty on their program review and assessment work, during regularly scheduled consulting times (twice per week, one at each campus). Deans are becoming more involved in working with faculty to implement SLOA. Minutes of the SLOAC meetings can be accessed at the SLOAC website. The website also provides access to the Two-Year Plan and a wealth of resources to assist

Current evaluation:
We are on track to be at full proficiency by 2013 and the system is being developed to be sustainable over the long term.

Source(s) of evidence:
Link to SLOAC Website:
http://www.ohlone.edu/org/sloacomm/
Two-Year Action Plan:
http://www.ohlone.edu/org/sloacomm/docs/20112013sloassessmentactionplan.pdf

Objective 2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.

November 2011 – January 2012 Assessment

Date of Posting: December 5, 2011
The statewide retention rate for Fall 2010 was 84.68%. The retention rate at Ohlone for Fall 2010 was 83.76%. Thus, we are 0.92% below the state average. Although the college is not exactly at the statewide average, it is very close, and the college retention rate has improved above the Fall 2008 rate of 81.42%. We should continue to monitor our rate to make sure we are at or above the statewide average.

We are very near the statewide average for retention and have been for a number of years. This is an objective that is never actually “met;” it needs constant attention as our rates can fluctuate over time, as can the statewide average.

Objective 3. By fall 2013, increase semester to semester persistence of ESL and basic skills students to a rate at or above the statewide average.

Objective 4. By fall 2014, increase the success in basic skills courses to a rate at or above the statewide average.
Objective 3. By fall 2013, increase the number of UC and CSU transfers to 600.

November 2011 – January 2012 Assessment

Date of Posting: December 5, 2011
Reported by: Jim Wright, Leta Stagnaro, Ron Travenick, Mike Bowman

Assessment Narrative:
Although the college came very close to meeting this objective with 581 UC/CSU transfers following the ’08-’09 year, the ’09-’10 year witnessed a drop in transfer students to 479. This drop included a rate of transfers to CSUs that was more than 30% below the previous year, a trend reflected statewide due, in part, by the CSUs significantly restricting enrollment due to state budget woes. However, Ohlone’s transfer rate still ranks third highest among the 21 colleges within the Bay 10.

Source(s) of evidence:
http://www.cccco.edu/Portals/4/TRIS/research/ARCC/March%20ARCC%202011.pdf

Objective 5. By fall 2014, increase the improvement in ESL courses to a rate at or above the statewide average.

November 2011 – January 2012 Assessment

Date of Posting: January 30, 2012
Reported by: Mike Bowman

Assessment Narrative:
We are currently meeting this objective.

Source(s) of evidence:
http://www.cccco.edu/Portals/4/TRIS/research/ARCC/March%20ARCC%202011.pdf

Objective 6. By spring 2013, increase to 600 the number of students transferring to UC and CSU.

November 2011 – January 2012 Assessment

Date of Posting: December 5, 2011
Reported by: Jim Wright, Leta Stagnaro, Ron Travenick, Mike Bowman

Assessment Narrative:
Although the college came very close to meeting this objective with 581 UC/CSU transfers following the ’08-’09 year, the ’09-’10 year witnessed a drop in transfer students to 479. This drop included a rate of transfers to CSUs that was more than 30% below the previous year, a trend reflected statewide due, in part, by the CSUs significantly restricting enrollment due to state budget woes. However, Ohlone’s transfer rate still ranks third highest among the 21 colleges within the Bay 10.

Source(s) of evidence:
http://www.cccco.edu/Portals/4/TRIS/research/ARCC/March%20ARCC%202011.pdf
Current evaluation:
We have not achieved this goal, although we came close in 2009. We continue to promote transfer as a key mission of the college, despite external factors that are lowering access to higher education.

Source(s) of evidence:
http://www.ohlone.edu/org/research/studentsuccess.html

Objective 7. By spring 2013, increase to 500 the number of students receiving associate degrees.

November 2011 – January 2012 Assessment

Date of Posting: January 30, 2012
Reported by: Mike Bowman
From College Council Retreat, January 18, 2012
Revise to read “By spring 2013, increase the number of students receiving associate degrees to a rate at or above the peer group average.”
Rationale: When using an absolute number as a goal, the college has no idea how that number compares with the rates at which other community colleges graduate students with associate degrees. Perhaps a good metric for measuring success would be the number of degrees awarded compared to FTES. This could be determined for all those peers as identified within the ARCC report for program achievement. That way, someone else has already done the work of identifying colleges with comparable feeder high schools, economic advantages, and all the other variables that affect student success.

Date of Posting: December 5, 2011
Reported by: Jim Wright, Leta Stagnaro, Ron Travenick, Mike Bowman

Assessment Narrative:
During the ’10–’11 academic year, Ohlone awarded 424 AA/AS degrees. Although this is not yet as high as the goal set for 2013, it is a significant increase over the previous year, which represented a ten year low in the number of degrees awarded.

Current evaluation:
We are nearing the achievement of this goal. We continue to promote degree completion and streamline evaluation processing in Admissions and Records through the use of technology.

Source(s) of evidence:
https://misweb.cccco.edu/mis/onlinestat/awards_rpt.cfm

Objective 8. By spring 2013, increase to 300 the number of students receiving certificates of achievement and accomplishment.

November 2011 – January 2012 Assessment

Date of Posting: January 30, 2012
Reported by: Mike Bowman
From College Council Retreat, January 18, 2012
Revise to read “By spring 2013, increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group average.”
Rationale: Similar to Objective #7 above. A percentage of awards compared to FTES would allow comparisons to peer colleges that an absolute number would not.

Date of Posting: December 5, 2011
Reported by: Jim Wright, Leta Stagnaro, Ron Travenick, Mike Bowman

Assessment Narrative:
During the ’10–’11 academic year, Ohlone awarded 248 certificates. Although this is not yet as high as the goal set for 2013, it is a significant increase over the previous year, which represented a ten year low in the number of certificates awarded.
Objective 9. By 2015, increase the number of students taking 12.0 units or more per semester to a rate of 30% compared to headcount enrollment.

November 2011 – January 2012 Assessment

Date of Posting: December 5, 2011
Reported by: Jim Wright, Leta Stagnaro, Ron Travenick, Mike Bowman

Assessment Narrative:
In Fall 2010 Ohlone had 30% of total headcount students enrolled for 12 or more units. In Spring 2011, that rate fell back to 28%, which is where it usually hovers. The 30% rate was also attained in Spring 2009, so the objective can be attained, but it must also be maintained.

Current evaluation:
We continue to be at of a bit below this benchmark. Preliminary data indicate we will surpass the benchmark for 2011-12.

Source(s) of evidence:
https://misweb.cccco.edu/mis/onlinestat/studdemo_coll_rpt_cube.cfm?RequestTimeout=1000

Objective 10. By 2011, achieve 100% completion of professional development in online instructional methods and online course management for faculty who teach fully online or hybrid courses.

November 2011 – January 2012 Assessment

Date of Posting: January 11, 2012
Reported by: Leta Stagnaro, Lesley Buehler

Assessment Narrative:
This objective has been achieved. Professional Development opportunities funded through the Title III grant and through Learning college week have provided workshops for faculty who teach online and hybrid to become proficient in online instructional methods.

Current evaluation:
This objective has been completed.

Source(s) of evidence:
Professional Development Database
Attached Title III final report
Learning College Week – (need to locate past workshop schedules

Objective 11. By 2015, expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online.

November 2011 – January 2012 Assessment

Date of Posting: January 30, 2012
Reported by: Mike Bowman

From College Council Retreat, January 18, 2012
Maintain current wording rather than revising the objective as suggested.
Rationale: While we recognize that progress on this objective has been stymied because of economic conditions and lack of resources, the objective is still valid and should be pursued when conditions permit.

**Date of Posting:** January 11, 2012  
**Reported by:** Ron Travenick  
**Assessment Narrative:**  
Budget and staffing cuts have set this goal back in terms of the intended expansion of face-to-face services to these specific populations. Four-day scheduling (at NCHST) and reorganization and training of existing staff have allowed for additional cross-functionality of staff able to meet student needs. Improvements have been made in electronic services for all students which do affect this goal; however, this goal needs to be reworded to define service improvements to all groups. Improvements have been made in terms of on-line and web access to student records. Students now have improved access to information to select classes, apply for graduation, request and monitor transcripts, and make counseling appointments. These services improve access to all students 24/7. All financial aid awarding information and correspondence now takes place electronically. Registration appointment letters and communication with students has also been improved. Still in progress is the implementation of the degree audit/education plans and a fuller automation of communications to students. The refinement of the Waitlist processing and registration of students has greatly improved students ability to obtain needed classes.

**Current evaluation:**  
This objective is being pursued. The wording of the objective needs review.

**Source(s) of evidence:**

Objective 12. By 2015, establish and maintain student mastery of Information Competency Standards at a level at or above the statewide rate.

**Date of Posting:** January 30, 2012  
**Reported by:** Mike Bowman  
**From College Council Retreat, January 18, 2012**  
Eliminate this objective.  
Rationale: Because of the vagueness of the “Information Competency Standards” and the lack of statewide data against which rates can be compared, there does not seem to be a valid way of tracking or measuring progress in this area.

**Date of Posting:** January 10, 2012  
**Reported by:** Leta Stagnaro, Lesley Buehler  
**Assessment Narrative:**  
The LRC faculty feel this Objective needs to be reviewed further, as there are no statewide data regarding rates of “…student mastery of Information Competency Standards…” upon which to compare. There also needs to be further exploration about what the Information Competency Standards should be.

**Current evaluation:**  
This objective needs to be reviewed for possible elimination.

**Source(s) of evidence:**

Objective 13. By 2012, implement systems that enable all students to declare an academic goal and are provided with an electronic degree audit, which informs progress towards that goal.

**Date of Posting:** January 11, 2012  
**Reported by:** Ron Travenick
Assessment Narrative:
Systems are in place through both the electronic application and each students self-update process each term to choose and confirm an academic goal. The next step toward full implementation involves making it possible for students to change or add academic goals and view a degree audit report for themselves via web advisor. The system has been set up to provide staff and counselors with access to the degree audit function and each catalog year has been updated in the system to keep this functional. The Student Development Committee has reviewed the Degree Audit functionality and added it to its priority list for implementation as soon as possible. What remains is to turn on the functionality for students to view degree audit on web advisor. This can be accomplished in the next term but the tool itself will need refinement before it is effective.

Current evaluation:
This objective is well on the way to being achieved.

Source(s) of evidence:

November 2011 – January 2012 Assessment

Objective 14. By 2012, establish mutual agreements with local school districts to redefine expectations of partnership in light of reduced staffing and budget support while maintaining clear pathways for students.
GOAL 2: Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

Objective 1. By 2011, produce a local strategic plan for Career Technical Education to include an inventory and assessment of our current programs, environmental scan data, a SWOT analysis, and a five-year set of goals, objectives and actions plans.

November 2011 – January 2012 Assessment

Date of Posting: December 14, 2011
Reported by: Leta Stagnaro
Assessment Narrative:
Working with the Academic Deans the Workforce and Economic Development has completed a five-year local Strategic Plan for Career Technical Education and Economic Development that includes all the elements described in the objective.

Current evaluation:
This objective has been met.

Source(s) of evidence:
Strategic Plan for Career Technical Education and Economic Development
http://www.ohlone.edu/org/academicaffairs/docs/20112016strategicplancareertecheduc.pdf

Objective 2. Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development.

November 2011 – January 2012 Assessment

Date of Posting: December 14, 2011
Reported by: Leta Stagnaro
Assessment Narrative:
The director of the One Stop along with the One-Stop staff is working on creating a needs analysis survey to send to local employers. This will also be shared with the WEDT committee for input and recommendations. Survey results will then be analyzed to determine if existing employer needs are being met and/or if new program development is needed.

Current evaluation:
An action plan is in place to achieve this objective.

Source(s) of evidence:
Link to draft survey
http://www.surveymonkey.com/s/RCKJXZV

Objective 3. By 2013 create a curriculum which enhances the availability of programs that focus on emerging industries including green technologies and those identified by the Alameda County Workforce Investment Board and Department of Labor’s high growth, high demand job training initiative.

November 2011 – January 2012 Assessment

Date of Posting: December 14, 2011
Reported by: Jim Wright, Leta Stagnaro

Assessment Narrative:
The Workforce and Economic Development Team continues to have dialogue related to emerging industries. Currently Ohlone is a partner in the Home Energy and Retrofit Occupations Grant which is focused on emerging green technologies. As the grant progresses and as economic information becomes available related to green technologies and other emerging industries the WEDT will respond accordingly. Also related to this objective will be information included in program reviews for CTE programs.

**Current evaluation:**
Good progress is being made on this objective, particularly given the current economic conditions.

**Source(s) of evidence:**

**Objective 4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.**

**November 2011 – January 2012 Assessment**

**Date of Posting:**
**Reported by:** Jim Wright, Leta Stagnaro

**Assessment Narrative:**
Plans are underway to link Program Student Learning Outcomes, which link to all CTE programs similar to the process being developed for GE student learning outcomes. Exploring this concept will require dialogue amongst faculty and Deans who have CTE programs in their departments/divisions. An outcome of this dialogue would be to identify the key workplace learning outcomes and concepts.

**Current evaluation:**
Good progress is being made on this objective.

**Source(s) of evidence:**
GOAL 3: Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

November 2011 – January 2012 Assessment

**Date of Posting:** February 5, 2012  
**Reported by:** Shairon Zingsheim  
**From College Council Retreat, January 18, 2012**

There should be an objective that allows for continual overall improvement:  
For example: Establish an annual general training plan for all employees each fiscal year and ensure at least 50% attendance/completion.

**Objective 1.** By 2011, establish an IT training program for staff and full and part time faculty, enabling them to be more self-directed and capable in IT applications/maintenance.

**Date of Posting:** January 11, 2012  
**Reported by:** Shairon Zingsheim  
**Assessment Narrative:**
A team of district employees spent approximately four months testing an E-Learning product that the district is considering for continuous IT/Desktop training for all employees. The team was made up of managers, faculty and classified staff. The company, Skillsoft, is a leader in the education environment and agreed to pilot their E-Learning “university” with this “test” group. Skillsoft provided a representative who came to assist the team with navigating through the many courses offered. Skillsoft offers host of IT, Desktop and business courses. Employees would be able to update their technical skills at their desks or in a classroom setting. The learning objects include interactive lessons, workshops, task-based simulations and assessments. Skillsoft was impressed with the team’s interest and thorough evaluation of its product and is willing to continue to pilot the courses for a greater number of employees. The next step is to determine the number of licenses to purchase and have employees begin to utilize the system.

**Current Evaluation:**  
The objective to establish a training program has been met. Now implementation is underway.

**Source(s) of evidence:**  
List of Trainings for all employees  
List of Trainings for managers  
Skillsoft Course list  
Classified Professional Development Day agenda  
SEIU Professional Development

**Objective 2.** By 2011, establish an application/selection process for interested faculty and staff for training opportunities in leadership development.

**Date of Posting:** February 5, 2012  
**Reported by:** Shairon Zingsheim  
**From College Council Retreat, January 18, 2012**

Add the word "a cohort of" in between "for" and "interested"...so the objective should read:  
By 2014, establish an application/selection process for a cohort of interested faculty and staff for training opportunities in leadership development.

**Date of Posting:** January 11, 2012
Reported by: Shairon Zingsheim

Assessment Narrative:
No action has been taken to investigate a concentrated leadership program for faculty and staff. A lunch-time Leadership discussion group has been meeting since November 2010. This is a small group of administrators and classified staff. The members of this group is very interested in working on researching and developing a formal Leadership Development Program.

Current evaluation:
Work on this objective has yet to be started. Setting a new target date of 2014 is proposed.

Source(s) of evidence:

Objective 3. By 2012, establish a process whereby all classified staff may access professional development identified in the professional development plan.

November 2011 – January 2012 Assessment

Date of Posting: January 11, 2012
Reported by: Shairon Zingsheim

Assessment Narrative:
At last Classified Professional Development Day (April 2011), a tool, Individual Professional Development Plan (IPDP) was introduced to classified staff for use their optional use. The tool is meant to facilitate a discussion between the employee and his/her supervisor about the employee’s professional development goals. A copy of the IPDP would be sent to the AVP of HR for review. The AVP of HR would in turn identify training opportunities that would assist the employee(s) to reach their goals. If IPDPs reflected that a group of employees are interested in the same training, then the AVP would determine the feasibility of having it conducted on site rather than having the employee attend off-site training.

The next step is implementation. Two employees used the IPDP as a trial last year. One employee entered into a Human Resources Certificate program on her own time and then requested through the IPDP to work in the Human Resources department on her own time. The HR department developed a structured program that parallel the courses the employee enrolled in for fall 2011. The employee still enrolled in the HR certificate program and continues to work with the HR department for hands-on training.

Current evaluation:
This objective is on schedule to be completed on time

Source(s) of evidence:
Individual Professional Development Plan (IPDP) form.
Classified Professional Development Day Flyer

Objective 4. By 2015, improve satisfaction rate with customer service in all service areas of the college.

November 2011 – January 2012 Assessment

Date of Posting: February 5, 2012
Reported by: Shairon Zingsheim

From College Council Retreat, January 18, 2012
What are we improving from? We need baseline data. The team who reviewed this objective felt that customer service expectations should include internal customers as well. So a suggested rewrite:

Develop a customer service training program for all front-line departments (Student Services, Administrative Services, Human Resources).

Date of Posting: January 11, 2012
Reported by: Shairon Zingsheim

Assessment Narrative:
No action has been taken to measure overall customer service satisfaction in the past two year. This objective will be difficult to measure. However, the intention is continuous improvement in customer service throughout the district. Training should be developed and provided on a regular basis for front-line staff and other service intensive areas.
The HR department has been exploring district-wide training options for customer-service for employees. The AVP of HR is currently working with the Contract Education department to explore options that are cost effective as well as appropriate for community college staff.

**Current evaluation:**
This objective is in progress.

**Source(s) of evidence:**
GOAL 4: Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

Objective 1. Annually sustain the fiscal health of the district

November 2011 – January 2012 Assessment

Date of Posting: February 28, 2012
Reported by: Kathleen Schoenecker
From College Council Retreat, January 18, 2012

Assessment Narrative:
Despite unprecedented instability of state funding, our District has maintained a strong financial position avoiding layoffs, and attempting to minimize the use of reserves. A variety of proactive strategies have been used including restructuring the Budget Committee as a subcommittee of the College Council charged with integrating budget planning with program review and college planning, a series of early retirement incentives, ongoing budget analysis and planning, ongoing enrollment analysis and planning, and a spirit of collaboration amongst all interest groups.

Current evaluation:
This objective continues to be met.

Source(s) of evidence:
Budget Updates to the Board
Budget Forums
Budget Committee Meeting Minutes
Audit Reports

Objective 2. By 2013, increase to 50% the number of faculty and staff who report understanding that budget priorities are established through systematic planning.

November 2011 – January 2012 Assessment

Date of Posting: February 28, 2012
Reported by: Kathleen Schoenecker
From College Council Retreat, January 18, 2012

Assessment Narrative:
In the past few years, there have been numerous campus wide efforts to increase awareness of the connection between budgeting and planning, including recurring budget forums, the formation of the Budget Committee, and the establishment of the PIO process. The annual campus climate survey is used to measure this objective. The percentage of faculty and staff who “Agree” or “Strongly Agree” with the statement “Budget priorities are determined by systematic planning” has risen steadily since 2007 (34%).

Current evaluation:
The achievement of this objective is underway. The 2011 results of the campus climate survey report that the percentage of faculty and staff who report understanding the connection between budgeting and planning has risen to 45%.
**Source(s) of evidence:**
Survey of Faculty/Staff regarding budget/planning
Budget Forums
Budget Committee Meeting Minutes
College Council Minutes discussing the PIO process

**Date of Posting:** January 11, 2102
**Reported by:** Scott Thomason, Joanne Schultz

**Assessment Narrative:**
Part of our efforts this year is setting up processes and planning and linking this to budget. The newly constituted Budget Committee began operating, during the second half of the 200-11 fiscal year. The agendas are published and the meetings are open to all and are recorded so those with conflict in their schedule can listen to the meeting when convenient. The President holds budget forums quarterly or as information becomes available from the state sources. The opening convocations for each semester also provide an opportunity to update the campus on budget topics.

In 2009 and 2010 there were three budget workshops offered to the campus community two were to support budget managers and a third was how to use the reports with in Datatel to assist review of the budget.

The District also rolled out the “My Budget” functionality within WebAdvisor so that there was more universal and simpler access to the budget information.

There has also been in roads made into bringing consistent budget information into the negotiations forum so that all units are hearing the same information. This begun in the Spring of 2011.

**Current Evaluation:**
This objective is being pursued. A review of the objective is in order to clarify the benchmarks.

**Source(s) of evidence:**
Budget Committee agendas, handouts, minutes
Budget Forums
Training sessions dates and handouts

The objective needs to be reviewed and clarified.

**Source(s) of evidence:**

**Objective 3. By 2015, increase non-apportionment income by $2.5M.**

November 2011 – January 2012 Assessment

**Date of Posting:** February 28, 2012
**Reported by:** Kathleen Schoenecker

From College Council Retreat, January 18, 2012

**Change wording:** By 2015, increase non-apportionment income by $2.5M from $X.XM in 20XX.

**Add to Sources of Evidence:** International Program Strategic Plan

**Date of Posting:** December 22, 2011
**Reported by:** Gari Browning

**Assessment Narrative:**
Measure G funds are being expended to create solar generation capacities and both the Fremont and Newark Campuses. By 2012, we project annual savings of $700,000, which allows these funds to be directed to other needs. Although not a direct increase in non-apportionment income, it does have a similar positive impact.

The Executive Director of the Foundation has retired. In preparation for filling this position a comprehensive assessment of the Foundation was completed. The new Executive Director will be actively engaged in generating non-apportionment funding.

As reviewed in Objective 8 below, the Mission Boulevard development planning is again underway.
International Program and Services continues to increase the number of international students coming to Ohlone, thereby increasing this source of non-apportionment revenue. Ohlone for Kids and the English Language Institute are also increasing the amount of revenue they are generating. Restructuring Civic Center Rentals promises to result in increased revenues from this source.

Current evaluation:
The achievement of this objective is in process.
Source(s) of evidence:
Board minutes, August 2011
Program Review, Ohlone College Foundation
Job Announcement, Ohlone College Foundation Executive Director
Measure G webpage Link
2010-11 and 2011-12 budget reports to the Board of Trustees

Objective 4. By 2010, define categories of technology-enabled classrooms to establish and maintain minimum technology levels within each category.

November 2011 – January 2012 Assessment

Date of Posting: January 10, 2012
Reported by: Bruce Griffin
Assessment Narrative:
In April 2010, the Technology Committee reviewed the categories as defined by the Information Technology Department. These categories were available for comment via the CTO Blog. Maintaining minimum technology levels within each category was accomplished by repair or replacement of equipment deployed across the District. Advancing rooms from one category to another was limited by a lack of funds.
In the Fall of 2011, the Tech Committee began the process to define standards for the design of new and retrofitted classrooms to be funded through Measure G Bond funds. The process started as a series of online meetings facilitated through the e-Campus Blackboard learning management system. Committee members, interested faculty and staff engaged in online discussions of the following topics: Learning Space Technology, End Point Technology, Telecom, Networking and Security. A draft proposal of Learning Space Standards was created through a survey of faculty with the others to follow in early Spring 2012. These standards will be incorporated throughout Measure G projects and serve as a baseline for user groups supporting facility design.
Current evaluation:
This objective has been met.
Source(s) of evidence:
http://ohlonecollegecto.blogspot.com/2012/01/feedback-from-tech-committee-survey-on.html
http://ohlonecollegecto.blogspot.com/2012/01/learning-space-standards-proposed.html
http://ohlonecollegecto.blogspot.com/2010/04/tech-committee-item-strategic-goal-4_23.html
http://www2.ohlone.edu/people2/rsmedfje/d/tech/minutes/techcomm09_10/4_20_10.pdf
http://www2.ohlone.edu/people2/rsmedfje/d/tech/docs/other/categories_and_lifecycles.pdf

Objective 5. By 2010, define appropriate life cycles, fund, and implement a systematic updating of technology to support college-wide effectiveness.

November 2011 – January 2012 Assessment

Date of Posting: January 10, 2012
Reported by: Bruce Griffin
Assessment Narrative:
This objective was addressed by the Technology Committee in April 2010. Life cycles for various categories of IT equipment were posted the CTO blog. Funding and implementing a systemic updating of technology, however, was not accomplished due to budget constraints.
The Technology Committee has primarily focused personal computer replacement for faculty and staff. At one time Ohlone had developed a computer replacement plan based on a 3 year cycle to ensure that no machine reached 4 years of age. This plan was unsustainable due to budget constraints. The plan was modified to rank faculty machines from the oldest to the newest machines, allowing for replacement of aging machines as funding allowed. Many staff computers were upgraded as part of the Furniture, Fixtures and Equipment (FF&E) included in the construction of Building 7 during the Measure A bond.

Some IT equipment was replaced through Measure A or Title III projects. Computer networking equipment (firewalls, switches and routers) were funded through both Measure A and Title III. The Datatel Server environment was upgraded through Measure A. A new Storage Area Network (SAN) was also acquired as part of Measure A. Measure G represents the best opportunity in recent years to fund and implement a systematic update of technology at Ohlone. Measure G includes funding to replace “outmoded” technology. The District has also created a Technology Endowment from bond funds to provide a stream of funding for ongoing replacement costs.

Current evaluation:
The appropriate life cycles have been defined and there is a plan in place to implement a systematic updating of technology through the Technology Endowment, Measure G projects, and ongoing Fund 10 support.

Source(s) of evidence:
http://www2.ohlone.edu/people2/rsmedfjeld/tech/docs/facultycomputers/FacultyPersonalComputerReplacementProposal.doc
http://ohlonecollegecto.blogspot.com/2010/04/tech-committee-item-strategic-goal-4.html
http://www2.ohlone.edu/people2/rsmedfjeld/tech/minutes/techcomm09_10/4_20_10.pdf
http://www2.ohlone.edu/people2/rsmedfjeld/tech/docs/other/categories_and_lifecycles.pdf

Objective 6. By 2011, create organizational structures and procedures to continually improve efficiency and effectiveness of services to students through technology.

November 2011 – January 2012 Assessment

Date of Posting: February 28, 2012
Reported by: Kathleen Schoenecker
From College Council Retreat, January 18, 2012

Add to Sources of Evidence: Description of CCT and a list projects with completion dates for projects affecting

Date of Posting: January 11, 2012
Reported by: Ron Travenick
Assessment Narrative:

Vacancies and/or Interim leadership have existed in the Dean of Counseling and the Director of Admissions and Records over the last 3 years. During that time the VPSS and SS staff has stretched to cover these vital areas as well as address this goal. Organizational structures have been shifted to improve efficiency in Interpreting Services, Admissions and Records, Financial Aid and Counseling. A new Organizational Structure, including two Deans in the SS area have been proposed and will be implemented by 2/15/12.

A Student Development Committee was reactivated in Fall 2011, to review, evaluate and propose changes to student services processes and procedures. This group has developed a priority list of technological improvements that is helping focus staff.

Utilizing the electronic tools available to track Deaf and of Hard of Hearing Student enrollments allowed the Interpreting Services office to develop a more effective way to plan for and register students needing interpreters and note takers into class sections. A&R has conducted a full process mapping study for the processing of electronic applications, wait listing and priority registration. Registration rules are currently simplified and documented into a desk manual. A three year calendar of registration dates has been developed and will allow students, faculty and staff to operate from a single source document. Financial Aid and DSPS have shifted most if not all student communications to email, greatly speeding up communication to students.

Current evaluation:

This objective has been met in that organizational structures and procedures have been created. These will be used to continually improve efficiency and effectiveness of services to students through technology.

Source(s) of evidence:
DSPS Budget and reduced cost for Interpreters
Registration Operational Calendar
Objective 7. By 2015, upgrade the Fremont campus, including functionality, sustainability, safety, accessibility, and aesthetics.

November 2011 – January 2012 Assessment

Date of Posting: February 28, 2012
Reported by: Kathleen Schoenecker
From College Council Retreat, January 18, 2012

Add to Sources of Evidence:
District Facilities Master Plan
Meeting Minutes from the Facilities Committee
Gilbane presentation from the President’s Speech

Date of Posting: December 16, 2011
Reported by: Gari Browning
Assessment Narrative:
Following extensive communication to the community about our facility needs and a comprehensive facilities planning process for the Fremont Campus, a campaign for passage of a $350 million facilities bond measure (Measure G) was conducted. This campaign led to passage of Measure G with a 63% favorable vote. Measure G specifically addresses functionality, sustainability, safety, accessibility, and aesthetics. Gilbane and Associates has been hired as the bond management group and the Facilities Committee is actively working on a District Facilities Master Plan (bringing together the Facilities Master Plans for the Newark and Fremont Campuses together into one document). The District Facilities Master plan will provide the framework for implementing the Measure G projects.

Other non-apportionment sources of revenue continue to increase.

Current Evaluation:
The achievement of this objective is well underway

Source(s) of evidence:
Measure G webpage Link
2010-11 and 2011-12 budget reports to the Board of Trustees

Objective 8. By 2015, maximize the use of campus property and develop the Mission Boulevard frontage property as an income source

November 2011 – January 2012 Assessment

Date of Posting: February 28, 2012
Reported by: Kathleen Schoenecker
From College Council Retreat, January 18, 2012

Regarding wording of Objective: Could define “maximize”. Is that accepting the highest offer? Utilizing all available parcels? Both?

Add to Sources of Evidence: Contracts with developers if available or appropriate.

Date of Posting: December 16, 2011
Reported by: Gari Browning
Assessment Narrative:
The development of the Mission Boulevard frontage property has been an integral part of the Fremont Campus Facilities Master Plan, and will continue as such in the District Facilities Master Plan. This objective is included in the President’s Goals for the coming year. The Board of Trustees has had initial discussions on moving forward. Attorneys are preparing a new RFP to seek interest in the property.

**Current evaluation:**
This objective is still central to the future planning of the college and movement toward meeting the objective in underway.

**Source(s) of evidence:**
Board workshop agendas
Draft RFP

**Objective 9.** By 2015, achieve long-term maintenance and capital improvements necessary to increase effectiveness of learning and support services for facilities improvement while promoting efficient and responsible use of the land.

November 2011 – January 2012 Assessment

**Date of Posting:** February 28, 2012
**Reported by:** Kathleen Schoenecker
**From College Council Retreat, January 18, 2012**

**Add to Sources of Evidence:**
District Facilities Master Plan
If available architectural plans and project documentation on Solar, building cost saving systems and landscape improvements.

**Date of Posting:** December 16, 2011
**Reported by:** Scott Thomason
**Assessment Narrative:**
The assessment of this objective is the same as that stated for Objective 7. It may be that the two objectives should be combined.

**Current evaluation:**
The achievement of this objective is well underway.

**Source(s) of evidence:**
GOAL 5: Lead and educate the community in environmental sustainability.

Objective 1. By 2013 employ sustainability principles in all college facilities and operations using the President Climate Commitment as a guideline.

November 2011 – January 2012 Assessment

Date of Posting: January 11, 2012
Reported by: Scott Thomason

Assessment Narrative:
Sustainability is a central theme of Measure G and the District Facilities Master Plan and will be pursued vigorously. A major initial project of Measure G is to significantly increase solar generation of electricity at both campuses. This project is underway and planned to be completed with this calendar year at Fremont and to be underway by the end of this year at Newark. The filling of key leadership positions in Administrative Services and Facilities are in progress and both positions are to be focused on this objective. We are optimistic that Ohlone will continue its commitment to environmental sustainability and the principles of the Presidents’ Climate Commitment.

Current evaluation: This goal is being actively pursued.

Source(s) of evidence:

Objective 2. By 2015 educate students, staff and community about the value of sustainability using the framework of the California Smart Growth Initiative as a model and having 75% of the Ohlone employees annually sign the college’s green pledge.

November 2011 – January 2012 Assessment

Date of Posting: January 5, 2012
Reported by: Leta Stagnaro, Scott Thomason

Assessment Narrative:
The growth and development of the Environmental Studies Department over the past four years has provided numerous opportunities for educating students and community members about the values of sustainability. Activities provided during Earth Week, National Recycle Day and through the Environmental Studies curriculum have all contributed toward achieving this goal. When this goal was initially written the California Smart Growth Initiative was identified as a framework for this objective. During the 2012 Spring semester the Sustainability Committee will revisit this objective and discuss the relevance of the continued use of the Smart Growth Initiative and will provide recommendations and/or revisions to the current objective framework. There is no current data as to how many college employees have signed the green pledge.

Current evaluation: Good progress is being made on this objective.

Source(s) of evidence:
http://www.ohlone.edu/instr/envstudies/
http://www.ohlone.edu/org/sustainability/
http://www.ohlone.edu/instr/envstudies/20111115americarecyclesday.html
http://www.ohlone.edu/instr/envstudies/organicgarden.html
http://www.ohlone.edu/instr/envstudies/urbanfarmresearchlab.html

Objective 3. By 2012 support innovation in sustainability and environmental friendliness by providing professional developmental opportunities and fiscal resources through the Ohlone Foundation Sustainability Endowment.

November 2011 – January 2012 Assessment

Date of Posting: January 10, 2012
Reported by: Leta Stagnaro
Assessment Narrative:
An endowment through the Foundation has been established. Employees and industry partners can make contributions to this fund. The fund has dollars available for distribution however no requests have been submitted.

Current evaluation:
Good progress is being made. We would like to see this endowment continue to grow to further sustainability efforts at Ohlone.

Source(s) of evidence:
Endowment link:
http://www.ohlone.edu/org/foundation/employeegiving.html

Objective 4. By 2011 model environmental sustainability in all college policies, procedures, and practices through adherence to board policy 6650 and Board Regulation 9.2.3.3 Environmentally Preferred Purchasing Procedures.

November 2011 – January 2012 Assessment

Date of Posting: January 11, 2012
Reported by: Scott Thomason

Assessment Narrative:
Board Policy 6650 and Board Regulation 9.2.3.3 are followed for all college purchasing activities.

Current evaluation:
This objective has been met.

Source(s) of evidence:
GOAL 6: Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

Objective 1. By 2015, increase the number of course offerings that specifically address issues of cultural diversity and ethnicity

November 2011 – January 2012 Assessment

Date of Posting: January 30, 2012
Reported by: Eddie West
From College Council Retreat, January 18, 2012

Change Objective, from "By 2015, increase the number of course offerings that specifically address issues of cultural diversity and ethnicity" to "By 2015, increase the number of course offerings which meet the General Education Plan A Intercultural/International Studies requirement"

The International Education Committee and General Education Sub-Committee will collaborate to determine what the increase ought to be. As of the moment it appears that 41 courses meet this requirement. Perhaps an attainable, solid increase is 20%. Whatever the target, progress toward it will be helped by the recent reformulation of that General Ed requirement (on balance, making more courses eligible for inclusion).

Date of Posting: December 8, 2011
Reported by: Jim Wright
Assessment Narrative:
This objective needs to be reviewed and clarified. What are we increasing from? What is the baseline and intended increase? And what is meant by “specifically address issues of cultural diversity and ethnicity”? Until there is more clarity, it will be difficult to assess this objective.

Current evaluation:
This objective should be reviewed and clarified by the International Education Committee.

Source(s) of evidence:

Objective 2. By 2015, increase the number of opportunities for cultural enrichment and study abroad for faculty, staff, and students.

November 2011 – January 2012 Assessment

Date of Posting: January 30, 2012
Reported by: Eddie West
From College Council Retreat, January 18, 2012

Convert from 1 objective to 2 separate ones, adding an Objective 3 (see below). Change from "By 2015, increase the number of opportunities for cultural enrichment and study abroad for faculty, staff and students" to "By 2015, increase the number of opportunities for study abroad for faculty, staff and students, from the historical average of 1-2 programs per year.”

The International Education Committee will confer to determine an attainable benchmark.

Goal 6, Objective 3:
Formulate objective as "By 2015, increase the number of extracurricular opportunities - i.e. events, programs and/or clubs - for learning about cultures other than one's own, for faculty, staff and students."

The International Education Committee, Campus Activities, and the Smith Center, would come together to establish a baseline and benchmark for this Objective.

Date of Posting: January 11, 2012
Reported by: Ron Travenick
Assessment Narrative:
This seems to be two separate objectives. The issue with the first is, “What constitutes an opportunity for cultural enrichment?” and “What is baseline from which to increase?” The second is a bit clearer but still lacks a baseline.

**Current evaluation:**
The objective should become two separate objectives, one focused on cultural enrichment opportunities and one focused on study abroad for faculty, staff and students. The International Education Committee should review and clarify the cultural enrichment opportunity objective.

Good progress has been made on study abroad for faculty, staff, and students. The International Education Committee is working to create baselines and benchmarks for this within the International Education Strategic Plan.

**Source(s) of evidence:**
International Education Strategic Plan
http://www.ohlone.edu/org/internationalcomm/docs/20112015intlprogsservicesstrategicplan.pdf
GOAL 7: Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

Objective 1. By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.

November 2011 – January 2012 Assessment

Date of Posting: February 8, 2012
Reported by: Eddie West
From College Council Retreat, January 18, 2012
Per the Current Evaluation, progress is being made on this objective. However, although the gap between Hispanic student representation on campus vis-à-vis local community demographics has shrunk by 1.9% over the last few years, bridging the remaining 4.8% gap would probably require a concerted effort, via Puente and/or alternative programs and efforts.

Date of Posting: December 5, 2011
Reported by: Ron Travenick, Mike Bowman
Assessment Narrative:
Currently the only under-represented group within the district is Hispanics, who comprise 18.5% of the district population while making up only 13.7% of Ohlone students. This gap of 4.7% is below the 6.6% gap three years ago and indicates that the college is making strides to achieve this objective.

Current evaluation:
Progress is being made on this objective.
Source(s) of evidence:
http://www.ohlone.edu/org/research/envscan/

Objective 2. Annually increase retention and success rates of under-served demographic groups.

November 2011 – January 2012 Assessment

Date of Posting: December 5, 2011
Reported by: Ron Travenick, Mike Bowman
Assessment Narrative:
In Fall 2010 Hispanic students at Ohlone achieved an 81.6% retention rate and a 66.1% success rate. This compares with Fall 2007 rates of 78.3% and 62.0% respectively. The Fall 2010 success rate is also above the statewide average for Hispanic students of 64.5%, but below the retention rate of 83.9%.

Current evaluation:
This objective is being met.
Source(s) of evidence:
https://misweb.cccco.edu/mis/onlinestat/ret_sucs.cfm

Objective 3. By 2015, increase the percentage of under-represented groups among faculty and staff to approximate the demographic percentages of the district population.

November 2011 – January 2012 Assessment

Date of Posting: February 8, 2012
Reported by: Eddie West
From College Council Retreat, January 18, 2012
The Current Evaluation gets at the heart of the difficulty of fulfilling this Objective thus far: making progress on it is a function of hiring opportunities, and those have been in short supply over the last few years. Further, it was acknowledged that the successive waves of early retirement incentive programs resulted in non-strategic (i.e. difficult to predict and plan for) retirements. The consequence of this was uncontrollable flux in District employee demographics.

Date of Posting: January 4, 2012
Reported by: Mike Bowman
Assessment Narrative:
The two ethnic groups that are under-represented by faculty and staff (compared to district population percentages) are Asians and Hispanics; marginally under-represented are Filipinos. African-Americans are over-represented and Whites are significantly over-represented among all levels of staffing. Native-Americans and Pacific Islanders represent a very small percentage of the district (less than 1% each) and do have representation at some staffing levels.

Asians constitute the largest plurality within the district (35.8% of residents), yet only 9.5% of administrators, 17.2% of full time faculty, 16.3% of adjunct faculty, and 23.5% of classified staff are Asian. Since 2007 the percentage of Asian classified staff has increased 2.3% and Asian full time faculty has increased 1.1%; however there has been no change in administrator percentages, and Asian adjunct faculty have declined 4.6%.

Hispanics make up 18.5% of the district population but only 9.5% of administrators, 9.0% of full time faculty, 8.9% of adjunct faculty, and 15.1% of classified staff. Since 2007, Hispanic full time faculty have increased 1.0%, adjuncts have increased 1.6%, administrators have remained the same, but Hispanic classified staff have decreased by 1.0%.

By comparison, Whites represent only 28.7% of district population but constitute 66.7% of administration, 64.8% of full time faculty, 63.2% of adjunct faculty, and 41.3% of classified staff.

Current evaluation:
District population has changed over the past decade with increases in both Asian and Hispanic populations and decreases in White population. Given the attraction of the area for Asian immigrants and the burgeoning Hispanic population statewide, these ethnic groups have increased within the district and have minimized the percentage of White residents proportionally. Population groups tend to be more fluid than staff, and increasing representation is a function of hiring opportunities. Given the recent economic trends, employees are more likely to remain at the college and, lacking positions to be filled, the college is hindered in making progress on changing ethnic representation among staff. As the economy improves and new staff are hired, progress can be made, but currently a goal of equity in staffing by 2015 seems unreasonable.

Source(s) of evidence:
Research and Planning Website
http://www.ohlone.edu/org/research/
GOAL 8: Engage all members of the college community in active, continual institutional improvement.

Objective 1. By 2011, create benchmarks for learning, achievement, and institutional practices

Objective 1. By 2011, create benchmarks for learning, achievement, and institutional practices

November 2011 – January 2012 Assessment

Date of Posting: January 30, 2012
Reported by: Tim Roberts
From College Council Retreat, January 18, 2012
Keep the objective as is, and change the target date to 2012. Reassess next year.
NOTE: The term “continual” in Goal 8 is the operative word in all of the related Objectives.

Date of Posting: December 22, 2011
Reported by: Gari Browning
Assessment Narrative:
Nearly all of the objectives of the Strategic Plan have been refined to include baselines, benchmarks and targets dates for completion. There are still several that need to be refined. Benchmarks for institutional practices have yet to be established.
Current evaluation:
Achievement of this objective is in progress. However, the completion date should be changed to 2012.
Source(s) of evidence:
Document assessing progress on College Strategic Goals for 2011-15 (this assessment)

Objective 2. By 2012, develop and implement strategies to optimize communication processes for all shared governance committees.

Objective 2. By 2012, develop and implement strategies to optimize communication processes for all shared governance committees.

November 2011 – January 2012 Assessment

Date of Posting: January 30, 2012
Reported by: Tim Roberts
From College Council Retreat, January 18, 2012
Achievement of this objective will continue to be in process. College Council needs to constantly reassess its effectiveness in representing the College’s constituent groups.

Date of Posting: January 2, 2012
Reported by: Gari Browning
Assessment Narrative:
During the fall 2011 semester, the College Council review the college committee structure to determine which committees fall into the shared governance definition and should be reporting to the Council periodically. The committees newly identified have begun making reports. The Council has instituted the practice of publishing drafts of its meeting minutes before they are approved in order to increase timely college-wide awareness of the Council’s activities. Appropriate committees are also involved in the implementation and evaluation of college goals.
Current evaluation:
Achievement of this objective is ongoing.
Source(s) of evidence:
College Council meeting minutes
Emailed draft College Council minutes

Objective 3. By 2011, pursue potential areas for partnership and collaboration with the community.
Objective 4. By 2012, revise and update the Research and Planning website so data is more accessible to the community for planning and decision-making.

Objective 5. By 2013, integrate specific area plans into the strategic plan.
From College Council Retreat, January 18, 2012
This objective has been met. However, implementation of a new District Facilities Master Plan is still in process and will have significant impact on this objective.
This objective needs to reappear at least every 5 years. Best to keep the objective as is, and change the target date to 2016, after the next strategic plan cycle. Reassess next year.

Date of Posting: December 22, 2011
Reported by: Gari Browning
Assessment Narrative:
The Educational Master Plan, Facilities Master Plan, Technology Master Plan and all Program and Services Reviews intentionally and specifically link with the Strategic Goals and Objectives of the college.
Current evaluation:
This objective has been met.
Source(s) of evidence:
LINKS to the Various Plans

Objective 6. By 2015, structure processes that promote informed college-wide discussion leading to integrated, evidence-based decisions

November 2011 – January 2012 Assessment

Date of Posting: January 30, 2012
Reported by: Tim Roberts
From College Council Retreat, January 18, 2012
This objective is underway and ongoing as evidenced by this assessment.
Leave as-is. Reassess next year.

Date of Posting: January 2, 2012
Reported by: Gari Browning
Assessment Narrative:
To date, the College Council and the Board of Trustees have received regular reports about the ARCCC data for Ohlone and the update of the Environmental Scan undertaken to account for the dramatic changes in the economy since its creation in 2008-09. Assessment of college goals is expected to lead to discussion and consideration of evidence in prioritizing goals for achievement between 2012 and 2015.
Current evaluation:
This objective is underway.
Source(s) of evidence:
College Council and Board of Trustee meeting minutes
Environmental Scan, updated fall 2011