Ohlone College
Program Review Report

- Program Description and Scope:
  1. Program Review Title: Curriculum and Scheduling
  3. Review Type: Instructional Services
  4. Program/Departments: Curriculum and Scheduling (60201)
  5. Authority Code: 41-Director, Curriculum and Scheduling
  6. External Regulations: Yes X  No __

Describe:

Curriculum is at the very core for which an institution of higher education exists, and programs and courses are, therefore, subject to stringent regulatory policies to insure that the education one receives at any community college is legitimate, rigorous, balanced, appropriate, and consistent with the educational standards met by colleges and universities throughout the state and across the nation. The primary regulatory standard by which the college and its curriculum are judged is Title 5, wherein exhaustive standards are prescribed for courses, sections, and programs, including general education, majors, electives, and remediation. All degrees and any programs requiring at least 18 units must be approved by the California Community College Chancellor's Office (CCCCO) and be in accord with the provisions of Title 5.

Additionally, the college has curricular standards that must be met to maintain accreditation. Substantive changes to curriculum must be approved by the accrediting agency. The college must conform its curriculum to legislatively-driven expectations, including policies and standards that are applied to the University of California and the California State University systems as well as those affecting the California Community Colleges because community colleges intend their students to transfer to UCs and CSUs.

7. Provide a brief narrative that describes the services provided.

The Curriculum and Scheduling Office oversees the curriculum development process, both for courses and programs, utilizing CurricUNET; submits new and revised courses and new and revised programs to the Board and Chancellor's Office for approval; builds and maintains all courses and programs in
Colleague; produces and updates all program curriculum guides, both in the catalog and in Colleague's degree audit. The curriculum officer is a non-voting member of the Curriculum Committee, assisting in the creation and revision of courses and programs and ensuring they meet all regulatory policies and requirements. The office has also been active in fomenting change to Advanced Placement policies and general education requirements; development of new degrees; implementing curricular changes resulting from revisions to Title 5; and assisting in the revision of section offerings to comply with CCCCÖ interpretations of TBA regulations. As a part of routine duties, the office regularly runs audits to maintain the integrity of the database, including running audits of each semester's sections prior to the class schedule being printed, the start of registration, before each apportionment report is submitted, and before MIS is submitted. Additionally, the office extracts and edits all courses for the catalog. The office is responsible for production and publication of the class schedule and catalog. Finally, the office maintains the master schedule of all classrooms and conference rooms on both campuses, and schedules non-class events in these venues.

8. Describe how the program specifically serves students, faculty, staff, or other.

The services provided by the Curriculum and Scheduling Office directly impact students, faculty, and staff. Students benefit from the office’s services by receiving a class schedule in the mail each semester and by being able to access the class schedule online via WebAdvisor. Students are also able to receive current information about Ohlone services and programs through both the catalog and class schedule and are able to access curriculum guides online via the college's Web site and in the catalog.

Faculty benefit from the services provided by the Curriculum and Scheduling Office by having a resource to assist them with creating new courses and programs in CurricUNET, as well as updating their course outlines and programs in CurricUNET. The office also serves as a guide for faculty regarding program innovation, such as transfer degrees, innovative scheduling, and advanced placement credit, and is a consultant with respect to Title 5 and other curricular regulations. The office is also responsible for creation and distribution of the district academic calendar, a responsibility that necessitates direct interaction with Faculty Senate. After approval of the academic calendar by the Faculty Senate, the calendar is distributed to the entire district.

Ohlone staff are served by the Curriculum and Scheduling Office when the office assists the division offices with their schedule building and works with them to correct errors; collaborates with the IT Department regarding the timely and accurate submission of information for the MIS reporting to the Chancellor's Office; and works with Student Services on submission of the 320 apportionment report. Several offices across the district—including Admissions and Records, Financial Aid, the Cashier's Office, International Programs and Services—are able to perform their responsibilities and serve students better due to the diligence the office takes in ensuring the integrity of information within Colleague. The office is the central hub for room scheduling for non-class events. This responsibility requires that the office work closely with Campus Activities, Civic Center Rentals, the Newark Center, Campus Police, Facilities, and the room requestor to ensure that the process runs smoothly, room conflicts do not exist, notifications of events are sent in advance, and the appropriate arrangements are made prior to the event.

9. Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?
The Curriculum and Scheduling Office is responsible for maintaining the accuracy and integrity of all courses, sections, and programs. The office accomplishes this task by monitoring all originations and revisions of courses and programs through CurricUNET and through the Curriculum Committee approval process. In late Spring 2010 the Chancellor's Office implemented the Curriculum Inventory, which utilizes CurricUNET as the online warehouse for courses and programs for the California Community Colleges. All new courses, new programs, revised programs, and most course revisions are submitted to the Chancellor's Office via the Curriculum Inventory Web site by the Curriculum and Scheduling Office. The Curriculum and Scheduling Office must obtain approval from the Chancellor's Office before a new or revised course or program can be offered. Once approval is obtained from the Chancellor's Office courses and programs are entered into Colleague. All class sections are audited multiple times each semester to ensure accuracy. Data is extracted from Colleague to produce class schedules and catalogs, and this data also appears live to students, faculty, and the public via WebAdvisor. Google Calendar is used to reserve conference rooms for non-class events at both campuses. The district is in the process of implementing Event Management System (EMS), a new online database for scheduling non-class events, and the Curriculum and Scheduling Office is part of a team involved with the implementation.

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.

Since the Curriculum and Scheduling Office is responsible for the accuracy and integrity of all courses, sections, and programs, it is likewise responsible for supporting the reporting of MIS and 320 apportionment information to the Chancellor's Office each term. While the office is not directly responsible for the submission of these reports, it regularly audits Colleague, assists the staff who are responsible for the submission of these reports, and serves as a liaison to other departments regarding information contained in these state mandated reports. As the office responsible for overseeing all curriculum issues at the college, the Curriculum and Scheduling Office also is accountable for curricular changes to Title 5 and curriculum changes mandated by the Chancellor's Office, and
ensuring that Ohlone is in compliance with these regulations and mandates. SB1440 was passed by the state legislature in September 2010; this Senate Bill guarantees admission to the CSU to any community college student who graduates with a specified transfer degree. Per SB1440 all community colleges were required to have at least two transfer degrees approved by the Chancellor's Office by Fall 2011. During Spring and Summer 2011 the office was actively involved with implementation of SB1440, and worked with faculty, deans, and the Chancellor's Office to get the new transfer degrees approved. Due in part to the involvement of the Curriculum and Scheduling Office, Ohlone was one of a small number of community colleges who were in compliance with SB1440 by the Fall 2011 deadline.

11. Discuss the impact of the program on the community and the impact of the community on the program.

Through the services provided by the Curriculum and Scheduling Office, the community receives information about the courses, sections, and programs offered by Ohlone. The printed class schedule is provided to the community for free at local venues within the district and upon request to the College Advancement Office. Likewise, for free anyone can access WebAdvisor to retrieve up-to-date information regarding classes being offered.

- **College Mission**
  1. **Mission Statement**
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
  2. **Vision Statement**
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

- **Core Values, Goals & Objectives**:
  - **College Core Values**
    - We provide life-long learning opportunities for students, college personnel and the community.
    - We maintain high standards in our constant pursuit of excellence.
    - We promote team work and open communication.
    - We practice innovation and actively encourage risk-taking
and entrepreneurship.

**College Goals/Objectives**

1. Through innovative programs and services, improve student learning and achievement.
   
   11. 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.

4. Briefly describe how the program supports the college mission, vision selected college values.

   As the main conduit for instructional services, the Curriculum and Scheduling Office has a key role in how instruction is offered at the college, thereby supporting the mission statement. The Curriculum and Scheduling Office assists the division offices with the classes that they offer each term, provides data to help ensure that a wide range of classes are offered, and serves as a resource on the Curriculum Committee. As part of the Curriculum Committee the Curriculum and Scheduling Office works with the faculty to approve courses that meet students' needs and helps them succeed.

   The Curriculum and Scheduling Office supports the vision statement by its innovativeness, including innovative scheduling, enrollment planning, and involvement in new academic opportunities. The Curriculum and Scheduling Office regularly meets with the division deans regarding each semester's classes and has used an Enrollment Management tool within Colleague in order to make more data-driven decisions regarding enrollment and class offerings. New academic opportunities include Ohlone offering more transfer degrees, thereby equipping students to perform at a higher level upon transfer. The goals of these innovations are to improve the success rates of Ohlone students and give them the tools they need to succeed after Ohlone.

   The Curriculum and Scheduling Office perceives as one of its major purposes providing support and mentoring to other college personnel, thus fulfilling the first college value. The office takes to heart the learning college model, as evidenced by frequent CurricUNET instructional sessions for faculty; regular
meetings with the division office executive assistants to share Colleague and curriculum changes and schedule building pointers; and the office's openness to answer questions and serve as a resource for curriculum, CurricUNET, Title 5, and Colleague information. The office holds Colleague training sessions for new division deans and executive assistants to teach them how to build sections, and meets one-on-one with faculty who need help with CurricUNET. Consequently, the office engages in goal #6 and encourages questions and strives to be a conduit through which information flows. The office also continually strives for excellence and maintains high standards (goal #4), as it is aware of the crucial role it plays in the dissemination of information to students and how incorrect data will adversely affect students, faculty, and the college. Each semester the office spends approximately five weeks auditing each section that will be offered during the next semester and strives to ensure that sections are built correctly so that students can register and be billed for classes without problems. The office also takes great care to ensure that room conflicts do not exist, both for classes and non-class events. In the last several years the office has prided itself on promoting Ohlone through the annual catalog. Previously the Ohlone catalog was filled with stock photographs that did not represent Ohlone facilities, personnel, or events. Now the Ohlone catalog has numerous photographs that represent the full gamut of life at Ohlone, including some photographs taken by Ohlone students. The office promotes teamwork and open communication (goal #6) as it regularly works with the division deans and faculty on innovative ideas (goal #7) such as how to handle TBA regulations, implementation of SB1440, and increasing the number of students who earn certificates or degrees. These innovations would not have been successful without open communication and teamwork. The office regularly communicates with College Advancement, the Bookstore, and the Warehouse regarding ordering and distribution of the class schedule and catalog. On a daily basis the office communicates with Campus Police and Facilities regarding reservations for non-class events and classes.

5. Briefly describe how the program supports selected college goals.

As non-voting members of the Curriculum Committee, the staff in the Curriculum and Scheduling Office are participants with the faculty in the creation of innovative programs which
improve student learning and achievement. The office provides feedback to faculty regarding courses proposed to become part of Ohlone's Plan A General Education program and assists with the creation of new degrees and certificates which will help students succeed and increase their chances for success after graduation and/or transfer.

6. Briefly describe how the program supports selected college objectives.

The passage of SB1440 in Fall 2010, with implementation mandated by Fall 2011, should result in an increase in the number of Ohlone students who are guaranteed admission to the CSU upon their completion of an approved transfer degree at Ohlone (referred to as an AA-T or AS-T degree). The Curriculum and Scheduling Office served as the leading force in implementation of SB1440 and regularly provided updates to Ohlone's Faculty Senate, and also participated in several SB1440 Webinars hosted by the Chancellor's Office. Once the curriculum for each degree was adopted by the Academic Senate the office met with the appropriate dean and faculty to discuss the suggested curriculum, decide on Ohlone's adoption of the curriculum, and strategize bringing the proposed degree to the Curriculum Committee for approval. By Summer 2011 four AA-T/AS-T degrees had been approved by the Curriculum Committee, Board, and Chancellor's Office and were ready for students to declare as their major.

- Student Learning Impacts
  1. Student Learning Impact -

  By ensuring courses and sections are set up correctly in Colleague, students are more assured of the accuracy of information, ease of registration, appropriate sequencing of classes, and trustworthy resources for educational planning.

  a. Enter assessment results for "Student Learning Impacts" and analyze student success.

  While students do not report their registration challenges directly to the Curriculum and Scheduling Office, the office is made aware of the challenges students are having by the
appropriate division office or the Admissions and Records Office. The office will assess success with this student learning impact by tracking the occurrences of registration challenges, as reported to the office by the division office or Admissions and Records.

b. Future Action

2. Student Learning Impact -

An accurate and functioning degree audit program enables evaluators to expeditiously award completed programs to students and notify students who have not successfully completed their program. An accurate and functioning degree audit program also provides counselors with an easier and more streamlined way to track student's progress towards program completion.

a. Enter assessment results for "Student Learning Impacts" and analyze student success.

Evaluators and counselors will report to the Curriculum and Scheduling Office fewer discrepancies between degree audit and the catalog.

b. Future Action

3. Student Learning Impact -

Resources prepared by the Curriculum and Scheduling Office—class schedules, catalogs, information on WebAdvisor—provide students with the tools necessary to be responsible for their own successful educational experience.

a. Enter assessment results for "Student Learning Impacts" and analyze student success.

The Curriculum and Scheduling Office will continue to meet with a focus group of students to determine if the class schedule and catalog contain the information they need.

b. Future Action
• **Student/Program Achievement**

1. **List area-specific outcomes.**

   The outcomes for the Curriculum and Scheduling Office include the class schedule produced at least twice a year; the college catalog, produced once a year; new courses and programs as they are approved by the Curriculum Committee, Board, and Chancellor's Office; degree audit, which is updated annually and used by evaluators and counselors; and reservations for non-class events.

2. **Identify internal and/or external benchmarks and regulations.**

   With regards to the class schedule and catalog, the office insists on producing publications that are clear, comprehensive, helpful to students, and highlight what makes Ohlone unique. Outside agencies such as Title 5, the Chancellor's Office, and WASC regulate what must be communicated to students in our publications. Curriculum is mandated substantially by Title 5, but also by WASC and the Chancellor's Office.

3. **Enter assessment results for area-specific outcomes and analyze trends.**

   Publication of the class schedule and catalog requires that the Curriculum and Scheduling Office work closely with numerous personnel and offices across the district. For the class schedule, in addition to working with the division offices to ensure that sections are built correctly, the office works with numerous managers across the district regarding the schedule text; and communicates with the Bookstore, College Advancement, Counseling, and International Programs, among other offices, regarding the quantity of schedules to order. Likewise, for the catalog the office must work with various managers who provide updated catalog text and with College Advancement regarding the catalog cover and photos used. The outcomes for the office are met as both of these publications continually arrive on campus at the pre-determined date.

   The office is successful in building new courses and programs in Colleague after the appropriate approvals have been obtained. Delays in offering new courses have not been the result of lack of diligence on the part of the office, but due to delays from the Chancellor's Office or calendaring issues.

   The office is successful in building degree audit annually, as it is
built prior to evaluators needing to post any degrees for that academic year.

Room reservations are handled in a timely manner and confirmations are sent to the requestor as promptly as possible, along with notifications to the appropriate district personnel.

4. **Analyze program budget trends and expenditures.** Comment on how the program can best use budget resources.

5. **Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources.** Comment on how the program can best use these resources.

6. **Describe any additional notable program achievements (optional).**

7. **Additional Program Table Data**

8. **Future Action**
   
   Current levels of achievement indicators maintained.

- **Program Analysis**

   After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.

   1. **Describe program achievements and successes.**

      The office is successful in producing accurate class schedules each semester which provide the information that students need to register for classes, and catalogs which highlight what makes Ohlone unique, inform students of services the college provides, and serve as a resource for students when they are planning their educational or career goals. The office has been instrumental in many innovations at Ohlone, including the 16-week compressed calendar, implementation of CurricUNET, the scheduling of classes for the new Newark campus, implementation of Title 5 curricular changes, enrollment management planning, restructuring of TBA courses, and implementation of SB1440.

   2. **According to the evidence, what are the areas needing improvement?**

      With the goal of continuing to provide learning opportunities for division office executive assistants and reducing registration challenges, the Curriculum and Scheduling Office will continue to meet with executive assistants regularly to review frequent Colleague errors, answer schedule building
questions, and provide new information.

In order to help students be more successful and help to increase Ohlone's graduation and transfer rates, the Curriculum and Scheduling Office plans to improve the degree audit program within Colleague so it will be more user-friendly for counselors and evaluators, and eventually for students.

- **Program Improvement Objectives:**
  1. **Objective:**

     Rewrite degree audit programming using syntax that is simplified and more user-friendly so that evaluators and counselors will be able to better understand program evaluations and be better able to award programs and plan for program completion.

     a. **Action Plan**

        **Year 1:**

        1. Audit courses in Colleague to ensure that equate codes and cross-reference data are accurate. 2. Rebuild degree audit in a way that points to a single course where there may be several equivalent courses (old versions, cross-references).

        **Year 2:**

        1. Rewrite text that displays on WebAdvisor so as to eliminate programming syntax and make text more user-friendly. 2. Compare the requirements in degree audit to the catalog for every program for a specific period of time to ensure accuracy and eliminate discrepancies between degree audit and the catalog.

     b. **Staffing**

        **Year 1:**

        No additional staff required.

     c. **Equipment (Include items that fit under department budget codes)**
Year 1:
No additional equipment required.

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   No additional technology required.

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   No additional facilities required.

f. Other (Include other resources needed)
   Year 1:
   No other resources required.

g. Assessment Plan: List Assessment Strategies
   Year 1:
   Review degree audit in Colleague to ensure accuracy of program evaluation and clarity of text that displays. Solicit feedback from evaluators and counselors for revisions that will make the evaluations more accurate and/or more understandable by users.

Year 2:
Continue to have evaluators and counselors test degree audit. Solicit feedback from students (perhaps students in PD classes) regarding improvements that can be made to make degree audit more student-friendly.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
Rationale:

The availability of degree audit for evaluators and counselors will make student advising more efficient and will allow evaluators to more efficiently award programs. This functionality should lead to an increase in the number of students earning certificates and/or degrees.

2. PIO Assessment
   a. Enter assessment results with analysis.

   Assessment of the PIO has not yet begun as the tasks are still ongoing. Cleanup of degree audit programming continued when 2011-2012 degree audit was built during January 2012. That cleanup resulted in printed text within degree audit being more comprehensible to the degree audit user. A self-assessment of the revised printed text indicates that this text will be more understandable and user-friendly to students, counselors, and evaluators, resulting in increased ease of use with degree audit in WebAdvisor.

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

   This PIO will help to improve student achievement, as more Ohlone students should complete a certificate and/or degree.

   While the Curriculum and Scheduling Office is currently responsible for programming degree audit in Datatel, the functionality will eventually be used much more outside of the office than within it. Currently the evaluators in Admissions and Records use degree audit to graduate students. The intended goal is for all Ohlone counselors and students to use degree audit.

   c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

   No additional resources or allocation of resources are required for this PIO.

   d. Future Action
      Current level of focus maintained. Describe.

      The Curriculum and Scheduling Office will continue towards
the goal of achieving the tasks associated with this PIO. The Year 1 tasks have been completed, but no further progress has been made on the tasks for this PIO. The biggest hindrance to progress on this PIO is having the time necessary to work on degree audit. Currently the only progress made on degree audit is entering the annual updates, and those updates are not able to be done as promptly as desired.

1. **Objective:**

Implement the Event Management System (EMS) software for scheduling non-class events so personnel across the district have one database for scheduling all non-class events, which will increase efficiencies and communication between departments regarding events.

   a. **Action Plan**  
   
   **Year 1:**

   Install EMS software on computers. Five licenses have been purchased which will limit the amount of users who will have access to the software during year one. Limiting access to EMS during the implementation stage will be beneficial as there are a number of configurations and/or data that needs to be discussed and entered into EMS before individuals can begin reserving space.

   Discuss, reach consensus, and enter data into EMS. An EMS committee will meet weekly starting during Fall 2011 to collaborate and standardized information that will be entered into EMS.

   At the beginning of this project a small number of rooms will be tested to see how EMS works with various departments within the district, as well as allow users an authentic opportunity to interact with EMS and learn how to use it.

   Identify and discuss the implementation of EMS. Make changes to the data in EMS as necessary. Identify all individuals within the district who are responsible for
reserving space at both Fremont and Newark campuses. Assist with the transition of having all users responsible for reserving space on either campus utilizing EMS as the official scheduling software for non-class events at Ohlone. Provide training sessions for all users responsible for reserving rooms on either campus for non-class events.

Meet with a small group of individuals who regularly reserve rooms for non-class events and provide a workshop for these individuals which will introduce EMS, discuss how to make room requests via the Web, answer any questions. Pilot Web room requests with this small group.

Year 2:
Implement EMS district-wide. Focus on room requests using the web portal.

The EMS committee will meet to identify and discuss the implementation of EMS. Make changes to the data in EMS as necessary.

Provide information/training sessions regarding EMS during Learning College Week. Also provide training sessions for key departments on campus on how to navigate EMS and create reports.

Year 3:
Continue to implement EMS as the official Ohlone scheduling software for non-class events. All room requests will be submitted through the web portal.

The EMS committee will meet to identify and discuss the implementation of EMS. Make changes to the data in EMS as necessary.

Provide information/training sessions regarding EMS during Learning College Week. Also provide training sessions for
key departments on campus on how to navigate EMS and create reports.

b. Staffing
   Year 1:
   No additional staff needed.

   Year 2:
   No additional staff needed.

   Year 3:
   No additional staff needed.

c. Equipment (Include items that fit under department budget codes)
   Year 1:
   No additional equipment needed.

   Year 2:
   No additional equipment needed.

   Year 3:
   No additional equipment needed.

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   No additional technology needed.

   Year 2:
   No additional technology needed.

   Year 3:
No additional technology needed.

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   No additional facilities needed.

   Year 2:
   No additional facilities needed.

   Year 3:
   No additional facilities needed.

f. Other (Include other resources needed)
   Year 1:
   Not applicable

   Year 2:
   Not applicable

   Year 3:
   Not applicable

g. Assessment Plan: List Assessment Strategies
   Year 1:
   Test and assess the data that is entered into EMS. Is the data that has been entered clear and meeting the needs of all parties? The EMS committee will meet weekly starting Fall 2011 to discuss the implementation of EMS. Assessment will be conducted by using a small number of rooms allowing users to interact with EMS before district-wide implementation. Questions to be answered:
i. Is the data that has been entered clear?

ii. How are reports generated?

iii. Are the key players (those who schedule various spaces on campus) able to maneuver EMS and confirm/cancel events?

iv. If various approvals are required for a specific event, how is that information routed through EMS for approval?

**Year 2:**

Use focus groups that will provide feedback regarding the functionality of EMS.

EMS committee will meet once a semester to discuss the implementation of EMS. Questions to be answered:

i. What is and is not working well with EMS? (Entering in room reservations, generating reports, communication between departments, etc.)

ii. Is the approval process of non-class events working well in EMS? Are there things that need to be addressed or changed?

iii. Are the key players (those who schedule various spaces on either campus) able to maneuver EMS and confirm/cancel events?

iv. What is the ease of making room requests using the web portal? What needs to change to make this process user friendly?

**Year 3:**

Use focus groups that will provide feedback regarding the
functionality of EMS.

EMS committee will meet once a semester to discuss the implementation of EMS. Questions to be answered:

i. What is and is not working well with EMS? (Entering in room reservations, generating reports, communication between departments, etc.)

ii. Is the approval process of non-class events working well in EMS? Are there things that need to be addressed or changed?

iii. Are the key players (those who schedule various spaces on either campus) able to maneuver EMS and confirm/cancel events?

iv. What is the ease of making room requests using the web portal? What needs to change to make this process user friendly?

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

8. Engage all members of the college community in active, continual institutional improvement.

Rationale:

The implementation of EMS will engage all members of the Ohlone community in a number of ways. For example, all non-class events scheduled on campus will be consolidated into one calendar which will be available on the Web. The calendar will provide easy and accessible information to the community regarding weekly events that are occurring on either campus, possibly increasing the amount of participation during events.

Also, scheduling non-class events sometimes requires
the assistance and coordination of multiple departments within the district. EMS will increase communication and efficiencies between departments within the district.

2. PIO Assessment

a. Enter assessment results with analysis.

EMS has been installed on various computers (for those responsible for room reservations and event support). The data which is entered into EMS has been standardized, and modifications are made if necessary with feedback provided by key players. The EMS committee meets on a semi-regular basis to discuss the effectiveness of the software and troubleshoots issues as they arise.

All classrooms and conference rooms have been entered and are being reserved through EMS. Daily emails are no longer sent to key departments (security and facilities) to inform them of non-class events. Room reports are now ran on a weekly basis which includes all events occurring on both campuses.

Room reports have been customized to meet the needs of those who need the information. For example, for HVAC purposes a specialized report has been created to supply the pertinent information needed for HVAC programming. Feedback from the HVAC technician confirms that the reports are helpful and meet the needs of HVAC programming.

Continued efforts are needed for event approval process using EMS. The first of many workshops was held on June 28, 2012, but many more meetings are needed; possibly with the assistance of EMS client support.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

The implementation of EMS has required the engagement of many members of the district. With any new system, patience, collaboration, and communication is necessary to make a new system work efficiency and effectively. EMS has required all members to engage in an active role of communication and collaboration in order to improve the
scheduling and support of non-class events at the district.

During year 2 implementation, it is hoped that EMS will be implemented district-wide and will be actively contributing to the student success at the district. During year 2, district personnel and students will be able to submit room requests via the web portal of EMS, and most events will be available for view in calendar format on the web. Having more events listed online will hopefully increase attendance, and possibly increase student success.

c. **Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.**

Money and additional resources were not necessary during year 1 implementation. EMS committee members were able to work as a group to solve most problems encountered during year 1. Or, if problems could not be solved by the committee, client support is included with the yearly contract of EMS.

d. **Future Action**
   Completed.

1. **Objective:**

   Provide degree audit functionality online to students via WebAdvisor so they can easily track their progress towards program completion.

   a. **Action Plan**

      **Year 1:**

      Complete a thorough review of all programs currently built in degree audit in order to ensure accuracy between each respective catalog and degree audit.

      Make changes, as necessary, so degree audit and the catalog are consistent.

      Have IT load the degree audit module into a WebAdvisor Test account.

      Have counselors, evaluators, and students (perhaps PD class students) review the degree audits, and then provide feedback to the Curriculum and Scheduling Office.
Review feedback from counselors, evaluators, and students and make changes as necessary.

Year 2:

Once all the steps in Year 1 have been completed, have IT load the degree audit module into the WebAdvisor Production module.

b. Staffing
   Year 1:
   No additional staffing required.

c. Equipment (Include items that fit under department budget codes)
   Year 1:
   No additional equipment required.

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   No additional technology required.

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   No additional facilities required.

f. Other (Include other resources needed)
   Year 1:
   None

g. Assessment Plan: List Assessment Strategies
   Year 1:
   The feedback received from counselors, evaluators, and students will provide the Curriculum and Scheduling Office with an assessment of what is confusing regarding degree audit, and suggestions with how it can be improved. While it
is anticipated that some of the suggestions may not be attainable due to technology limitations, the Curriculum and Scheduling Office will review all feedback and incorporate as much of it as possible into degree audit in Colleague. The office will assess which requests are feasible and which are not, and when requests are not feasible will strive to communicate that information to counselors, evaluators, and students.

**Year 2:**

Once degree audit is functioning on WebAdvisor, the Curriculum and Scheduling Office will assess how many students are accessing the module and the number of students receiving a certificate and/or degree. The office will also continue to solicit feedback from counselors, evaluators, and students regarding degree audit, with the continued goal of improving its functionality and ease of use.

Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

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

Rationale:

Student achievement should improve if we provide students with the tools they need to easily track their completion towards their educational goals. Having degree audit available via WebAdvisor will enable students to have access to their progress literally at their fingertips. This information will allow students to become aware of what courses they need to take to complete a degree or certificate, thereby helping them to make more informed choices when registering each semester. Additionally, students who may not have intended to earn a degree or certificate will be able to easily see how their coursework can lead towards program completion.

2. PIO Assessment
a. Enter assessment results with analysis.

Assessment of the PIO has not yet begun as the tasks are still ongoing.

b. Future Action

1. Objective:

   Increase understanding of how to compute clock and contact hours for sections, thereby increasing the accuracy of clock and contact hours reported for apportionment, and decreasing the number of errors and audit findings, and resulting in compliance with Title 5 requirements regarding clock and contact hours.

   a. Action Plan

      Year 1:

      Conduct a teaching session with all division deans and their executive assistants regarding how to compute clock and contact hours.

      Continue to provide review sessions about clock and contact hours with the executive assistants during regularly scheduled meetings each semester.

      Review errors as they arise with specific deans and executive assistants.

   b. Staffing

      Year 1:

      No additional staffing needed.

   c. Equipment (Include items that fit under department budget codes)

      Year 1:

      No additional equipment needed.

   d. Technology (Include items that fit under IT budget codes)

      Year 1:

      No additional technology needed.

   e. Facilities (Include items that fit under the Facilities budget codes)

      Year 1:

      No additional facilities needed.

   f. Assessment Plan: List Assessment Strategies

      Year 1:
As the Curriculum and Scheduling Office audits sections throughout the year, the office will assess where errors in computing clock and contact hours are being made and where additional instruction needs to be done. Additional instruction sessions will be held as needed, both on a group basis and individually with the division office.

g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

Rationale:

Clock and contact hours affect how much time a class meets and the apportionment the district receives from the state. Incorrect clock and contact hours can result in the class not meeting for enough time, students being deprived of instruction, and potential audit findings or loss of apportionment if the district incorrectly reports clock and contact hours. Each division office is responsible for building its own sections, and clock and contact hours are an important part of each section. By ensuring that each Division Office is knowledgeable regarding the logic and theory behind clock and contact hours, potential errors and audit findings are reduced. However, just as important, by providing these continuous learning opportunities regarding clock and contact hours the staff responsible for building clock and contact hours will become more confident and knowledgeable when building clock and contact hours.

2. PIO Assessment
   a. Enter assessment results with analysis.

   Assessment of the PIO has not yet begun as the tasks are still ongoing.

   b. Future Action

   Current level of focus maintained. Describe.

   A teaching session regarding section building issues was held with the new deans and their executive assistants in Summer 2012. The teaching session for all deans and their executive assistants regarding the new clock and contact hours has been scheduled for December 2012. After this teaching session has been completed assessment can begun, first with the Summer/Fall 2013 schedule building but particularly with the Spring 2014 schedule building, as that term will be the first time the division offices were informed about the new clock/contact hours when the schedule was initially rolled over.
• **Outside Review Results 01/31/2012**
  1. List each team members name and title.
     None.
  2. Discuss key feedback provided by team and how it was incorporated into the report.
     None.

• **Attached Files**