

SCHEDULING OFFICE PROGRAM AND SERVICES REVIEW

2009

1. Program Description

The Scheduling Office is comprised of three main components: scheduling, enrollment reporting, and facility rentals. The main component of the Scheduling Office is scheduling, which involves publication of the class schedule and college catalog; reserving classrooms for classes and non-class events; and maintaining the integrity of Datatel, the student database. The enrollment reporting component of the Scheduling Office involves the Office's responsibility in submitting all apportionment reports to the Chancellor's Office, specifically the P1 in mid-January, the P2 in mid-April, and the 320 in mid-July. This component also involves auditing Datatel for accuracy before submission of each report, and ensuring that the reports are precise. The facility rentals component of the Scheduling Office, commonly referred to as Civic Center Rentals, involves renting Ohlone's classrooms and athletic facilities to the community. This responsibility encompasses approving the client's rental application, reserving the appropriate space(s), billing the client, interfacing with other campus personnel regarding the event, and handling all logistics for the rental client.

As part of its responsibilities, the Scheduling Office is responsible for maintaining the integrity of course and section data within Datatel, and thereby regularly audits the database. This process involves running approximately 100 audits within Datatel during each audit period; audit periods occur before the printed class schedule is delivered to the graphic artist, before registration begins each term, and before each apportionment report is submitted to the Chancellor's Office. The Scheduling Office also regularly audits sections when notified by a Division Office that a new section has been built or an existing section has been revised. The

Scheduling Office is steadfast in its goal of ensuring that sections are accurately built, as errors can result in problems with students registering for classes, lost apportionment, and room conflicts.

It is important to note the transitions that have occurred in the Scheduling Office since the last program review was written in May 2005. In the past four years there have been at least two administrative reorganizations within both Student Services and Academic Affairs which have affected the Scheduling Office. At the time of the last program review the Scheduling Office was joined with the Curriculum Office and under the management of the Director of Curriculum and Scheduling, who was supported by two classified staff. In April 2006 the Curriculum and Scheduling Office “divorced” and the responsibilities of the office were separated between the Curriculum Office—which became responsible for curriculum and articulation, as well as research—and the Scheduling Office, which took responsibility for the Class schedule, catalog, room scheduling, and facility rentals. At that time the Scheduling Office was managed by the Registrar, who also managed the Office of Admissions and Records. In January 2008 the Scheduling Office became managed by the Director of Enrollment Services (the former Registrar) and the Office assumed the responsibility of apportionment reporting. Currently the Scheduling Office is managed by the Director of Enrollment Services, who is supported by one classified staff member.

2. Program Scope

The Scheduling Office provides services to Ohlone students, faculty, and staff, as well as the community. The Office serves Ohlone students through the publication of the printed class schedule three times a year (Summer/Fall, Fall, and Spring) and the annual publication of the

college catalog, the official document of record for college policies and procedures. Current students receive a printed class schedule in the mail each term and are also able to access the term's classes online via WebAdvisor (<https://webadvisor.ohlone.edu>). In both the printed class schedule and the college catalog the Office provides students with relevant information regarding admission and registration policies and procedures, important deadlines, and the courses that are offered at Ohlone. The Scheduling Office is also responsible for producing the curriculum guides which detail the requirements students need to complete in order to earn a degree or certificate. The Office takes great care and effort to ensure that all of the publications for which it is responsible are accurate, timely, easily understandable, and contain the information students need to succeed.

The Scheduling Office provides services to Ohlone faculty by serving as a resource with regards to scheduling and curriculum issues. The classified staff member in the Scheduling Office often assists faculty with finding a location for their meeting or class, as well as answering questions about their classes. The Director regularly attends Curriculum Committee meetings and provides input to the committee on issues affecting the curriculum guides in the catalog, scheduling issues, and other issues related to the class schedule and catalog. The Scheduling Office is also responsible for producing the college's Academic Calendar—a responsibility inherited from the Curriculum Office in 2008—and as such works closely with Faculty Senate in production of the Academic Calendar, which is then distributed to the entire college community.

Additionally, the Scheduling Office works very closely with Ohlone managers and staff, most particularly the division deans and their executive assistants. The Office staff assist the

division deans and executive assistants with their schedule building and, along with the Curriculum Office, serve as the chief resource to the division offices regarding schedule building issues within Datatel. The Scheduling Office regularly answers questions from the division office staff during the schedule building time period, works with them to resolve errors discovered during the auditing processes, and provides instruction when new processes or procedures are implemented within Datatel.

On a broader scope, the Scheduling Office serves the entire college community through reserving rooms for classes and non-class events. The Scheduling Office ensures that room conflicts do not exist, resolves conflicts when they arise, and serve as the main communicator to Campus Police, Facilities, and the Information Center regarding classes and non-class events. These college personnel rely entirely on the Scheduling Office to keep them apprised of meeting information for all classes and non-class events.

The outside community is served through the publication of the class schedule and catalog, as these publications are not only provided to Ohlone students but are also distributed at local libraries, malls, and recruiting events hosted by the college. These publications often serve as the “face of Ohlone” and are the main method by which the community learns about the services, classes, and programs offered at Ohlone.

Outside of the Ohlone community, the Scheduling Office provides services to the community through Civic Center Rentals. Since 2003 the Scheduling Office has been responsible for renting Ohlone’s facilities to the public, including classrooms, athletic facilities, and the cafeteria. The Office regularly interfaces with community members, as well as individuals outside of the district, in reserving facilities for their events.

Currently there are two full-time personnel in the Scheduling Office, including the Director and the classified staff member who serves as Educational Services Support II. The Director assumes primary responsibility for the apportionment reporting and management of the class schedule and catalog. The classified staff member takes primary responsibility for room scheduling, facility rentals, compiling and editing text for the class schedule and catalog, and articulation support. Both employees work together on audits for the schedule, with audits evenly distributed and the responsibility for producing the class schedule on time shared between them. The Director works on audits for the apportionment reporting, with assistance from the classified staff member in correcting errors. The Scheduling Offices adheres to production calendars that they create for both the class schedule and the catalog; these calendars allow the Office to keep on track with all of the tasks that must be completed in order to have the publications arrive on campus on time.

Datatel is the chief source of technology for the Scheduling Office, as well as for the entire district. All sections are built and audited using Datatel and it is also used to check room availability for classes and non-class events. The classified staff member uses Google Calendar to keep track of non-class events and conference room reservations at Newark. The Director is responsible for managing Time Keeper, a software program that the district uses to track student attendance. Student hours in the Tutoring Center are loaded into Time Keeper and then downloaded into Datatel for inclusion in the apportionment reports to the Chancellor's Office. The Director handles building Time Keeper before each term begins, ensuring that the appropriate courses are loaded into Time Keeper, downloading the Time Keeper data into Datatel at the end of the semester, and resolving issues as they arise. The Director also utilizes

an online program provided by the Chancellor's Office to submit the apportionment reports.

Both Scheduling Office staff regularly use e-mail to communicate with district personnel, as well as more "old fashioned" face-to-face communication, and regularly use Word and Excel.

The Scheduling Office is extremely integral to many functions within the college. Without the services of the Scheduling Office there would not be a centralized location for scheduling classes, ensuring the integrity of the database, and producing State-mandated publications and reports. Primarily, as a college that exists to teach students, the Scheduling Office assists with finding locations for classes and facilitating the publication of the printed Class schedule and catalog, a Title 5 requirement. Through facilitating the publication of the schedule and catalog the Scheduling Office coalesces the work of numerous offices and personnel throughout the college. The work of the Scheduling Office in ensuring the integrity of Datatel is also critical in guaranteeing that students will be able to register for classes, that they will be billed correctly for those classes, and that the district will correctly claim apportionment for those classes. Many offices, both within Student Services and also within Academic Affairs and Administrative Services, rely on the services that are provided by the Scheduling Office.

The publications produced by the Scheduling Office are designed for the community—both the "inside" community of Ohlone students and the "outside" community of Fremont, Newark, and Union City residents. Without the community it would not be necessary to produce these publications, as Ohlone might not have any students without them. These publications are often the only "face of Ohlone" that the community sees, and the Scheduling Office continually strives to ensure that the community gets an accurate portrayal of Ohlone and its services and programs.

The Scheduling Office is positively impacted by the community through the publication of the printed class schedule. Although the class schedule is intended primarily for students, the Office is acutely aware that the class schedule is distributed outside of the Ohlone community and thereby strives to ensure that the text is written in an easily understood manner that is free of jargon and easily understandable to non-students. Flowcharts, step-by-step instructions, visual diagrams, and screenshots from WebAdvisor are included in the printed class schedule to provide both students and the community with another manner besides printed text in which to learn information about Ohlone.

Alternatively, the community impacts the Scheduling Office through requests to rent the district's facilities. This responsibility adversely impacts the Scheduling Office, as it takes an incredible amount of time for the classified staff member to review rental applications, consult with appropriate district personnel regarding the rental application, confer and negotiate with rental clients regarding district policies and procedures, reserve requested venues, notify district personnel of the approved event, and bill the rental client. The amount of time and effort it takes the Scheduling Office to serve the community through Civic Center Rentals decreases the amount of time the Office has to fulfill its main purpose of serving students and achieve its Student Services Learning Outcomes.

The class schedule and catalog are considered by the Scheduling Office as two of the main marketing tools of the college. As such, the Office strives to promote and publicize the services and programs to both students and the community. It is in this venture that the Scheduling Office impacts the community, and the community impacts the Scheduling Office. A regular feature of the class schedule is a "What's New at Ohlone" page, where new programs,

courses, innovations, or changes are highlighted. Faculty and division offices submit ads for the class schedule each semester, where they can highlight their classes. The catalog includes a “Good News about Ohlone” section in the first chapter, where accomplishments of students, faculty, and alumni are featured, and “Did You Know?” text boxes are inserted throughout the catalog so students and the community are educated regarding intriguing facts about Ohlone. The goal of these features in these publications is to highlight the uniqueness and accomplishments at Ohlone. However, these features are not only impacting the community but are a manner in which we are impacted by the community. The items that are featured are chosen as a representation of what the community deems important in the services that Ohlone provides.

3. Relationship to Ohlone College Mission, Values, and Goals

The Scheduling Office helps to support the college’s mission of serving “the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment...” through the activities it undertakes to ensure that students and the community are informed of the classes that the college is offering and through its team-centered approach to class scheduling. During Fall 2005 the Faculty Senate voted to adopt a compressed, 16-week calendar, and in October 2005 the Curriculum and Scheduling Offices undertook the massive task of converting 1400 sections to a 16-week format. This process was repeated in Spring 2006 for the Spring 2007 term. This endeavor resulted in Ohlone being able to offer its classes on a compressed format, which research shows is more conducive to student learning and retention.

The Director regularly meets with the academic deans to plan the classes that will be offered for the next semester and decide, when necessary, which classes will need to be cut. In preparation for the opening of the Newark Center for Health Sciences and Technology in Spring 2008 the Scheduling Office worked with the division offices, the Curriculum Office, and the Newark Center staff to plan the classes that would be offered and create a block scheduling pattern. The Scheduling Office, in cooperation with the Curriculum Office and the division offices, is the primary conduit through which students are notified of the classes that will be offered during the term and the processes and procedures they need to follow to take classes at Ohlone.

The first Ohlone Core Value states that “we provide life long learning opportunities for students, college personnel, and the community,” which is a value that the Scheduling Office finds both important and relevant to its day-to-day operations. The Office perceives one of its roles as the mentoring and support of other Ohlone personnel. The Director believes in the “teach them to fish” philosophy and when answering questions or providing guidance to other college personnel strives to not only supply the answer but provide the individual with the tools to find the answer himself the next time. It is the goal of the Scheduling Office to empower other college personnel so they are equipped with the knowledge and confidence they need to succeed in their jobs. The advent of the compressed calendar required that division deans and executive assistants learn how to build sections a different way, as the compressed calendar required different numbers for clock hours, contact hours, meeting times, and faculty load. The Curriculum and Scheduling Offices provided charts and spreadsheets documenting how the 16-week sections needed to be built. The Scheduling Office again worked with the Curriculum

Office to convene training sessions for the executive assistants and division deans to teach them how to build the 16-week sections and to give them the tools they needed to perform their jobs. The Curriculum and Scheduling Offices worked together to provide continuous learning for these colleagues and implemented the Learning College Model through this process, which also followed College Goal #4.

In an effort to provide the executive assistants and division deans with the knowledge they need to effectively accomplish their job responsibilities, Datatel Refresher Course meetings were held regularly before the start of the schedule building period, thereby providing life long learning opportunities and continuous learning. These meetings allow the executive assistants the opportunity to ask questions; learn new computer skills; and feel more confident about schedule building. These workshops also foster team building among the executive assistants and encourage them to see each other as resources. The Scheduling Office staff also are regularly available to provide one-on-one instruction to executive assistants and division deans as necessary.

During July 2007 members of the Scheduling Office and the Curriculum Office attended a workshop sponsored by the Chancellor's Office regarding the new Title 5 regulations. During the 2007-2008 academic year these employees educated the appropriate vice presidents, academic deans, managers, classified staff, and the Curriculum Committee regarding these mandated changes. The Scheduling and Curriculum Office employees "trained the trainer" by meeting with these district personnel regarding the Title 5 changes, so these personnel could then educate the faculty and staff in their departments regarding the Title 5 changes and continue the Learning College Model. The Scheduling and Curriculum Offices also provided to these

personnel all of the tools and resources necessary to implement the new Title 5 regulations. This model of “training the trainer” followed Ohlone’s goal of having a Learning College Model (College Goal #4) by providing continuous learning for all personnel associated with the District.

Also following the Learning College Model, the Scheduling Office and Curriculum Office joined forces in January 2009 to provide a Schedule Building Training Session to the newer deans and English Language Institute (ELI) staff. Prior to the training session the classified staff member in the Scheduling Office completed a very comprehensive, step-by-step Scheduling Manual which detailed every screen that is accessed during the schedule building process, what information to enter in which Datatel field, along with Datatel screenshots and Frequently Asked Questions. Although this manual had previously existed in portions for various Datatel screens, this was the first time that all of the information had been updated and included in one manual, making this manual an invaluable resource for Ohlone. The goal of the Schedule Building Training Session was to give the newer deans and ELI staff the tools and resources they need to confidently and accurately build sections in Datatel, along with an understanding of curriculum processing. This session was well received by the participants and the Scheduling Office not only enjoyed hosting it but is confident that the session served its purpose.

The Scheduling Office prides itself on maintaining high standards in our constant pursuit of excellence, thereby following the fourth Core Value. While acknowledging that no publication can be completely free of error, the Scheduling Office takes immense time and effort to ensure that the class schedule and catalog are as free of errors as possible. In pursuit of this value, the Scheduling Office spends approximately five weeks auditing the class schedule before

it is sent to the graphic artist, and literally checks the schedule word-by-word and every detail of every class to ensure accuracy. The same care and attention to detail is undertaken when reserving classrooms, to ensure that room conflicts are not created and no one is inconvenienced. While efforts to improve the catalog began with the 2004-2005 catalog, great strides in this area were reached with the 2005-2006 catalog. For the first time that year many of the catalog photos were taken by Ohlone photography students, and the catalog included quotes from Ohlone students as well as color photographs in the first four pages of the catalog. Since the Office views the catalog as both an academic contract between the college and the student, as well as a public relations document, the publication must exhibit clarity, consistency, and integrity--but also be attractive and engaging. Color pages, photographs representative of Ohlone activities and students, and innovative ideas continue to be a hallmark of the Ohlone catalog. The Scheduling Office also takes very seriously its responsibility of submitting the apportionment reports to the Chancellor's Office, and spends a great deal of time and effort to ensure that all of the apportionment reports are submitted to the Chancellor's Office in both a timely and accurate manner.

Teamwork and open communication are two characteristics of the Scheduling Office, an Ohlone Core Value. The Office has a collegial and collaborative relationship with many other departments and offices within the college, including with many offices outside of Student Services. As the Office is involved with facility scheduling, the class schedule and catalog which are used by all employees and students, and apportionment reporting, the Office is in a unique situation to interact with many departments and offices within Ohlone. The Office regularly communicates with the division offices with regards to room usage and scheduling

issues that impact all of the divisions. The Scheduling Office regularly provides information to Campus Police, Facilities, and the Information Center regarding classes and campus events. The Office networks with staff in the Information Center, Bookstore, and the Warehouse regarding the ordering and distribution of the class schedule and catalog, and relies on the expertise of these personnel to provide the necessary information for ordering sufficient class schedules and catalogs. The Scheduling Office has worked with the Office of Admissions and Records and the Business Office to resolve registration errors and ensure that students are able to register and are billed correctly. The Scheduling Office endeavors to be a conduit through which information related to scheduling, section building, and district publications flows.

The process of opening a new campus necessitated teamwork and open communication, especially as new innovations were implemented as to how courses were scheduled for the Newark campus. The Scheduling Office was part of a team comprised of deans, executive assistants, and Newark campus staff from Academic Affairs and Student Services to facilitate the opening of the Newark campus in January 2008. The Scheduling Office worked with the division deans to develop a cluster approach to course scheduling at the Newark campus, so more students could enroll in courses in a learning community and cohort style (College Goal #3). This innovative scheduling pattern allowed more students to take all or most of their Ohlone classes on the Newark campus and allowed the Newark campus to implement a College Hour, so students, faculty, and staff at the Newark campus could learn together about a wide range of topics.

The creation of Learning Communities allowed the Scheduling Office to participate in both College Goal #3, “develop strategies to increase the proportion of full-time students,

including Learning Communities,” and College Goal #4, “provide continuous learning for all personnel associated with the District...” The Scheduling and Curriculum Offices ventured to find a way for students to easily register for all of the sections within a Learning Community. Previously registration for Learning Communities could only be accomplished by a classified employee within the Office of Admissions and Records manually registering every student, and as the College sought to increase the number of Learning Communities this method was no longer feasible. This method also did not allow students to learn the Student Services Curriculum of Responsibility, whereas, “Student Services helps students develop personal responsibility for their lives... Students learn self sufficiency, responsibility and accountability through the co-curriculum processes of on-line admissions, assessment, orientation, Financial Aid, Transfer Career Center services, individualized counseling, and personal health services.” A method of building the Learning Community sections was created in Datatel so that students would be required to register for all of the appropriate sections and would, most importantly, be able to register online via WebAdvisor. This method was then documented and shared with the executive assistants so they could build the sections correctly. Likewise, this information was shared with Admissions and Records staff so they were aware of how Learning Community students would register and could correctly answer students’ questions.

Facility rentals comprise part of the responsibilities of the Scheduling Office, and these events allow the Office to assist with promoting the cultural and health vitality of the communities served by the District (College Goal #5). In the past four years the Scheduling Office helped to facilitate many cultural events held at Ohlone, which help promote appreciation and understanding for diverse races and culture. Just to name a few, these events have included

several receptions for the Shri Krupa Dance Foundation; an Art Education speech hosted by the U Music Education Foundation in June 2008; and a Culture and History seminar hosted by Edu Culture International in July 2008. The Office also helps to promote the health vitality of the District's communities (College Goal #5) by working with rental clients who provide swimming lessons, tennis lessons, and a local swim team on the Fremont campus. Finally, the Scheduling Office assists with the educational and economic vitality of the community by working in conjunction with the Community and Contract Education Offices in offering those classes, including the Ohlone for Kids program, on the Ohlone campuses (College Goal #5).

During the last four years the Office has reserved rooms for the High School Theatre Festival which is held on campus in April each year, and also for the Spring Fling Speech Tournament, which is held on campus in late April or early May. In particular, the High School Theatre Festival brings approximately 800 high school students to the Fremont campus each year, so this event is a major outreach opportunity for the College in which the Scheduling Office was able to participate. The Scheduling Office has also helped to facilitate the inaugural Freshmen Connection Day, which was held on May 2, 2009. This event brought hundreds of high school seniors and their parents to the Fremont campus and is the major outreach opportunity for the district.

4. Student Services Learning Outcomes

As already referenced, the Student Services Curriculum of Responsibility encourages students to “develop personal responsibility for their lives” and Student Services’ goal is for students to “learn self-sufficiency, responsibility, and accountability. . .” The Scheduling Office’s first Student Services Learning Outcome directly relates to the Curriculum of

Responsibility: “Students will be able to manage their own enrollment process.” This Student Services Learning Outcome was created in coordination with all the other members of the Student Services Management Team, who are also utilizing the same Student Services Learning Outcome. The activities for this Student Services Learning Outcome (SSLO) include being responsible for producing the class schedule and the college catalog, the publications which are the chief source of information regarding the Ohlone enrollment process. As already mentioned, the Scheduling Office strives to ensure that the information—particularly all admission, registration, and enrollment information—is concise, clear, and complete for students, parents, and the community. The Scheduling Office ensures that students are able to complete the enrollment process—which includes applying, taking placement tests, registering, and paying for classes—by ensuring the integrity of the student database, through the audit processes. Students would not be able to manage their own enrollment process without the Scheduling Office regularly verifying that sections are built correctly so students are not blocked inappropriately from registering, are able to register in alignment with Title 5 policies, and are billed correctly.

The second SSLO for the Scheduling Office relates to the Student Services Curriculum of Purpose. This curriculum states that “Student Services . . . provides opportunities for students to self discover purpose.” As a part of this aspect of the Student Services Curriculum, “Students will be able to discover their educational and career goals and plan accordingly.” This SSLO was created after the Student Services Management Team (SSMT) brainstormed about Purpose and what it means to Student Services as a division and to our students. SSMT determined that Student Educational Plans allow students to achieve success through a clear articulation of what students need to complete to earn a degree or certificate. The Scheduling Office works towards

this goal as the Office is solely responsible for updating the curriculum guides (from which Student Educational Plans are devised) that appear in the Ohlone catalog, on the Ohlone Web page, and in the Counseling Department. The Scheduling Office ensures that the degree and certificate requirements that are printed in the catalog and posted on the college Web page are consistent with Title 5 regulations and decisions approved by the Curriculum Committee. The Director regularly attends Curriculum Committee meetings to stay abreast of Curriculum Committee decisions and to provide input and guidance on curriculum and course changes that affect students. The publication of these curriculum guides ensures that counselors have the resources to guide students toward their purpose and to help them achieve their purpose, and students have the opportunity to find their purpose by reading and researching the degrees and certificates that Ohlone offers. Additionally, the immense time and effort the Scheduling Office entails to ensure that the curriculum guides are accurate helps students achieve their purpose once they find it. If the curriculum guides were not accurate then students could become frustrated with achieving their goals once they were identified.

Both the first and second SSLO were assessed by questions asked of students in the annual Ohlone student survey. Students were specifically asked if the information contained in the class schedule and catalog is helpful to accomplishing their goals at Ohlone. In addition, the Scheduling Office staff met with a focus group of students to get their direct feedback on the information contained in the class schedule and catalog, and how these students feel the class schedule and catalog could be improved. Finally, the Scheduling Office will begin a review of printed class schedules from other local community colleges to see what information other colleges include in their schedules that could be added to Ohlone's schedule.

5. Assessment of Student Success in Reaching Student Services Learning Outcomes

The survey administered to students in Spring 2009 provided two statements pertaining to the Scheduling Office's Student Services Learning Outcomes. The survey solicited students' response regarding whether or not they agreed with the statement and then if the statement was important to them. The first statement was, "The information in the printed class schedule is helpful and easy to understand." This statement related to the first SSLO of students being able to manage their own enrollment process. The second statement was, "I have used the requirements for degrees or certificates in the catalog to plan my educational/career goals." This statement related to the second SSLO of students being able to discover their educational and career goals and plan accordingly.

A total of 1230 students completed the student survey. Of the 1212 students who answered the question regarding information in the printed class schedule, the majority of students agreed with the statement that the information in the printed class schedule is helpful and easy to understand. 80.5% of the students (973 total students) agreed with the statement (21.2% or 256 students strongly agreed with the statement). In contrast, only 8.7% of the students responding (105 students) students disagreed or strongly disagreed with the statement.

Likewise, students also reported that it is important to them that the information in the class schedule is helpful and easy to understand. While a slightly smaller percentage of students (46.6% or 527 students) answered "Yes" to the importance of the information in the class schedule as opposed to those students who answered "Yes" to agreeing to the statement (59.3% or 716 students), more students indicated a "Strongly Yes" to the statement regarding the importance of the information in the class schedule being helpful and easy to understand.

Overall, 80.5% (972 students) either replied “Strongly Yes” or “Yes” that they agree that the information in the class schedule is helpful and easy to understand. 84.2% (952 students) replied either “Yes” or “Strongly Yes” to the importance of the information in the class schedule being helpful and easy to understand. (The discrepancy between the total number of respondents between the two statements is because the same number of students did not respond to both portions of the question.)

These results indicate that the majority of students surveyed feel that the information in the printed class schedule is helpful and easy to understand. While 8.7% of the surveyed students (105 students) did not agree with the statement, the survey unfortunately does not allow for student comments, so it is unknown why these students did not agree with the statement. Since the printed class schedule is the major avenue by which students receive information regarding the enrollment process, these results would indicate that the majority of surveyed students are able to manage their own enrollment process by utilizing the printed class schedule.

1206 students responded to the question asking if they had used the degree and certificate requirements in the catalog to plan their educational and career goals. Of these students, 72.8% (872 students) agreed with the statement (25.8% or 309 students strongly agreed) with the statement. Regarding the importance of using the degree and certificate requirements to plan educational and career goals, 80.9% (909 students) agree with the statement (42.9% or 482 students) strongly agree. It is noteworthy and also perplexing that more students believe that it is important to use the degree and certificate requirements than those who actually use them.

Adversely, 14.3% (171 students) of the students either responded “Strongly No” or “No” to using the degree and certificate requirements in the catalog, while 4.9% (55 students) of the

students responded that using the degree and certificate requirements is not important. While anecdotal information is not available regarding why students do not feel that using the degree and certificate requirements is important, it is anticipated that students who do not intend on earning a degree or certificate at Ohlone would respond in this manner.

The high percentage of students responding favorably to the statement regarding degree and certificate requirements in the catalog indicates that the Scheduling Office is making progress on its second SSLO. A majority of surveyed students (72.8% or 872 students) stated that they use the degree and certificate requirements in the catalog to plan their educational and career goals and a majority (80.9% or 909 students) of students believe that the degree and certificate requirements are important. As the official document of record the catalog is the main instrument through which students are notified of their degree and certificate requirements. The curriculum guides available on the Ohlone Web page and in the Counseling Department are identical to the degree and certificate requirements in the catalog, so regardless of which form students utilize to access their degree and certificate requirements the Scheduling Office is successful in fulfilling this SSLO.

In May 2009 the Scheduling Office staff met with a focus group to get their feedback regarding the Class schedule and catalog. The group included four students with a wide range of time and involvement at Ohlone—Jackie McCulley, the ASOC President; Kevin Feliciano, the ASOC Vice President; Kristina Yim, a student who began attending Ohlone in Fall 2008; and Patrick Rebosura, a student who has attended Ohlone since Fall 2005. The students were a wealth of information about how they and other students use the Class schedule and catalog, how it is perceived, and how students use it.

Kevin explained that students use the printed class schedule to browse for classes, but use WebAdvisor to narrow down their choice of classes. Jackie echoed that statement, saying that the printed schedule gives a general view, while WebAdvisor is more specific. Kristina, the newest student of the group, commented that the printed schedule is easier to use than WebAdvisor and is very convenient. All of the students reported that their classmates frequently read the class schedule in class and that the printed class schedule is sometimes preferred by students because Internet access is not available everywhere. Kevin reported that his experience is that students won't take the time to read policies and procedures such as prerequisites, placement test dates, and overload guidelines, on the Ohlone Web page, but will consult the printed class schedule for this information. However, Patrick did admit that he wasn't aware that these answers are in the printed class schedule and he sees the printed class schedule as the "classes to take" not the "rules."

Given the current budget situation, the students were asked how they would feel if the printed class schedule was no longer mailed to continuing students. The students overwhelmingly and vocally stated that it would not be a good idea to discontinue providing the printed class schedule to continuing students. Jackie reported that some people don't like going online, and that at Orientation students prefer the printed class schedule over WebAdvisor. She added that students will learn WebAdvisor, but they prefer the printed class schedule. Kristina conveyed that the Ohlone Web page could be used to look up specific information, but not for general browsing. She indicated that she only uses the Ohlone Web page for very specific tasks such as making a counseling appointment or accessing WebAdvisor. She also will browse through the printed class schedule for additional information, but doesn't do that on the Ohlone

Web page, and can circle and highlight information in the printed class schedule for easy retrieval later.

The students all enthusiastically asserted that Ohlone needs to continue providing printed class schedules to students to teach students responsibility, an attribute that ironically is part of the Student Services Curriculum. Jackie stated, “[Having a printed class schedule] puts more responsibility on the students. We’re not in high school anymore. We need to take responsibility for our own actions.” Patrick echoed that all of the information students need is included in the printed class schedule. Kevin stated, “I would die [if we didn’t have a printed class schedule]! I always keep one with me and like to mark it up.” When asked if they would pay for a printed class schedule if it was no longer provided for free, Kristina replied that she would “hunt it down” but stated that she wouldn’t want to pay for something she’d always received for free previously, and other students wouldn’t want to pay, either.

The focus group had some very different—and surprising to the Scheduling Office—statements regarding the catalog. The group was asked if the purpose of the catalog was clear to them when they first became Ohlone students and if they used the catalog, either the printed or online version. Patrick’s initial response was, “Is there a catalog?” He indicated that he had seen the catalog in the Bookstore for the first time. Kristina knew what a catalog is from other colleges, but didn’t know where or how to get an Ohlone catalog. All of the students stated that the catalog is not discussed at New Student Orientation, which startled the Scheduling Office.

The students had numerous brilliant ideas for both the printed class schedule and the catalog. Some of these ideas, such as including some of Dr. Browning’s Good News Reports to

the Board of Trustees in the catalog, have already been implemented. Other ideas will be implemented for future publications, as some of the ideas need more time for execution.

Kevin concluded the focus group by stating that both the printed class schedule and catalog do their job. The publications provide the necessary information to students without providing unnecessary and irrelevant information, and they fulfill their purpose. None of the improvement suggestions provided by the students involve radical changes nor did the students indicate that the catalog text and formatting is confusing and hard to understand. The suggestions will enable Ohlone to highlight its programs and services and help students to better find and understand the information included in the printed class schedule and catalog.

One interesting conclusion from the student survey was that the number of students who reported that it was important to use the degree and certificate requirements in the catalog was higher than the number of students who reported using the degree and certificate requirements in the catalog. While the discrepancy between the “agree” and “important” statements is minimal (72.8% versus 80.9%, respectively), it is worth mentioning. More research and study with students and counselors should be undertaken to determine if students find the degree and certificate requirements in the catalog confusing or cumbersome, and perhaps this is why more students report that the requirements are important but not used. Since Ohlone wants to improve its graduation rates we don't want anything to hinder students from pursuing a degree or certificate, so if the degree and certificate requirements could be presented or formatted in a different manner and would result in improved graduation rates that would be a project worth undertaking.

The statements by the focus group about the class schedule were both enlightening and confirming for the Scheduling Office. There have been discussions recently and in the past regarding the continued need for a printed class schedule with the increased usage of WebAdvisor by students. While the Scheduling Office has believed that students still consider the printed class schedule a valuable resource, the focus group's fervent comments about the printed class schedule prove that it is still regarded as valuable and necessary by students and its need has not been decreased due to the arrival of WebAdvisor.

6. Planning and Implementing Changes to Improve Learning

The time spent with the focus group was both rewarding and enjoyable. Never before had the Scheduling Office solicited student input regarding the class schedule and catalog, and their comments were eye-opening. The process of meeting with students to solicit their feedback is one that the Scheduling Office would like to make a regular one, and would like to meet with a broader range and greater number of students. Since the class schedule and catalog are created for student use, it is important that students find the information easy to understand and useful. Continuing these focus groups would also allow the Scheduling Office to obtain information as to how the information in both the class schedule and catalog could be easier to understand, as well as determining why students might not use the degree and certificate requirements in the catalog. While the information in the student survey is valuable, its format does not allow the Scheduling Office to obtain more concrete information as how students would like these publications improved.

Both the student survey and the focus group showcased the necessity of continuing to provide the printed class schedule and the catalog to students. Although providing these

publications is mandated by Title 5, it was encouraging to discover that students find these publications helpful and that they are adamant about protecting them.

The assessment results also emphasized the need to continue to find innovative ways to provide information to students in a manner that is easy to understand and helpful. The Scheduling Office will continue to find new ways to present information to students and will be mindful of the different learning modalities and provide information in different ways besides written text, such as diagrams and charts.

Starting in 2009-2010 the Scheduling Office will begin reviewing class schedules from other local community colleges. This process will allow the Office to determine what information other community colleges provide to their students and how that information is presented to students. It is believed that this process will enable the Office to produce new ways of providing information to students, as well as new information students are not currently receiving. This process was done many years ago for the catalog but will now be done for the printed class schedule as well as the catalog. It is anticipated that when the student survey is done again in Spring 2010 and the Scheduling Office meets with new focus groups during the 2009-2010 academic year that the results will be higher regarding the class schedule and the catalog.

The Director will meet with the appropriate counselors to discuss the catalog being discussed at New Student Orientation and Welcome Day. Since the majority of new students attend New Student Orientation or Welcome Day this is an ample opportunity for students to be educated about the importance of the catalog and shown the wealth of information in the catalog. The degree and certificate requirements in the catalog should also be emphasized at New Student

Orientation and Welcome Day so students are not only aware that these requirements exist in written format but are encouraged to pursue a degree or certificate. The Director will also meet with the Dean of Counseling to discuss the focus group's lack of knowledge about the catalog and to ascertain if the counselors can assist with educating students in other ways about the catalog. These meetings with counselors and the Dean will begin in Fall 2009. The outcome of these meetings will be an increased understanding of students regarding the catalog and the degree and certificate requirements, what the catalog is, and why it is important.

The Director will also meet with a focus group of counselors and the Dean of Counseling to determine how the degree and certificate requirements in the catalog could be made easier for students to understand and how to encourage students to look at the requirements. While there are limitations and guidelines as to how the degree and certificate requirements are published, the Scheduling Office has never endeavored to learn if there are ways in which the information could be presented in a more user-friendly format. The Scheduling Office will entertain the idea of changing the format of the degree and certificate requirements and will take any proposed changes to the Curriculum Committee for their approval, as necessary. The outcome of this process will be students' increased understanding of their degree and certificate requirements, which will have a positive impact on Ohlone's graduation rates. Although harder to measure, this process will also result in students taking responsibility for their education and finding their purpose, two tenets of the Student Services Curriculum. This process will take longer to accomplish, especially considering that any revisions to the degree and certificate requirements in the catalog must be approved by the December Curriculum Committee meeting. Efforts on

this project will be started in Fall 2009, but the results may not be available for the 2010-2011 catalog.

The focus group provided the Scheduling Office with numerous ideas for improvements to the printed class schedule and catalog. Some of these ideas—such as shortening the Table of Contents and highlighting what makes Ohlone unique—have already been incorporated into the 2009-2010 catalog. The rest of these ideas will be undertaken for the Spring 2010 printed class schedule and the 2010-2011 catalog.

None of the innovations and processes mentioned requires any additional resources. Additional technology, funding, or personnel are not required to implement any changes to the printed class schedule or catalog. The only necessary resource is time.

In Spring 2009 each Ohlone department submitted at least one Performance Improvement Objective (PIO). A PIO is a way in which the manager would like to improve the department, and rationale and resources needed to be provided for the PIO. The Scheduling Office's PIO focused on transitioning the responsibility of Civic Center Rentals from the Scheduling Office to Administrative Services. Since the management of Civic Center Rentals involves handling liability insurance and billing rental clients, tasks for which Student Services staff are not trained or normally handle, it is believed that these tasks reside more appropriately in Administrative Services. The responsibility of Civic Center Rentals also hinders the Office from other tasks, such as articulation support, that directly support the Student Services Curriculum. It is hoped that during the 2009-2010 academic year this responsibility could be transferred to Administrative Services so the Office could focus on tasks and projects that are more closely aligned with the Student Services Curriculum and the mission of Student Services.

The Scheduling Office focuses on excellence, strives to meet student needs, and appreciates its role in the college. The Scheduling Office considers central to its mission the college's Core Values of providing life long learning opportunities for students and college personnel, maintaining high standards of excellence, and promoting teamwork and open communication. Likewise, the Scheduling Office works to instill the Student Services Curriculum of Responsibility, Respect, Integrity, Leadership, and Purpose in everything it does, both for students and the campus community. Although the Office has a unique role in Student Services in that the Office does not directly interact with students on a daily basis, it considers critical to its purpose the role of helping students to succeed. The Scheduling Office looks forward to the future and the services it can continue to provide to students and campus personnel, as well as new services it can provide.