2020

Institutional Self-Evaluation Report

OHLONE COLLEGE

Institutional Self-Evaluation Report
Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by
Ohlone College
43600 Mission Boulevard
Fremont, California 94539

to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

January 2020
Certification

TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

FROM: Gari Browning, Ph.D., President/Superintendent
Ohlone College
43600 Mission Boulevard
Fremont, California 94539

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

I certify there was effective participation by the College community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

SIGNATURES

Gari Browning, Ph.D., President/Superintendent

Greg Bonaccorsi, Chair, Board of Trustees

Terry Exner, Chair, College Council

Jesse MacEwan, President, Faculty Senate

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Talha Tariq, President, Associated Students of Ohlone College
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A. INTRODUCTION
A. INTRODUCTION

COLLEGE HISTORY
On December 7, 1965 Fremont and Newark voters approved the creation of the Fremont Newark Junior College District and elected a seven-member Board of Trustees. Ohlone College was established to serve the cities of Fremont and Newark. The first official meeting of the newly elected Board was conducted on January 3, 1966. Dr. Stephen E. Epler, a former naval officer, was hired as the first president/superintendent of the College on June 21, 1966.

The name “Ohlone” honors the early Ohlone People—people of the West—who lived and thrived for thousands of years throughout the San Francisco Bay Area. Distinguished by peaceful pursuits, especially in agriculture, they held profound reverence for the earth, believing it was theirs for living and not for taking. They aided the Franciscan Fathers in building the Mission San Jose de Guadalupe in the late 18th century and prospered until 1806-1833 when a series of epidemics virtually destroyed the tribe.

The College opened for classes on September 25, 1967 at a temporary site in a former Catholic school for girls. Initially operating on a quarter system and only offering freshman level classes the first year, the College welcomed a class of 1,706 students. On June 19, 1968, the first commencement was held for sixteen students who had transferred from other colleges and were able to complete their degree requirements that first year. The second commencement in June 1969 honored 159 graduates.

On September 28, 1968 the College purchased the Huddleson ranch for $1.9 million, and three and a half years later, following a successful bond measure, construction began. Groundbreaking for the new construction was on January 7, 1972. After two and a half years of construction, the permanent campus on Mission Boulevard opened for classes on September 25, 1974.

1972 was also the year the College reached out and welcomed Deaf persons to participate in College activities as students and members of the college faculty, making the College a pioneer among community colleges serving the Deaf community.
Evening classes had been held at Newark Memorial High School starting in 1974, and eventually the College leased space from the Newark Unified School District at the MacGregor school site. This site became the Newark Ohlone Center (NOC). In 1995 there was a concerted effort to increase class offerings and enrollment at the NOC, and in three years both classes and enrollment had tripled. This growth led to the decision to build a campus in Newark, facilitated by the passage of the $150 million Measure A bond in 2001. The Newark Center for Health Sciences and Technology opened in January 2008, awarded LEED Platinum Certification—the highest level of sustainability from the U.S. Green Building Council.

Measure A funds also enabled the construction of the Student Services Center on the Fremont campus. In 2010 the College was successful in passing the $349 million Measure G bond, which is being used to fund the College’s new academic core buildings (ACB) on the Fremont campus. The ACB, scheduled to open for classes in spring 2020, dominates the middle of campus on a site where four of the original buildings were razed. The new buildings provide sweeping views of the San Francisco Bay and the surrounding hills and are designed to provoke casual encounters—“collisions”—among students and employees.

In its now-52 year history, the College has emerged as one of the premier community colleges in California, consistently ranked among the highest performing colleges by the Chancellor’s Office Student Success Scorecard. The College is characterized by high achieving students, an emphasis on transfer, and career education programs that focus on the professions; the College also maintains its unique commitment to serving the Deaf community and to carry on the legacy of the Ohlone People’s dedication to respecting and sustaining the environment.

THE COMMUNITY AND REGIONAL DATA
The Ohlone College Community District encompasses three cities within Alameda County: Fremont, Newark, and Union City. 21.5 percent of the county population resides within the Ohlone Community College District, an increase of 0.9 percent since 2014. The population of the district is 350,872 residents, an increase (4.1 percent) from 2014. The dominant ethnic groups are Asian (43.1 percent) and White (20.6 percent); Hispanics/Latinx (17.7 percent) represent the third largest ethnic group in the district. There has been growth in the district among Asians (+3.7 percent), but a decline among Whites and Hispanics/Latinx since 2014. Over six percent of White residents have left the district (about 5,000 residents). There has also been a notable decline in African Americans in the district, down 1,400 residents, a loss of almost 10 percent of African Americans living in the district.

In the city of Fremont, where over half (56.1 percent) of Ohlone students reside, there is a culture of attainment: of the almost 70 percent of residents age 25 or over, 29.0 percent hold a baccalaureate degree and another 26.6 percent have earned graduate or professional degrees. Additionally, of the employed civilian population over the age of 16, over half (58.8 percent) work as management or as professionals.
Since 2014, the percent of residents with a baccalaureate degree or higher has increased 3.8 percent, and the percentage of residents working as management or as professionals has increased 2.3 percent. This increase in management and professional occupations has been accompanied by a decline in sales and office jobs throughout the district.

Females outnumber males in the district by 0.6 percent, a decrease from the 0.8 percent difference in 2015. Within the district there has been an aging tendency since 2014. The median age in Fremont is up 0.3 years and is up 1.1 years in Union City; however, Newark resident median age is 0.5 years younger than in 2014. Residents of all ages between 0-24 years have declined both in number and population rate despite a more than four percent growth in the population.

The number of school age children in the district has remained relatively stable, but the rate within the overall population has declined 0.7 percent. At the other end of the spectrum, adults 55 and over have increased by 1.1 percent and in numbers by over 7,600 residents.

The district and the College are unique centers for the Deaf community. One of two state public schools for Deaf students is in Fremont—California School for the Deaf—while the College has the largest and most comprehensive program in California designed to meet the needs of Deaf and Hard-of-Hearing students. Within the district population there are 2,375 Deaf and Hard-of-Hearing residents under the age of 65. California School for the Deaf enrolls 372 students, including 195 in their high school. College programs include 58 Deaf students enrolled in courses taught in American Sign Language in 2018-2019, while 54 Deaf students are enrolled in mainstream courses. Additionally, 20 students are enrolled in interpreter preparation courses to pursue careers in interpreting among the Deaf community and 338 students are taking courses to learn American Sign Language.

Per capita income has risen 14.9 percent in just the past two years while median family income, at $121,957, is up 15.2 percent. The number of individuals in poverty within the district has decreased 1.9 percent despite having been on the rise as recently as 2016.

The annual earnings for all residents by educational attainment have increased. Residents with less than a high school diploma have shown the greatest rise in income, up 22 percent ($5,372) over 2016. Residents with a bachelor’s degree have seen earnings increase by 12 percent, but that translates to an additional $8,881. High school graduates are now earning seven percent more ($2,528) than in 2016, and those with some college or an associate degree are up eight percent ($3,427). Residents who have a graduate degree showed the largest dollar gain ($9,259), reflecting a nine percent increase over 2016.

Given the upturn in the economy, most recent unemployment rates specific to the district show 5.7 percent of Newark working residents are unemployed, while Fremont and Union City had rates of 5.3 percent and 6.8 percent respectively. Each of these unemployment rates are down 1.7-2.3 percent from 2016.
INTRODUCTION

Figure 1: Race | District Totals

Figure 2: Race | Percentages by City

Table 1: Race

From the American Community Survey 2017
INTRODUCTION

Figure 3: Place of Birth or Citizenship Status | District Total Percentage

Table 2: Place of Birth or Citizenship Status

<table>
<thead>
<tr>
<th>Place of Birth or Citizenship Status</th>
<th>Fremont</th>
<th>%</th>
<th>Newark</th>
<th>%</th>
<th>Union City</th>
<th>%</th>
<th>District Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>118,770</td>
<td>51.4%</td>
<td>29,072</td>
<td>63.8%</td>
<td>39,669</td>
<td>53.4%</td>
<td>187,511</td>
<td>53.4%</td>
</tr>
<tr>
<td>Foreign Born</td>
<td>109,638</td>
<td>47.5%</td>
<td>15,787</td>
<td>34.7%</td>
<td>33,739</td>
<td>45.4%</td>
<td>159,164</td>
<td>45.4%</td>
</tr>
<tr>
<td>Naturalized Citizen</td>
<td>60,471</td>
<td>26.2%</td>
<td>9,916</td>
<td>21.8%</td>
<td>21,943</td>
<td>29.5%</td>
<td>92,330</td>
<td>26.3%</td>
</tr>
<tr>
<td>Not a citizen</td>
<td>49,167</td>
<td>21.3%</td>
<td>5,871</td>
<td>12.9%</td>
<td>11,796</td>
<td>15.9%</td>
<td>66,834</td>
<td>19.0%</td>
</tr>
</tbody>
</table>

Figure 4: Gender | District Total Percentage

Table 3: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fremont</th>
<th>%</th>
<th>Newark</th>
<th>%</th>
<th>Union City</th>
<th>%</th>
<th>District Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>113,862</td>
<td>49.3%</td>
<td>22,965</td>
<td>50.4%</td>
<td>37,552</td>
<td>50.5%</td>
<td>174,379</td>
<td>49.7%</td>
</tr>
<tr>
<td>Female</td>
<td>117,102</td>
<td>50.7%</td>
<td>22,589</td>
<td>49.6%</td>
<td>36,802</td>
<td>49.5%</td>
<td>176,493</td>
<td>50.3%</td>
</tr>
<tr>
<td>Total</td>
<td>230,964</td>
<td>45,554</td>
<td>74,354</td>
<td>350,872</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The diversity of the district is illustrated by the number of homes where English is not the first language. Compared to a national average of 21.3 percent and a state average of 44.0 percent, 60.8 percent of Fremont homes primarily communicate using a language other than English. Although the rate is lower in Newark (54.0 percent) and higher in Union City (62.3 percent), overall more than half of all homes represent a non-English background and culture. Fremont has seen non-English-speaking households increase 2.8 percent, a 1.6 percent increase in Newark, and there has been a 0.6 percent increase in Union City. Nationwide the gain has been 0.4 percent.
PUBLIC SCHOOL INFORMATION

There are three major high school districts that serve the Ohlone Community College District: Fremont Unified in Fremont, Newark Unified in Newark, and New Haven Unified in Union City. The combined student populations for grades 9-12 of those three school districts provide a glimpse of prospective students. Notably, 43.9 percent of high school students in the district are Asian, while only 12.4 percent are White; Hispanics/Latinx comprise 24.7 percent of district high school enrollment, and 12.0 percent are Filipino/Pacific Islander. African Americans, at 3.8 percent of the high school population, align with both the district’s 3.8 percent and the College’s 3.7 percent populations. Since 2016 the biggest changes to the high school demographics in the district are the 3.1 percent increase in Asian high school population and the 1.9 percent decline in White high school population. Since 2008 there has been a 11.9 percent decline in White high school population rate. In eight years White high school students have gone from one-in-four to one-in-eight in district high schools. Asian high school population rate has increased 10.2 percent over the same time period with Hispanic/Latinx students gaining 3.6 percent in high school population rate. In terms of numbers of White students attending high school in the district, there has been a 51.3 percent decline; similarly, Asian and Hispanic/Latinx student count has gone up 30.8 percent and 9.2 percent respectively.

District high schools generally are performing at rates equal to those of two years prior. Graduation rates at district high schools are 92 percent. The rates of student completion of California State University (CSU) and University of California (UC) entry requirements are above the statewide average for all but one district high school, but the overall completion rates have declined 5.3 percent since 2015. The rate of district high school students who enroll at the College has increased by 4.4 percent; however, the total number of students enrolled from district high schools has declined 8.4 percent (8,549 in fall 2015 and 7,832 in fall 2018). Of course, this decline in the number of district high school students enrolling at the College could reflect the increased preparedness among district high school graduates to enter CSU and UC campuses as they opt for university rather than community college, while the increased rate reflects a lower overall headcount.
Figure 7: District School Enrollment Trends

Table 5: District School Enrollment Trends

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fremont</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary (Grades 1-8)</td>
<td>23,879</td>
<td>24,142</td>
<td>24,779</td>
<td>24,996</td>
<td>25,378</td>
<td>6.28%</td>
</tr>
<tr>
<td>High School (Grades 9-12)</td>
<td>10,008</td>
<td>10,066</td>
<td>10,073</td>
<td>10,175</td>
<td>10,399</td>
<td>3.91%</td>
</tr>
<tr>
<td><strong>Newark</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary (Grades 1-8)</td>
<td>4,305</td>
<td>4,221</td>
<td>4,128</td>
<td>4,013</td>
<td>4,008</td>
<td>-6.90%</td>
</tr>
<tr>
<td>High School (Grades 9-12)</td>
<td>1,989</td>
<td>1,975</td>
<td>1,885</td>
<td>1,832</td>
<td>1,905</td>
<td>-4.22%</td>
</tr>
<tr>
<td><strong>Union City</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary (Grades 1-8)</td>
<td>8,415</td>
<td>8,355</td>
<td>8,067</td>
<td>7,838</td>
<td>7,596</td>
<td>-9.73%</td>
</tr>
<tr>
<td>High School (Grades 9-12)</td>
<td>4,186</td>
<td>4,194</td>
<td>4,104</td>
<td>4,055</td>
<td>4,017</td>
<td>-4.04%</td>
</tr>
<tr>
<td><strong>District</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary (Grades 1-8)</td>
<td>36,599</td>
<td>36,718</td>
<td>36,974</td>
<td>36,847</td>
<td>36,982</td>
<td>1.05%</td>
</tr>
<tr>
<td>High School (Grades 9-12)</td>
<td>16,183</td>
<td>16,235</td>
<td>16,062</td>
<td>16,062</td>
<td>16,321</td>
<td>0.85%</td>
</tr>
</tbody>
</table>

School enrollment within the district for 2013-2014 was 52,782 students, compared to 53,303 in 2017-2018, an increase of one percent. District high school enrollments have gone from 16,183 in 2013-2014 to 16,321 in 2017-2018, also an increase of one percent. High school graduation rates declined by 2.3 percent (from 94.2 percent to 91.9 percent) between 2014-2015 and 2016-2017. However, the number of high school graduates ready to start college in fall 2017 was less than the number two years prior by 149 graduates; nonetheless, virtually the same number of district high school graduates (4,033 to 4,028) were enrolled at the College in fall 2018 as were in fall 2015.
STUDENT ENROLLMENT DATA
The College serves 15,000 students in an academic year, down from 20,000 in 2007. 76.2 percent of students come from within the District (up from 67.1 percent in 2013). In fall 2015 there were five percent more female than male students; in fall 2018 there were also 5 percent more female than male students. The percentage of students enrolled full time is the highest it has ever been at 40 percent. This number is up significantly over the 2007 rate of 27 percent and up five percent in just the past two years. Almost three-quarters (72 percent) are under the age of 25, with an average age of 28.4, a median age of 23.0, and a modal (most frequent) age of 19.0. Looking at fall 2018 enrollment, Asians comprise the largest ethnic group at the College (38 percent), followed by Hispanic/Latinx (25 percent) and White (16 percent). Hispanic/Latinx enrollment has remained constant in the past two years and is the second largest ethnic group at the College, while Asian student population has increased seven percent. White student population has gone down four percent. Eight percent of the College’s students are first-time students, and 81 percent are returning or continuing students. Since dual enrollment students are often in year-long classes, their fall enrollment rates are not reflective of their presence. Compared to fall 2018 enrollment, 16 percent of the College’s students are concurrently enrolled in high school. Only 0.1 percent of students are from outside California. Eleven percent of students are evening students, the same as in 2015 but down two percent from 2017 and down 200 headcount from 2015. Thirty percent of students enroll for less than six units; ten years ago over half (52 percent) of students took less than six units, but in 2017 the rate was only 25 percent. Of the 40 percent who enroll as full-time students, 24 percent actually complete 12 or more units; that completion rate is up five percent over 2015.

LABOR MARKET DATA
BACKGROUND AND DEMOGRAPHICS: THE ECONOMY AND HOUSING

Employment gains and losses are important drivers of the economic health of an area and have particular influence on the vitality of the College. In recessionary times, such as what was experienced between 2007-2010, unemployment is on the rise, and people seeking career changes or the opportunity to go to, or return to, college push up college enrollment. When the economy is stronger and more people are in the workforce, as is currently the case, sustaining college enrollment is more challenging. Additionally, the College must be responsive to the changing and emerging occupations and industries in the region it serves and ensure that its programs are relevant to workforce needs.

The current trend in Silicon Valley (of which the District is a part) is a decreasing rate of job growth in the Tier 2 (mid-skill, mid-wage) occupations. These are jobs that generally require some college or an associate degree. Concurrently, Tier 1 jobs, generally requiring at least a baccalaureate degree, are increasing at a rate five percent higher than Tier 2 jobs. Another consideration is that the median wage difference among the Tiers in Silicon Valley reflects the greatest wage disparity in the nation. Tier 1 median wages are
$118,000, while Tier 2 median wages are $56,000. Tier 3 (low-skill, low-wage) median wages are $28,000. The $90,000 disparity between Tier 1 and Tier 3 median wages in Silicon Valley compares to a national difference of only $50,000, and illustrates the premium placed in the Bay Area on education and the benefits aligned with degree completion. To illustrate, Silicon Valley graduates with a graduate degree earn almost $88,000 more than those without a high school diploma; in the past decade, this gap has widened more than $17,000.

From the Employment Development Department (EDD)’s Labor Market census of quarterly employment and wages specific to the Bay Area, a study was done in 2018 of those area industries that best align with College programs and offer employment in the district. The highest number of job openings align with College programs in the departments of administration of justice (AJ), business administration (BA), computer studies (CS), and nursing (NUR). Significant numbers of jobs are also available for graduates in the departments of early childhood studies (ECS), kinesiology (KIN), and multimedia/graphic Arts (MM/GA).

In 2018 there were 786 specific occupations providing 178,426 jobs in the district. This represents a 14.4 percent (22,582 jobs) increase within the district since 2016, above the Bay Area increase of 10.8 percent and the state increase of 8.3 percent. The greatest growth rate came from automobile manufacturing, as Tesla added over 4,000 jobs from 2013-2016. In October 2016, Tesla announced plans to immediately add an additional 3,000 jobs within the district. In 2019 there are currently 16,000 jobs in the district, twice as many as in 2016. The two largest occupations in the district are computer programming and computer systems design, both aligned with programs at the College.

Fremont, Newark, and Union City are the three cities that, by virtue of their industries, are a part of Silicon Valley. (Silicon Valley is comprised of Santa Clara County, San Mateo County, Scotts Valley in Santa Cruz County, and Fremont, Newark, and Union City in Alameda County.)

According to Silicon Valley Joint Venture 2018, Silicon Valley industry employment has now far surpassed pre-recession levels, up 19.0 percent since 2007. After the job losses from 2007-2009, the beginning of the economic recovery in 2010 saw job growth in Silicon Valley of 27 percent, with a similar gain of 24 percent in Alameda County; this is compared to gains of 17 percent in California and 12 percent nationwide. The region added 47,272 jobs in 2017, an annual increase of three percent.
### Table 6: Bay Area Occupations Aligned with College Programs

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2018 Jobs</th>
<th>2023 Jobs</th>
<th>2018-2023 Change</th>
<th>2018-2023 % Change</th>
<th>Annual Openings</th>
<th>2017 Regional Completers</th>
<th>% Job Market met Locally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Guards</td>
<td>30236</td>
<td>33033</td>
<td>2797</td>
<td>9%</td>
<td>4727</td>
<td>65</td>
<td>1%</td>
</tr>
<tr>
<td>Network and Computer Systems Administrators</td>
<td>13300</td>
<td>14929</td>
<td>1629</td>
<td>12%</td>
<td>1188</td>
<td>121</td>
<td>10%</td>
</tr>
<tr>
<td>Computer Systems Analysts</td>
<td>26814</td>
<td>30478</td>
<td>3664</td>
<td>14%</td>
<td>2542</td>
<td>414</td>
<td>16%</td>
</tr>
<tr>
<td>Medical Records Technician</td>
<td>4007</td>
<td>4420</td>
<td>413</td>
<td>10%</td>
<td>391</td>
<td>65</td>
<td>17%</td>
</tr>
<tr>
<td>Accountants and Auditors</td>
<td>40961</td>
<td>44713</td>
<td>3752</td>
<td>9%</td>
<td>4476</td>
<td>759</td>
<td>17%</td>
</tr>
<tr>
<td>Bookkeeping, Accounting, and Auditing Clerks</td>
<td>37832</td>
<td>38772</td>
<td>940</td>
<td>2%</td>
<td>4439</td>
<td>769</td>
<td>17%</td>
</tr>
<tr>
<td>Real Estate Sales Agents</td>
<td>3463</td>
<td>3663</td>
<td>200</td>
<td>6%</td>
<td>377</td>
<td>100</td>
<td>27%</td>
</tr>
<tr>
<td>Correctional Officers and Jailers</td>
<td>2227</td>
<td>2245</td>
<td>18</td>
<td>1%</td>
<td>188</td>
<td>50</td>
<td>27%</td>
</tr>
<tr>
<td>Environmental Engineering Technicians</td>
<td>801</td>
<td>857</td>
<td>56</td>
<td>7%</td>
<td>82</td>
<td>23</td>
<td>28%</td>
</tr>
<tr>
<td>Fitness Trainers and Aerobics Instructors</td>
<td>10243</td>
<td>11389</td>
<td>1146</td>
<td>11%</td>
<td>2015</td>
<td>878</td>
<td>44%</td>
</tr>
<tr>
<td>Interior Designers</td>
<td>2434</td>
<td>2480</td>
<td>46</td>
<td>2%</td>
<td>242</td>
<td>145</td>
<td>60%</td>
</tr>
<tr>
<td>Real Estate Brokers</td>
<td>1384</td>
<td>1461</td>
<td>77</td>
<td>6%</td>
<td>148</td>
<td>100</td>
<td>68%</td>
</tr>
<tr>
<td>Preschool Teachers, Except Special Education</td>
<td>17211</td>
<td>18590</td>
<td>1379</td>
<td>8%</td>
<td>1992</td>
<td>1362</td>
<td>68%</td>
</tr>
<tr>
<td>Audio and Video Equipment Technicians</td>
<td>2905</td>
<td>3101</td>
<td>196</td>
<td>7%</td>
<td>312</td>
<td>261</td>
<td>84%</td>
</tr>
<tr>
<td>Police and Sheriff’s Patrol Officers</td>
<td>13865</td>
<td>14631</td>
<td>766</td>
<td>6%</td>
<td>1051</td>
<td>893</td>
<td>85%</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>57329</td>
<td>63187</td>
<td>5858</td>
<td>10%</td>
<td>4179</td>
<td>3738</td>
<td>89%</td>
</tr>
<tr>
<td>Computer User Support Specialists</td>
<td>29025</td>
<td>33263</td>
<td>4238</td>
<td>15%</td>
<td>3094</td>
<td>3149</td>
<td>102%</td>
</tr>
<tr>
<td>Education Administrators, Preschool and Childcare Center/Program</td>
<td>2667</td>
<td>2881</td>
<td>214</td>
<td>8%</td>
<td>248</td>
<td>275</td>
<td>111%</td>
</tr>
<tr>
<td>Graphic Designers</td>
<td>8115</td>
<td>8539</td>
<td>424</td>
<td>5%</td>
<td>854</td>
<td>1169</td>
<td>137%</td>
</tr>
<tr>
<td>Broadcast Technicians</td>
<td>637</td>
<td>643</td>
<td>6</td>
<td>1%</td>
<td>62</td>
<td>120</td>
<td>194%</td>
</tr>
<tr>
<td>Desktop Publishers</td>
<td>235</td>
<td>246</td>
<td>11</td>
<td>5%</td>
<td>29</td>
<td>59</td>
<td>203%</td>
</tr>
<tr>
<td>Environmental Scientists and Specialists, Including Health</td>
<td>2901</td>
<td>3099</td>
<td>198</td>
<td>7%</td>
<td>314</td>
<td>851</td>
<td>271%</td>
</tr>
<tr>
<td>Physical Therapists</td>
<td>3977</td>
<td>4632</td>
<td>655</td>
<td>16%</td>
<td>303</td>
<td>835</td>
<td>276%</td>
</tr>
<tr>
<td>Respiratory Therapists</td>
<td>3039</td>
<td>3352</td>
<td>313</td>
<td>10%</td>
<td>209</td>
<td>755</td>
<td>361%</td>
</tr>
<tr>
<td>Computer Programmers</td>
<td>10207</td>
<td>10978</td>
<td>771</td>
<td>8%</td>
<td>837</td>
<td>3130</td>
<td>374%</td>
</tr>
<tr>
<td>Multimedia Artists and Animators</td>
<td>4273</td>
<td>4585</td>
<td>312</td>
<td>7%</td>
<td>410</td>
<td>1603</td>
<td>391%</td>
</tr>
<tr>
<td>Web Developers</td>
<td>8065</td>
<td>9747</td>
<td>1682</td>
<td>21%</td>
<td>950</td>
<td>4158</td>
<td>438%</td>
</tr>
<tr>
<td>Physical Therapist Aides</td>
<td>1081</td>
<td>1251</td>
<td>170</td>
<td>16%</td>
<td>171</td>
<td>756</td>
<td>442%</td>
</tr>
<tr>
<td>Reporters and Correspondents</td>
<td>907</td>
<td>1251</td>
<td>344</td>
<td>38%</td>
<td>177</td>
<td>833</td>
<td>471%</td>
</tr>
<tr>
<td>Computer Network Support Specialists</td>
<td>6021</td>
<td>6901</td>
<td>880</td>
<td>15%</td>
<td>642</td>
<td>3149</td>
<td>490%</td>
</tr>
<tr>
<td>Environmental Science and Protection Technicians, Including Health</td>
<td>1214</td>
<td>1276</td>
<td>62</td>
<td>5%</td>
<td>157</td>
<td>840</td>
<td>535%</td>
</tr>
<tr>
<td>Film and Video Editors</td>
<td>1015</td>
<td>1103</td>
<td>88</td>
<td>9%</td>
<td>118</td>
<td>710</td>
<td>602%</td>
</tr>
<tr>
<td>Interpreters and Translators</td>
<td>1135</td>
<td>1326</td>
<td>191</td>
<td>17%</td>
<td>147</td>
<td>958</td>
<td>652%</td>
</tr>
<tr>
<td>Physical Therapist Assistants</td>
<td>520</td>
<td>724</td>
<td>204</td>
<td>39%</td>
<td>113</td>
<td>754</td>
<td>667%</td>
</tr>
<tr>
<td>Radio and Television Announcers</td>
<td>477</td>
<td>455</td>
<td>-22</td>
<td>-5%</td>
<td>47</td>
<td>441</td>
<td>938%</td>
</tr>
<tr>
<td>Detectives and Criminal Investigators</td>
<td>1114</td>
<td>1160</td>
<td>46</td>
<td>4%</td>
<td>80</td>
<td>893</td>
<td>1116%</td>
</tr>
<tr>
<td>Respiratory Therapy Technicians</td>
<td>387</td>
<td>318</td>
<td>-69</td>
<td>-18%</td>
<td>29</td>
<td>794</td>
<td>2738%</td>
</tr>
</tbody>
</table>
DEMOGRAPHIC DATA

Figure 8: Fall Headcount Frequency and Percentage Distribution by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>5,147</td>
<td>5,119</td>
<td>4,879</td>
<td>4,573</td>
<td>4,440</td>
</tr>
<tr>
<td>Male</td>
<td>5,809</td>
<td>4,695</td>
<td>4,566</td>
<td>4,388</td>
<td>4,044</td>
</tr>
<tr>
<td>Unknown</td>
<td>109</td>
<td>123</td>
<td>110</td>
<td>95</td>
<td>82</td>
</tr>
<tr>
<td>Total</td>
<td>11,065</td>
<td>9,937</td>
<td>9,555</td>
<td>9,056</td>
<td>8,566</td>
</tr>
</tbody>
</table>

Table 7: Fall Headcount Frequency and Percentage Distribution by Ethnic Group

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>481</td>
<td>429</td>
<td>358</td>
<td>334</td>
<td>281</td>
</tr>
<tr>
<td>American Indian</td>
<td>29</td>
<td>23</td>
<td>13</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Asian</td>
<td>3,001</td>
<td>3,094</td>
<td>3,274</td>
<td>3,383</td>
<td>3,250</td>
</tr>
<tr>
<td>Filipino</td>
<td>884</td>
<td>922</td>
<td>947</td>
<td>920</td>
<td>873</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2,497</td>
<td>2,379</td>
<td>2,329</td>
<td>2,194</td>
<td>2,135</td>
</tr>
<tr>
<td>Multi-Ethnic</td>
<td>511</td>
<td>502</td>
<td>479</td>
<td>504</td>
<td>479</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>98</td>
<td>72</td>
<td>58</td>
<td>64</td>
<td>54</td>
</tr>
<tr>
<td>Unknown</td>
<td>552</td>
<td>521</td>
<td>342</td>
<td>155</td>
<td>142</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>3,012</td>
<td>1,995</td>
<td>1,755</td>
<td>1,490</td>
<td>1,355</td>
</tr>
<tr>
<td>Total</td>
<td>11,065</td>
<td>9,937</td>
<td>9,555</td>
<td>9,056</td>
<td>8,566</td>
</tr>
</tbody>
</table>
Figure 10: Fall Headcount Frequency and Percentage Distribution by Age Group

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or less</td>
<td>2,877</td>
<td>3,095</td>
<td>2,971</td>
<td>3,065</td>
<td>3,043</td>
</tr>
<tr>
<td>20-24</td>
<td>3,265</td>
<td>3,314</td>
<td>3,634</td>
<td>3,289</td>
<td>3,086</td>
</tr>
<tr>
<td>25-29</td>
<td>1,164</td>
<td>1,139</td>
<td>1,160</td>
<td>1,135</td>
<td>1,009</td>
</tr>
<tr>
<td>30-34</td>
<td>889</td>
<td>659</td>
<td>561</td>
<td>544</td>
<td>509</td>
</tr>
<tr>
<td>35-39</td>
<td>718</td>
<td>509</td>
<td>381</td>
<td>360</td>
<td>331</td>
</tr>
<tr>
<td>40-49</td>
<td>1,265</td>
<td>726</td>
<td>518</td>
<td>397</td>
<td>372</td>
</tr>
<tr>
<td>50+</td>
<td>872</td>
<td>492</td>
<td>330</td>
<td>266</td>
<td>216</td>
</tr>
<tr>
<td>Total</td>
<td>11,065</td>
<td>9,937</td>
<td>9,555</td>
<td>9,056</td>
<td>8,566</td>
</tr>
</tbody>
</table>

Figure 11: Fall Headcount Frequency and Percentage Distribution by Unit Load

<table>
<thead>
<tr>
<th>Unit Load</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1 - 2.9 Units</td>
<td>2,638</td>
<td>1,242</td>
<td>960</td>
<td>356</td>
<td>294</td>
</tr>
<tr>
<td>3.0 - 5.9</td>
<td>2,052</td>
<td>2,241</td>
<td>2,155</td>
<td>2,285</td>
<td>2,142</td>
</tr>
<tr>
<td>6.0 - 8.9</td>
<td>1,489</td>
<td>1,409</td>
<td>1,394</td>
<td>1,513</td>
<td>1,263</td>
</tr>
<tr>
<td>9.0 - 11.9</td>
<td>1,661</td>
<td>1,602</td>
<td>1,514</td>
<td>1,403</td>
<td>1,436</td>
</tr>
<tr>
<td>12.0 - 14.9</td>
<td>2,088</td>
<td>1,967</td>
<td>1,851</td>
<td>1,814</td>
<td>1,678</td>
</tr>
<tr>
<td>15 or Over</td>
<td>1,137</td>
<td>1,476</td>
<td>1,681</td>
<td>1,685</td>
<td>1,753</td>
</tr>
<tr>
<td>Total</td>
<td>11,065</td>
<td>9,937</td>
<td>9,555</td>
<td>9,056</td>
<td>8,566</td>
</tr>
</tbody>
</table>
INTRODUCTION

Figure 12: Fall Headcount Frequency and Percentage Distribution by Enrollment Status

Table 11: Fall Headcount Frequency and Percentage Distribution by Enrollment Status

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Continuing Student</td>
<td>6,019</td>
<td>54%</td>
<td>5,758</td>
<td>58%</td>
<td>6,383</td>
</tr>
<tr>
<td>First Time Student</td>
<td>1,588</td>
<td>14%</td>
<td>845</td>
<td>9%</td>
<td>736</td>
</tr>
<tr>
<td>First Time Student Transfer</td>
<td>1,686</td>
<td>15%</td>
<td>1,064</td>
<td>11%</td>
<td>894</td>
</tr>
<tr>
<td>K-12 Student</td>
<td>442</td>
<td>4%</td>
<td>694</td>
<td>7%</td>
<td>260</td>
</tr>
<tr>
<td>Returning Student</td>
<td>1,224</td>
<td>11%</td>
<td>1,231</td>
<td>12%</td>
<td>1,164</td>
</tr>
<tr>
<td>Uncollected/Unreported</td>
<td>106</td>
<td>1%</td>
<td>345</td>
<td>3%</td>
<td>118</td>
</tr>
<tr>
<td>Total</td>
<td>11,065</td>
<td></td>
<td>9,937</td>
<td></td>
<td>9,555</td>
</tr>
</tbody>
</table>

Figure 13: Fall Headcount Frequency and Percentage Distribution by Day/Evening Status

Table 12: Fall Headcount Frequency and Percentage Distribution by Day/Evening Status

<table>
<thead>
<tr>
<th>Day/Evening Status</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Day</td>
<td>9,288</td>
<td>84%</td>
<td>8,252</td>
<td>83%</td>
<td>7,581</td>
</tr>
<tr>
<td>Evening</td>
<td>1,305</td>
<td>12%</td>
<td>1,117</td>
<td>11%</td>
<td>1,182</td>
</tr>
<tr>
<td>Unknown</td>
<td>472</td>
<td>4%</td>
<td>568</td>
<td>6%</td>
<td>792</td>
</tr>
<tr>
<td>Total</td>
<td>11,065</td>
<td></td>
<td>9,937</td>
<td></td>
<td>9,555</td>
</tr>
</tbody>
</table>
**Figure 14: Fall Headcount Frequency and Percentage Distribution by Entering Academic Level**

**Table 13: Fall Headcount Frequency and Percentage Distribution by Entering Academic Level**

<table>
<thead>
<tr>
<th>Entering Academic Level</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>AA Degree Recipient</td>
<td>523</td>
<td>5%</td>
<td>425</td>
<td>4%</td>
<td>494</td>
</tr>
<tr>
<td>BA Degree Recipient</td>
<td>1,010</td>
<td>9%</td>
<td>608</td>
<td>6%</td>
<td>736</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>7,420</td>
<td>67%</td>
<td>7,627</td>
<td>77%</td>
<td>7,631</td>
</tr>
<tr>
<td>Without a College Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not a High School Graduate</td>
<td>21</td>
<td>0%</td>
<td>126</td>
<td>1%</td>
<td>114</td>
</tr>
<tr>
<td>Special Admit student currently enrolled in K-12</td>
<td>442</td>
<td>4%</td>
<td>694</td>
<td>7%</td>
<td>260</td>
</tr>
<tr>
<td>Unknown</td>
<td>1,649</td>
<td>15%</td>
<td>457</td>
<td>5%</td>
<td>320</td>
</tr>
<tr>
<td>Total</td>
<td>11,065</td>
<td>95%</td>
<td>9,537</td>
<td>95%</td>
<td>9,555</td>
</tr>
</tbody>
</table>

**SOCIO-ECONOMIC DATA**

All three cities in the district have higher median income levels than the county, the state, or the national averages. The median household income level in Fremont is 112 percent higher than the national average, as well as being almost 14 percent higher than the Silicon Valley average, but that gain must be tempered by the fact that the cost of living in the greater Silicon Valley is almost 50 percent higher than the national average. Median home sale
prices are 210 percent of the national average, while rental rates exceed the average by 140 percent and child care costs are 130 percent of average.

Per capita income has risen 14.9 percent in just the past two years while median family income, at $121,957, is up 15.2 percent. The number of individuals in poverty within the district has decreased 1.9 percent, despite having been on the rise as recently as 2016. Given the upturn in the economy, most recent unemployment rates specific to the district show 5.7 percent of Newark working residents are unemployed, while Fremont and Union City had rates of 5.3 percent and 6.8 percent respectively. Each of these unemployment rates are down 1.7-2.3 percent from 2016.

<table>
<thead>
<tr>
<th>Income and Poverty</th>
<th>Fremont</th>
<th>%</th>
<th>Newark</th>
<th>%</th>
<th>Union City</th>
<th>%</th>
<th>District Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Households</td>
<td>73,617</td>
<td>13,395</td>
<td>21,106</td>
<td>108,118</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median household income (dollars)</td>
<td>$122,191</td>
<td>$96,817</td>
<td>$95,625</td>
<td>$113,863</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td>59,672</td>
<td>10,711</td>
<td>17,341</td>
<td>87,724</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median family income (dollars)</td>
<td>$130,360</td>
<td>$100,375</td>
<td>$102,341</td>
<td>$121,957</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per capita income (dollars)</td>
<td>$47,015</td>
<td>$35,920</td>
<td>$34,727</td>
<td>$42,971</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals in poverty</td>
<td>11,317</td>
<td>2,870</td>
<td>5,279</td>
<td>19,466</td>
<td>5.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 18: Labor and Employment by Occupation 2017 | District Total Occupation Percentages

Figure 19: Labor and Employment by Occupation 2017 | District Total Employment Percentage

Table 15: Labor and Employment by Occupation 2017

<table>
<thead>
<tr>
<th>Labor and Employment by Occupation 2017</th>
<th>Fremont</th>
<th>%</th>
<th>Newark</th>
<th>%</th>
<th>Union City</th>
<th>%</th>
<th>District Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed civilian population 16 years and over</td>
<td>116,110</td>
<td>58.8%</td>
<td>23,187</td>
<td>40.2%</td>
<td>36,891</td>
<td>41.3%</td>
<td>176,188</td>
<td>52.7%</td>
</tr>
<tr>
<td>Management, professional and related</td>
<td>68,249</td>
<td>58.8%</td>
<td>9,316</td>
<td>40.2%</td>
<td>15,223</td>
<td>41.3%</td>
<td>92,788</td>
<td>52.7%</td>
</tr>
<tr>
<td>Service</td>
<td>12,971</td>
<td>11.2%</td>
<td>3,653</td>
<td>15.8%</td>
<td>6,020</td>
<td>16.3%</td>
<td>22,644</td>
<td>12.9%</td>
</tr>
<tr>
<td>Sales and office</td>
<td>21,553</td>
<td>18.6%</td>
<td>4,783</td>
<td>20.6%</td>
<td>8,014</td>
<td>21.7%</td>
<td>34,350</td>
<td>19.5%</td>
</tr>
<tr>
<td>Natural Resources, construction, and maintenance</td>
<td>5,065</td>
<td>4.4%</td>
<td>2,219</td>
<td>9.6%</td>
<td>2,682</td>
<td>7.3%</td>
<td>9,966</td>
<td>5.7%</td>
</tr>
<tr>
<td>Production, transportation, and material moving</td>
<td>8,272</td>
<td>7.1%</td>
<td>3,216</td>
<td>13.9%</td>
<td>4,952</td>
<td>13.4%</td>
<td>16,440</td>
<td>9.3%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>4,6%</td>
<td>5.1%</td>
<td>5.4%</td>
<td>4.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SITES
The College has two sites. The Fremont campus is located at 43600 Mission Boulevard in the Mission San Jose district of Fremont. The campus sits on the side of Mission Peak, overlooking the San Francisco Bay. The Newark Center for Health Sciences and Technology is located at 39399 Cherry Street, nigh unto the San Francisco Bay.

SPECIALIZED OR PROGRAMMATIC ACCREDITATION
In addition to the College’s accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC), the College’s health science programs are accredited by the appropriate professional agencies. The Respiratory Therapist program is accredited by the Commission on Accreditation for Respiratory Care (CoARC); the Physical Therapist Assistant program is accredited by the Commission on Accreditation for Physical Therapy Education (CAPTE); and the Nursing program is accredited by the Accrediting Commission for Education in Nursing (ACEN) and is also approved by the Bureau of Registered Nursing (BRN).
B. PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS
B. PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Beginning in 2012, the College established an extensive set of institutional standards—minimum acceptable levels of performance—and benchmarks—aspirational goals. Every two years these standards and benchmarks are reviewed and revised, generally upward. Of the 30 institutional set standards, all but two exceed the standards, while 17 meet or exceed the benchmarks.

Table 16: Institution Set Standards and Benchmarks

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>2018 Performance</th>
<th>Statewide Average</th>
<th>Bay 10 Average</th>
<th>Current Approved Benchmark</th>
<th>Current Approved Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Plan Goal #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention Rate (Fall 2018 CCCC)</td>
<td>87.7%</td>
<td>85.6%</td>
<td>86.1%</td>
<td>87.0%</td>
<td>84.0%</td>
</tr>
<tr>
<td>Basic Skills Success (Fall 2018 CCCC)</td>
<td>65.3%</td>
<td>60.9%</td>
<td>67.4%</td>
<td>69.0%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Basic Skill Improvement - English (2018 Scorecard)</td>
<td>54.2%</td>
<td>48.7%</td>
<td>49.3%</td>
<td>57.0%</td>
<td>51.0%</td>
</tr>
<tr>
<td>Basic Skill Improvement - Math (2018 Scorecard)</td>
<td>55.8%</td>
<td>36.5%</td>
<td>39.6%</td>
<td>51.1%</td>
<td>45.0%</td>
</tr>
<tr>
<td>ESL Improvement (2018 Scorecard)</td>
<td>28.2%</td>
<td>33.4%</td>
<td>29.9%</td>
<td>24.8%</td>
<td>19.0%</td>
</tr>
<tr>
<td>CSU-UC Transfers (CCCC)</td>
<td>791</td>
<td></td>
<td>800</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Degrees Awarded (CCCC)</td>
<td>1077</td>
<td></td>
<td>1000</td>
<td>550</td>
<td></td>
</tr>
<tr>
<td>Certificates Awarded (CCCC)</td>
<td>631</td>
<td></td>
<td>500</td>
<td>275</td>
<td></td>
</tr>
<tr>
<td>Percent Full Time Students (Fall 2018 CCCC)</td>
<td>40.0%</td>
<td>31.1%</td>
<td>27.6%</td>
<td>39.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Distance Education Course Completion Rate (Fall 2018 CCCC)</td>
<td>74.9%</td>
<td>65.4%</td>
<td>66.5%</td>
<td>75.0%</td>
<td>65.0%</td>
</tr>
<tr>
<td>Completions - College-prepared (2018 Scorecard)</td>
<td>83.7%</td>
<td>70.4%</td>
<td>72.5%</td>
<td>80.0%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Completions - Unprepared (2018 Scorecard)</td>
<td>46.9%</td>
<td>41.0%</td>
<td>42.2%</td>
<td>50.0%</td>
<td>46.0%</td>
</tr>
<tr>
<td>Total Transfers</td>
<td>949</td>
<td></td>
<td>1000</td>
<td>750</td>
<td></td>
</tr>
</tbody>
</table>
## B. PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

### Table 16: Institution Set Standards and Benchmarks (continued)

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>2018 Performance</th>
<th>Statewide Average</th>
<th>Bay 10 Average</th>
<th>Current Approved Benchmark</th>
<th>Current Approved Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Plan Goal #7</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Under-represented* Enrollment (Fall 2018 CCCCO)</td>
<td>28.7%</td>
<td>54.3%</td>
<td>40.0%</td>
<td>30.0%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Under-represented* Retention (Fall 2018 CCCCO)</td>
<td>84.8%</td>
<td>80.0%</td>
<td>83.2%</td>
<td>87.0%</td>
<td>84.0%</td>
</tr>
<tr>
<td>Under-represented* Success (Fall 2018 CCCCO)</td>
<td>69.0%</td>
<td>60.7%</td>
<td>65.4%</td>
<td>75.0%</td>
<td>72.0%</td>
</tr>
<tr>
<td><strong>ACCJC Annual Report</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Completion Rate (Success) (Fall 2018 CCCCO)</td>
<td>75.7%</td>
<td>70.3%</td>
<td>72.4%</td>
<td>75.0%</td>
<td>72.0%</td>
</tr>
<tr>
<td>FA-eligible Certificates Awarded (Fall 2018 CCCCO)</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CTE Placement (2016-17 Perkins CTE)</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Accounting</td>
<td>63.6%</td>
<td>67.8%</td>
<td></td>
<td>70.0%</td>
<td>57.0%</td>
</tr>
<tr>
<td>Interpreter Preparation</td>
<td>100.0%</td>
<td>77.0%</td>
<td></td>
<td>80.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Nursing</td>
<td>78.1%</td>
<td>80.8%</td>
<td></td>
<td>65.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>84.2%</td>
<td>74.1%</td>
<td></td>
<td>80.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Physical Therapy Assistant</td>
<td>85.0%</td>
<td>74.9%</td>
<td></td>
<td>88.0%</td>
<td>73.0%</td>
</tr>
<tr>
<td><strong>Licensure Success Rates</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Nursing</td>
<td>82.4%</td>
<td></td>
<td></td>
<td>100.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>100.0%</td>
<td></td>
<td></td>
<td>100.0%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Physical Therapy Assistant</td>
<td>100.0%</td>
<td></td>
<td></td>
<td>100.0%</td>
<td>80.0%</td>
</tr>
<tr>
<td><strong>Student Success Scorecard</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence (2018 Scorecard)</td>
<td>79.5%</td>
<td>76.5%</td>
<td>73.9%</td>
<td>75.0%</td>
<td>66.0%</td>
</tr>
<tr>
<td>30 Units (2018 Scorecard)</td>
<td>74.0%</td>
<td>69.6%</td>
<td>69.9%</td>
<td>72.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Completion (2018 Scorecard)</td>
<td>59.0%</td>
<td>48.2%</td>
<td>51.9%</td>
<td>59.7%</td>
<td>57.0%</td>
</tr>
<tr>
<td>Vocational Completion (2018 Scorecard)</td>
<td>57.8%</td>
<td>55.1%</td>
<td>53.1%</td>
<td>49.4%</td>
<td>42.3%</td>
</tr>
</tbody>
</table>

*Includes African-American, Native American, and Hispanic/Latinx
In the past five years, the number of degrees awarded has increased 57.2 percent, and the number of Chancellor’s Office-approved certificates awarded has increased by 100 percent. The number of Associate Degrees for Transfer (ADTs) has increased dramatically, up 41.3 percent in just the past two years. ADTs now constitute over 27 percent of awarded degrees.

Transfer to the University of California campuses increased 15 percent in 2017-18 and increased an additional seven percent in 2018-19. University of California, Davis has emerged over the past several years as the most popular destination for Ohlone students transferring to the UC system, with UC San Diego eclipsing Berkeley as the second most popular UC campus. Transfer to California State University campuses hit a high in 2017-18, up 13% over three years prior. East Bay and San José continue to be the CSU transfer destination of choice.
Figure 21: Students Transferring to Campuses of the University of California and California State University | University of California Transfers

Figure 22: Students Transferring to Campuses of the University of California and California State University | California State University Transfers

Table 18: Students Transferring to Campuses of the University of California and California State University

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California, Berkeley</td>
<td>29</td>
<td>27</td>
<td>33</td>
<td>29</td>
<td>32</td>
<td>47</td>
<td>35</td>
</tr>
<tr>
<td>University of California, Davis</td>
<td>66</td>
<td>63</td>
<td>47</td>
<td>46</td>
<td>72</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>University of California, Irvine</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>11</td>
<td>18</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>21</td>
<td>19</td>
<td>17</td>
<td>21</td>
<td>28</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>University of California, San Diego</td>
<td>19</td>
<td>33</td>
<td>23</td>
<td>28</td>
<td>27</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td>University of California, Santa Barbara</td>
<td>21</td>
<td>15</td>
<td>16</td>
<td>12</td>
<td>14</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Other Universities of California</td>
<td>36</td>
<td>14</td>
<td>14</td>
<td>27</td>
<td>20</td>
<td>30</td>
<td>58</td>
</tr>
<tr>
<td>UC Totals</td>
<td>204</td>
<td>185</td>
<td>166</td>
<td>174</td>
<td>211</td>
<td>243</td>
<td>261</td>
</tr>
<tr>
<td>California State University, East Bay</td>
<td>165</td>
<td>180</td>
<td>214</td>
<td>227</td>
<td>221</td>
<td>236</td>
<td></td>
</tr>
<tr>
<td>San José State University</td>
<td>92</td>
<td>154</td>
<td>145</td>
<td>149</td>
<td>191</td>
<td>188</td>
<td></td>
</tr>
<tr>
<td>San Francisco State University</td>
<td>67</td>
<td>86</td>
<td>59</td>
<td>67</td>
<td>41</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>California State University, Sacramento</td>
<td>21</td>
<td>21</td>
<td>23</td>
<td>14</td>
<td>23</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Other California State Universities</td>
<td>58</td>
<td>67</td>
<td>46</td>
<td>84</td>
<td>60</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>CSU Totals</td>
<td>403</td>
<td>508</td>
<td>487</td>
<td>541</td>
<td>536</td>
<td>548</td>
<td></td>
</tr>
<tr>
<td>Total UC/CSU Transfers</td>
<td>607</td>
<td>693</td>
<td>653</td>
<td>715</td>
<td>747</td>
<td>791</td>
<td></td>
</tr>
</tbody>
</table>
Tracking data available for California community college students transferring to campuses of the CSU reveal that the College’s students who entered a CSU in fall 2017 had a higher GPA (3.18) at the end of the first year at the CSU than the average for all community college students starting at a CSU in fall 2017, and was second among Bay 10 colleges. Additionally, the persistence rates of the College’s students at a CSU in fall 2016 to fall 2017 was second highest among all Bay 10 colleges. (The Bay 10 represents the 21 colleges in the ten college districts within the San Francisco Bay Area.)

### Figure 23: Bay 10 GPA after Transfer to CSU 2017-2018

<table>
<thead>
<tr>
<th>College</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marin</td>
<td>3.24</td>
</tr>
<tr>
<td>Ohlone</td>
<td>3.18</td>
</tr>
<tr>
<td>Diablo Valley</td>
<td>3.16</td>
</tr>
<tr>
<td>San Francisco</td>
<td>3.15</td>
</tr>
<tr>
<td>Las Positas</td>
<td>3.14</td>
</tr>
<tr>
<td>Merritt</td>
<td>3.13</td>
</tr>
<tr>
<td>Foothill</td>
<td>3.12</td>
</tr>
<tr>
<td>Chabot</td>
<td>3.11</td>
</tr>
<tr>
<td>Berkeley City</td>
<td>3.10</td>
</tr>
<tr>
<td>Cañada</td>
<td>3.09</td>
</tr>
<tr>
<td>San Mateo</td>
<td>3.09</td>
</tr>
<tr>
<td>San Jose City</td>
<td>3.08</td>
</tr>
<tr>
<td>DeAnza</td>
<td>3.08</td>
</tr>
<tr>
<td><strong>All CCCs</strong></td>
<td>3.07</td>
</tr>
<tr>
<td>West Valley</td>
<td>3.04</td>
</tr>
<tr>
<td>Laney</td>
<td>3.04</td>
</tr>
<tr>
<td>Los Medanos</td>
<td>3.04</td>
</tr>
<tr>
<td>Mission</td>
<td>3.03</td>
</tr>
<tr>
<td>Evergreen Valley</td>
<td>3.01</td>
</tr>
<tr>
<td>Skyline</td>
<td>3.00</td>
</tr>
<tr>
<td>Contra Costa</td>
<td>2.97</td>
</tr>
<tr>
<td>Alameda</td>
<td>2.96</td>
</tr>
</tbody>
</table>

### Figure 24: Bay 10 Fall-to-Fall Persistence after Transfer to CSU 2016-2017

<table>
<thead>
<tr>
<th>College</th>
<th>Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Valley</td>
<td>90%</td>
</tr>
<tr>
<td>Ohlone</td>
<td>89%</td>
</tr>
<tr>
<td>Diablo Valley</td>
<td>89%</td>
</tr>
<tr>
<td>San Francisco</td>
<td>89%</td>
</tr>
<tr>
<td>Foothill</td>
<td>89%</td>
</tr>
<tr>
<td>Las Positas</td>
<td>88%</td>
</tr>
<tr>
<td><strong>All CCCs</strong></td>
<td>88%</td>
</tr>
<tr>
<td>Mission</td>
<td>88%</td>
</tr>
<tr>
<td>DeAnza</td>
<td>88%</td>
</tr>
<tr>
<td>San Jose City</td>
<td>88%</td>
</tr>
<tr>
<td>San Mateo</td>
<td>88%</td>
</tr>
<tr>
<td>Cañada</td>
<td>88%</td>
</tr>
<tr>
<td>Chabot</td>
<td>87%</td>
</tr>
<tr>
<td>Skyline</td>
<td>87%</td>
</tr>
<tr>
<td>Los Medanos</td>
<td>87%</td>
</tr>
<tr>
<td>Berkeley City</td>
<td>87%</td>
</tr>
<tr>
<td>Marin</td>
<td>86%</td>
</tr>
<tr>
<td>Merritt</td>
<td>86%</td>
</tr>
<tr>
<td>Evergreen Valley</td>
<td>85%</td>
</tr>
<tr>
<td>Skyline</td>
<td>84%</td>
</tr>
<tr>
<td>Contra Costa</td>
<td>77%</td>
</tr>
<tr>
<td>Alameda</td>
<td>76%</td>
</tr>
</tbody>
</table>
Compared to the Bay 10, Ohlone has the second highest success rate (75.7 percent)—students passing courses with a grade of C or better—and has the highest success rate (74.5 percent) for online classes of all 21 Bay 10 colleges.

**Figure 25: Bay 10 Success Rates - All Classes - Fall 2018**

- Foothill: 78.60%
- Ohlone: 75.66%
- Mission: 75.53%
- DeAnza: 75.39%
- Marin: 74.86%
- Diablo Valley: 74.43%
- Skyline: 74.35%
- West Valley: 73.67%
- Las Positas: 72.44%
- Los Medanos: 72.17%
- San Mateo: 72.11%
- San Francisco: 72.05%
- Laney: 71.77%
- Alameda: 71.18%
- San Jose City: 71.03%
- Chabot: 70.42%
- Evergreen Valley: 70.11%
- Cañada: 69.85%
- Contra Costa: 68.05%
- Merritt: 67.96%
- Berkeley City: 66.99%

**Figure 26: Bay 10 Success Rates - Online Classes - Fall 2018**

- Ohlone: 74.88%
- Foothill: 74.53%
- San Mateo: 72.49%
- Skyline: 71.08%
- Diablo Valley: 68.70%
- DeAnza: 68.53%
- West Valley: 68.38%
- Mission: 68.35%
- Las Positas: 66.67%
- Marin: 66.35%
- Chabot: 66.04%
- Cañada: 66.02%
- Berkeley City: 65.72%
- Laney: 65.50%
- San Francisco: 65.07%
- Evergreen Valley: 64.99%
- Alameda: 64.96%
- Los Medanos: 64.93%
- Contra Costa: 63.48%
- San Jose City: 63.35%
- Merritt: 61.72%
C. ORGANIZATION OF THE SELF-EVALUATION PROCESS
C. ORGANIZATION OF THE SELF-EVALUATION PROCESS

The 2020 Institutional Self-Evaluation Report (ISER) formally began during the summer of 2018 with the designation of co-chairs for each of the four Standards and co-leads for each of the 13 substandards. The Standards were each guided by two co-chairs, one selected from the faculty and one a manager or administrator. Each of the 13 substandards were also guided by two co-leads, one a faculty member and one a manager or administrator. There were also two co-leads designated for the Quality Focused Essay (QFE). The 14 teams under these leads were comprised of additional faculty, managers, classified staff, and students, selected because of their expertise and experience related to the content of their team assignment. Overseeing the self-evaluation process and the teams was the accreditation liaison officer (ALO), while college council served as the accreditation oversight committee.

College council established timelines; heard regular reports from all the teams and from the ALO; monitored progress; and provided feedback, analysis, and recommendations throughout the self-evaluation process, including devoting the fall college council retreat to dialog about the accreditation process, progress, and initial draft of the ISER.

Training to prepare chairs, leads, and team members for self-evaluation began in November 2018 with an afternoon-long workshop for chairs and leads, followed the next month by team training presented by the College’s designated ACCJC vice president/liaison. Beginning in January 2019 and continuing until May 2019, each team gathered, collected, and analyzed evidence; created a draft response to demonstrate compliance with the Standards; presented those drafts to College Council for review and revision; and completed a final draft to be forwarded on to the ALO. The ALO then combined and edited the fourteen drafts to produce a single document, which was then shared back out with the president/superintendent, college council, and faculty senate for review. Subsequent feedback from those governance groups was incorporated, then returned to college council and faculty senate for further review.

At meetings of college council and faculty senate in October and November 2019, the ISER was endorsed and sent on to the Board of Trustees. The Board of Trustees approved the ISER at its December 11, 2019 meeting.
### ISER Timeline

#### Launch

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2018</td>
<td>Initial training for chairs and leads</td>
</tr>
<tr>
<td>December 2018</td>
<td>All-team training facilitated by ACCJC vice president Gohar Momjian</td>
</tr>
</tbody>
</table>

#### Writing to the Standards

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2019</td>
<td>Initial team meetings; establish timelines; identify evidence supporting compliance with Standards</td>
</tr>
<tr>
<td>February–March 2019</td>
<td>Team collects and integrates evidence into an initial draft</td>
</tr>
<tr>
<td>April 2019</td>
<td>Leads organize, write, and format a draft; drafts forwarded to chairs for review, revision, comment; chairs produce final draft</td>
</tr>
</tbody>
</table>

#### Drafts Compiled, Reviewed, Edited

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2019</td>
<td>Drafts submitted to ALO for combination into a single document</td>
</tr>
<tr>
<td>June–August 2019</td>
<td>Ongoing review and edits; review of drafts by college council; updates by Standard presented monthly to the Board of Trustees; review of draft at college council retreat</td>
</tr>
<tr>
<td>September 2019</td>
<td>Final edits by ALO</td>
</tr>
</tbody>
</table>

#### College Review and Approval

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October–November 2019</td>
<td>First and second readings before college council and faculty Senate; first reading by the Board of Trustees</td>
</tr>
<tr>
<td>December 2019</td>
<td>Second reading and approval by the Board of Trustees</td>
</tr>
</tbody>
</table>

#### Submission and Visit

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2020</td>
<td>ISER submitted to ACCJC&lt;br&gt;Specific acknowledgement to Kimberly Robbie, editor and Kathryn Christie Nunes, graphic designer.</td>
</tr>
<tr>
<td>March 2020</td>
<td>ACCJC site visit</td>
</tr>
</tbody>
</table>
D. ORGANIZATIONAL INFORMATION
D. ORGANIZATIONAL INFORMATION

Board of Trustees

President/ Superintendent
Gari Browning

Vice President, Student Services
Binh Nguyen*

Executive Dean Research and Planning
Michael Bowman

Dean, Counseling

Transfer Center Placement

Dean, Enrollment Services

Admissions and Records
Financial Aid

Director, EOPS

Director, International Programs

Director, SAS

Director, Student Life

Executive Director
College Foundation / Community Relations
Marketing
Binh Nguyen

ALO

Community Education
Contract Education
Career Center
Public Relations

Vice President, Academic Affairs / Deputy Superintendent
Andrew Lamanque*

Director, Athletics

Gallaudet
Library/LRC
Radio/TV
Theatre
Tutoring

Director, Curriculum and Scheduling / Articulation

Director, Strong Workforce

Non Credit

Director, EOPS

Director, International Programs

Director, SAS

Director, Student Life

Academic Deans (7)

Business Services

Payroll Accounting

Purchasing

Mail/Duplicating Bookstore
Food Services

Campus Police

Information Systems

Facilities

Technology Services

Vice President, Human Resources & Training
Sharon Zingsheim

Vice President, Administrative and Technology Services
Chris Dela Rosa

*Interim
E. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS
E. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

ELIGIBILITY REQUIREMENT 1: AUTHORITY
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Ohlone College is authorized to operate as a post-secondary educational degree-granting institution through continuous accredited status by the Accrediting Commission for Community and Junior Colleges (ACCJC), an arm of the Western Association of Schools and Colleges (WASC). The College operates as a single college district, Ohlone Community College District (OCCD), which is a member of the California Community Colleges. The College operates under the direct authority of the OCCD Board of Trustees. Programs and services offered by the College follow the guidelines outlined in the California Code of Regulations, Title 5.

ELIGIBILITY REQUIREMENT 2: OPERATIONAL STATUS
The institution is operational, with students actively pursuing its degree programs.

The College has been in continuous operation as an independent single college district since 1967 with students actively pursuing certificate and associate degree programs offered by the College. In fall 2018, the College enrolled 8,566 credit students. At the conclusion of the 2018-2019 academic year, the College awarded 1,462 degrees and 500 certificates.
ELIGIBILITY REQUIREMENT 3: DEGREES
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College has 1,150 active courses and offers 195 associate degrees and certificates, including 27 associate degrees for transfer (ADT), 45 associate degrees (AA or AS), 33 certificates of achievement, 83 certificates of accomplishment, and eight noncredit certificates of completion, and two noncredit certificates of competency. All degrees require a minimum of 60 units, including an appropriate general education component and a concentration within a major or area of emphasis. According to the 2019 Student Survey, 82 percent of students intend to complete a degree and/or transfer. In the past two years the number of AA/AS degrees awarded has increased from 720 to 1,077 (up 49.6 percent) while ADTs awarded have increased from 260 to 385 (a 48.1 percent increase). (ER.1)

ELIGIBILITY REQUIREMENT 4: CHIEF EXECUTIVE OFFICER
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the District/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The College’s chief executive officer, Dr. Gari Browning, officially began her tenure as president/superintendent of Ohlone College on July 1, 2008, appointed by the Ohlone Community College District Board of Trustees. As chief executive officer, she holds full responsibility to the institution. The president/superintendent oversees all instructional programs, student services, and administrative services implemented at the College. The president/superintendent does not serve as the chair of the governing board. (ER.2)

ELIGIBILITY REQUIREMENT 5: FINANCIAL ACCOUNTABILITY
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.
Annual financial audits are regularly conducted by an externally contracted independent certified public accountancy firm. The Board of Trustees reviews all audit reports. The College has consistently earned unmodified audit opinions on its college wide Financial Statements at least since fiscal year 2003-2004. (ER.3)

**CONCLUSION**

The College meets the aforementioned Eligibility Requirements.

**EVIDENCE**

ER.1  **Catalog, pages 58ff**

ER.2  **BP 2430 - Delegation of Authority**

ER.3  **2017-18 audit**
F. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES
Ohlone College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

PUBLIC NOTIFICATION OF AN EVALUATION TEAM VISIT AND THIRD PARTY COMMENT

Regulation citation: 602.23(b).

The College is open in its preparation for the ACCJC site visit. The ISER and the upcoming visit have been topics of record in college council meetings since September 2018 and in Board of Trustees meetings since April 2019. (CP.1; CP.2) Community leaders had access to information about the visit at the April 2019 meeting of the president’s advisory committee, and a press release was published in fall 2019 announcing the site visit to the district community. The College’s accreditation web page announces the dates of the visit and provides a link to the third-party comment form. (CP.3)

The College complies with this policy.

STANDARDS AND PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Institution-set standards and benchmarks define both minimal and aspirational goals of student learning and achievement. The College first sets standards and benchmarks in 2013, and the College reviews and updates these performance indicators every two years. These standards and benchmarks reflect learning and
achievement in multiple areas: course completion, degrees and certificates awarded, transfer, licensure pass rates, job placement, access and success of underrepresented groups, and more. (CP.4) (See I.B.3)

The College reviews several success indicators, including the California Community Colleges Chancellor’s Office DataMart, Student Success Metrics, and Student Success Scorecard; the ACCJC annual report; the US Department of Education Scorecard; and the IPEDS Data Feedback Report. Comparisons of the College’s performance to state and federal indicators assist in establishing standards and in the assurance that standards are relevant for guiding self-evaluation and improvement; such comparisons also assure that performance is consistent with the expectations of higher education. Examples of the College’s self-evaluation of student learning and achievement are included in the ISER, Introduction: Presentation of Student Achievement Data and Institution-set Standards.

The College complies with this policy.

**CREDITS, PROGRAM LENGTH, AND TUITION**

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The College awards course credit, associate degrees, and certificates in compliance with state and federal law and in accordance with standard practices within higher education. Every associate degree requires a minimum of 60 semester units, and the course and unit requirements for each degree are published annually in the college catalog. (CP.5) (See II.A.5)

Appropriate units of credit for each course are determined through the curriculum approval process and are based on a formula compliant with federal regulations (34CFR600.2) and the California Code of Regulations, Title 5, section 55002.5. Board policy 4020 also guides program and curriculum development. (CP.6)

Credit hours are proscribed by state regulation and reflect three hours of student work per week, based on an 18 week semester, for one unit of credit. (See II.A.9) Units of credit, expected hours of student contact, and total student work in a course are identical for every delivery mode.

The College provides information on the annual cost of attendance, including tuition, books, transportation, and room and board to meet federal financial aid and the California Student Aid Commission obligations. Tuition and fees are included in the college catalog, the schedule of classes, and are posted on the college website. (CP.7; CP.8) (See I.C.6)

The College complies with this policy.
F. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

TRANSFER POLICIES
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

The College clearly states its transfer of credit policies. (CP.9) (See II.A.10) These policies include both credit transferred to the College from another institution and the transfer of credit from the College to another college or university. These policies contain information about the criteria the College uses to accept credit in transfer, as well as informing students about transfer and articulation agreements with receiving colleges and universities. The policies also address credit transferred to the College via advanced placement, dual enrollment, military service credit, and foreign transfer credit.

The College complies with this policy.

DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Administrative Procedure (AP) 4105 (CP.10) clearly details the College’s practices regarding distance education. All courses undergo rigorous development, review, and approval processes whether offered face-to-face or via distance education. Courses using one or more technologies to deliver content to students who are separated from the instructor fall under the College’s distance education guidelines. Such courses must gain approval of the distance education committee and comply with state regulations to ensure that distance education courses meet the same academic standards regarding rigor, content, and objectives as courses taught using a face-to-face format.

AP 4105 also addresses faculty preparation, instructor contact, and authentication. Instructors regularly initiate interaction with students to determine that they are accessing and understanding class content and that they regularly participate in class activities. The frequency of instructor contact is comparable to corresponding face-to-face classes, as is the interaction among students. Student identity is verified using a student identification and password authentication. The College utilizes the Canvas Learning Management System for distance education, and Canvas provides 24/7 support through its proprietary service desk. (See II.A.7; III.C.1)

The College complies with this policy.

STUDENT COMPLAINTS
Regulation citations: 602.16(a)(1)(ix); 668.43.

The College has clearly stated policies and procedures for addressing student and public complaints, found in the college catalog, on the website (CP.11; CP.12), and in the printed class schedule. Multiple board policies
F. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

and administrative procedures are referenced, addressing Title IX complaints, Americans with Disabilities Act (ADA) complaints, civil rights complaints, and general student complaints.

The records of student discipline and complaints are kept confidential in the office of the vice president of student services and demonstrate timely action and appropriate resolution of complaints. The College has not identified any complaints indicating noncompliance with any Accreditation Standards.

The college catalog and the website provide the names and addresses of all the College’s accrediting bodies, including contact information for filing complaints against the institution. (CP.13)

The College complies with this policy.

INSTITUTIONAL DISCLOSURE AND ADVERTISING AND RECRUITMENT MATERIALS

Regulation citations: 602.16(a)(1)(vii); 668.6.

The College provides accurate, current, and appropriately detailed information to students and the public about its programs, locations, policies, and accredited status. Programs are described clearly in the college catalog and on the website; the class schedule and the catalog give clear location and direction for both the Fremont campus and the Newark Center, as well as providing precise locations for all classes; the College website includes all board policies and administrative procedures; and the College’s accredited status is detailed in both the catalog and on the website.

The College complies with this policy.

TITLE IV COMPLIANCE

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The College has addressed all the required components of Title IV and aligns with the policy on institutional compliance. There have been no auditor-identified deficiencies in the College’s financial aid program, nor have there been any federal audits or noted deficiencies. (See III.D.15)

The student loan default rate for the most recent reporting year (2015) is 10.5%, well below the federal threshold of 30%. (See III.D.15)

Contractual relationships for educational and library service meet the Commission’s guidelines for good practice and are not the kind that require a substantive change proposal. (See III.D.16)

The College complies with this policy.
F. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

EVIDENCE:

CP.1 College Council minutes, September 24, 2018
CP.2 Board of Trustees workshop agenda, April 24, 2019
CP.3 Accreditation
CP.4 Institution-set standards
CP.5 College catalog – Curriculum guides
CP.6 BP 4020 - Program and Curriculum and Course Development
CP.7 College catalog -Fees
CP.8 Tuition and fees
CP.9 College catalog – Degrees, certificates, and transfer
CP.10 AP 4105 - Distance Education
CP.11 College catalog – Policies and procedures, page 277
CP.12 Complaint procedures
CP.13 College catalog – Accreditation, page 18
“Ohlone College will be known throughout California for our inclusiveness, innovation, and exceptional student success”
—Ohlone College Vision Statement

G. INSTITUTIONAL ANALYSIS | Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
G. INSTITUTIONAL ANALYSIS

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A Mission

I.A.1. | The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

EVIDENCE OF MEETING THE STANDARD

As one of the California Community Colleges (CCCs), the overall mission of the College is consistent with the State’s educational master plan, addressing degree completion, transfer, vocational education, basic skills, and personal enrichment. The College, however, has adapted the systemwide mission to include emphases on excellence, inclusiveness, and student success, crafting the following Ohlone College mission statement reflective of the values and priorities of the College:

Ohlone College responds to the educational and workforce needs of our diverse community by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment, and by awarding associate degrees and certificates to eligible students. Ohlone is a safe, innovative, multicultural, and inclusive environment where successful learning and achievement are highly valued, supported, and continually assessed.
ANALYSIS AND EVALUATION

The mission statement describes the College’s intent to respond to the educational and workforce needs of the diverse community, outlining the College’s broad educational purpose, as well as its intended student population within the richly multicultural cities that make up the district and surrounding East Bay environs. Although the mission statement has recently been reviewed and revised (I.A.1), the evaluative process of this self-assessment has prompted a further review of the mission statement. Currently that review is in the hands of the institutional effectiveness committee prior to a presentation to college council.

Given substantial changes to how CCCs do business—notably, restricting repeatability; implementing multiple measures assessment that align with Assembly Bill 705 to reduce the need for basic skills; and the guided pathways and the student centered funding formula emphases on degree completion and transfer—the College had to address the viability of parts of its mission statement. Basic skills and personal enrichment will continue to comprise goals for the College, but will clearly not be as predominant as they were before recent state mandates.

The mission addresses the appropriate program awards—associate degrees and certificates—the College confers. In support of student learning and achievement, the mission statement also notes that educational programs and instruction are expected to be of high quality. The California Community College Chancellor’s Office (CCCCO) annually assesses performance of all 114 CCCs and publishes that data as statewide Student Success Metrics (previously known as the Student Success Scorecard) and identifies peer groups throughout the state. The College’s consistent rankings above both statewide and peer averages on Scorecard metrics support that mission statement aspiration calling for high quality educational programs and instruction.

The mission statement also describes the College’s commitment to being a safe, innovative, multicultural, and inclusive environment. In support of this mission statement goal, the College adopted an Inclusion and no hate resolution, passed in December 2016. (I.A.2) This resolution reinforces the College’s mission to serve a diverse population without hindrance and with the full support of faculty, staff, and administration. Additionally, Goal #7 of the College’s strategic plan (I.A.3) provides focus for the College to pursue innovation, supporting that goal within the mission statement.

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

EVIDENCE OF MEETING THE STANDARD

The College has never been hesitant to freely share data that reflects how effectively it is accomplishing its mission. Performance indicators in the Student Success Scorecard (I.A.4) show the College to be among the
top performing colleges in the California Community College system, regularly above peer and statewide averages and often at, or near, the top of peer college comparisons. These kinds of metrics support the mission statement goal of “...offering high quality instruction...where successful learning and achievement are highly valued, supported, and assessed.” That high quality extends to basic skills—where data shows the College having the highest remedial math improvement rate among all 114 California community colleges; to career development—the course completion rate of credit vocational courses is up 9.3 percent and is fifth highest among 23 peer colleges identified by the CCCCO; to university transfer—where the overall success rate for students completing degrees and/or transferring is tenth highest in the state. Similar data reflecting effective accomplishment of the college mission are found in the environmental scan (I.A.5), where data about the diversity of both the student body and the local community guides strategic planning and establishes alignment in responding “...to the educational and workforce needs of our diverse community...” by positioning the students and the communities we serve for a successful future.

The environmental scan is the repository for significant amounts of data, which is used to determine the composition of the district and how well it is being served; student characteristics and their success; and levels of achievement based on comparative data. (I.A.6) Mission-related data identifying trends in student population; educational offerings; awarded degrees and certificates; transfer; and student successes reflecting learning and achievement are readily available for decisions about institutional priorities and the needs of both students and the community.

The College also uses data—both quantitative and qualitative—to determine whether the mission directs institutional priorities. Program review (I.A.7) is the grass roots level for establishing institutional priorities, and all program reviews must address the data—be it learning and achievement data or data reflecting college and community composition. The program improvement objectives (PIOs) in program review then become the basis for establishing institutional improvement objectives (IIOs), informing the strategic planning and determining resource allocations. Additional data is supplied and referenced at each of these steps along the way to setting and supporting institutional priorities. One example of ongoing data collection during the setting of institutional priorities was the ultimate decision to arm sworn officers within campus police services. (I.A.8), (I.A.9) Significant amounts of data were gathered from numerous sources and thoroughly discussed, before setting this College priority that supports the mission statement goal of providing a safe environment.

**ANALYSIS AND EVALUATION**

When the president/superintendent and the interim vice president of academic affairs have both been community college researchers, it is to be expected that the College is strongly data driven in all its decision making processes. The culture of evidence is ongoing and pervasive at the College and is incorporated
into every aspect of the College—as is the centrality of the college mission. The exceptional level of student performance compared to statewide, peer group, and local community colleges—as reflected in the data—speaks directly to fulfillment of the mission and the College's value statement regarding excellence in “...high quality education and continuous institutional improvement.”

I.A.3. | The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

EVIDENCE OF MEETING THE STANDARD

The College consistently ensures that its mission guides institutional decision-making, planning, and resource allocation. (I.A.10) The College follows integrated, data-driven, strategic and annual cycles of planning and review to ensure quality of teaching and learning programs and services to students. Planning takes place on an annual and short-term operation cycle, as well as on a strategic and longer-term cycle.

The planning process includes the following major components:

1. Ongoing program and services review using enhanced data, including the environmental scan;
2. Linking program and services review, planning, and budget decisions; and
3. Regular assessment and review of college planning processes (including program review); this work is carried out by the institutional effectiveness committee, an arm of College Council. (I.A.11)

ANALYSIS AND EVALUATION

Each of these planning processes is linked to the college mission, vision, and value statements, and integrates with the goals and objectives set forth in the strategic plan, as highlighted in the College’s planning and decision making handbook (PDMH). (I.A.12) Program and services review (I.A.13) is a College wide, integrated process of evaluation and planning. Every three years, programs and services from across the college—including academic affairs, administrative services, the president’s office, and student services—engage in this process. These reviews tie the goals and objectives of programs and services with the goals and objectives of the College mission and the strategic plan. As an example, the counseling department program review addresses the relationship between its program and the College’s mission, linking achievements as well as program improvement objectives (PIOs) to the mission statement. (I.A.14) PIOs derived from the review are updated annually and form the bridge from program review to budget planning. (I.A.15) College council regularly reviews the process of integrating the PIOs and subsequent institutional improvement objectives (IIOs) into the budget.
The College follows integrated, data-driven, planning and review—all guided by the College’s mission statement. Resource allocation is linked to this mission-driven planning. Allocation for grant funded programs and initiatives—such as the student equity and achievement (SEA) initiative (I.A.16) or the strong workforce initiative—are also guided by the College’s mission. This planning cycle ensures a sustainable program review and planning process, integrated with the budget process, and provides vital grassroots input to all planning processes and budget decisions.

The College mission statement is reviewed annually by college council at its fall retreat. College council members are asked for any updates or clarifications needed to the mission statement to ensure the mission statement is clearly written and accurately reflects the mission of the College. At the August 2017 fall retreat, there were recommendations to change the mission statement. Following input and discussion by college council members (I.A.17), the college council’s proposed updated mission statement was approved by the board of trustees (Board) at their December 2017 meeting (I.A.18).

The mission statement is widely published, both online and in print. In addition to its presence on the College website and catalog, the mission statement appears on major planning documents—the strategic plan, for example—as well as in policy manuals—such as the PDMH (I.A.19), (I.A.20), (I.A.21), (I.A.22).

The mission statement undergoes an annual review by the College Council. As updates are made, they are then approved by the Board. The mission statement is included in a variety of widely published locations and documents, both on the web and in print.

The College meets the Standard.

EVIDENCE LIST

IA1 College Council minutes, October 9, 2017, page 3
IA2 Inclusion and No Hate Resolution
IA3 2015-2020 Strategic Plan
IA4  2018 Student Success Scorecard
IA5  Environmental Scan
IA6  Environmental Scan
IA7  Program Review site
IA8  Survey responses to arming officers, College Council minutes August 21, 2017
IA9  College Council agenda February 26, 2018
IA10 Planning Process
IA11 Planning Process
IA12 Planning and Decision Making Handbook
IA13 Program Review site
IA14 Counseling Department program review
IA15 College Council minutes May 7, 2018, page 2
IA16 Student Equity and Achievement initiative
IA17 College Council minutes, October 9, 2017, page 3
IA18 Board of Trustees minutes December 13, 2017, page 4
IA19 Mission, values, and goals
IA20 2019-2020 Catalog, page 6
IA21 2015-2020 Strategic Plan, page 4
IA22 Planning and Decision Making Handbook, page 6
I.B. Assuring Academic Quality and Institutional Effectiveness

ACADEMIC QUALITY

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

EVIDENCE OF MEETING THE STANDARD

Sustained, substantive, and collegial dialog characterize the work of the College. College Council—a participatory governance group representing all college constituent groups—is the venue for discussion of most issues relating to institutional effectiveness, and its meetings are open to all who wish to attend. (I.B.1) Faculty Senate addresses issues of academic quality and other such topics identified within the parameters of 10+1—those matters of educational and professional significance specified within state regulations as particularly pertinent to faculty. (I.B.2) Of course the College has the expected complement of committee—curriculum (I.B.3), student equity and achievement (SEA)(I.B.4), guided pathways (I.B.5), just to name a few—where focused dialog takes place about academic quality, equity, and continuous improvement of student learning and achievement. In addition, special forums are called to facilitate dialog around specific topics as they arise, notably multiple meetings of a designated workgroup to discuss the student centered funding formula (SCFF)—a legislative change that will significantly alter the way the College receives its state funds—and its expected impacts on the College (I.B.6). Also, the president/superintendent regularly hosts meetings of the President’s Advisory Committee (PAC). These meetings usually draw 50-100 political, business, education, and media leaders in relevant dialog about the College. Various other committees and workgroups meet for more specific dialog, from diversity—the Ohlone diversity and inclusion advisory committee (ODIAC)(I.B.7)—to management—the deans, directors, and administrative staff (DDAS) group—to initiatives for students—the SEA committee. (I.B.8)

ANALYSIS AND EVALUATION

The College demonstrates substantial collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement as outlined by the evidence. There are numerous committees at the College, and members include students, classified staff, confidential staff, instructional faculty, counselors, and administrators. The meetings are held at various intervals ranging from weekly to monthly and are open to the entire College. Any interested nonmembers can attend the meetings and voice their opinions. Each committee also communicates their
work efforts to the entire community through emails and website postings, and the president/superintendent highlights the major issues and concerns during the first week of each semester in the state of the college address. (I.B.9)

The engagement of the community through the PAC and the transparency of the SCFF workgroup demonstrate a willingness to go beyond the normal channels of communication. The SCFF workgroup, for instance, candidly shared the substantial loss of revenue facing the College resulting from the new funding formula. Then these workgroup meetings encouraged dialog among representative groups to freely discuss issues like budget impacts, potential ways of generating additional income, and the prospects of college downsizing. Even the PAC was alerted to the effects of the new funding formula, and its members were asked for input. Through multiple venues, among multiple constituencies, the College maintains ongoing dialog addressing student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

I.B.2. | The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

EVIDENCE OF MEETING THE STANDARD

The College has defined and regularly assesses student learning outcomes and student and learning support services. For several years, the student learning outcomes and assessment committee (SLOAC) (I.B.10), a subcommittee of the curriculum committee, actively managed the assessment process of student learning outcomes. Each course and instructional program would undergo frequent and regular assessment and review. As the culture of assessment became more embedded in routine college practice, it became apparent that committee management of the assessment process was unnecessary. With the creation of the Cloud SLO assessment site (I.B.11), ongoing assessment activities are monitored and tracked by the faculty SLOA coordinator.

The student services curriculum (I.B.12) details the vision of the student services division, centering around five main learning concepts that guide their work in defining the division’s student learning outcomes. In addition to these five learning concepts that characterize the student services division as a whole, each department within student services identifies and assesses its own SLOs via program review. In the counseling department program review, for instance, three SLOs that address the work of counseling are identified and assessed. (I.B.13)
ANALYSIS AND EVALUATION

SLOs for every course are assessed on a four-year cycle as detailed in the course student learning outcome assessment plan. (I.B.14) The six-year course review cycle provides regular opportunity to review and revise course SLOs, although generally revisions are made following the assessment cycle. Program review includes assessment of educational programs (degrees and certificates) and instructional and student services on a three-year cycle, with a two-year cycle for career education programs. (I.B.15) The plan for course review and the continued effort on assessment has become such an integral part of faculty initiatives that the College has determined that it is no longer necessary for a specific committee to monitor this effort. Hence, SLOAC dissolved as of fall 2019. Nonetheless, the College continues to conduct ongoing assessment of learning outcomes, both for instructional programs and for learning support and student services.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

EVIDENCE OF MEETING THE STANDARD

The College first established institution-set standards in 2013, setting for itself both standards—minimum levels of achievement below which the College should not fall—and benchmarks—aspirational goals to challenge greater achievement. These standards and benchmarks are reviewed, revised, and approved by faculty senate every two years, generally revised upward every two years as the College continues to improve its levels of achievement. To ensure that standards are appropriate, minimal standards are based on prior five-year performance, while benchmarks are set to be both challenging and attainable, and they all align with the College mission. The most recent set of standards (I.B.16) was approved by faculty senate in April 2018. (I.B.17) Currently the College tracks about 30 institution-set standards, evaluating progress in everything from Scorecard metrics to career education placement and licensure success rates to ratio of full-time students to levels of success for underrepresented groups. Annual assessments for each standard inform biennial revisions, and current standards and benchmarks are shared with college council and are available on the College website.

ANALYSIS AND EVALUATION

Granted, the College did not need to identify 30 standards, but the College also views itself as over-achieving. Given that self-concept, and the performance data to support it, the opportunity to revise-upward multiple standards and benchmarks has been appealing. At the April 2018 review of institution-set standards, ten benchmarks and 17 standards were revised upward; only two benchmarks and three standards were lowered, those due to the volatility of job placement and the difficulty in getting timely data to establish
trends. The College has established appropriate institution-set standards; regularly assesses, reviews, and revises the standards; and publishes the standards.

**EVIDENCE OF MEETING THE STANDARD**

The College has a long-standing commitment to data-driven decision-making, and a common first question in many discussions is, “What does the data tell us?” The research and planning office—comprised of an executive dean and a senior research analyst—provides most of the necessary assessment data, but with the College’s strong culture of assessment, many faculty know how to access trusted data sites—DataMart, for instance—on their own. Significant amounts of relevant data relating to student learning and achievement are regularly provided to all planning groups, notably through the environmental scan—which informs several College plans, such as the educational master plan (EMP), for one example—and program review data—which specifically addresses student learning and achievement by department.

In accord with the College’s planning and assessment cycle, all College planning processes start with an analysis of the data, and the primary goal of every College plan is to support student learning and achievement. For instance, the aforementioned SCFF forums were built around substantial data, but the ensuing discussions always included the comment, “How can we ensure that this action will not jeopardize students?”

**ANALYSIS AND EVALUATION**

The use of data—and, more importantly, what the data says and means—is an integral part of the College’s planning and decision-making processes. Specific data sets are regularly provided for assessment of student services, program review, and establishing faculty hiring priorities, for just a few examples. To ensure that career education data is current, the College subscribes to Economic Modeling Specialists International (EMSI) industry and occupation data. Numerous sites are accessed for comparative data; DataMart, Data on Demand, DataQuest, and Student Success Metrics are just several of the most commonly used. The research and planning office does extensive ad hoc queries of the College’s database to provide focused data in a timely manner as requests come in from faculty, administration, staff, or students, as they each seek ways to foster and support student learning and achievement.

The use of data—and the understanding of the place of data in the planning and decision-making processes—is a part of the College culture and integral to how the College operates. Data, both quantitative and
G. INSTITUTIONAL ANALYSIS  |  Standard I.B. Assuring Academic Quality and Institutional Effectiveness

qualitative, informs institutional decisions and plans; those decisions are made with an eye toward provoking and supporting student learning and achievement, consistent with the College slogan, “Students First.”

INSTITUTIONAL EFFECTIVENESS

I.B.5. | The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

EVIDENCE OF MEETING THE STANDARD

Program review is the grassroots first step in the College’s planning process. (I.B.26) In addition to instructional departments and services, student services, administrative services, and the offices reporting to the president/superintendent all do program review on a three-year cycle with annual updates to program improvement objectives (PIOs) based on most recent data. (I.B.27) Career education programs are on a two-year program review cycle with annual updates. Program review responds to available data as well as to provocative questions arising from the data that are posed by the research office. All program reviews are prompted to respond to alignment with the mission and alignment with strategic plan goals and objectives. (I.B.28) Using disaggregated qualitative and quantitative data, program reviews assess student learning and achievement, and they assess institutional effectiveness in supporting students in their learning and achievement. Distance education data is also disaggregated, as one of the institution-set standards addresses distance education course completion rates.

ANALYSIS AND EVALUATION

Program review is the hub around which college planning revolves, and program review is the means by which regular assessment of the College’s mission occurs. To ensure that programs are assessed from relevant points of view, data is disaggregated by ethnicity, age, gender, delivery mode, and special population groups. Where downward trends, disproportionate impact, or anomalies are evident, prompts for focused questions are included in the program review templates, and responses to those questions are given particular scrutiny in the program review approval and budget allocation processes. Recent examples of such scrutiny include deactivation of low-enrolled programs and reallocating student equity funds to better meet disproportionately impacted groups.

Although the College has maintained a robust program review for many years using the CurricUNET program review module, dissatisfaction among faculty and staff with the increasingly faulty software has prompted a review of the program review process. The examination began with investigating different software options to support program review, but the assessment broadened to include a more general review of the program
review process itself. Recently the College has purchased new software, Nuventive. This software will replace the CurricUNET platform and will be implemented in spring 2020 for use in fall 2020.

The goal of this assessment is to improve the program review process by employing a more intuitive and user-friendly software; integrating a self-serve data warehouse enabling user-generated data reports; and streamlining and integrating the requested narrative text. The College is also in the process of creating a representative program review committee for more broadly-based and engaged oversight of program review.

During the 2019-2020 academic year, comprehensive program review responsibilities will be on hold. This postponement will ensure equal opportunity for all constituents to be engaged in developing and learning the new program review procedures. All departments will, however, complete the one-year updates using a hard-copy format.

I.B.6. | The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

EVIDENCE OF MEETING THE STANDARD

As a part of both program review and the SEA, the College has consistently disaggregated data and made its analysis a part of the College’s planning processes. College wide data are disaggregated in the SEA (I.B.29) and, where achievement gaps are reported for either student learning or student achievement, improvement plans are developed to address those gaps, particularly where disproportionate impact for any group is reported. Program review data disaggregate populations by department (I.B.30), and where achievement gaps are noted, these gaps are specifically called out in research questions that become a part of the department’s program review template. The department then responds to these identified gaps and, where appropriate, creates a PIO to address the gap. When the improvement plans for either program review or the equity plan requires allocation or reallocation of resources, those resource needs become a part of the normal budget development process that integrates with program review and planning. Similarly, assessment of the efficacy of any improvement plans is included in the regular assessment processes of either program review or SEA.

ANALYSIS AND EVALUATION

Disaggregation of data is an ongoing component of the College’s assessment and planning process. This disaggregation process occurs at both the college wide and department levels; includes student services data as well as the instructional departments; and addresses multiple subpopulations, including ethnicity, age,
gender, mode of delivery, special populations (extended opportunity programs and services—EOPS; students with disabilities, foster youth, veterans, and international students, as examples) (I.B.31), campus locations, and other such subpopulations.

The College is then responsive to gaps that are revealed for these groups. As an example, disaggregated data revealed that evening students were not accessing student support services in significant numbers. The student services division responded by scheduling increased counseling and support service hours in the evening, resulting in greater access for evening students. (I.B.32) To ensure ongoing sensitivity to, and response to, adversely affected groups, the College continues to include one of seven goals within the strategic plan that specifically addresses the learning and achievement needs of underrepresented students. (I.B.33)

**EVIDENCE OF MEETING THE STANDARD**

As described in the Planning and Decision Making Handbook (PDMH)(I.B.34), the College regularly evaluates its policies, practices, and plans. The Board of Trustees (Board) reviews Board Policies (BP) to ensure their currency and propriety, while Administrative Procedures (AP) are regularly reviewed by the appropriate vice president, their staff, and appropriate governance groups to make sure that the APs correctly implement the BPs. These BPs and APs address all areas of the College—instruction, student services, finance, business services, resource management, governance, and student life. (I.B.35) College council, faculty senate, and/or Associated Students of Ohlone College (ASOC) also participate in the review and revision of APs to ensure widespread constituent input.

Planning processes are reviewed by the institutional effectiveness committee to assess the effectiveness of the planning process—not the plan itself. This committee looks at all the College’s major plans to see how the planning processes—including program review and the resource allocation process—might be improved. The committee then reports its findings to college council at the council’s fall retreat. (I.B.36)

The PDMH is reviewed and revised to address issues of governance; committee structure and reporting protocols; planning and plans; and resource allocation. The College is currently in the midst of assessing and updating the PDMH.
ANALYSIS AND EVALUATION
The College has the procedures in place for ongoing review of all of its policies and practices, and the College conducts those evaluations. Admittedly, with the unusually high turnover at some senior administrative positions, some of the reviews have been more sporadic than regular, but the reviews are being done and the results of those assessments have resulted in appropriate updates, revisions, and improvements. The institutional effectiveness committee had lapsed for several months, but is newly reconstituted and back on track. Review of BPs and APs are ongoing, with a new round of review starting June 2018, including a much clearer AP approval process. (I.B.37) Overall, college council and faculty senate consistently and appropriately guide the evaluation of College policies and practices, and updates are completed in a timely manner.

I.B.8. | The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

EVIDENCE OF MEETING THE STANDARD
The College is open in its communication with its constituents, both those at the College and those in the community. Through the President’s Advisory Committee (PAC), leaders in the community are regularly given reports of College activities and issues, and these leaders are asked for feedback and suggestions on how to better meet the needs of the community.

College students and employees have multiple venues for being informed about and for discussing issues, notably at college council and at faculty senate. Topics for presentation and discussion range from how well the College compares to local and statewide peers on the student success metrics (I.B.38), to what students are saying on satisfaction surveys (I.B.39), to how the College is going to adapt to declining enrollment and the impact of the SCFF. (I.B.40) The latter issue is also addressed through specific forums designed to engage the broader College community in concerns about enrollment and budget and to gather suggestions for addressing those concerns (I.B.41). Scorecard results, program review, governance group and forum discussions are all readily available online to College constituents.

The College then incorporates the appropriate data; feedback and suggestions from College and community constituents; and recommendations from governance groups in setting institutional priorities. Notably, the five-year strategic plan process that sets College priorities begins with the data collected from the environmental scan; with college wide input gathered at an all-day forum of faculty, staff, and students; and with discussions within multiple small group meetings among community members and leaders.
ANALYSIS AND EVALUATION

Transparency and collegiality are characteristics for which the College seeks to excel. When there are evident strengths—Student Success Scorecard data, for instance—the College is eager to communicate that news to all stakeholders. But when the College is facing crises—be it budget shortfalls prompted by the SCFF or subpopulations of students not achieving at an acceptable rate—the College is even more diligent in ensuring that all constituent groups are informed about the issues.

The PAC is a particularly engaged group of business, education, political, and media partners in the community. At PAC meetings, presentations and discussions are open and honest about the challenges the College may face. Not only does each meeting provoke helpful suggestions for improvement, but subsequent meetings are then used to report back on suggestions that have been implemented and how well these suggestions for improvement have worked, thereby ensuring communication and credibility between the College and the community.

The College community is consistently engaged, with venues ranging from regular college council and faculty senate meetings open to all, to specifically focused forums for discussing issues like the impact of SCFF or the process of budget development. Whether it be sharing the accreditation process; feedback from student surveys; impacts of recent legislation on revenue or curriculum; or academic performance as compared to statewide and local peers, the College continuously strives to engage all of its constituent groups, both those within the College and those within the community.

EVIDENCE OF MEETING THE STANDARD

The PDMH outlines the College’s comprehensive planning processes (I.B.42), all of which are guided by the mission and strive to improve institutional effectiveness and academic quality. The strategic plan is the single comprehensive plan, rewritten every five years, but assessed and updated annually. (I.B.43)(I.B.44) This plan incorporates the goals of all the major College plans—technology plan (I.B.45); educational master plan (I.B.46); student success and support plan (I.B.47); SEA (I.B.48); facilities master plan (I.B.49)—and it aligns with the statewide vision for success. (I.B.50) Each of the specific plans are informed, in part, by program review, which, in turn, integrates into the resource allocation process. Every plan begins with appropriate data and analysis, either college wide data from the environmental scan (I.B.51) or multiple
other data sources, or department-specific data associated with program review. Every planning process is regularly scheduled and includes ongoing assessment and updates. (I.B.52) This process allows the College to set long-term goals and priorities, but to also be nimble enough at each annual assessment to make revisions to address short-term needs.

**ANALYSIS AND EVALUATION**

The response to challenges of the past few years—declining enrollment; legislative mandates impacting placement, basic skills, and funding; statewide imposition of common goals; administrative turnover—demonstrate how resilient the College plans and planning processes are and how well these plans can adapt as changes are thrust upon the College. Regular, appropriate, and current data identify trends and provide relevant assessment of the efficacy of plans, from the grassroots level of program review to the comprehensive, college wide strategic plan. The College is then responsive to that data to make updates while maintaining the integrity and intent of the initial plan. For instance, the State required that every California Community College integrate statewide goals into each college’s strategic plan. Using current data and conducting dialog among all appropriate groups, the College was able to establish college-appropriate metrics aligned with the statewide goals while keeping the College’s five-year strategic plan intact.

Data gathering and analysis, mission-driven planning, annual assessments and updates are key elements within the college culture. Program review, major college plans, and resource integration are a given, as is a flexibility to make revisions in response to short-term needs or unexpected mandates. Collaborative processes consistently inform and guide College planning.

**CONCLUSIONS ON STANDARD I.B. ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS**

The College meets the Standard.

**EVIDENCE LIST**

- I.B.1 College Council site
- I.B.2 Faculty Senate site
- I.B.3 Curriculum Committee site
- I.B.4 Student Equity and Achievement site
- I.B.5 Guided Pathways site
- I.B.6 Student Centered Funding Formula site
I.B.7  ODIAC site
I.B.8  Student Equity and Achievement site
I.B.9  President’s State of the College addresses
I.B.10 Student Learning Outcomes and Assessment Committee site
I.B.11 Cloud SLO Assessment site
I.B.12 2019-2020 Catalog, page 26
I.B.13 Counseling Department program review
I.B.14 SLO Assessment Plan
I.B.15 Program review schedule
I.B.16 Institutional standards and benchmarks
I.B.17 Faculty Senate minutes April 18, 2018
I.B.18 Research and Planning site
I.B.19 DataMart site
I.B.20 Environmental Scan
I.B.21 Student Services program review data
I.B.22 Faculty Position Planning data
I.B.23 DataMart site
I.B.24 DataQuest site
I.B.25 Student Success Metrics
I.B.26 Program Review site
I.B.27 Annual program review process chart
I.B.28 Program Review site
I.B.29 Student Equity and Achievement site
I.B.30 Program review data by department
I.B.31 EOPS program review data
I.B.32 Student Services access by location
I.B.33 Strategic goals, see Goal #4
I.B.34 Planning and Decision Making Handbook
I.B.35 Board Policies (BP) and Administrative Procedures (AP)
I.B.36 College Council retreat August 20, 2018
I.B.37 Process for Administrative Procedure Review and Update
I.B.38 2018 Student Success Scorecard
I.B.39 2018 HERI Diverse Learning Environments survey
I.B.40 Student Centered Funding Formula site
I.B.41 Budget forum
I.B.42 Planning and Decision Making Handbook, page 13ff
I.B.43 2015-2020 Strategic Plan
I.B.44 Planning and Decision Making Handbook
I.B.45 Technology Master Plan
I.B.46 Educational Master Plan
I.B.47 SSSP
I.B.48 Student Equity and Achievement site
I.B.49 Facilities Master Plan
I.B.50 California Community Colleges’ Vision for Success
I.B.51 Environmental Scan
I.B.52 Planning and Decision Making Handbook, page 22
I.C. Institutional Integrity

I.C.1. | The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER20)

EVIDENCE OF MEETING THE STANDARD

The College provides information regarding its mission statement; degrees and certificates; student support services; and accreditation status in the annual college catalog, each term’s printed class schedule, and on its website. (I.C.1) Learning outcomes are made available on every class syllabus. The College’s vision, mission, values, and goals—which include the mission statement—are included in the first several pages of both the annual catalog (I.C.2) and each term’s printed class schedule, making these core values of the College easily apparent and available to students, employees, and the public. Information for the class schedule, catalog, and College web page are routinely reviewed and updated by the appropriate employees to ensure that information is clear and accurate; additional diligence is taken to ensure that the College provides consistent information throughout all modes of communication to students and the public. Faculty include the student learning outcomes for their courses on their syllabi each semester. At the beginning of each semester, faculty submit their syllabi to their division office, who ensures that the student learning outcomes listed therein are identical to the student learning outcomes on the course outline of record (COR), thereby ensuring the accuracy and integrity of information provided to students. In addition to the College’s accreditation status being accurately conveyed to students and the public, the accreditation status of specified programs—such as the health sciences programs—are accurately conveyed.

ANALYSIS AND EVALUATION

One of the hallmarks of the College, which it strives continuously to maintain, is integrity. Essential component parts of integrity include clarity and accuracy, as well as transparency. The College is consistently clear and accurate in its dissemination of information to all of its constituents, ensuring that the mission statement, learning outcomes, educational programs, and student support services are easily, publicly available and are communicated with integrity.
I.C.2. | The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

EVIDENCE OF MEETING THE STANDARD

The College has both printed and online versions of the College catalog containing all relevant information necessary for current and prospective students to plan their academic future. (I.C.3) The College ensures that the printed and online versions of the catalog are identical. The catalog is updated once each year, and any changes from the previous year are integrated into the new document.

ANALYSIS AND EVALUATION

To ensure accuracy of information, the curriculum and scheduling office solicits input from the appropriate college personnel, who must provide any updates before the catalog is printed.

I.C.3. | The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

EVIDENCE OF MEETING THE STANDARD

Every COR has student learning outcomes (SLOs), and every corresponding syllabus also lists the expected SLOs for each section of the course. CORs are publicly available on the College’s CurricUNET website. (I.C.4) Assessment of learning outcomes is documented on the Student Learning Outcomes Assessment Committee (SLOAC) web page. (I.C.5) Student success metrics are widely shared, with Student Success Scorecard performance indicators and comparisons to peer colleges (I.C.6) published in the environmental scan (I.C.7) and on the research and planning web page. (I.C.8) Scorecard results are shared annually with the board of trustees (Board), as well. Additional success metrics are reflected in the institution-set standards presentation to the faculty senate (I.C.9); the ACCJC annual report; presentations to multiple committees and workgroups at the College—college council and guided pathways, for example; and at the president’s advisory committee (PAC), a large group of community leaders who meet monthly to stay informed about and make suggestions to the College. The College is very data-driven in its planning and budgeting and, therefore, freely shares assessment results to keep both the College community and the local community aligned with the rationale for decision-making and to inform them of the results of implementing decisions, whether those results be positive or not.
ANALYSIS AND EVALUATION

Through multiple venues, the College transparently shares assessment of student learning and achievement with all of its constituents, including current and prospective students and the public. The College is pleased to highlight those metrics where it is particularly high performing—Scorecard results, for instance, where the College’s performance metrics rank highest in the state—but the College also has the integrity to share areas where the indicators are not as high as they could be—the Scorecard Skills Builder metric, as an example. Because one of the College’s value statements is integrity, and with that, transparency, all assessments of student learning and evaluation of student achievement are freely shared and publicly accessible on the College website.

I.C.4. | The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

EVIDENCE OF MEETING THE STANDARD

All of the College’s credit and noncredit certificates and degrees are detailed in the College catalog—both print and online—and on the College website. (I.C.10) The curriculum guide for every certificate and degree includes the catalog description; requirements to earn the certificate or degree; student learning outcomes; required and elective courses; and units. All of these items originate in CurricUNET, which is available for the students and public to view.

ANALYSIS AND EVALUATION

Each degree and certificate is described in the catalog in a manner that enables students to understand the program requirements clearly, including minimum required units, acceptable GPA, residency, and for degrees, options to meet general education requirements. Both degrees and certificates display expected student learning outcomes, and all educational programs have descriptive text indicating the purpose served by completing the prescribed curriculum. Additionally, degrees indicate whether the content of the program is transfer-oriented or vocational; vocational degrees generally include an accompanying certificate of achievement. Low unit certificates of accomplishment are clearly described as usually career or job related and are not eligible to appear on a student’s transcript. The curriculum guides for all educational programs are regularly audited to ensure that the described degree and certificate information is accurate.

I.C.5. | The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
EVIDENCE OF MEETING THE STANDARD

To assure integrity in all representations of its mission, programs, and services, the College regularly reviews institutional policies, procedures, and publications. There is ongoing review of Board Policies (BP) (I.C.11) by the Board and Administrative Procedures (AP) (I.C.12) by the College, and regular review of committee and planning procedures by the college council with input from the institutional effectiveness committee. If the institutional effectiveness committee identifies any gaps, it brings those findings to the college council during the semi-annual retreat.

Additionally, college council maintains the planning and decision making handbook (PDMH) (I.C.13) and reviews institutional policies that are neither BPs or APs, such as the nonsmoking policy and the decision to arm sworn police officers.

ANALYSIS AND EVALUATION

Through the ongoing use of multiple review mechanisms of policies, procedures, and publications, the College assures integrity in all representations of its mission, programs, and services.

I.C.6. | The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

EVIDENCE OF MEETING THE STANDARD

A comprehensive estimated cost of attendance calculator, which includes tuition and required fees; books and supplies; room and board (meals); and other related expenses, minus estimated grant and scholarship aid; is provided for current and prospective students and their families on the College’s financial aid web page. (I.C.14) This cost of attendance calculator is based on what similar students paid in a previous year. Information is also provided on the admissions and records web page regarding comparable costs of attending the first two years of college at the College and two local public universities, San José State University and University of California at Berkeley. (I.C.15) Additional links and instructions to apply for financial aid and other types of assistance provide help with further cost of attendance estimates based upon individual qualifying factors. Chapter four of the College catalog (I.C.16) lists all specific fees related to tuition and services. Textbooks are a variable cost, which is calculated by accessing information about required individual class materials online via WebAdvisor, which students access to register for classes. Qualifying information about cost estimates, disclaimers regarding fees subjectivity to change, and necessary updates are transparent and remain current.
ANALYSIS AND EVALUATION

Current and prospective students can find information regarding fees and the estimated cost of attendance from a variety of readily available sources and media. The College catalog is available in both print and online formats. Students may receive registration assistance, academic counseling, and financial aid application assistance if needed.

I.C.7. | In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

EVIDENCE OF MEETING THE STANDARD

BP 4030 on Academic Freedom (I.C.17) was approved in November 2005; reviewed and reapproved in March 2010; and amended in November 2015. This policy is available on the College website, the faculty handbook, and the College catalog.

BP 4030 states: “Academic Freedom includes the protection of the opportunity for the teacher to teach, and for the teacher and the student to study, without coercion, censorship, or other forms of restrictive interference and that academic freedom encourages the flow of ideas with the recognition that freedom to teach and freedom to learn imply both rights and responsibilities within the framework of the law.”

It goes on to specify: “Instructors as citizens, members of a learned profession, and representatives of the Ohlone Community College District shall be free from District censorship and discipline when speaking or writing.”

ANALYSIS AND EVALUATION

BP 4030 assures institutional and academic integrity by making a clear commitment to the free pursuit and dissemination of knowledge; identifying the importance of intellectual freedom for both faculty and students; and actively opposing censorship.

I.C.8. | The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.
EVIDENCE OF MEETING THE STANDARD
The College has published policies available on the website and in the catalog that promote honesty, responsibility, and academic integrity for both College employees and students. AP 3050, the Institutional Code of Ethics (I.C.18), sets the standard of behavior for all College employees. The human resources department sends all employees the Code of Ethics each January. It states:

The Ohlone Community College District recognizes its responsibility and obligation to the community, students, and staff to act with honesty, integrity, and professionalism in the performance of the operations necessary to achieve its established mission. Professionalism includes avoiding abusive conduct or bullying those with whom you interact.

All District employees share the responsibility to always act with integrity and in a manner that reflects the best interests of the District and its students. This Code of Ethics applies to behavior during the course of employment and is communicated to all employees of the District upon hire.

There are eleven specific standards of conduct for all employees which address a range of values such as adherence to the law, following the College’s mission, professional standards, committing to equal opportunity for all, maintaining confidentiality, protecting college assets, respectful behavior, social media discretion, and environmental stewardship.

For students, a code of conduct was adopted in 2015 (I.C.19) that establishes standards of conduct and establishes the discipline and due process if these standards are violated. It states:

In joining the academic community at Ohlone College students have the right and share the responsibility to exercise the freedom to learn. Like other members of the academic community, students are expected to conduct themselves in accordance with standards of the College that are designed to perpetuate its educational purposes. These procedures are in accordance with California Education Code Section 66300, which requires each community college district to adopt standards of student conduct along with applicable penalties for violation.

ANALYSIS AND EVALUATION
The student code of conduct specifically defines and gives examples of behaviors that violate the College’s standards, how violations should be reported, due process, appeals, and consequences. The institutional code of ethics and the student code of conduct are routinely cited to encourage respectful, ethical behavior within the College community. When students or employees violate these standards, these codes are used to help educate and, if necessary, take appropriate legal measures to discipline or expel violators.
Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

**EVIDENCE OF MEETING THE STANDARD**

BP 4030 on Academic Freedom is available on the College website, catalog, and in the faculty handbook. According to BP 4030, “Instructors as representatives of the District should be accurate, objective, exercise appropriate restraint, encourage a spirit of mutual respect for the opinion of others, and ensure the relevancy of subject matter to their instructional areas.” Moreover, faculty “shall maintain an attitude of objectivity on controversial topics” and “become fully informed about the various viewpoints on problems relevant to their instructional assignments and present pertinent and objective data to their students.”

In addition, the policy details five major considerations for teaching controversial subjects: objectivity, respect for others, relevant data, suitable learning materials, and time consideration.

To ensure that faculty adhere to BP 4030, each semester the academic deans review all syllabi to establish compliance with the COR. Regular evaluations of faculty also occur. For full-time faculty, there is a four-year evaluation process prior to granting tenure. In this process, students, peers, and academic deans evaluate a faculty member’s performance annually. After gaining tenure, full-time faculty evaluations occur at least once every three years. For part-time faculty, student evaluations and class observations occur once each year for three years, based on the semester of hire. For part-time faculty granted re-employment preference after three years, evaluations occur once every three years. Details regarding these evaluation processes are available in the faculty handbook (I.C.20) and in the United Faculty of Ohlone College (UFO) contract. (I.C.21)

**ANALYSIS AND EVALUATION**

Through BP 4030 and the use of ongoing evaluations, policies and processes exist to ensure that faculty present information fairly and objectively, distinguishing between personal conviction and professionally accepted views.

While these processes exist, the faculty handbook needs updating from the 2017-2018 version. It does not currently reflect the evaluation processes described in the UFO contract.

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.
EVIDENCE OF MEETING THE STANDARD

The College website includes documents related to the College’s mission, vision and values; codes of conduct; academic dishonesty policies; Board policies; Board resolutions; and student and employee handbooks. Application procedures for full-time employees require responses to supplementary statements regarding commitments to diversity and environmental sustainability. In the required application packet, prospective part-time employees receive a copy of the use of technology policy, harassment policy, substance abuse policy, and are required to sign a document confirming receipt of stated policies as well as a loyalty oath to the United States of America. Full-time employees receive a copy of the use of technology policy, harassment policy, and substance abuse policy prior to signing an employment contract or offer letter.

ANALYSIS AND EVALUATION

Prospective students and employees of the College can access and are provided with information regarding the mission, vision, values, and goals; the institutional code of ethics; commitment to diversity; commitment to environmental sustainability; use of equipment policy; harassment policy; and substance abuse policy prior to attendance or completion of hiring procedures.

Not applicable. The College does not operate in a foreign location.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

EVIDENCE OF MEETING THE STANDARD

In the 2014 self-evaluation report (I.C.22) and the subsequent 2015 follow-up report (I.C.23) and 2017 midterm report (I.C.24), the College has complied with the Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements. Recommendations from the Commission were addressed within the specified time period and were verified as adequate by the visiting team. The College discloses on its website and in its catalog all required information about the College’s accredited status. Substantive
change requirements are current, and the College responds to annual ACCJC reporting requirements in a timely manner.

**ANALYSIS AND EVALUATION**

The College is in compliance with all requirements established by the Commission, including those for public disclosure, institutional reporting, and substantive change. The College responds to required reports by the due dates and all information about accredited status and relationships with the accrediting association are publicly reported and available to the College and local communities.

I.C.13. | The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

**EVIDENCE OF MEETING THE STANDARD**

The College consistently advocates and demonstrates honesty and integrity in its relationships with external agencies. External agencies include, but are not limited to, the California Community Colleges Chancellor’s Office (CCCCO), ACCJC, the board of registered nurses (BRN), the commission on accreditation for respiratory care (CoARC), career center, the cities of Newark and Fremont, the College’s external auditors, and the citizens’ bond oversight committee (CBOC).

The College has consistent follow-up with external agencies and is involved in regular audits that confirm the College is in compliance with regulations and statutes. For example, the College issued a representation letter (I.C.25) and presented its financial position in Management’s Discussion and Analysis included in the Gilbert and Associates, Inc. Report of Independent Auditors dated November 2018. (I.C.26)

In addition, the College is in compliance with regulations and statutes related to measure G, the College’s $349 million general obligation bond, which was approved by the voters in November 2010. Annually, the CBOC provides a report with respect to monitoring expenditures associated with the Bond to insure the proceeds have been expended for the purposes set forth in the ballot language. The committee chair letter for 2017-2018 (I.C.27) states that, to the best of its knowledge based on current auditor reports and regular reporting by the College to the CBOC, the College is in full compliance with the responsibilities outlined in Article XIII A, Section 1 9(b)(3) of the California State Constitution, which addresses bond indebtedness incurred by a community college district.

The College describes itself in consistent terms to all of its accrediting agencies. Accreditation status can easily be found on the homepage of the College’s website under “at a glance.” (I.C.28) This site includes the
accreditation commission action letter dated June 20, 2015. (I.C.29) The accreditation midterm report dated March 15, 2017 can also be found online. (I.C.30) In addition, accreditation status is included in the College catalog. (I.C.31, page 18) AP 3200, accreditation, states that the College is accredited by the ACCJC and describes the accreditation process in detail. (I.C.32) (ER21)

Several of the College’s programs work closely with outside licensing and certification organizations, such as the BRN and the CoARC. Accreditation status for the registered nursing program (I.C.33) and the respiratory therapist program (I.C.34) are included on the College website.

ANALYSIS AND EVALUATION
The College consistently advocates and demonstrates honesty and integrity with a variety of external agencies. These include, but are not limited to the CCCCO, ACCJC, BRN, the CoARC, career center, the cities of Newark and Fremont, the College’s external auditors, and the CBOC. The College describes itself in consistent terms on its website and in correspondence to all of its accrediting agencies through accreditation reports, AP 3200, and within the College catalog, all of which are available for Commission, student, and public view.

I.C.14. | The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

EVIDENCE OF MEETING THE STANDARD
The College is a public institution of higher education and therefore does not have a mission based on generating financial returns for investors, contributing to a parent organization, or supporting external financial interests.

CONCLUSIONS ON STANDARD I.C. INSTITUTIONAL INTEGRITY
The College meets the Standard.

EVIDENCE LIST
I.C.1 | Accreditation
I.C.2 | 2019-2020 Catalog, page 6
I.C.3 | 2019-2020 Catalog
I.C.4 | CurricUNET
G. INSTITUTIONAL ANALYSIS | Standard I.C. Institutional Integrity

I.C.5 SLOAC
I.C.6 2018 Scorecard
I.C.7 Environmental Scan
I.C.8 Research and Planning
I.C.9 Institution Set Standards
I.C.10 2019-2020 Catalog, pages 58 ff
I.C.11 Board Policies
I.C.12 Administrative Procedures
I.C.13 Planning and Decision Making Handbook
I.C.14 Financial Aid
I.C.15 Cost Comparisons
I.C.16 2019-2020 Catalog, pages 34-36
I.C.17 BP 4030 - Academic Freedom
I.C.18 AP 3050 - Code of Ethics
I.C.19 Student Code of Conduct
I.C.20 Faculty Handbook
I.C.21 Faculty Contract
I.C.22 2014 ACCJC Self-Evaluation Report
I.C.23 2015 ACCJC Follow-Up Report
I.C.24 2017 ACCJC Mid-Term Report
I.C.25 Representation letter
I.C.26 2018 Final Audit Report
I.C.27 Citizens Bond Oversight Committee report
I.C.28  Accreditation
I.C.29  ACCJC Action Letter, June 2015
I.C.30  2017 ACCJC Mid-Term Report
I.C.31  2019-2020 Catalog, page 18
I.C.32  AP 3200 - Accreditation
I.C.33  Nursing program accreditation Respiratory
I.C.34  Therapist program accreditation
Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

EVIDENCE OF MEETING THE STANDARD

The College offers a comprehensive selection of instructional programs within the context of its mission to respond to the “educational and workforce needs of our diverse community by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment, and by awarding associate degrees and certificates to eligible students.” (II.A.1)

The College offers instruction in basic skills, transfer, and career development, with a variety of delivery methods including fully online, hybrid, and face-to-face classroom instruction. Additionally, the College offers a robust selection of associate degree programs, which are offered both to prepare students for transfer to baccalaureate institutions, as well as degrees in career education designed to prepare students to enter the workforce. (II.A.2)
Each program and course is in alignment with the mission and goals of the college and that alignment is documented in the curriculum management system (CurricUNET). (II.A.3) Each program and course also has identified student learning outcomes (SLOs) that are clearly identified and appropriate to the level of the course or program. (II.A.4 as an example of course SLOs; II.A.5 as an example of program SLOs)

When certificates and degrees are entered into CurricUNET, the faculty originator needs to identify how the program supports the College mission. (II.A.6) The program review process also reinforces alignment with the College mission as the report requires the department to identify how the program supports the mission statement. (II.A.7)

Each course outline of record (COR) and certificate or degree proposal must identify SLOs appropriate to the curriculum. The courses within each program are aligned to ensure that program SLOs are met through the completion of the courses that comprise the core requirements of the degree or certificate. Students are awarded the degrees and certificates by satisfactorily completing the necessary courses that align with the program SLOs.

**ANALYSIS AND EVALUATION**

The curriculum guides in the 2019-2020 catalog provide an excellent example of the number of degrees and certificates offered at the College. (II.A.8) Currently the College offers 27 associate degrees for transfer (ADTs) and 45 associate in arts and associate in science degrees. In addition to associate degrees, 33 certificates of achievement are offered, which are awarded for the completion of an organized series of courses in a particular emphasis area of 16 or more units. There are also 83 certificates of accomplishment of less than 16 units, which are often in job or career related disciplines. Recently the College has embarked upon noncredit offerings, focused primarily on short-term vocational programs. To date, the College has eight such noncredit programs, with additional ESL and math noncredit programs.

In 2017-2018, the College awarded a total of 1,077 associate degrees. Additionally, 66 certificates of achievement and 565 certificates of accomplishment were awarded in 2017-2018. Over the past five years, there has been a steady increase in degrees and certificates awarded. Associate degrees awarded have increased over 90 percent, certificates over 100 percent, and ADTs awarded have gone from 42 in 2012-2013 to 291 in 2017-2018.

The College currently is among the top ten of 114 California community colleges in its transfer rate. (II.A.9) As an additional marker of note, of the units earned by students in fall 2018, 85 percent were in transferable courses, illustrating the role of the College in promoting transfer.

Completion of programs at the College also lead to successful employment. For instance, the most recent cohort wage data available from the California Community Colleges Chancellor’s Office (CCCCO) shows that
85 percent of the College’s AA/AS graduates in science, technology, engineering, and math (STEM) disciplines were employed within three years after completion with a median wage in excess of $75,000. Similarly, 96 percent of nursing and respiratory therapist graduates were employed with median wages at $95,000 and $90,000 respectively. Of course not all graduates in all disciplines can boast of such lofty numbers, but all disciplines had employment rates at or above 60 percent, with the lowest rates being those graduates in the social sciences. (II.A.10)

Recently developed by the College’s Career Center, the College now offers student internship opportunities through a pilot program called iIntern. The program provides paid internships in five core career clusters: STEM; business and communication; wellness and health care; creative arts; and public service. In 2018-2019 the career center developed 828 internship opportunities as a means of supporting students’ career development.

The College offers a variety of courses and programs that are consistent with the mission and culminate in the attainment of SLOs at both the course and program level. Students are completing programs in increasing numbers and are successfully transferring or finding employment.

II.A.2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

EVIDENCE OF MEETING THE STANDARD
Faculty have primary responsibility for the quality of curriculum. The curriculum committee, a subcommittee of the Faculty Senate, approves new degrees and certificates, as well as new and revised courses. To ensure courses and programs are current and relevant, faculty engage in program and course review on a regular schedule. Program review is completed every three years (every two years for career education programs), while course review is completed every six years, or more frequently if needed. The College follows the program and course approval processes mandated by the state and outlined in the program and course approval handbook (PCAH) provided by the CCCCO. (II.A.11)

Faculty are responsible for curriculum development and review and are provided with tutorials created by the curriculum committee to assist them in this task. The tutorials review and explain the criteria established in
the PCAH to ensure consistency and quality. (II.A.12) To help faculty with the task of course review, the curriculum committee offers workshops during learning college week (LCW) before the fall and spring semesters begin. These workshops provide an opportunity for faculty to get hands-on assistance with completing curricular reviews. Regular course review and hands-on workshops help to ensure currency of content; appropriateness of learning outcomes and assignments; and the effectiveness of the methods of evaluation and consistency in each COR, along with quality of curriculum.

The curriculum committee, comprised of representative faculty from each division and chaired by a faculty member, oversees the course and program approval and review process. Curriculum committee minutes, which are posted on the committee’s web page, list approved revisions to courses, degrees, and certificates. (II.A.13)

The CurricUNET course and program approval module is used to process and document all curriculum activity. A status update on course review is maintained by the curriculum committee chair and updated twice per year. (II.A.14) The curriculum committee discusses the completion of course reviews by departments and collaborates with faculty to encourage timely completion of reviews.

Program review is scheduled for departments every three years (two years for career education), with annual updates and assessment of program improvement objectives. (II.A.15) Department faculty work together to evaluate data provided by the research and planning office in order to revise certificates and degrees in an effort to improve student success. During program review, faculty evaluate student success and equity data to determine changes necessary to improve student success and to reduce or eliminate disproportionate impact. Current, relevant data is provided annually by the research and planning office, along with a preliminary analysis of the data, to determine if any subpopulations of students are adversely affected or disproportionately impacted in any student learning or achievement metrics. (II.A.16) If disproportionate impact is evident, focused research questions or prompts are integrated into the program review template to provoke faculty to incorporate intervention strategies into the required program improvement objectives (PIOs), which are then assessed in subsequent years for efficacy in reducing disproportionate impact.

**ANALYSIS AND EVALUATION**

The College has a systematic review process whereby faculty members evaluate the quality of courses and programs on an ongoing basis to ensure continued rigor and quality. Courses are updated at least every six years as a part of the course review process. Program review has been an ongoing, robust process of assessment, evaluation, and improvement for years, and it is an integral component of the College’s entrenched assessment culture. Recommendations for improvement are captured in the PIOs, which emerge from analysis of data. Resource requests that are a part of the PIOs are integrated into the budget planning process. Multiple similar PIOs may also be consolidated into institutional improvement objectives (IIOs),
where they become an annual planning and budget priority. Beginning in fall 2019, with the purchase of a new program review data input tool, the College will be reviewing its program review processes, starting with the questions asked within the program review template. The decision to implement new or revised questions will be done within the context of the guided pathways work, focusing on an examination of student success in all the courses in programs rather than only discipline courses for a major.

**II.A.3. |** The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

**EVIDENCE OF MEETING THE STANDARD**

The College regularly assesses student learning outcomes for courses and programs. Course SLO assessment is done on a four-year cycle, and program student learning outcome (PSLO) assessment of certificates and degrees is completed during the program review process every three years or every two years for career education (CE) programs. Course SLOs are listed on syllabi for all classes and follow the official course outline of record, which all identify course SLOs. SLOs for programs are identified in the College catalog.

Completed assessments are published online in the Cloud SLO database. *(II.A.17)* The faculty SLOA coordinator is responsible for maintaining and updating course SLO assessment schedules, in conjunction with faculty and academic deans. In an effort to streamline the course SLO assessment process, the College designed the online Cloud SLO Database, which was implemented in fall 2015 and is the repository for all current SLO assessment projects. An archive of course SLO assessments completed before fall 2015 is also posted on the SLOA web page. *(II.A.18)*

Program student learning outcomes (PSLO) for programs, certificates, and degrees are regularly assessed as part of the program review process and align with assessment of course SLOs. To improve the assessment of learning outcomes for programs and make the process more meaningful, the College periodically reviews faculty training and professional development. PSLO assessment ultimately integrates with annual budget planning via the program review process. *(II.A.19)*

The College continually assesses the SLO assessment process, as evidenced by SLOA committee minutes, as well as curriculum committee minutes. The faculty SLOA Coordinator also records and reviews the college’s assessment activities in annual SLOA reports, which are posted on the SLOA web page. *(II.A.20)*
ANALYSIS AND EVALUATION

The College regularly assesses student learning outcomes for courses, programs, certificates, and degrees. Course SLOs are listed on syllabi for all classes and follow the official course outline of record, which all identify course SLOs. All SLOs for courses, programs, certificates, and degrees are identified in the College catalog. The College regularly assesses its SLO assessment processes and continually tracks, documents, and reports SLO assessment activities, and the College regularly engages in training and dialog on assessment.

In the past, SLO assessment was directed by a dedicated SLOA committee. Because of the exceptional guidance and training provided by the committee, the College became very adept and comfortable assessing SLOs. Now SLO assessment is such a part of the College culture that the committee itself has reached its objectives and, as of fall 2018, has concluded that there is not a need for the committee to continue. Creation, assessment, and refinement of SLOs will certainly continue, but will emerge organically from the program review process by faculty fully aware of the importance of SLOs and their assessment processes. The SLOA coordinator will continue to provide faculty with ongoing training and professional development.

EVIDENCE OF MEETING THE STANDARD

Pre-collegiate level curriculum is clearly distinguished from college-level curriculum, with notations in the catalog, the printed class schedule, and the online class schedule as “not applicable to associate degree.” Such courses are sequenced to build student readiness for advancing to the college level courses, and the appropriate sequences for math and English are clearly available to students. (II.A.21, for example)

In addition to these more common basic skills courses in math and English, the College has a unique sequence of pre-collegiate courses for its Deaf students, so both pre-collegiate math and English courses are available within the Deaf community. Beside credit courses taught at the pre-collegiate level, the College also is creating similar noncredit courses designed to prepare students for college level work. Math and ESL already have such courses approved, with English courses expected to follow.

ANALYSIS AND EVALUATION

With clear distinction between college-level courses and pre-collegiate courses, students are kept apprised of each course level, either collegiate or pre-collegiate. Pre-collegiate basic skills courses are sequenced so appropriate skills and knowledge are taught in a progressive manner, with students able to start wherever in the sequence that best aligns with their current knowledge. All pre-collegiate courses are designed to promote the knowledge and skills necessary to succeed at the college level.
II.A.5. | The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level. (ER 12)

EVIDENCE OF MEETING THE STANDARD

Faculty expertise is the driving force behind ensuring that all courses are appropriately using widely accepted norms in higher education. Faculty members engage in dialog through their department program review. Courses are created based on factors including new requirements from transfer institutions, responding to higher education standards, relationship to college goals, and assessment results. Faculty collaborate within their own departments and interdepartmentally to ensure courses are offered frequently enough to allow a full-time student to complete an associate degree within two years. Courses and programs are reviewed for depth, breadth, and rigor by the curriculum committee as part of the course and program approval process. The approval process ensures that faculty, academic deans, the articulation officer, and the curriculum committee have the opportunity to review the rigor of the course and that the course is in compliance with accepted norms. All associate degrees require a minimum of 60 units. Once the programs are approved, the requirements are published in the catalog with all unit and curriculum specific requirements. (II.A.22)

ANALYSIS AND EVALUATION

Through program review and the curriculum approval processes the College is diligent in ensuring the quality of curriculum. All associate degrees require a minimum of 60 units, appropriately met by general education breadth, major depth, and electives. Individual courses align with higher education standards for content, expected learning outcomes, instructional hours, and proper sequencing. Faculty continue to work toward clarifying pathways for students and working with academic deans to ensure that courses are scheduled in a timely manner for degree completion in two years.

II.A.6. | The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

EVIDENCE OF MEETING THE STANDARD

The College has several systems in place to ensure that students are able to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Academic deans consider whether a course is needed to graduate as a factor in whether to schedule the course. Additionally, the College uses data—including persistence and time-to-degree data—when creating the class
schedule. The College seeks to offer courses needed for a degree or a certificate, at minimum, every two years. As a part of the approval process by the CCCCO, the College must create a template demonstrating that the required associate degree coursework can be completed within two years. (II.A.23 as example of schedule planning tool; II.A.24, as an example of sequencing template)

In the event that the College does not offer a course on the schedule needed to complete a certificate and degree, the College has a course substitution policy that allows students to use another course to fulfill that requirement. Academic deans will approve a course substitution if they know a course will not be offered in a given year. (II.A.25)

**ANALYSIS AND EVALUATION**

Although the College does engage in a variety of practices to schedule courses in a manner that allows students to complete certificate and degree programs in a timely manner, there is more work to do in order to clearly document and systematize these practices. An enrollment management taskforce met several times in spring 2018 to discuss strategies for making scheduling more student-friendly in order to increase the likelihood that courses will be available when students need them. (II.A.26)

The guided pathways taskforce also plans to start work in fall 2019 on developing comprehensive program maps that will include major courses and general education courses. This process will start with three to five ADTs and will expand to other degrees and certificates over the next year. (II.A.27) As a part of the program mapping process, faculty will consider two-, three-, and four-year program maps to serve both full- and part-time students.

Through the implementation of clear academic and career pathways and comprehensive program maps, division offices will be able to use this information to schedule more effectively and to improve student ability to complete degrees and certificates in a timely manner.

**EVIDENCE OF MEETING THE STANDARD**

The College offers courses in a variety of delivery modes to meet the needs of its students. Students can take classes either fully on campus, fully online, or partially in-person and partially online (hybrid). Outcome data based on delivery mode demonstrate that the College effectively uses each of these instructional methods. Success rates for both in-person and online classes are above the statewide averages and are
comparable within the College, with in-person success at 74.7 percent and online success at 74.4 percent. These rates compare favorably to statewide success rates of 71.9 percent for in-person and 69.1 percent for online. Success rates for traditionally underrepresented groups also exceed statewide rates, with African American success in-person success at 70.3 percent and in online classes at 65.7 percent; this compares to statewide African American rates of 63.3 percent for in-person and 50.2 percent for online classes. Similarly, Latinx students succeed at rates of 69.3 percent in-person and 68.5 percent online, compared to statewide Latinx rates of 68.0 percent and 61.3 percent respectively.

To assist faculty with staying current with the developments in teaching methodologies, the professional development committee organizes workshops throughout the year, including bi-annual Learning College Week (LCW) the week before each semester starts. LCW offers a wide range of workshops focused on best teaching practices; strategies for supporting and retaining all kinds of learners; new and emerging teaching technologies; and other course, department, and program assessment and improvement topics. Part of LCW includes a master teacher panel where faculty share examples of their best instructional practices and strategies, and in the spring, tech day focuses specifically on online pedagogical strategies. Additionally, faculty are eligible to submit their courses to the online education initiative (OEI) design academy and several faculty have chosen to do this.

For faculty who desire to teach online, a review and approval of the course for distance education are required and are conducted by the distance education committee. Faculty also must undergo prescribed levels of distance education training before teaching an online class. To that end, the College recently hired an instructional designer to assist faculty in creating and maintaining high quality courses and to provide additional professional development opportunities. The recently revised AP 4105 gives detail of the effective use of distance education instruction.

The College also provides multiple on-campus learning support services. For example, the English Learning Center (ELC) provides tutoring in all English courses. (II.A.28) The Math Learning Center (MLC) provides similar tutoring for math students, ranging from basic arithmetic to high level mathematics. The MLC also provides limited peer and faculty tutoring for all of the physics and engineering courses, including the trigonometry-based and calculus-based physics courses. (II.A.29)

An on-campus, college wide tutoring service features a central tutorial services operation with numerous other discipline- or location-specific tutoring sites. All sites give academic support to students needing extra help in understanding the concepts presented in the instructional process. Peer tutoring is offered in person at one of several learning centers on the two sites. These include the ELC and the MLC.

Embedded tutoring is also available on a limited basis. An embedded tutor is a peer tutor who is placed into a selected class. This allows the tutor to help students in the class itself as well as through study sessions...
outside of class. Embedded tutoring sessions are regularly scheduled, out of class, group tutoring sessions. In addition, limited one-on-one tutoring is provided depending on student needs. The embedded tutor works closely with the instructor and students, both to provide tutoring and to develop study skills. (II.A.30)

The College has several other student support services incorporated to meet the needs of its students, most of which are discussed in Standard IIC. Of particular note are new technologies—online tutoring through NetTutor, an early alert and support system for at risk students through Starfish, and on demand student success workshops through Student Lingo—all discussed in detail in IIC.

**ANALYSIS AND EVALUATION**

In order to meet students where they are, accommodating diverse learning styles and educational preparedness, the College has employed multiple strategies to provide all students opportunity to learn and to achieve. The College has the full complement of student services and learning support services to meet student need, but has been seeking ways to serve students even better over the past several years. The hiring of a director of tutoring allowed expansion of tutoring services and the development of the embedded tutor program. The adoption of online technologies increased access as well as communication, especially to support at risk students. The hiring of an instructional designer will help with the development of standardized online course shells to improve consistency across courses and faculty, as well as improving effectiveness of its online offerings. However, the College also recognizes that more can be done. Currently a first year experience program is being developed, especially aimed at improving fall-to-spring persistence and to target those groups for whom persistence rates are lower than the college average.

Two unique examples of effectively using teaching methodologies and support services are the College’s STEM-focused learning communities, the Ohlone Math Gateway (OMG). (II.A.31) and the African American, Pacific Islander, and Hispanic/Latinx (A²π) launchpad learning community (II.A.32) These two programs combine cohort classes, support services, and program-dedicated faculty. OMG has been particularly successful in moving basic skills math-level students through an accelerated curriculum (four semesters of math in one year) that takes them from remedial math to calculus, and beyond into an engineering or computer science major. The college wide rate of students beginning in basic skills math and successfully completing calculus is 9.3 percent; for OMG students the rate is almost 75 percent. Additionally, the OMG success rate in subsequent engineering courses is almost 90 percent; the computer science track is new. OMG students have also received summer internships with multiple Silicon Valley companies. The A²π learning community is designed to address the needs of traditionally underrepresented students who are interested in STEM careers, with a focus on engineering technology and smart manufacturing. This new learning community also marries academic coursework in cohort-based engineering classes with exposure to the real-world work environment.
II.A.8. | The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

EVIDENCE OF MEETING THE STANDARD

The College generally does not use department-wide course or program assessments. SLOs, for example, are assessed by faculty who teach the course, which may mean in most cases that a single faculty member is responsible for the SLO assessment. Course SLOs then become the basis for assessing learning outcomes in programs. Course prerequisites are clearly defined and have expected levels of knowledge and skill; to satisfy a prerequisite on the basis of prior coursework, students must demonstrate mastery of the knowledge and skills expected in the prerequisite course. Assessment of prior learning, however, is seldom offered, with the exception being for students seeking advanced standing in nursing or respiratory therapy based on certificates or licenses already held. Occasionally prior learning credit is awarded for certain performance classes, music being the most widely sought performance area. The College does provide credit for students with military service or advanced placement exams, but those assessments are standardized throughout higher education. (II.A.33)

While changes in legislation have done away with mathematics and English placement tests effective fall 2019, these exams were historically chosen from a list approved by the CCCCO. Only tests that passed scrutiny for reliability and lack of bias were on the list. At this time, placement exams are still in use for ESL. (II.A.34)

Although the College no longer uses placement exams in math and English, the data has been analyzed for English and mathematics to compare retention and success rates for students who had met the prerequisites, enrolled through placement exam, or were enrolled by multiple measures. (II.A.35)

ANALYSIS AND EVALUATION

The College has tended to shy away from awarding credit for learning at venues apart from regionally accredited institutions. Where there are universally accepted practices—such as advanced placement, non-collegiate courses recommended by the American Council on Education, or credit for military service—the College is willing to award credit for prior learning.

With the demise of sole reliance on individual placement tests and the move to multiple measures as a means of placing students in appropriate initial math and English courses, there is a priority to ensure that multiple measure placements are valid. The College annually assesses and compares success rates for students placed in English and math based on completing the prerequisite, placing by placement exam, or placing based on multiple placement indicators—including high school coursework and GPA. Thus far the success rates are comparable and support continued use of multiple measure placement. The results even indicate that
students placed by multiple measures in transfer-level math outperform those students who were placed by having passed the prerequisite; additionally, students who were placed by multiple measures in transfer-level English composition outperformed both those who had passed the prerequisite and those whose placement score aligned with being put into transfer-level English.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

EVIDENCE OF MEETING THE STANDARD
The College awards credit for courses, degrees, and certificates based on student attainment of SLOs. Course SLOs are created by faculty and are included on all course outlines of record and are linked to the methods of course evaluation and to the course assignments. CORs are housed in CurricUNET. (II.A.36)

All course syllabi also list course SLOs, and course expectations and activities are clearly linked to course SLOs. (II.A.37) Program SLOs for degrees and certificates are also created by faculty and are included in the College catalog and in CurricUNET. (II.A.38) PSLOs are aligned with course SLOs and are regularly reviewed by faculty as part of the program review process. Credit awarded for courses, degrees, and certificates is consistent with institutional policies that reflect generally accepted norms or equivalencies. Credit is assigned to courses based on the “Carnegie unit,” which expects students to complete three hours of work a week during an 18-week semester for one unit of credit. The College does not award credit for any courses based on clock hours.

ANALYSIS AND EVALUATION
The College awards credit for courses, degrees, and certificates based on student attainment of SLOs, and those SLOs are clearly communicated to students via course syllabi. The COR reflects the integration of SLOs throughout the course content, the methods of evaluation employed in the course, and the student assignments. Credit awarded is consistent with institutional policies and generally accepted practices within higher education.
II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

EVIDENCE OF MEETING THE STANDARD

The College continues its commitment to providing high quality instruction with goals of university transfer and the award of transfer degrees. To meet these goals, the College makes available to students clearly stated transfer-of-credit policies and develops articulation agreements in order to facilitate the mobility and success of students without penalty. Transfer-of-credit policies are available and clearly posted on the website and in the catalog. (II.A.39) Both the print and online versions of the class schedule indicate course transfer status: either transferable to the California State University (CSU), transferable to CSU and University of California (UC), or not transferable; students are fully informed about the transferability of each course they take. Board Policy (BP) 4050 and Administrative Procedure (AP) 4050 specifically address the policy and procedures for ensuring transfer mobility for students through effective articulation. (II.A.40; II.A.41) Both transferable and articulated courses are available for student and faculty reference on ASSIST, the statewide database of articulation. (II.A.42)

Transfer credit is accepted by the College based on the accredited status of the sending institution and the propriety of the course level learning outcomes. Vital resources for determining the alignment of incoming courses are the ASSIST and C-ID (II.A.43) websites. C-ID is a statewide database of equivalent courses among the California Community Colleges and the CSUs. Counselors also review content and learning outcomes for courses, particularly for those courses not on ASSIST—private and out of state colleges, for instance—and make recommendation for granting transfer credit. For students seeking credit for course work from foreign educational institutions, transcripts are submitted to an independent credential evaluation service. (II.A.44)

ANALYSIS AND EVALUATION

The College transfer and articulation processes are guided by the transfer center director and articulation officer. The transfer center is particularly focused on making transfer policies and articulation understood by students. The articulation officer consistently maintains and updates transfer policies with baccalaureate colleges and universities; assists faculty in initiating new articulation; ensures that courses have appropriate approvals for CSU and UC transferability, for California State University General Education Breadth (CSU GE) and Intersegmental General Education Transfer Curriculum (IGETC), and for C-ID.
The College sees as a primary component of its mission to support student transfer. Based on data supplied by the CCCCO in the Student Success Scorecard and on DataMart, the College ranks among the highest performing community colleges in the state in transfer rate. (II.A.45) Students are clearly informed about, and successfully completing, university transfer. It might also be noted that following transfer to a CSU, students from the College maintain the second highest GPA at the CSU of all 21 Bay 10 colleges in the region, as well as having the second highest fall-to-fall persistence rate at the CSU among Bay 10 colleges. (II.A.46)

II.A.11. | The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

EVIDENCE OF MEETING THE STANDARD
The College has adopted program learning outcomes (PLOs) covering seven major areas, specifically addressing analytical thinking and communication; information competency; math proficiency; and intercultural/international studies, among others. These competencies support the College’s general education philosophy and are described in detail in the College’s catalog. (II.A.47)

All degree requirements—along with program-specific learning outcomes—are readily available to students and faculty, both in the catalog and in the curriculum guides page on the College website. Counselors use the curriculum guides as templates for educational planning. (II.A.48)

As a part of ongoing course review and SLO assessment, these learning outcomes are regularly assessed, and the assessments are incorporated into program review and program improvement objectives. Oversight for these PLOs resides first with the general education committee (II.A.49) and then with the curriculum committee (II.A.50), both subcommittees of faculty senate.

ANALYSIS AND EVALUATION
The College expressly delineates, as part of each program, appropriate student learning outcomes, which are regularly assessed. These outcomes fulfill the expectations of higher education for both breadth and depth, and include an emphasis on diverse perspectives.
II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER12)

EVIDENCE OF MEETING THE STANDARD

Degree-seeking students at the College have three options to meet the necessary general education breadth requirements. In addition to the College’s local general education requirements, students may also opt to complete either the CSU GE pattern or the IGETC pattern. All three options include competency in communication, critical thinking, ethical reasoning, and interpretative approaches in the arts and humanities, the sciences, mathematics, and the social sciences. (II.A.51) To these breadth skills, students add the depth component of a program-specific major or emphasis.

The College’s philosophy of general education “...reflects the values of the College, its students, and community, and is intended to prepare students to live and work in a dynamic, multicultural, and global society. The College is committed to providing students with learning experiences both grounded in theory and application which are meant to develop the abilities to think critically; to communicate clearly and ethically in both oral and written form; and to use mathematics, science, and technology practically while acquiring quality physical health. Furthermore, the College guides students in understanding the modes of inquiry of the major disciplines and provides activities and experiences in the appreciation of performing arts, the sustainability of the physical environment, and value of multicultural and diverse perspectives. Insights gained from experiences of others and themselves will guide self-understanding and promote the lifelong learning process.” (II.A.52)

To support this philosophy, the College has identified specific learning outcomes every student will attain upon completion of an associate degree. For courses to be included in the general education curriculum, faculty must prove to the general education committee that the course meets the general education learning outcomes specific to the designated general education discipline.
ANALYSIS AND EVALUATION
The College’s philosophy of general education is carefully considered and clearly articulates the learning outcomes expected of college graduates. Students are prepared to live and work in a dynamic, multicultural, global society as participating citizens. They are infused with an appreciation of the arts and humanities and are given skills in communication and analytical thinking that will serve them lifelong. This philosophy and the individual courses supporting it are crafted and regularly assessed by discipline faculty.

Both the general education component of a degree and the requirements for a major or an emphasis align with the expectations of higher education standards and are approved by the appropriate governing institutions: the CCCC0, the CSU Chancellor’s Office, the UC Office of the President, and the ACCJC.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

EVIDENCE OF MEETING THE STANDARD
For 2019-2020 the College has 72 associate degrees and 33 certificates of achievement, each requiring focused study in either a unique area of inquiry or an integrated interdisciplinary core. Every program has specified learning outcomes appropriate to the degree or certificate, and these program learning outcomes are enumerated in the curriculum guides in the catalog and online. Each required course has its own student learning outcomes that support the program learning outcomes. Additionally, courses that comprise the degree or certificate include a blend of both theory and practice, all supporting eventual mastery of knowledge and skills necessary to succeed in transfer or employment within the specified area of study.

ANALYSIS AND EVALUATION
In the past two decades the College has made a concerted move to become a more particularly successful transfer institution. To that end, the College developed its first transfer-specific degrees starting 15 years ago. With the opportunity to create ADTs, the College was an eager and early adopter. The recent emphasis on educational pathways has spurred the College to create additional certificates of achievement, supporting transfer and removed from the initial goal that certificates be primarily vocationally focused.

Yet the College has always been—and continues to be—an institution that provides career education. Several of the College’s degrees are considered terminal, that is, intended to prepare students to enter the workforce immediately rather than transfer. Career education at the College focuses on professions rather than on the trades, so it is expected that many students completing career education programs (including those usually
regarded as terminal) will transfer rather than seek immediate employment. Program learning outcomes in all degrees, then, are aimed at a level of mastery appropriate to the degree level, but also appropriate for continued education.

II.A.14. | Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

**EVIDENCE OF MEETING THE STANDARD**

Ensuring students acquire competencies that meet employment standards and other applicable standards is grounded in the College’s mission and goals. The mission articulates the College’s responsiveness to workforce needs by offering high quality instruction in career development. Strategic Goal 2 of the College is to provide “relevant sustainable Career and Technical Education (CTE) that is responsive to student needs, supports student academic success, and prepares students to meet industry needs.”

Students graduating with career technical certificates and degrees from the College have the technical and professional competencies that meet the needs of employers and prepare them to be successful on external licensure and certification exams. For example, in the health sciences the licensure pass rate for respiratory therapy, physical therapist assistant, and nursing graduates has averaged 100 percent, 100 percent, and 87 percent respectively over the past five years. (II.A.53)

Career education courses and programs are regularly assessed for currency and relevancy as part of the course review and program review cycles. SLOs for career education courses are included in the ongoing college wide SLO assessment schedule. The environmental scan has a chapter devoted to the Bay Area economy, occupations, and industries, which includes not only regional employment opportunities, but also regional completers to determine occupational demand or saturation. (II.A.54) All career education programs also have advisory committees, comprised of members active within the industry, that meet annually to review curriculum and program changes and to provide feedback to faculty to ensure that programs align with industry demands. (II.A.55)

**ANALYSIS AND EVALUATION**

The College works closely with industry partners and national accreditation organizations to ensure that students completing career technical education certificates and degrees will demonstrate the technical and professional competencies needed to pass external licensing exams and certifications. These partnerships also ensure that graduates enter the workplace prepared with the key skills and abilities needed to be successful in jobs related to their field of study.
II.A.15. | When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

**EVIDENCE OF MEETING THE STANDARD**

The College has a clear process for considering programs (instructional departments) for discontinuance. Before discontinuing a program, the College considers the service the program provides to the College and to the community. Budgetary considerations are considered but are not primary. Catalog rights are clearly articulated, and appropriate arrangements are made to identify students with catalog rights to the program and to offer courses needed that will allow completion of the program.

The College is committed to supporting programs that align with the goals of the mission and are sustainable. Only programs with declining enrollment, decreasing demand for service, or clear obsolescence are considered for discontinuance, consistent with AP 4021, program discontinuance. (II.A.56) Currently AP 4021 is in the process of being revised to provide for program revitalization as an option to discontinuance.

**ANALYSIS AND EVALUATION**

If the College eliminates or significantly reduces a program—such as deactivating a degree—there is a policy and procedures in place to ensure that students can complete the program in a timely manner with minimum disruption. The College is able to identify all students who have catalog rights and have declared the program as their intended major, and is committed to offering the necessary courses that allow program completion.

II.A.16. | The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

**EVIDENCE OF MEETING THE STANDARD**

The College ensures the quality and currency of all institutional programs. Curriculum is developed and reviewed by faculty, academic deans, and the curriculum committee. Through regular SLO assessment, program review, and course review, the College strives to improve programs and courses continuously to improve student success.

The quality of curriculum is the primary responsibility of faculty with review and approval by the curriculum committee, which establishes and approves educational curriculum policies and procedures in compliance
with the California Education Code and Title 5 of the California Code of Regulations. The curriculum committee approves new programs, degrees, and certificates; provides direction for curriculum development; and reviews and approves all new and revised courses through a rigorous screening process. The College has recently begun to offer noncredit courses and programs, which go through the same rigorous approval process as credit courses. These courses are geared toward the nontraditional college student, including older adults and working professionals. (II.A.57)

Program review and course review are the regularly scheduled processes for analysis of programs and courses. Program review is on a three-year cycle for comprehensive review of every department with annual updates and PIO assessment, while courses undergo review on a rotating schedule every six years. During program review, departments respond to data addressing student learning and achievement, enrollment trends, disproportionate impact, and efficiency. Research questions generated by the research and planning office prompt responses to data that might reveal adverse effect or declining performance in the department. Apart from the comprehensive program review schedule, every department responds annually to updated data and research questions and assesses or creates program improvement objectives. Departments in career education fields seek additional input and analysis from their industry advisory committees. All of this review is designed to ensure that all programs are relevant and current. Both during the course review process and the regularly scheduled SLO assessment process, SLOs are reviewed and updated as necessary and student achievement of SLOs is assessed. The program review processes assesses attainment of program student learning outcomes.

The College also offers a robust cadre of online courses with 346 courses approved for fully online or hybrid-only offering. (II.A.58) The College provides disaggregated data by mode of instruction to compare metrics between online and in-person classes, with success rates for both in-person and online classes above statewide averages. The distance education (DE) committee has discussed more rigorous approaches to course review and hopes to revise the process with the aid of the new instructional designer. (II.A.59)

The College relies primarily on faculty for review of curriculum offered via distance education. The curriculum committee is tasked with ensuring the curriculum meets appropriate high standards of excellence expected in higher education. The DE committee evaluates proposals for courses seeking approval to be offered in the online or hybrid format. The DE committee is a subcommittee of the curriculum committee, and its members regularly engage in dialog about the importance of online course quality, professional development for online faculty, and support for online faculty. (II.A.60) This dialog led to the recommendation for hiring an instructional designer, which was completed in summer 2019. The instructional designer was hired to help with the development of a local training certification program for online instruction. Additionally, the instructional designer provides increased support for online faculty. In an ongoing effort to address the need to implement online course quality standards, the DE committee developed faculty resources in Canvas,
including the creation of an optional checklist for online courses, based on the online education initiative (OEI) rubric, to provide support for faculty while the new instructional designer develops a local online instructor training and certification. (II.A.61) These efforts have helped improve the quality of online courses at the College and has helped a number of faculty build the confidence to submit their courses to the OEI for inclusion in their network of offerings.

ANALYSIS AND EVALUATION
Program review evaluates all instructional programs, including credit, noncredit, community and contract education, and tutoring. From the PIOs that are generated, grassroots input is provided for planning and budgeting processes, and every year assessments are completed for each PIO to evaluate progress and efficacy. As a part of ongoing assessment of program review, including PIOs, assessment considers the relative effectiveness of distance education offerings, ensuring the quality of instruction and the student outcomes are comparable regardless of mode of delivery. In order for a course to be taught online, faculty must complete an addendum for online course approval. The addendum requires an explanation of how effective contact will be achieved, as well as indicating comparable content and outcomes to courses taught in the face-to-face mode. All of these checks and balances are to ensure that program improvement is ongoing; is regularly incorporated into planning processes; is consistently assessed for quality, efficacy, and currency; and continues to enhance learning and achievement of students.

CONCLUSIONS ON STANDARD II.A. INSTRUCTIONAL PROGRAMS
The College meets the Standard.

IMPROVEMENT PLAN (S)
1. To improve institutional effectiveness beyond the standard, the college will develop first year experience programming to improve fall to spring persistence for groups currently persisting at lower rates than the college average.

2. To improve institutional effectiveness beyond the standard, the College will develop term-by-term curricular maps that can be used to improve scheduling and increase the ability of students to complete degrees and certificates in a timely manner.

EVIDENCE LIST
II.A.1 2019-2020 Catalog, page 6
II.A.2 2019-2020 Catalog, pages 58ff
II.A.3 CurricUNET
II.A.4 Course outline, ENGL-101A, as an example
II.A.5 Environmental Studies Associate in Arts learning outcomes, as an example
II.A.6 HIST-114B CurricUnet cover page, as an example
II.A.7 English Department program review CurricUNET, Description and Scope page, as an example
II.A.8 2019-2020 Catalog, pages 58ff
II.A.9 Statewide completions and transfer rates
II.A.10 College Wage Tracker
II.A.11 Program and Course Approval Handbook
II.A.12 Course creation instructions
II.A.13 Curriculum Committee meeting information
II.A.14 Course Review status
II.A.15 Program Review schedule
II.A.16 Program Review data
II.A.17 CloudSLO login
II.A.18 SLO assessments
II.A.19 Multimedia Department PSLO assessment
II.A.20 2018-2019 year-end SLO assessment report
II.A.21 Mathematics course sequencing
II.A.22 2019-2020 Catalog, pages 58ff
II.A.23 2019SP XEMGT as an example of a schedule planning tool
II.A.24 English program planning template
II.A.25 Course substitution form
II.A.26 Enrollment Management Taskforce report
II.A.27  Guide Pathways Taskforce minutes, April 26, 2019

II.A.28  English Learning Center

II.A.29  Math Learning Center

II.A.30  Tutoring services

II.A.31  OMG

II.A.32  $A^2\pi$

II.A.33  2019-2020 Catalog, pages 40-41

II.A.34  Placement Center

II.A.35  Placement success

II.A.36  ENGL-101A course outline of record

II.A.37  ENGL-101A Syllabus

II.A.38  2019-2020 Catalog, pages 58ff

II.A.39  2019-2020 Catalog, page 44

II.A.40  BP 4050 - Articulation

II.A.41  AP 4050 - Articulation

II.A.42  ASSIST

II.A.43  C-ID

II.A.44  Foreign Transcript evaluation service

II.A.45  Statewide completions and transfer comparisons

II.A.46  CSU Success rates

II.A.47  2019-2020 Catalog, pages 47-48

II.A.48  Curriculum guides

II.A.49  General Education Committee
II.A.50  Curriculum Committee

II.A.51  2019-2020 Catalog, pages 53-55

II.A.52  2019-2020 Catalog, pages 47-48

II.A.53  Institution set standards

II.A.54  Environmental Scan

II.A.55  2019-2020 Catalog, pages 58ff

II.A.56  AP 4021 - Program Discontinuance

II.A.57  Curriculum Committee screening tips

II.A.58  Course approved for distance education

II.A.59  Online success rates

II.A.60  Distance Education Committee

II.A.61  Distance education checklist
II.B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

EVIDENCE OF MEETING THE STANDARD

The College promotes student learning and achievement by providing a full range of library and other learning support services to students, and to those responsible for student learning and support. Library services and collections; discipline-specific tutoring; and learning centers are available to all Fremont campus, Newark Center, and distance education students, and computer laboratories and a variety of learning technologies facilitate access to instructional and support services regardless of location.

The annual association of college and research libraries (ACRL) academic library statistics report (II.B.1) documents the College’s range of library resources and services, including access to print and digital collections; equipment and materials; information competency instruction; reference and research assistance; and support for remote library users.

The library web page (II.B.2) serves as a portal to library print and digital collections, its learning support services, and a wide array of information resources. A link to the library web page appears by default in Canvas for every course navigation menu. Guides for integrating library resources into Canvas and other online learning spaces have been developed so that all employees responsible for student learning may selectively embed library content directly into courses at the point of student need. These include library search boxes; research assistance chat boxes; library guides; and the high quality, academic, licensed content in library databases. (II.B.3) Holdings information is shared with web-based search tools such as Google Scholar so that the library’s resources are integrated into search results from these services; and librarians use social media channels such as Facebook, Twitter, and YouTube to provide instructional tutorials, share news and information, and otherwise engage with library users. These strategies and electronic tools help to ensure that distance education and off-site learners receive equitable levels of service.
The Tutoring Services’ web page describes the three types of tutoring services offered at the College: embedded tutoring, peer tutoring in learning centers, and online tutoring. (II.B.4)

The embedded tutoring program provides the services of a tutor primarily to English and math basic skills and to science, engineering, technology, and math (STEM) courses throughout the semester. Tutors attend classes, model effective student practice, assist instructors in class, and hold in-person group study sessions outside of class, supplemented with sessions conducted remotely, for instance, via Facebook, Skype, and Google Groups. For more detail, see II.A.7.

Learning center tutoring offers discipline-specific services to students in 12 centers across the two sites. The English Learning Center (ELC), while primarily focused on English and ESL, also oversees the provision of tutoring for subjects without designated centers, such as sociology, philosophy, and foreign languages. The Math Learning Center (MLC) extends services to engineering and physics. The counseling department; extended opportunity programs and services (EOPS); and student accessibility services (SAS) also provide tutoring and learning readiness programs, and coordinate services with the various tutoring centers.

All students are automatically enrolled in the “Students Improve Through Tutoring” online resource, which allows students access to online tutoring services through NetTutor. A direct link to NetTutor also appears by default in every Canvas course navigation menu. Students referred to tutoring services through the Starfish Early Alert System are provided information on tutoring.

The College is approved to conduct all three levels of tutor certification by the college reading and learning association (CRLA). While CRLA certification is not mandatory, all embedded tutors receive two hours of formal training prior to fall and spring semesters; those who cannot attend in-person sessions attend an online training in Canvas. In addition, embedded tutors are mentored by the instructors to whom they are assigned. All learning center tutors receive four hours of training via the online program, TutorLingo. (II.B.5)

Tutoring services personnel regularly offer workshops designed to familiarize faculty with the effective use of embedded tutors and with the early alert systems in place for the referral of at-risk students to tutoring services. (II.B.6)

The College provides access to computers and software in several locations on both the Fremont campus and at the Newark Center. Public access computers are available on the Fremont campus in the Library (43 desktops); the Newark Center Learning Resource Center (LRC) (nine desktops, 20 laptops); the Fremont campus ELC (60 desktops); and the MLC at both sites (16 desktops on the Fremont campus, nine laptops at the Newark Center).
ANALYSIS AND EVALUATION

The College provides a full range of library and learning support services to students and employees who support student learning. Tutoring and learning services are widely available to students, on both sites and online, and include multiple computer labs and a variety of learning technologies. Maintaining excellent service has presented challenges with reduced full-time staffing, the result of retirements and limitations on faculty hiring prompted by changes in the College’s funding. The College is currently managing one virtual and two physical facilities with only two full-time faculty librarians. With one position focused on coordination of operations at the Fremont campus (including the upcoming move into new library space) and one position being that of a systems librarian, there is currently no full-time faculty member to oversee operations at the Newark Center. In addition to two full-time librarians, the College currently employs part-time librarians to assist with providing library and learning support services to students. To continually improve services, additional full-time staff will be needed to meet the changing needs of students and College goals. The College will be reviewing new faculty position needs guided by the 2020-2025 educational master plan.

The integration of library resources through Canvas provides ready access to services for all students using Canvas; however, not every class uses Canvas, thereby leaving some students with less accessibility to library resources and tutoring. The College is investigating other options to provide universal access such as through the student portal (WebAdvisor) and through the use of Canvas shell for all classes, which is currently under negotiation with the faculty union.

II.B.2. | Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

EVIDENCE OF MEETING THE STANDARD

The College provides students with access to a variety of library and learning resources that support student achievement. This includes ongoing collaborative evaluation and acquisition of educational equipment, materials, and technologies designed to augment student learning.

The College has systems in place to ensure that faculty and students have input into the assessment and selection of library materials. The librarians work one-on-one with students throughout the semester and track student requests for research materials, noting when the collection meets or fails to meet student learning needs. The collection development librarian regularly solicits and responds to faculty requests for materials, and makes selection decisions based on these suggestions along with standard review sources. One example is the recent purchase of the ARTstor database at the request of the art department. In preparation for the move into temporary space, librarians prepared a collection analysis with respect to
available architectural drawings and implemented a book deselection plan that included many opportunities for discipline faculty to participate in the process. Considering both space and cost efficiencies, as well as an expansion of remote access for all users, a significant increase in the electronic book collection was achieved, from 60,000 to 200,000 titles. A recent assessment of the LS-101, steps to successful research, course identified the need to improve and promote reference materials across instructional reach. In response, librarians holistically evaluated the electronic reference collection, purchasing approximately 100 new titles and discarding 40 no longer current volumes. (II.B.7) Responding to the need for affordable access to textbooks, librarians secured ongoing student equity funds to acquire course textbooks based on student and faculty requests.

The library explores and adopts appropriate emerging technologies that enhance library services and instruction. In spring 2013 the library implemented LibGuides, a platform for presenting media-rich and interactive research guides, and LibAnswers, a product for managing digital reference interactions. Since then, in response to discipline faculty requests, 100+ customized, course specific guides have been designed by librarians and have been viewed over 170,000 times. In preparation for the launch of the new College website, librarians collaborated with designers to migrate the library web page to the new College platform, including development of significant customization and redesign of key library access points, most notably the research database portal. (II.B.8) Other library content was migrated into Libguide format, allowing for ease of access, flexibility of purpose, and the ability to update library information as needed independent of the College’s webmaster.

Student Services employees, in particular SAS, are regularly consulted regarding the accessibility of equipment and resources available in and through the library.

**ANALYSIS AND EVALUATION**

Library and SAS employees recently inventoried and updated accessibility software on the dedicated Americans with Disabilities Act (ADA) computer at the Newark LRC. Since the Fremont campus library has been occupying temporary space, students in need of this equipment are referred to the nearby Fremont ELC, which has a priority-use ADA computer station. Librarians will evaluate the need for appropriate equipment and software for the new library.

Students located at either the Fremont campus, the Newark Center, or studying off-campus are able to access all library resources by authenticating through the library’s proxy server. However, this authentication process is not yet integrated with the “single sign on” method in place for other online services college wide—such as WebAdvisor, Canvas, and email—creating potential confusion and friction for students using library resources remotely. The recent upgrade to the proxy server software along with planned integrations
between College authentication systems and the library services platform (LSP) currently in implementation should resolve this inconsistency and improve service to off-campus students.

The current course development process within CurricUNET provides opportunity for faculty creating a new course to include requests for additional library resources. However, it has also been noted that once those requests have been made, there is no systematic process for funneling the requests back to the library. While the curriculum committee works with CurricUNET to mitigate this problem, an agreement has been reached between library staff and the curriculum committee chair to provide monthly reports of all new courses requesting library resources. This has provided an acceptable work-around for fall 2019, and a permanent resolution will be completed in spring 2020.

II.B.3. | The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

EVIDENCE OF MEETING THE STANDARD
Librarians and tutoring staff regularly evaluate library and other learning support services to assess how well these services support the attainment of student learning outcomes. This evaluation occurs as part of the program and services review process, through the course assessment process, through the development of the annual tutoring programs report, and through less formal ongoing departmental evaluative processes.

Informal evaluation of library services and materials is integrated into day-to-day library operations as, for example, in ongoing selection and deselection of materials based on librarians’ familiarity with student research needs and other established criteria such as circulation and database usage statistics. This ongoing evaluation and improvement is supplemented by more formal processes, most recently the evaluation of student learning outcomes (SLOs) within the course assessment of LS-101, steps to successful research, conducted during spring 2018. In their assessment of how well students were able to identify and use reference materials as an essential SLO, librarians included an evaluation of the library’s collection of online reference materials. The assessment revealed the need to update the online reference collection. A Program Improvement Objective (PIO) resulting from the program review was written, funding was secured, and the collection was improved. (II.B.9)

Librarians routinely review the information competency curricular components that have been embedded into programs satisfying the Ohlone College General Education (Plan A) Area VII, information competency requirement. Most recently, the physical therapy assistant (PTA) faculty reviewed and significantly updated
the information competency curriculum, moving the components to an distance education platform and updating required research tools and methods. (II.B.10)

The student opinion survey, conducted by the research and planning office, also provides data to evaluate how well library services meet student needs. In the most recent survey, conducted spring 2019, 793 students responded when asked about satisfaction with the library/learning resource center; of these, 567 reported using the library, and 95 percent were satisfied with the service they received. (II.B.11)

Tutorial services are analyzed each semester and result in changes to improve these services. (II.B.12) This includes an analysis of student success rates when correlated with use of tutorial services. The 2019 student survey reflects that 90.9 percent of students responding express satisfaction with tutoring services. More importantly, the 2019 faculty survey shows that 93.4 percent of faculty responding believe that students who have utilized the tutoring and learning centers have shown improvement in class.

Regarding online tutoring, the College tracks student usage of NetTutor, the online tutoring platform. Usage has been steadily increasing over the last few semesters, particularly dramatically following the creation of a Canvas tutoring course into which every student is automatically enrolled. (II.B.13)

**ANALYSIS AND EVALUATION**

The College has processes and procedures in place to evaluate library, tutorial, and other learning resources continuously, and uses these evaluations to guide improvement in meeting students’ needs. The library’s ability to track and analyze in-person library use as part of its evaluative processes has been impeded in recent years by the failure of the “gate count” technology built into library security gates. It has proven prohibitively expensive to maintain and repair this aging equipment. However, equipment procured for the new academic core buildings will correct this situation for the Fremont library.

Tutoring center usage is tracked through Accudemia, and the usage data is further analyzed to gauge the effectiveness of tutoring in these labs. The tutoring programs report notes that issues with the reliability of the wireless network in some labs, and with some automatic settings in the software, occasionally have created challenges for the completeness and accuracy of data gathering. These known issues are being addressed.
II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

EVIDENCE OF MEETING THE STANDARD
The College relies on outside consortia and vendors to support and supplement collections and services. Consortia memberships are maintained where such memberships provide cost-savings and other benefits to students; for example, the participation in the community college library consortium through the Community College League of California (CCLC) provides for substantial group buying discounts for electronic resources such as eBooks and online databases.

The College maintains formal agreements on file with the following vendors and consortiums:

- Maintenance contracts with the Integrated Library System (ILS) vendor, ExLibris;
- Contracts with the bibliographic utility and Interlibrary Loan (ILL) provider, OCLC;
- CCLC Contract;
- Standard licensing agreements with providers of eBooks and online databases;
- Licensing agreements with Accudemia, Starfish, and NetTutor.

A reliable remote authentication system for the library’s electronic resources ensures that only registered students or College employees have access to the licensed materials.

ANALYSIS AND EVALUATION
Contracted services are reviewed on a continuous basis to ensure they continue to meet users’ needs. Librarians review electronic database subscriptions annually, incorporating information such as feedback from students and faculty, database use statistics compiled locally, and product reviews provided by the consortium.

Usage statistics collected by tutoring employees and other College employees demonstrate the value of contracted services, including Starfish, NetTutor, and Accudemia. For example, a recent analysis of data from the Starfish system tracked over 5,000 students in the last three years resulting in 104 referrals for counseling or tutoring.

CONCLUSIONS ON STANDARD II.B. LIBRARY AND LEARNING SUPPORT SERVICES
The College meets the Standard.
EVIDENCE LIST

II.B.1 ACRA Academic Library Statistics report

II.B.2 Library

II.B.3 Library Guides

II.B.4 Tutoring services

II.B.5 Tutor training

II.B.6 Embedded Tutor training agenda, Spring 2019

II.B.7 LS-101 course assessment, page 3

II.B.8 Library

II.B.9 LS program review

II.B.10 Library Guide, PTA-102 information competency

II.B.11 2019 Student Survey, page 23

II.B.12 Tutoring services assessment

II.B.13 Student Access to online tutoring
II.C. Student Support Services

II.C.1. | The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

EVIDENCE OF MEETING THE STANDARD

The College offers a variety of comprehensive student support at both the Fremont campus and Newark Center and for distance education students. Students, including distance education students, have access to a variety of services available in person, by telephone, by email, or online via the College website. The College catalog and the class schedule provide students with a description of the available student support services, as does the website.

The College regularly evaluates the effectiveness of its student services through program review, institutional surveys, and focus groups; and assessment of the student success and support program (SSSP) and the student equity plan. Student services are also evaluated through the annual assessment of strategic plan objectives. Enhancing student support services and meeting student needs—including those who appear to be underserved—are ongoing focuses for the College. The research and planning office provides annual data for student services managers to access student accessibility to student services programs, disaggregated by location, mode of delivery, and meeting days and times. The student services division uses the data to guide service plans and delivery. The biennial student satisfaction survey, last administered in spring 2019, shows that students expressed good levels of satisfaction with student services in general, with positive responses ranging from 77 percent to 96 percent satisfaction among those who had accessed the services. Additionally, data is gathered and disaggregated by service so, for instance, the College can identify specifically how students who access counseling or tutoring or student accessibility services (SAS) perform compared to those students who had not accessed the services.

To meet the needs of online students specifically, the counseling department offers video chat for drop-in counseling questions (II.C.1). Students may also seek online counseling via email. Online orientation is available, as are additional student support resources such as Student Lingo, a series of on-demand workshops (II.C.2). The College is also adding student planner, the online educational planning tool, which is currently in the development process.
All of these services are designed to align with the College mission to “...respond to the educational and workforce needs of our diverse community...where successful learning and achievement are highly valued, supported, and continually assessed.”

**ANALYSIS AND EVALUATION**

Numerous board policies (BP) and administrative procedures (AP) lay the foundation for student support services. The College has a well-established program review process for assessment of student services, with data disaggregated by location, mode of delivery, and day and time.

Comprehensive program review occurs on a three-year cycle, but every student services department responds annually to data updates. Students are surveyed for levels of satisfaction with services every other year, and this data is also disaggregated. All of this data is evaluated to ensure services support student learning and enhance the College mission. (II.C.3, as an example)

When the data does not reflect that all the members of the College’s diverse community are being served, plans are developed to improve. For example, disaggregated data by days and times revealed that evening students were not accessing services in proportionate numbers. (II.C.4) To address this short-coming, the counseling department extended its service hours into the evening, making counseling services more available to this student population. Similar improvements were made for online students, who also were not accessing services at a rate approximating that of on-campus students. Multiple services were improved or added online, including online orientation, online counseling, early alert systems (Starfish), online tutoring (NetTutor), and online student resources (Student Lingo). All student support service areas continually analyze data, resulting in improvements to services. There is a strong commitment within the College for continuous quality improvement to help students support services.

The College mission promotes the value and support of student learning and achievement, and it provides the necessary student services to enable student success. These services are regularly assessed using disaggregated data, and improvements are implemented when certain subpopulations of students are underserved.

**EVIDENCE OF MEETING THE STANDARD**

The College has a full range of student services, both in-person and virtual, to support the success of its students. In addition to the expected services—admissions and records; counseling; and financial aid, to
name a few—the College also provides support services to the large Deaf community of students at the College; addresses the unique needs of subpopulations through Umoja or Puente; provides targeted counseling services for health sciences majors, student athletes, and disabled students; operates a student health center that includes mental health services; maintains a robust career center; and oversees numerous co-curricular events and activities. Many of these services are available online.

As a part of the College’s strategic plan and in support of its mission, the College has identified several objectives intended to increase student learning and achievement. Integral within the action plans to fulfill these objectives are various and specific student services. For example, one Strategic Plan objective is to increase the number of degrees awarded and the number of students transferring. Action plans identify the roles of counseling, the Transfer Center, tutoring, and other student services as appropriate to support these outcomes.

The College then annually assesses its progress in achieving the identified outcome and assesses the efficacy within the operative student service area, looking for appropriate correlations. The assessments range from annually assessing all the objectives and action plans within the strategic plan (II.C.5, see Goal 1 as an example), to annual data review of student services by department within program review (II.C.6), to biennial student satisfaction surveys. (II.C.7) Additional data is regularly generated as a part of the student equity and achievement (SEA) plan assessments. (II.C.8) From these various data sources, departments within student services can identify gaps in services and then implement strategies for improvement, or they can identify which strategies are already effective.

In the example above, for instance, over the past five years the College has experienced a substantial increase in the number of degrees awarded and the number of transfers. (II.C.9) This correlates with data reflecting a significant increase in the number of students with education plans prepared by counselors, the number of students attending orientation, and the number of students accessing tutoring—despite the fact that there has been an overall enrollment drop of 15 percent during those five years.

**ANALYSIS AND EVALUATION**

With suggestions from colleagues at the College’s last site visit for collecting more comprehensive and disaggregated data, and with support from a strong SSSP committee, the College has become particularly diligent in monitoring the effectiveness of student services. Through strategic plan assessment, program review, and regularly scheduled student surveys, assessment of student services is ongoing. Numerous improvements have been made, including multiple technology implementations providing greater access to services. The needs of underserved populations—e.g., evening and distance education students, for example—are being addressed. Successes, such as degree completions and transfers, are continuously increasing, even considering that the College is already among the highest performing community colleges in the state in
these areas. New services are being added—both in person and online—to a collection of student services that is already comprehensive; NetTutor and the embedded tutor projects are examples.

Beginning with the mission and the strategic plan goals, the College has identified the learning outcomes expected of its students and has provided the appropriate support services and programs to ensure student success. These services and programs are regularly assessed for effectiveness and are continuously being improved.

II.C.3. | The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

EVIDENCE OF MEETING THE STANDARD

The College provides equitable access to services, regardless of service location or delivery method. The website provides a brief, yet comprehensive, guide for all services, including a description of service, location(s), service hours, online availability, and contact information for all student services on one page. (II.C.10) Core services—such as admissions and records, financial aid, counseling, the student health center, and the libraries—maintain a physical presence on both the Fremont campus and Newark Center. The transfer center, although located on the Fremont campus, coordinates regular university representative visits at both sites. (II.C.11) The bookstore is available at the Fremont campus and online. Admissions and records has a drop-box for students to leave documents after regular office hours.

Students may access an increasing number of services online. The full range of counseling services is available online via email, including student education. Beginning with summer and fall 2019, incoming students may access the entire matriculation process fully online, including application, placement, orientation, and initial counseling. (II.C.12) Students on probation may complete workshops either in-person or online. Students may also access counseling services through video chat. (II.C.13)

ANALYSIS AND EVALUATION

The College offers a comprehensive program of student services for all students, whether at the Fremont campus, Newark Center, or online. As referenced in the previous two standards, the College regularly gathers data to assess equitable access to student services. Students attending at either site equally access all available student services. The subpopulations that are lagging in access to services are those students who are enrolled only in distance education classes, weekend classes, or evening classes. (II.C.14) It has been a continuous challenge to engage effectively with these populations. It may well be that these students are older and/or more personal enrichment oriented, and therefore not in need of the same student services.
accessed by more traditional students. The distance education only population has recently been afforded more options to access services virtually, but it may take some time before access is commonplace.

The College is committed to providing appropriate access to student support services, regardless of location or mode of delivery. Additional resources have been allocated to address gaps in service as identified through regular assessment—program review, student satisfaction surveys, and other forms of assessment. Gains have been made, but there is still room to improve, notably for those nontraditional students who only attend weekends, evenings, or online. However, in an era when the College is facing limited resources, the challenge will also include the wisdom of expending resources to meet the unique needs of relatively small subpopulations. New students are most in need of initial services such as orientation, academic advising, or tutoring. However, the number of new students who are only taking distance education or evening classes represent less than two percent of the student population; new, weekend-only students are just 0.3 percent. Nonetheless, the College has made strides in recent years to provide a much more robust online presence for student services (NetTutor, Student Lingo, Starfish, as examples), a move that will provide greater access not only to online-only students, but also to those non-traditional students who may not be able to come to the College during normal work hours. It has already been noted that to address some of the evening-only student needs the counseling department has extended hours to accommodate these students attending in the evening and has provided a more robust online counseling program.

II.C.4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

**EVIDENCE OF MEETING THE STANDARD**

The College provides a wide array of co-curricular programs. The Associated Students of Ohlone College (ASOC) serves as the student participatory group and student leadership representative body for the College. Part of the ASOC is the inter-club council, which represents various active student clubs, ranging in number from 50-60 clubs each semester. College wide activities are overseen by the director of student life, and include such events as health fairs, club days, canines on campus, free farmers’ market, an annual science night hosting over 1,000 district parents and students, community organization presentations, and many other activities. The College also fields eleven intercollegiate athletic teams, as well as competitive teams in forensics and eSports.
As part of the overall mission of the College, intercollegiate athletics cultivates learning and personal growth in students of all backgrounds and abilities. Intercollegiate athletics is committed to providing equitable opportunities and fostering success for all members of the diverse community the College serves. (II.C.15) In accordance with Title IX of the Education Amendments Act of 1972, the kinesiology and athletics division is fully committed to the principles and practice of equal opportunity for men and women. In addition, the division is dedicated to creating an environment that values cultural and gender diversity and does not discriminate on the basis of gender, race, ethnicity, religion, sexual orientation, or socioeconomic status. (II.C.16)

Both athletic and co-curricular programs are conducted with sound educational policy and standards of integrity in accordance with BP 5700. (II.C.17) The College adheres to policies according to bylaws of the California Community College Athletic Association and remains compliant with Title IX, recruiting rules, and academic requirements. Coaches, students, and fans at college athletic events adhere to a statewide decorum policy.

The College’s athletic and co-curricular programs enrich the learning environment by applying real-world skills taught in the classroom. These opportunities develop students’ passions for vocational and avocational careers. The College evaluates the quality and effectiveness of its co-curricular programs and athletics programs through its program review process. Fiscal accountability is maintained through budget control using administrative signature authorization, with final authorization at the College’s business office. Co-curricular and athletic programs are supported by general budget funding, student fees, fundraising, and direct donations.

ANALYSIS AND EVALUATION

Co-curricular and athletic programs at the College contribute to the social and cultural dimensions of the educational experience of its students. As part of the overall mission of the College, intercollegiate athletics provide equitable opportunities and foster the success of student athletes. These programs are conducted with sound educational policy and standards of integrity. The College has responsibility for the control of all co-curricular programs, including their finances.

Co-curricular programs—whether athletics or student life—are assessed through the program review process, at minimum. Athletics programs also have additional assessments to ensure compliance with various federal, state, and athletic mandates.

The co-curricular programs of the College align with the mission to provide high quality instruction and to support successful learning and achievement. These programs enable students to develop unique leadership, service, team building, and interpersonal skills not readily taught in the classroom. Whether the co-curricular
program gives opportunity to be student leaders (as with ASOC), to serve others (through various club activities), to learn to work together as a team (as a part of a forensics, eSports, or athletic competition), or to comfortably interact with others (through virtually all of the co-curricular opportunities), students receive high quality advice and mentorship from faculty and staff advisors and coaches, who understand the integration of the co-curriculum within higher education.

In keeping with full disclosure, the College currently is experiencing challenges in working with ASOC. The budding conflict revolves around a misunderstanding of the ASOC role and authority and an expectation that ASOC can operate independent of administrative and budget oversight, contrary to BP 5400. Resolution has not yet been achieved and the differences remain. The College is committed to discussing and resolving these issues.

II.C.5. | The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

EVIDENCE OF MEETING THE STANDARD

Counseling and advising services are available through a wide range of programs and service locations at the College (II.C.18), including the general counseling department; EOPS; SAS; the transfer center; personal counseling and life coaching offered through the student health center; the student success program for students on probation; Puente; Umoja; and Deaf Studies. In addition, specialized counseling is provided for veterans, international students, student athletes, and health science students. Services are provided in a variety of formats, including individual appointments, drop-in counseling, online (email) counseling, video-chat, new student orientation, workshops, classroom visits, and special events such as freshman day and welcome day.

Counseling programs and services are designed to support student success and to assist students in reaching their educational and career goals. Counselors help students to explore career options; identify related degree and certificate programs; and develop comprehensive student education plans (SEPs) that outline the requirements for graduation and/or transfer. (II.C.19) Students are encouraged to meet with a counselor regularly in order to ensure that their SEPs are up-to-date and accurate.

The new student orientation and placement program (II.C.20) is designed to familiarize new students with the resources and services necessary to start their journey successfully. Orientation provides an overview of
College programs and services; degree and transfer requirements; registration procedures; and college success strategies. As part of new student orientation and placement, students receive one-on-one advising with a counselor to review placement levels and to develop an initial SEP, which outlines the specific courses in which the student will enroll during the first semester. After a successful pilot in fall 2018, the College now places students in English and math using multiple measures rather than placement test scores, as had been the practice. Because placement is now based on high school GPA and course history, students are more likely to understand and accept the logic of where they are expected to start the math and English sequence.

The transfer center (II.C.21) holds a wide variety of workshops to assist students in understanding and navigating the transfer process. The transfer center also provides a number of workshops designed to help students explore majors and careers, with topics such as “how to choose your major” or “careers in life science.” Furthermore, the transfer center hosts an annual transfer day and provides students the opportunity to meet with university representatives regularly throughout each semester.

The counseling department coordinates a number of additional workshops that provide counseling, advising, or support, such as workshops designed to support students on academic probation; to develop goal setting and motivation; or to learn time management skills. A four-week text messaging campaign offered by the student health center provided bi-weekly tips on managing stress, how to study more effectively, self-care strategies, and other wellness ideas. (II.C.22) The College has personal development courses (II.C.23), taught by counselors, that primarily focus on college success habits and strategies.

Counseling faculty receive professional development training outside of the College by attending relevant workshops and conferences throughout the year. These workshops and conferences are hosted by university systems, individual colleges, the California Community College Chancellor’s Office (CCCCO), and the Academic Senate for California Community Colleges, to name a few. Since not all counselors are able to attend every professional development opportunity, those who do attend are responsible for sharing notes or handouts with the rest of the department in a timely manner.

Professional development, internally, has included cross-training by counselors who have been assigned to specific areas of expertise. Some examples include academic counseling and course progression for prospective health science majors; transfer eligibility training for student athletes; mandates for international and veteran students; and career counseling. The counseling department also holds bi-monthly meetings through which counselors and other department staff are informed of curriculum changes, transfer updates, and other new developments. Examples include the guided pathways initiative or current legislative changes, such as California Assembly Bill 705, which changed how placement is done at community colleges and reduced basic skills curriculum and prerequisite requirements. Discipline faculty from other departments attend these meetings as well, and present updated information on topics such as new degrees and certificates; changes
to course sequencing; and labor market and occupational outlook within their discipline. In addition, newly-hired adjunct counselors participate in extensive training and development, and each adjunct counselor has a full-time counselor mentor for at least one academic year.

**ANALYSIS AND EVALUATION**

The College provides extensive counseling, both academic and personal, through various venues for its students. The majority of the load is carried by general counseling, who implement most of the matriculation processes: orientation, educational planning, student placement, and the like. Specialized counseling is available for multiple unique groups: athletes, disabled students, veterans, international students, health science majors, and others. The intent of counseling—general or specialized—is to assist students in educational and career choices to ensure successful learning and achievement while at the College and beyond.

Counselors regularly participate in professional development activities to enhance their knowledge and skills in advising students of all the current and relevant information about degree and transfer options. Each of the areas within counseling (orientation, placement, or personal development, for instance) participate in program review and annually respond to data addressing access and effectiveness. For example, the data shows a marked increase of students in recent years accessing counseling services and corresponding higher levels of success for students seeing counselors than for those students who have not seen a counselor. As another example, in a comparison between new students who had enrolled in one of the counseling department’s personal development classes and those new students who had not taken a personal development class, there has regularly been a higher semester GPA for new personal development students since tracking began fifteen years ago. Most commonly the GPA has been .50 higher, but often more than 1.00 higher. Persistence rates for students completing a personal development class are also much higher, most recently 15 percent higher, but often as much as 50 percent higher. (II.C.24)

It is evident that counseling services at the College are regularly assessed; provide timely, useful, and accurate information; and support student development and success. Counselors are current in their knowledge and skills. Services are tailored both to unique groups and to the general student population, and services are annually assessed for effectiveness.

II.C.6. | The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)
EVIDENCE OF MEETING THE STANDARD

The College is committed to open and equitable access for all students, and admission practices are consistent with BP 5010 (II.C.25) and 5052 (II.C.26) and consistent with its mission. Specific admissions criteria apply to certain groups such as noncredit and international students, and also in certain College’s programs such as health sciences (physical therapy, registered nursing, and respiratory therapy) and the interpreter preparation program.

Prospective students may apply for admission online via CCCApply or by submitting a paper application. The counseling department organizes a freshmen day orientation every fall and spring to assist first-time students in completing matriculation. During orientation students are advised of pathways to attain their educational goals, and an SEP is created. Counselors are consistently available for students, including newly admitted students, to meet individually to map clear pathways for completing certificates, degrees, or transfer goals. Students may also access all of the College’s degree and certificate requirements through curriculum guides available in the catalog or on the website, as well as seeking specific guidance about transfer from the transfer center.

ANALYSIS AND EVALUATION

The College has adopted and adheres to admissions policies consistent with its mission to provide open access and complies with California Education Code admissions policies. To increase student achievement of degree and transfer goals, the College has adopted the student success and equity mandates from the CCCCO, which increased levels of support for all students, and especially for newly admitted students. To that end, additional adjunct counselors were hired to ensure completion of SEPs, provide career advising, and facilitate transfer and completion workshops to educate students about their completion goals.

Currently the College is committed to work on developing and completing the curricular mapping that will further facilitate increased completion of certificates, degrees, or transfer. Also included in this guided pathways project will be the implementation of a first year Experience program.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

EVIDENCE OF MEETING THE STANDARD

The College’s admissions and placement procedures and instruments are regularly evaluated. The admission application itself is standardized in accord with CCCApply. Beyond the admissions instrument, a biennial student survey queries student satisfaction with service received from the admissions and records office, and
the most recent responses indicate a satisfaction level among those accessing services of 88.7 percent. (II.C.27) Services have also been assessed through student focus groups, though participation has been sparse.

Although the College had consistently employed Accuplacer assessment tests, placement tests are generally being phased out in keeping with recent legislative mandates. Instead, the College is placing students based on multiple measures, including high school GPA and academic history. The College first started such multiple measures placement in fall 2018. Subsequent assessment of student success initially validates this manner of placement as students placed using high school GPA and course history tend to succeed at or above levels of students placed using prerequisites or prior Accuplacer exams. (II.C.28)

ANALYSIS AND EVALUATION
Regular evaluation of both admissions and placement occur as a part of the program review schedule. Biennial surveys solicit high levels of student satisfaction with the admissions and records office. Newly adopted placement by multiple measures is assessed, with current data indicating similar success levels for students completing prerequisites, passing placement tests, or placed by multiple measures. The additional advantage of multiple measures is that it eliminates bias against students who experience test anxiety, as occurs with placement based on a single exam.

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

EVIDENCE OF MEETING THE STANDARD
Since its implementation in 1999, Colleague has served as the College’s student information system and provides the main repository for all enrollment records, counseling contacts, student accounts, financial aid, and academic records. The Colleague server and its database are regularly backed up. Those backups are then stored on hard drives, backup tapes, and in the Cloud for archival purposes. All student records prior to 1999 which were on paper forms have been scanned and transferred to Colleague as part of the migration process. Access to Colleague requires individual login credential and has an embedded confidential agreement that must be validated at each login. For confidentiality purposes, user profiles are set in accordance to each user’s position and access needed to the database for confidentiality purposes.

All scanned images external to Colleague are stored in a secure database, Perceptive Content. This document imaging system is primarily used for the admissions and records office, counseling department, and financial aid office. Counseling notes are kept within the SARS system with different access levels to ensure confidentiality. All student discipline records are maintained in a locked cabinet the office of the vice president of student
services, but are being moved to electronic storage. The file access is limited to the vice president of student services and confidential assistant. The files can be shared with the student involved through a signed student release or a court subpoena. Other student records are held for specialized programs such as EOPS or SAS. Those files are also kept in locked cabinets with restricted access to staff in those offices and are also being moved to electronic storage. Any release of information must have an authorization for release form signed by the student. The student health center uses the EPIC electronic medical record system through Washington Township Medical Foundation. Release of medical records is governed by the Health Insurance Portability and Accountability Act (HIPPA).

BP 5040 is the College policy governing release of student records, and aligns with the Family Educational Rights and Privacy Act (FERPA) and with HIPPA for student health center records. Policies relating to release of student records are published in the catalog. AP 5035, AP 5040, and AP 5045 outline appropriate situations where student records can and cannot be released. The College follows federal and state laws which define maintenance and classification of student records.

ANALYSIS AND EVALUATION
The College has in place established policies and procedures to ensure safety and confidentiality of all student records, be they academic-, personal-, health-, or discipline-related. Those policies are published in the catalog and on the website. Release of student records aligns with federal guidelines, including restrictions for view of records only by appropriate employees.

CONCLUSIONS ON STANDARD II.C. STUDENT SUPPORT SERVICES
The College meets the Standard.

IMPROVEMENT PLAN (S)
To improve institutional effectiveness beyond the standard, the College will develop term by term curricular maps that can be used to improve scheduling and increase the ability of students to complete degrees and certificates in a timely manner.

EVIDENCE LIST
II.C.1 Online counseling
II.C.2 Student Lingo
II.C.3 EOPS Program review data
II.C.4 Student services by location
II.C.5 Strategic Plan assessment
II.C.6  Student Services program review data
II.C.7  2019 Student Survey
II.C.8  Student Equity and Achievement Plan
II.C.9  Degree and transfer
II.C.10 Contact information
II.C.11 University representative information
II.C.12 New student enrollment process
II.C.13 Online counseling
II.C.14 Student services by location
II.C.15 Athletic department philosophy
II.C.16 Conference constitution and by-laws
II.C.17 BP 5700 - Student Services
II.C.18 Counseling
II.C.19 Counseling Department program review
II.C.20 New student orientation
II.C.21 Transfer Center
II.C.22 Student Health Center
II.C.23 Personal Development
II.C.24 PD Course success
II.C.25 BP 5010 - Admissions and Concurrent Enrollment
II.C.26 BP 5052 - Open Enrollment
II.C.27 Spring 2019 Student Survey, page 14
II.C.28 Multiple measures success
G. INSTITUTIONAL ANALYSIS | Standard III: Resources
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

EVIDENCE OF MEETING THE STANDARD

To assure the integrity and quality of its programs and services, the College’s hiring and recruiting processes include requirements that candidates meet or exceed the minimum qualifications for employment as administrators, faculty, confidential staff, or classified staff. Administrators and faculty must meet the minimum qualifications in accordance with the Minimum Qualifications for Faculty and Administrators in California Community Colleges adopted by the Board of Governors. (III.A.1) Applicants not meeting minimum qualifications need to apply for equivalency. The College has an established equivalency process that includes participation from full-time faculty in the discipline and the vice president of academic affairs (VPAA).

Administrators must have at least a master’s degree or possess extensive experience in the functional area. Confidential employees must demonstrate their abilities through a combination of education and/or experience. Classified positions have specific duties outlined in each job description. All classified job descriptions must be negotiated with the respective bargaining unit prior to being approved by the Board of
Trustee (Board). All job descriptions are reviewed at the time of a vacancy or when the needs and direction of the department have changed. In 2015 the College completed a comprehensive job classification study in 2015. (III.A.2) New job descriptions were proposed and accepted by the respective unions, and the results of the classification study have been fully implemented. The classification study allowed for a thorough review of job duties to ensure jobs are aligned with the College’s mission and goals.

ANALYSIS AND EVALUATION
The College reviews and updates job descriptions for all positions prior to beginning a recruitment process. The job announcement provides information about the college and the expectation that applicants must be able to demonstrate their ability to work in a diverse environment and with a diverse student population. Job descriptions are related to the institutional mission, and goals reflect position duties, responsibilities, and authority.

EVIDENCE OF MEETING THE STANDARD
When recruiting for a full-time faculty position, staff in the human resources department (HR) prepare and update the job description using a template, which includes the description of the position, a description of the ideal candidate, duties, responsibilities, required minimum qualifications to teach in the particular discipline, and desired qualifications. (III.A.3) This template is then reviewed by the academic dean and faculty who are subject matter experts from the discipline to ensure there are appropriate prompts to determine the candidate’s teaching and professional experience; discipline expertise; number and types of classes taught at a higher education institution; scholarly preparation; and continuing education in the particular field. The job description includes the responsibility of the faculty member for the review and development of curriculum and the assessment of student learning outcomes. (III.A.4)

Faculty applicants are also required to submit unofficial transcripts to determine if they meet minimum qualifications. The human resources department reviews the transcripts to ensure that applicants have the required degrees to teach in the particular discipline and that those degrees are from accredited institutions. If hired, faculty must provide the College with their official academic transcripts and/or have their foreign degrees verified by a certified verification and equivalency agency.
Faculty applicants meeting minimum qualifications with verified unofficial transcripts are moved forward in the screening process to be reviewed by the screening committee, consisting of three faculty from the discipline; one faculty from outside the discipline or division; and the academic dean of the division. (III.A.5) The screening committee then develops interview questions, and candidate’s responses to the questions enable the committee to garner and assess the candidate’s knowledge of the College’s mission; how the candidate will contribute to further the College’s goals and objectives; the level of knowledge the candidate possesses of the discipline; and the candidate’s diversity awareness. Faculty interviews include a teaching demonstration that provides the candidate an opportunity to demonstrate depth of knowledge in the discipline.

Final candidates for full-time faculty positions are interviewed by the president/superintendent and the VPAA. The final interview usually focuses on how the final candidates align with the mission of the College and how their life experience has prepared them to teach community college students.

Adjunct faculty members are selected for hire by the appropriate academic dean in consultation with full-time faculty members from the discipline. Qualified candidates are contacted and interviewed. Candidates for adjunct faculty positions must also possess the required minimum qualifications to teach. The equivalency process is the same for adjunct faculty as it is for full-time faculty.

**ANALYSIS AND EVALUATION**

The College assures faculty qualifications meet or exceed the minimum qualifications required to teach in the particular discipline. A screening committee, consisting of faculty peers and an academic dean, reviews all applicants and their education and experience. Prior to review by the screening committee, HR checks each applicant’s transcripts and credentials to ensure the applicant is appropriately qualified. The committee then conducts interviews with each candidate, selecting an appropriate number of qualified candidates to send forward for final interviews. From these candidates the president/superintendent and the VPAA make a final determination on hiring. Faculty job descriptions include development and review of curriculum as well as assessment of student learning outcomes as integral responsibilities of the job assignment, and applicants are asked about their experience in both developing curriculum and assessing learning outcomes as a part of the interview process.

**III.A.3.** Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.
EVIDENCE OF MEETING THE STANDARD
Administrators and other employees who are responsible for overseeing and leading the College’s educational programs and services possess the qualifications necessary to provide leadership of their assigned areas. Job descriptions are kept current through frequent review by the president/superintendent and/or HR. All administrators must meet the minimum administrator qualifications as set forth in the Minimum Qualifications for Faculty and Administrators in California Community Colleges, and other employees must meet the specific qualifications of their job description.

When hiring, HR is responsible for conducting an initial screening of applications to ensure that each applicant meets the required minimum qualifications. After the initial screening by HR, the screening committee reviews the applications for additional qualifications and conducts interviews to select and send the best qualified applicants forward for final interviews. Final interviews are conducted by the hiring manager and another appropriately qualified manager or administrator.

ANALYSIS AND EVALUATION
Administrators and other employees who are responsible for educational programs and services are hired through a process that includes screening for the required qualifications needed to perform the duties of the position. The duties of the position include the need for qualified candidates to uphold institutional effectiveness and academic quality. During both the screening and the final interviews, candidates must demonstrate a knowledge and capability to perform the required duties.

III.A.4. | Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

EVIDENCE OF MEETING THE STANDARD
All faculty and administrator positions require degrees from accredited institutions that are recognized by United States regional accrediting agencies. As part of the application packet, applicants are required to provide unofficial transcripts of their coursework, but when hired, they must provide the College with sealed official transcripts sent directly to the College by the institution they attended. (III.A.6) If degrees and transcripts are from institutions that are not easily recognized, HR uses for verification the council of higher education accreditation (CHEA) database of accredited institutions in the United States.

Applicants can also request equivalency by providing supporting documentation that indicates how they meet the minimum educational requirements, including the submission of degrees obtained outside the U.S. The documents are reviewed by the College’s equivalency committee, a subcommittee of faculty senate; the
faculty from the discipline for verification and approval; or, in the case of degrees earned outside the United States, by a certified verification and equivalency agency.

**ANALYSIS AND EVALUATION**

HR has in place a process to receive official transcripts of hired faculty, administrators, or other employees. Official transcripts are sent directly to HR from the educational institution the employee attended. The equivalency committee is responsible for establishing equivalency for candidates requesting review.  
(III.A.7) Degrees earned outside the United States are verified through a neutral third party review. (III.A.8)

III.A.5. | The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**EVIDENCE OF MEETING THE STANDARD**

Among the ways the College ensures the effectiveness of its human resources is by evaluating all faculty, staff, and administrators through regular and systematic performance evaluations. Performance evaluation processes for bargaining unit employees are described in their respective bargaining agreements. (III.A.9) Evaluation processes for unrepresented employees are described in their respective employment contracts or employee handbook. (III.A.10)

All new tenure-track full-time faculty must successfully complete a four-year tenure review process prior to becoming tenured. Tenure-track faculty members are evaluated each year for the first four years of employment. Once tenured, full-time faculty are evaluated every three years. As part of their duties all full-time faculty have professional responsibilities beyond teaching or counseling. Faculty include their institutional participation and other college-wide activities in their self-evaluation. (III.A.11) The United Faculty of Ohlone College (UFO) contract provides a timeline for the evaluation process and the VPAA’s office tracks and administers the evaluation process for full-time and adjunct faculty.

The College and UFO recently negotiated to develop and implement evaluation procedures as part of the adjunct faculty re-hire preference. (III.A.12) Each new adjunct faculty is now evaluated once per year for the first three years of employment. If the evaluations are satisfactory, the adjunct faculty is granted re-hire preference. Thereafter, adjunct faculty are evaluated once every three years.
Administrators are evaluated during the first year of their employment. Thereafter the employee is evaluated every two years. The performance evaluation form has twenty-one categories related to personal and professional characteristics, as well as a section related to establishing measurable goals. (III.A.13) The employee also has the option of completing a self-evaluation to be included in the review to report on progress made towards achieving the goals.

Classified employees for both CSEA and SEIU are evaluated at least once per year during the annual review period and in accordance with their bargaining agreement.

**ANALYSIS AND EVALUATION**

All evaluations are conducted on a regular basis, and HR monitors completion of the evaluations in a timely manner. Processes are in place to ensure that performance evaluations lead to improvement of job performance. HR tracks all performance evaluations for unrepresented and classified employees. If any performance standard in the evaluation is flagged as “needs improvement,” within three months the manager receives a follow-up email from HR to inquire whether the employee has improved. If there is no significant improvement, the manager meets with the vice president of HR and training to develop a performance improvement plan, complete with timelines and improvement benchmarks.

Currently there are no standardized forms for full-time faculty evaluation, but there is a standard practice for evaluation of in-person classes outlined in the appendix of the faculty contract. Because the language is open-ended and subject to slight differences in interpretation, there are subtle differences in how faculty are evaluated among divisions, but there are clear timelines and criteria for peer evaluators. In January 2018 there was agreement with the UFO on more precise evaluation of online classes, and although that has not yet been codified in the appendix, the process for online evaluation has been put into practice. Currently the College is in the midst of establishing a common practice across divisions for tenure review. It is expected that this review will also result in a more proscribed faculty evaluation, as well. With the creation of the re-hire preference evaluation, adjunct faculty are regularly and consistently evaluated for appropriate performance and improvement.

**III.A.6.** The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)
III.A.7. | The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

EVIDENCE OF MEETING THE STANDARD

The College has maintained a sufficient number of qualified faculty that includes full-time and adjunct faculty to assure the fulfillment of faculty responsibilities essential to the quality of the College’s educational programs and services. Existing regulations require community college districts to increase their base number of full-time faculty based on the number of credit full-time equivalent students (FTES) reported. The fall 2019 faculty obligation (FON) has increased by more than 17 full-time faculty, while the actual number of full-time faculty decreased by seven faculty. Nonetheless, the College is above the number of prescribed full-time faculty. (III.A.14)

It is important to note that the College was in the process of rebuilding its faculty numbers that were lost in the 2008-2009 budget crisis. When the College offered a number of retirement incentives to all employee groups in response to the budget crisis and to avoid layoffs, the College lost almost 18 percent of its full-time faculty. In order to rebuild full-time faculty, in fall 2010 the College developed a long-term plan with the goal of employing 152 full-time faculty positions by 2020. Unfortunately, College FTES has declined by approximately 22 percent over the past eight years, and the full-time faculty goal has been adjusted downward to 136.

Currently, the College is facing a structural deficit caused by the implementation of the State’s new Student Centered Funding Formula (SCFF), and expects a large reduction in funding due to the new metrics. Even so, the College still maintains a goal of increasing full-time faculty.

ANALYSIS AND EVALUATION

The 2020-2025 updates to the educational master plan and the strategic plan will give direction to faculty hiring priorities and numbers for the immediate future and will reflect the impact of declining enrollment and reduced funding. As the College determines its future, it will be mindful of the FON and have a realistic view of the number of full-time faculty needed for what will probably be a smaller college. Nonetheless, the College has, and will continue to maintain, appropriate faculty to support each of its programs and services.

III.A.8. | An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.
EVIDENCE OF MEETING THE STANDARD

Adjunct faculty are bargaining unit members and have many of the same benefits as full-time faculty (FTF). Once hired, adjunct faculty participate in either a group or one-on-one orientation. (III.A.15) Key personnel policies and procedures are reviewed at the orientation. As discussed in Standard III.A.5, adjunct faculty have a new and comprehensive evaluation process. Adjuncts participate in professional development opportunities during learning college week (LCW) or they can attend conferences and be reimbursed up to $250.00. Additionally, adjunct faculty are paid for a total of 12 hours of flex activities each year. Adjunct faculty can also participate in and are paid to do student learning outcomes assessment. An entire section in the bargaining agreement addresses adjunct faculty rights. (III.A.16)

Recognizing that adjunct faculty have limited time on campus, each year HR conducts an annual adjunct faculty fair. Offices such as admissions and records; campus police services; counseling department; extended opportunity programs and services; financial aid; information technology services; payroll; student accessibility services; and more are present to provide the adjunct faculty with information and resources. (III.A.17) Adjunct faculty also participate on the UFO’s bargaining team, faculty senate, college council, and budget and several committees and task forces. They actively contribute to the life of the College.

ANALYSIS AND EVALUATION

Adjunct faculty participate in a new hire orientation process that provides information about the college as well as all employment benefits, review of the bargaining unit contract, performance evaluation, and professional development opportunities. They receive regular, comprehensive evaluation and often participate in the assessment of SLOs, program review, committees and task forces, and union negotiation. Adjunct faculty are represented on faculty senate, college council, and curriculum committee, and are fully integrated into the life of the College.

III.A.9. | The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER8)

EVIDENCE OF MEETING THE STANDARD

As mentioned previously, the College’s FTES has steadily declined and the College has begun to re-position its employees to match that of a smaller college. By comparing the College’s staffing with similarly-sized single-college districts, the College has developed a method to assist with determining the number of employees needed to support its educational programs effectively. This staffing analysis is regularly updated to keep up with fluctuations in enrollment and funding. As a basis of comparison, the College analyzed the
staffing distribution at eight similarly-sized, single-college districts. The actual analysis also breaks down staffing levels by job responsibilities, allowing the College to see if any particular department or program is over- or under-staffed. Although the College employs fewer classified staff and management than the average peer college, the work of the College is effectively completed. (III.A.18)

ANALYSIS AND EVALUATION

The College has a sufficient number of employees with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the College. However, in comparing itself to similarly-sized colleges, the College is lean in some areas. Through programs and services review the need for additional employees and or services are identified. The president/superintendent and vice presidents review all new positions and compare them with staffing levels at comparable colleges. The College began its college wide visioning and strategic planning in fall 2019. The resulting strategic plan will assist the College in identifying the strategic focus for the following five years. The plan will then assist the College in identifying the number of employees needed to pursue identified goals and objectives appropriate to its size. The College is currently writing a comprehensive staffing plan that will help the College codify the metrics used to staff efficiently.

III.A.10. | The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

EVIDENCE OF MEETING THE STANDARD

Using the aforementioned metrics from comparable colleges, the College has identified an appropriate number of managers and administrators; however, the College has recently had difficulty funding or retaining those higher-level administrators. While mid-level managers (deans and directors) generally have a long tenure at the College, there have been several vacancies and interim vice presidents. Specifically, in the past four years four different employees have held the role of VPAA, with the position currently staffed by an interim; the vice president of student services is also an interim. Fortunately, the president/superintendent has a long tenure at the College and provides a measure of administrative stability. As mentioned earlier, the College’s FTES has steadily declined and the College has begun to re-bench its personnel to match that of a smaller college, which will include a restructure of management and administrator positions. It should be noted that, despite the “interim” title, each of the vice presidents or other temporary managers are fully qualified to fill their respective positions and most have a long-standing history with—and understand the needs of—the College.
ANALYSIS AND EVALUATION
The College has a sufficient amount of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the mission of the college. However, at the time of this writing, two key administrator positions are filled with internal interims. While it is an asset to have internal interims rather than hiring consultants, the college needs to fill these key positions by the end of spring 2020.

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

EVIDENCE OF MEETING THE STANDARD
The College has all policies and procedures related to human resources posted on the College’s website. These Board Policies (BP) and Administrative Procedures (AP) cover the major divisions of the College and specifically address those policies related to human resources in chapter 7 of board polices and administrative procedures. These policies and procedures guide the operations of human resources and are regularly reviewed for updates. In addition to the policies and procedures enumerated in Chapter 7, HR is responsible for several policies and procedures, particularly in Chapter 3: AP 3050, Institutional Code of Ethics; BP/AP 3410, Nondiscrimination; BP/AP 3420, Equal Opportunity Employment; BP/AP 3430, Prohibition of Harassment; AP 3435, Procedures for Handling Complaints or Unlawful Discrimination; BP/AP 3550, Drug Free Environment and Drug Prevention.

ANALYSIS AND EVALUATION
The College’s policies and procedures are established, published, and followed. These BPs and APs are regularly reviewed and updated to align with current laws, regulations, and practices. The vice president of human resources and training frequently sends out announcement emails reminding employees of the policies and procedures related to human resources to ensure that all employees are equally knowledgeable and aware of College expectations. (III.A.19)

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
EVIDENCE OF MEETING THE STANDARD

The Board has established policies that advocate, support, and ensure the fair treatment of the College’s diverse personnel. Policies include unlawful discrimination, anti-harassment, persons with disabilities, equal employment opportunity, drug-free workplace and campus, violence in the workplace, and gender equity. These policies are updated regularly and are available on the College’s website. (III.A.20) The College’s vision is very specific about diversity and its commitment to being inclusive.

Throughout the year there are college wide events such as guest speakers, brown bag presentations, and department sponsored lectures that promote diversity, areas of special interest, and awareness that encourage and educate classified staff, faculty, and managers. All activities, trainings, and forums are evaluated, and the results are reviewed by the planning teams and HR for use in future needs assessment and planning. (III.A.21)

The College regularly assesses its record in employment equity and diversity to ensure progress is being made toward the goal of staff and faculty reflecting the population of the students served. The October 2019 environmental scan (III.A.22) shows that the distribution of male and female employees closely reflect that of the student body. Comparing ethnicities, White employees are 36 percent above the student body, and Asian and Latinx employees are below by 13 percent and 10 percent respectively. The College’s equal employment opportunity (EEO) plan (III.A.23) provides tools that the College uses to ensure the recruitment and hiring processes reach a wide range of applicants while focusing on monitored groups, which are Asians and Hispanics/Latinx.

The Ohlone Diversity and Inclusion Advisory Committee (ODIAC) focuses on providing employees with a variety of diversity awareness and appreciation workshops and events. (III.A.24) The current EEO plan is set to expire June 2020. ODIAC will be engaged in reviewing the plan and setting new recruitment and hiring goals for the following five years.

ANALYSIS AND EVALUATION

The College’s numerous policies and procedures codify a commitment to equity and diversity, ensuring that all personnel are treated fairly; however, it is the practice of inclusiveness within the College that demonstrates that commitment. ODIAC’s sponsorship of diversity forums or the inclusivity training for managers are examples of the College’s investment in promoting and maintaining understanding across all cultures. Hiring practices have promoted a more diverse workforce, with the College staff now 54 percent non-White; this compares favorably to the statewide average of 48 percent of employees being non-White. In just the past five years the College has moved from 36 percent non-White faculty to 47 percent, and nonfaculty rates have moved from 59 percent to 69 percent non-White. The College consistently seeks to align with its mission, values, and goals, each of which specifically addresses the College commitment to diversity and equity.
III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

EVIDENCE OF MEETING THE STANDARD

In AP 3050 the College has an institutional code of ethics for all employees. (III.A.25) On an annual basis employees are reminded of these expectations for ethical behavior. (III.A.26) Faculty senate adopted the Ohlone Faculty Senate Ethics Statement (based on the 1987 American Association of University Professors’ Statement on professional ethics) in February 2008 that sets out several areas of ethical standards. (III.A.27)

BP 1200 outlines the College’s mission, vision, and core values. One of the College’s core values is integrity. An explanation of integrity is further defined as, “we practice transparent communication, emphasizing respect, trust, and honesty among students, employees, and the communities we serve in a climate where everyone feels heard and engaged.” All of these principles speak to the College’s overall commitment to ensuring that all employees and students are aware of the College’s expectation for professional and respectful behavior.

Consequences for violation of the institutional code of ethics and any BPs or APs follow the discipline processes outlined in Education Code 87732 and respective bargaining unit contracts. Education Code lists the reasons for discipline to include dishonesty, immoral, or unprofessional conduct. (III.A.28)

ANALYSIS AND EVALUATION

The College has in place an Institutional Code of Ethics that is well publicized. Several other documents and statements provide a strong framework for the expectation of ethical behavior and the consequences for violation.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

EVIDENCE OF MEETING THE STANDARD

Seeing itself as a learning college, where students and employees alike are constantly learning, staff professional development is a consistent expectation. All full-time faculty participate in professional development activities for a minimum of 24 hours during each academic year. (III.A.29) The College’s academic calendar devotes four six-hour days of the required 175 annual teaching days to professional
development, known as “Flex Days.” Two of the days are considered mandatory and are scheduled during LCW, which is the week prior to the start of each academic semester. A database is used to monitor and track faculty and staff professional development participation, although most full-time faculty far exceed the required 24 hours each year.

Faculty are very involved in the planning of on-site learning opportunities and offer suggestions to the faculty professional development committee (FPDC) through surveys, as well as providing direct input. “Get it done day” is an entire day set aside during LCW each semester to provide faculty with support on key initiatives like guided pathways, student learning outcomes assessment, and program and services review. Training and other activities conducted during LCW are based on feedback from faculty. The FPDC is also responsible for the annual faculty professional development report. Adjunct faculty can participate in any on-site professional development workshops and are paid at their current pay rate to attend up to six hours of workshops or “flex” activities per semester. Results from the 2019 faculty survey reflect that 96.4 percent of full time faculty and 92.3 percent of adjunct faculty are annually involved in professional development.

Professional development for classified staff is coordinated by the classified staff professional development committee (CSPDC) comprised of classified staff from both CSEA and SEIU units and chaired by a classified staff member. In support of classified staff, the College hosts an annual classified staff professional development retreat, when managers are encouraged to release staff from job responsibilities so classified staff can avail themselves of this professional development opportunity. An annual leadership academy is also available for classified staff. This course in leadership development lasts for 15 weeks and is specifically aimed at classified staff who want to assume greater leadership responsibilities at the College. This highly successful endeavor was inaugurated, and continues to be taught, by a member of the classified staff who herself was seeking a venue to exercise her leadership skills. In addition to these annual events, the College hosts numerous workshops throughout the year, providing professional development opportunities for all employees—classified staff, faculty, and managers, alike. (III.A.30)

To ensure equal professional development opportunities for all employees and to focus on the unique challenges faced by managers, the College has recently formed a professional development committee for managers. The management group had been the only employee group without focused professional development support.

**ANALYSIS AND EVALUATION**

The College has robust professional development programs for its employees. Faculty and staff have input in the types of professional development opportunities they need. Evaluation forms are completed at the end of trainings, seminars, workshops, or other professional development opportunities and are reviewed by the respective committees to ensure that learning needs are being met.
To better facilitate professional development across employee groups, an integrated professional development plan for all groups is being developed and taken through the participatory governance process. The plan will be executed in a manner that responds to the needs of the organization and is consistent with the institutional mission, based on evolving pedagogy, technology, and learning needs. A first draft of the professional development plan will be ready in fall 2019.

III.A.15. | The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

EVIDENCE OF MEETING THE STANDARD
All personnel records are maintained in the human resources department offices in accordance with AP 7145. (III.A.31) Personnel records are kept in sturdy file folders in locked file cabinets in a dedicated, locked room. Off-hours access to the HR office is limited to HR staff, campus police services, and the vice president of administrative and technology services.

Employees have access to their personnel files in accordance with their respective bargaining agreement (UFO contract: (III.A.32); CSEA contract: (III.A.33); SEIU contract (III.A.34)., administrative procedures, and California Education Code 87031. (III.A.35) To ensure that employees or their authorized representative can have timely access to their files, the human resources department has in place a form that must be submitted 24 hours prior to the requested review. (III.A.36)

ANALYSIS AND EVALUATION
Proper procedures are in place for the security and confidentiality of employees’ personnel records. Employees have access to their personnel files in accordance with the law. The HR office is secure and has separate file rooms for personnel file storage.

CONCLUSIONS ON STANDARD III. A. HUMAN RESOURCES
The College meets the Standard.

IMPROVEMENT PLAN (S)
To do better planning for the resizing of the College and its personnel needs, the College will develop and implement a comprehensive staffing plan.

EVIDENCE LIST
III.A1 Minimum qualifications
III.A2 Classification study
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III.A.34  SEIU contract, page 7
III.A.35  Education Code 87031
III.A.36  Personal file request form
III.B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

EVIDENCE OF MEETING THE STANDARD

Aligned with the College mission, which states that the College “...is a safe, innovative, multicultural, and inclusive environment...,” the College provides safe and sufficient physical resources using various resources: around the clock public safety service; updated security and safety features to physical resources; monitoring of door intrusions; fire safety devices; surveillance cameras; and using input from employees and students to address safety or security concerns. College employees and students work collaboratively to assure safe operations at all locations where courses, programs, and learning support services are offered. Strategic Goal #6 specifically addresses the need to “Use human, fiscal, technological, and physical resources responsibly, effectively, efficiently, and sustainably to maximize student learning and achievement.” The College has several venues by which all employees and students can report unsafe physical facilities as well as plans for improvements; these venues include the safety committee, the online SchoolDude work order system, the facilities help desk, campus police services, and an online reporting site via human resources. (III.B.1, III.B.2, III.B.3)

ANALYSIS AND EVALUATION

The College has assured public safety twenty-four hours a day, seven days a week at both sites. The College is working toward ensuring that all facilities meet federal, state, and county mandates for access, including the Americans with Disabilities Act. Examples of proactive training and support include:

- providing security escorts for students and employees to/from their vehicles when needed;
- preparing for emergencies by routinely conducting emergency preparedness drills;
- requiring all building monitors to receive special training in emergency management; CPR and first-aid; Automatic External Defibrillator (AED) operation, and Evacutrac;
- distributing timely Clery Act information;
- providing safety information and training for students and employees. (III.B.4)

The College ensures safety of its facilities by upgrading safety systems already in place at both sites. Examples of upgraded safety systems include surveillance, security cameras, and door locking systems at the Newark
Center; Rave mass alert messaging via text and Alertus alert on College computers; LED exterior lighting on both sites, purchased from Proposition 39 funds; and blue emergency phones.

The College assures sufficient and safe physical resources at a number of sites on and off campus, in community facilities, via a significant distance education presence, and including on campus college classes for high school students.

III.B.2. | The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

EVIDENCE OF MEETING THE STANDARD

The College employs a centralized facilities department charged with the maintenance, upgrade, and preservation of all physical resources, which include facilities, equipment, land, and other assets. The facilities department is managed by a facilities director, a custodial supervisor, a grounds lead, two custodial leads, and a maintenance lead. The facilities department plays a critical role in the planning and management of functions related to building maintenance and repair; custodial support; safe transmission of power and utility infrastructure; and grounds operations. Among other responsibilities, the facilities department schedules and inspects buildings and building systems to assure compliance with applicable fire, safety, and health codes and regulations. The facilities and sustainability committee provides a communication link between the facilities department and the College community regarding new, ongoing, and future facilities projects and planning. (III.B.5) This may include updates regarding day-to-day operations, new construction projects, and impacts on instruction. The College also identifies individual program facility needs with the facilities request form and requests submitted in the annual program review process. The facilities department has a robust preventive maintenance program and dedicated budget, which proactively evaluates the condition of mechanical equipment and establishes a baseline for meeting manufacturer recommendations for maintenance, service, or replacement. (III.B.6)

The facilities master plan draws from the educational master plan, which drives the maintenance of facilities and planning for upgrades and replacements. (III.B.7) The College engaged a consultant group to assist in long-term planning for growth, economic forecasts, and sustainability. (III.B.8)

The College’s formal structure—the administrative organization with qualified leaders, the committee decision-making and communication process, and the program review process—ensures that the needs of programs and services are considered for maintenance and future facility improvements. The facilities
department conducts an annual review, including a review of space utilization, of all instructional, office, and lab space. *(III.B.9)* The program review process and the College’s deliberate process of creating the facilities master plan from the educational master plan also ensure that facilities planning is aligned with the College mission, as explicitly stated in the facilities master plan. *(III.B.10)*

The College has a high level of community support, as evidenced by voters’ support of the Measure G Bond. The extensive list of Measure G bond projects includes remodeling and upgrading existing facilities and new construction on the Fremont campus. *(III.B.11)*

**ANALYSIS AND EVALUATION**

The College has demonstrated—through dedicated funding, participatory governance, and planning—a high level of commitment to maintaining its facilities and providing safe and uninterrupted delivery of service. Facilities personnel judiciously participate in Safety, sustainability, facilities, and planning Committees to understand and support the needs of the College. Third party licensing, certifying, and testing agencies help assure local, state, federal, and educational codes are met. Programs such as the Preventive Maintenance and SchoolDude work order system help the facilities department address issues before they become system failures. Employee participation in addressing concerns is encouraged via the help desk hotline, HR’s safety reporting program, campus police services, and various administrative offices.

**EVIDENCE OF MEETING THE STANDARD**

The facilities department is a service organization committed to providing students and employees with a safe, sustainable environment and the highest quality facilities required to achieve the College’s mission and goals. The efficiency of space utilization is calculated by capacity load ratio, a measure expressed as a percentage, with the higher the percentage reflecting an efficient use of space. Careful planning has maintained the capacity load ratio to above 100 percent throughout the College’s instructional spaces. *(III.B.12)*

The facilities department primarily uses a third party work order system, SchoolDude, to process facilities maintenance requests. The average number of tickets opened and completed in a calendar year is approximately 1,010, of which 100 percent are completed. SchoolDude products automate the work order process, track technology assets, facilitate the facility usage scheduling, track inventory usage, and plan preventative maintenance. Besides relying on the work order system, the facilities department contracts with mechanical
experts to assist with larger mechanical repairs and to perform predictive maintenance on new and aging equipment. A third party vendor provides the facilities department a preventative maintenance contract in which they routinely inspect energized mechanical equipment every three years. This equipment includes transformers, electric panels, and switchgear. The vendor identifies possible failures that could occur in the future and either recommends a solution or performs repairs. Other services provided include identifying infrared anomalies in the photovoltaic panels twice a year and making repairs.

Another service provider assists the College in lengthening the life expectancy/life usefulness of its building equipment by treating the closed loop water systems used for heating and cooling. This vendor analyzes current water conditions, and chemically treats water to meet those standards based on industrial standards. This practice prevents the degradation of those systems. By using such preventative services, the College can save time and money by optimizing performance and efficiency.

**ANALYSIS AND EVALUATION**

The facilities department engages over 20 contract companies to assist in maintaining up to date and compliant mechanical systems. This effort, via the Preventive Maintenance Program, is in addition to the 31 facilities employees who regularly evaluate the condition of the College and submit work orders to request service. This data gathering is organized into a living document that ranks and prioritizes repairs based on life and safety needs.

**EVIDENCE OF MEETING THE STANDARD**

In early 2010 the College adopted the 2010 Fremont facilities master plan, which evaluated and recommended long range development plans. In November of the same year, Measure G, a $349 million bond measure, was approved by the District voters to address many of the findings and recommendations in this plan. As preparations to execute the Measure G projects began, new information and findings necessitated a new iteration and consolidation of all College properties. The College adopted the 2012 facilities master plan, which updated and consolidated all previous plans and helped address the most critical needs for Measure G inclusion. (III.B.13)

Measure G projects are quickly ending, and final construction is projected to end within the next several years. The largest of the projects, the academic core buildings, are scheduled to be completed in spring 2020. (III.B.14) Due to unexpected financial obligations required to complete existing projects, several projects identified by the facilities master plan will need to be deferred. These projects include the remodel of...
three existing buildings and the demolition of one existing building. These existing projects will comprise the core of the new long range planning as described in the College’s FUSION 2020-2025 five-year plan. (III.B.15)

In an effort to allocate appropriate and sufficient resources to maintain the newly and renovated facilities, the facilities department will be partnering with HR and maintenance service providers to implement and maintain a total cost of ownership (TCO) program. New and innovative equipment such as geothermal fields, photovoltaic systems, and a robust central utility plant will necessitate re-education of existing facilities department staff and the potential need for additional staff. The TCO, once analyzed and evaluated in conjunction with existing maintenance funds and staffing, will help guide the College in long-range planning. The goals are to provide a comprehensive repair and predictive maintenance program, determine when facilities have reached or exceeded their life expectancy, and estimate replacement costs when necessary to maintain institutional effectiveness.

ANALYSIS AND EVALUATION

The College is in the midst of extensive remodeling and construction. At the completion of Measure G construction, remaining funds will be earmarked to make final repairs on smaller projects. Efforts to complete a comprehensive TCO report will coincide with Measure G completion. Initial meetings were held in fall 2019 and early spring 2020. This TCO report will be a leading document used to update long-range capital plans and assign ranking of institutional improvements needed beyond Measure G projects. An initial plan supports efforts to evaluate future institutional needs based on TCO; analyzes existing staffing size and training levels in order to understand and plan for appropriate stewardship of new and renovated facilities; and utilizes a predictive maintenance plan that will help extend the performance of the buildings up to, or beyond, their life expectancy.

CONCLUSIONS ON STANDARD III. B. PHYSICAL RESOURCES

The College meets the Standard.

EVIDENCE LIST

III.B.1 Safety and hazard report form
III.B.2 SchoolDude work order
III.B.3 Campus Police
III.B.4 Safety and Security
III.B.5 Facilities and Sustainability Committee
III.B.6 Facilities program review
III.B.7 Educational Master Plan
III.B.8 Facilities Master Plan
III.B.9 FUSION space inventory
III.B.10 Facilities Master Plan, page 25
III.B.11 Construction updates
III.B.12 Cap-load ratio 2019-2020
III.B.13 Facilities Master Plan
III.B.14 Academic Core project
III.B.15 FUSION five year plan 2020-2025
III.C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

EVIDENCE OF MEETING THE STANDARD

The information technology services division (ITS) serves and supports the College community by responding with innovative and state-of-the-art technology aligned with the College’s strategic goals. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the College’s management and operational functions, academic programs, teaching and learning, and support services.

The College’s technology facilities, hardware, and software plans and projects are compiled in the technology master plan (TMP), along with the action plans that ensure implementation. (III.C.1) This plan provides the basis for maintaining services, facilities, hardware, and software at appropriate levels, especially with the ever-changing world of technology. The TMP aligns with the goals and objectives of the strategic plan (III.C.2) and the educational master plan. (III.C.3) The TMP and associated action plans include hardware and software projects implemented or planned.

The technology committee (III.C.4), comprised of employees from across the College, develops the TMP by providing valuable input and shaping College technology projects. The technology committee reports to college council as part of the participatory governance structure. In addition, employees have an opportunity to request technology projects via their department program review process. (III.C.5)

Professional support of technology is provided in many ways. The primary support comes from ITS, which includes the departments of technology services (III.C.6) and information systems. ITS staff provide support for day-to-day issues as well as college wide technology projects.

The ITS web page (III.C.7) provides guidance on how to obtain technology support, including direct access to the ITS service desk (III.C.8) ticketing system. In addition, technology guidelines, directives, and procedures are provided on ITS’ web page. The service desk resolves service tickets in support of technology operations. (III.C.9)

The College utilizes the Canvas learning management system (LMS) (III.C.10) for distance education. Technology support for the Canvas LMS is available at the Canvas service desk (III.C.11), which provides
detailed support for faculty and students, including an around-the-clock Canvas support hotline. The College was one of the early adopters of Canvas LMS.

The College utilizes the Ellucian Colleague enterprise resource planning (ERP) system (III.C.12) as the system of record. Colleague is used to perform the vast majority of the College’s academic and administrative processes and functions. The College has secured a maintenance and support contract with Ellucian to ensure the Colleague ERP system is current for optimal operation and ongoing support. ITS staff and other select employees have access to the Ellucian Customer Center (III.C.13), which serves as a support ticket system, provides product documentation, and facilitates collaboration with other higher education institutions. The College also contracts with many other third party applications to support College operations, such as Instructure’s Canvas, Hobson’s Starfish, Entrinsik’s Informer, Hyland’s Perceptive Content, and Valsoft’s SARS. Each of these applications is supported by an annual maintenance contract. Technology infrastructure hardware is also supported by annual maintenance and support contracts.

The College utilizes best practices for its technology disaster recovery preparedness. (III.C.14) ITS completes routine backups of all mission-critical technology systems. Backups are held in multiple locations in different media at the College and in the Cloud. Also, in recent years the College has migrated many of its third party applications to the Cloud. This increases availability in the event of outage or disaster.

**ANALYSIS AND EVALUATION**

The evidence previously described, as well as the technology services referenced in Standards II.C.1 and II.C.3, illustrates how the College provides technology services, professional support, facilities, hardware, and software to support its management and operational functions, academic programs, teaching and learning and support services.

The College ensures that the various types of technology needs are identified and addressed. The TMP and associated action plans demonstrate this directly. The College routinely evaluates the effectiveness of its technology in meeting its range of needs and strategic initiatives. This is evident with the collaboration of faculty and staff within the technology committee, the program reviews’ program improvement objectives (PIOs), workgroups, and monthly meetings with various offices.

The technology infrastructure is sufficient to maintain and sustain traditional teaching and learning for distance education and face to face offerings. The TMP along with the action plans demonstrate the many hardware and software projects implemented to support this standard.
III.C.2. | The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

EVIDENCE OF MEETING THE STANDARD

The College continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. The TMP and its attendant action plans provide details of plans for updating and replacement of technology infrastructure and software to align with the mission, operations, and programs. The TMP aligns with the College’s strategic plan. Recent high profile projects include migration of the Colleague database for stability and support for future enhancements; upgrade of wireless infrastructure on both sites; replacement of end-of-life network equipment; replacement of end-of-life server equipment; migration from Blackboard LMS to Canvas LMS; overhaul of the College website; and replacement of old analog phone system with a voice over IP (VOIP) phone system. These are just a few examples from the TMP that have recently been implemented to update and replace technology.

The technology committee meets on a monthly basis throughout the academic year to identify, discuss, and provide status updates on plans and technology improvements. The technology committee serves as the initial litmus test for the College’s technology updates.

Additionally, the College creates computer standards (III.C.15) on an annual basis to ensure that desktop and laptop standards keep current with latest technology and are supportive of the needs of the College. The computer standards are discussed at the technology committee and posted to the ITS web page. Also, classroom technology standards (III.C.16) are reviewed annually to ensure appropriate and current technology is available in classrooms, and conference/meeting rooms. Computer replacements (III.C.17) are addressed and upgraded on a routine basis.

The College utilizes the Ellucian Colleague ERP system for the operations of the College’s major business processes and functions. The Colleague ERP system is routinely patched (III.C.18) to provide necessary quarterly updates, ensuring that state and federal mandates are applied, as well as security issues, enhancements, and bug fixes to the Colleague ERP system. The functional business units of the College coordinate for testing and approval of patches. In addition, the College updates its servers with security updates (III.C.19) on a quarterly basis, keeping the servers secure with the latest functionality.

In 2016 the College engaged Ellucian to create an Ellucian action plan (III.C.20) and interview College employees on business practices and the use of the Colleague ERP system. The report provided key findings on how the College is currently utilizing its technology resources aligned with its business practices. The
action plan also provided key recommendations for improvement. Many of the recommendations have been incorporated into the TMP, and many of these improvements have been completed or are in process.

The College has instituted an information security incident report guideline (III.C.21), which prepares the College to address information security incidents. This is in accordance with best practices to comply with regulations in an effort to protect the confidentiality, integrity, and availability of critical data and technology resources.

To integrate communication across departments, the College has established the Colleague coordination team (CCT). (III.C.22) Colleague’s ERP system incorporates many modules to support the operations of the College. CCT was established to improve communication, collaboration, sharing, and advice about Colleague across multiple user groups. The team is comprised of functional staff from key business areas including academic affairs, administrative services, ITS, and student services.

ANALYSIS AND EVALUATION
The College consistently plans for updates and replaces technology to ensure its technology infrastructure is of quality and capacity adequate to support its mission, operations, and services. Evaluation of technology is completed on an annual basis and in collaboration with members from all areas. Input for technology resources is compiled from many sources, such as the technology committee, CCT, ITS’ monthly meeting with functional groups, the Ellucian action plan, and PIOs emerging from program review. The TMP, aligned with the strategic plan and the educational master plan, provides guidance and a list of technology projects and their timelines to keep technology systems current, to meet capacity, and to support the College’s programs and services.

III.C.3. | The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

EVIDENCE OF MEETING THE STANDARD
The ITS staff, comprised of technology services and information systems, serves the entire College, including both the Fremont campus and the Newark Center. Technology services provides repair, upgrade, and replacement of technology systems. As needed, Technology Services staff are rotated between sites to provide the highest level of support. Information systems supports the College’s enterprise applications, such as Colleague, Canvas, and others. Dedicated ITS employees are assigned to support the College’s distance education programs.
The service desk provides support to both sites. The ITS web page provides direct access to the service desk. The service desk is staffed from 7:00 a.m. to 7:00 p.m. There are various methods to request support from the service desk: phone; email; or the ticketing system (SchoolDude). Service tickets are assigned to the proper categories so the appropriate ITS staff can resolve issues in a timely manner.

Annual technology replacement and upgrades are standard for both sites. A computer replacement plan has been established and is updated annually. The TMP lists many technology replacement and upgrade initiatives, and the initiatives within the action plans cover both campus locations. Some examples of initiatives include voice over IP (VOIP) new phone systems; wireless network infrastructure upgrade; Office 365 for students and employees; Colleague ERP migration; Cloud-based authentication; and migration from Blackboard LMS to Canvas LMS.

Reliable access to technology resources is evident at both sites. Faculty and staff offices and student labs are equipped with the appropriate technology resources. Access via Cloud authentication has been implemented, which provides more reliable access to Cloud-based applications as well as on premise applications. A password guideline (III.C.23) has been established to provide secure access to technology systems.

The safety and security of all technology resources at both sites is of the utmost importance. The safety and security master plan (III.C.24) outlines safe and secure access with a section specifically devoted to technology security. In addition, the College frequently utilizes the California Community Colleges Information Security Center (III.C.25) to provide guidance in securing technology resources and associated data.

A disaster recovery preparedness plan ensures reliable access and security ensuring that critical technology systems are available for all College offices and are adequately managed, backed up, and maintained. The safety of the College’s students and staff has been strengthened by the implementation of the Rave Emergency Alert (III.C.26) system. This system provides emergency notification to all staff and students via text messages and email.

ANALYSIS AND EVALUATION
The College allocates resources for management, maintenance, and operation of its technological infrastructure and equipment at all locations. The various methods of support are available to all students and employees and are also extended regardless of location; support is also extended off-campus via work order, phone, or email. The College provides appropriate systems for reliability, access, safety, and security, including routine backups. In addition, the TMP, program review, and program improvement objectives (PIOs) provide a basis for allocating resources to and for technology.
III.C.4. | The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

**EVIDENCE OF MEETING THE STANDARD**

The College provides many instructional opportunities for students and employees on the effective use of technology and technology systems related to its programs, services, and institutional operations. The ITS web page offers direct links to student and employee resources, providing guidance in the use of technology systems. These resources are updated routinely to keep current with changes in the technologies implemented. In addition, staff may request training on specific technology by submitting a ticket to the service desk.

WebAdvisor is the web interface for Colleague that students use for many functions, such as searching and registering for classes; paying account balances; reviewing their financial aid status; and checking their grades. Both the admissions and records web page and printed class schedule provide instructions for students on how to navigate WebAdvisor. (III.C.27)

Learning College Week (LCW) is a semi-annual event that provides support and training to College faculty. During LCW multiple sessions are provided for faculty on best practices for utilizing teaching applications and technology, such as using instructional technology resources, using open educational resources (OER), or making electronic documents accessible to people with disabilities. LCW has established a standing “tech day,” which focuses on technology. Many of the workshops are led by faculty and address specific technology tools for both face-to-face and distance education classes. For the past couple of years, representatives from Instructure (Canvas) have presented workshops with overwhelmingly positive reviews.

The College also conducts regular staff professional development activities (III.C.28) designed to support professional activities for faculty, classified staff, and managers in order to provide a broad range of educational approaches, including technology.

The Canvas service desk (III.C.29) provides multiple training materials for the use of the Canvas LMS, which can be accessed directly from the online services web page. This includes procedures, videos, and training for both faculty and students.

The College’s Cloud student learning outcomes (CSLO) application is utilized by faculty to create their course student learning outcomes. Video tutorials (III.C.30) provide step-by-step instruction on how to use the application.

Additionally, the necessity of making electronic documents accessible to people with disabilities has been an important goal of the College. Document accessibility workshops (III.C.31) help train staff on how to prepare
their electronic documents in an accessible format. These workshops are scheduled weekly on a drop-in basis for all employees. The College also provides the opportunity for all employees to utilize the employee learning portal. (III.C.3) This service offers unlimited access to Lynda.com and Skillsoft—sites with numerous classes and workshops relating to technology—available for all College employees. Both ITS staff and College staff utilize the Colleague ERP system access to the Ellucian Customer Center. (III.C.33) This allows staff to open support cases with Ellucian to obtain support about Colleague processes and functions. It also provides Colleague training, documentation, and facilitates collaboration with other institutions via discussion boards and communities.

ANALYSIS AND EVALUATION
The College allocates resources for technology training for students and employees. This training takes many forms: group training, online training, and information provided directly from web pages. The College continues to assess the need for technology training as new technology is implemented and provides the appropriate resources for training students and staff.

EVIDENCE OF MEETING THE STANDARD
The College has policies and procedures that guide the appropriate use of technology and learning process. The College has instituted BP 3720, the computer and network use Policy (III.C.34) and the corresponding AP 3720 (III.C.35) to outline the acceptable use of technology equipment for employees and students. In addition, the faculty handbook (III.C.36) provides further guidance for faculty on contacting the service desk on any issues related to technology.

The California Community Colleges Information Security Center (III.C.37) offers many services to all California community colleges (CCC) and their employees. This center provides security awareness training and information security workshops. ITS employees routinely attend these trainings, and in turn provide guidance to the College.

ANALYSIS AND EVALUATION
The College has established policies and procedures that guide the appropriate use of technology in the teaching and learning process. The policies and procedures are publicized on the College website.
CONCLUSIONS ON STANDARD III. C. TECHNOLOGY RESOURCES
The College meets the Standard.

EVIDENCE LIST

III.C.1 Technology Master Plan
III.C.2 Strategic Plan
III.C.3 Educational Master Plan
III.C.4 Technology Committee
III.C.5 Program and Services Reviews
III.C.6 Technology Services
III.C.7 IT Services web page
III.C.8 IT Service Desk
III.C.9 IT Service Tickets
III.C.10 Canvas Learning Management System
III.C.11 Canvas Service Desk
III.C.12 Ellucian Colleague Enterprise Resource Planning (ERP) system
III.C.13 Ellucian Customer Center
III.C.14 Disaster Recovery Preparedness
III.C.15 Computer Standards
III.C.16 Classroom Technology Standards
III.C.17 Computer replacements
III.C.18 Colleague ERP Quarterly patches
III.C.19 Server Patch Updates
III.C.20 Ellucian Action Plan
III.C.21  Information Security Incident Report Guideline
III.C.22  Colleague Coordination Team (CCT) Password
III.C.23  Guideline
III.C.24  Safety and Security Master Plan
III.C.25  CCC Information Security Center
III.C.26  Rave Emergency Alert
III.C.27  How to Use WebAdvisor
III.C.28  Staff Professional Development
III.C.29  Canvas Service desk
III.C.30  CSLO Assessment VideoTutorials
III.C.31  Document Accessibility Workshops Employee
III.C.32  Learning Portal (Lynda.com) Ellucian Customer
III.C.33  Center
III.C.34  BP 3720 - Computer Use Policy
III.C.35  AP 3720 - Computer Network Use Policy
III.C.36  Faculty Handbook
III.C.37  CCC Information Security Center
III.D. Financial Resources

PLANNING

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

EVIDENCE OF MEETING THE STANDARD

The College has always worked to live within its financial means by maintaining a balanced budget and healthy reserves. With the exception of 2017-2018, the College’s general unrestricted fund (fund 10) has shown a trend of ending with a surplus in recent years. In 2017-2018, the College set aside $4.6 million for future STRS/PERS cost increases, which caused general fund (fund 10) to show a deficit at the end of the fiscal year. Without the STRS/PERS set aside, the general fund (fund 10) would have closed the year with a $299,099 surplus.

The College’s budget allocation model as listed in the educational master plan (III.D.1) prioritizes student learning and achievement as well as the enhancement of programs and services. For instance, the College increased the total number of full-time faculty positions from 114 FTE in 2013-2014 to 132 FTE in 2017-2018, an increase of 18 FTE or 15.78 percent, well-exceeding College’s Faculty Obligation Number (FON) requirement of 119.6 FTE in 2017-2018. The College also launched a pilot initiative by setting aside $500,000 in the fiscal year 2017-2018 budget to fund part-time faculty office hours over a three-year period; $200,004 of it was spent in 2017-2018, $150,000 was budgeted in 2018-2019, and the balance of $149,996 is earmarked for part-time faculty office hours in 2019-2020.

The College’s financial planning also prioritizes institutional improvements but has limited resources to support these projects. The 2017-2018 operating budget included $928,500 for institutional improvement objectives (IIOs) identified by the College through the program review process. (III.D.2)

The College identified eight new IIOs, equivalent to $459,500 in 2018-2019, but could only fund two IIOs worth $175,000, due to budget constraints as a result of the State’s new funding formula. Pages 13 and 49 of the 2018-2019 budget (III.D.3) describe the IIOs.
ANALYSIS AND EVALUATION
The College prudently manages its financial resources prioritizing student learning and achievement and institutional improvements. The College is proactive in containing expenditures during economic expansion and saves for the future, which helps sustain programs and minimize budget cuts during economic downturns. The College’s unrestricted general fund balance increased from 17.49 percent in 2014-2015 to 28.66 percent in 2016-2017, but then dropped back to 18.09 percent in 2017-2018 when the Board of Trustees (Board) set aside $4.6 million to cover future STRS/PERS cost increases. Despite the drop, the 2017-2018 general fund reserve balance is still well above the five percent reserve required by the State and the Board goal of 17 percent reserves.

The College is proactively taking steps to address the challenge created by the new funding formula. The College reduced its operating expenditures by about $1 million in fiscal year 2018-2019 and is planning to take further steps in fiscal years 2019-2020 and 2020-2021 to ensure its fiscal stability. Fiscal strategies include increasing enrollment, improving on metrics, increasing non-apportionment revenues, implementing a stringent review process for filling vacant positions, offering early retirement incentives, and streamlining college wide support services. To the greatest extent possible, the College will protect programs and services that directly affect students. Given its history of prudent fiscal management, a substantial reserve level, and the mitigation of deficit spending, the College’s financial resources are sufficient to ensure fiscal solvency.

III.D.2. | The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

EVIDENCE OF MEETING THE STANDARD
The College’s mission and goals are the core of the budget development process and financial planning. The College’s financial planning begins and ends with alignment of the mission and College goals. Board policy (BP) 6200 (III.D.4) requires the College’s financial planning to comply with governmental regulations including Title 5 and to support the College’s master and educational plans. BP 6200 also requires the presentation of tentative and final budgets to the Board in public meetings to ensure the timely dissemination of financial information throughout the College community and the public.

Administrative Procedure (AP) 6200 (III.D.5) on budget preparation provides a detailed overview of how the College develops its budget, including how the budget is communicated.
Prior to both the Tentative Budget approval each June and Final Budget approval each September, the president/superintendent and vice president of administrative and technology services review the budget with the College community—including the budget committee and college council—for feedback and discussion. The president/superintendent and vice president of administrative and technology services typically hold two budget forums annually, one on each site, to ensure the timely dissemination of the budget information throughout the College community.

The College’s resource allocation process is described in the Strategic Plan (III.D.6) and includes a cyclical review of the College’s strategic direction and the linking of its foundational principles, mission, core values, and goals to its financial planning process.

One of the main pillars of the College’s financial planning is the program and services review, which assures quality and continuous improvement. Program and services review methodology requires linkages to be established between program improvement objectives (PIO) and achievement of specific College goals and objectives.

The College has policies and procedures to ensure sound financial practices and financial stability. This portion of Standard III.D.2. is addressed in III.D.1, 5, 8, and 11 in detail.

**ANALYSIS AND EVALUATION**

There is a clear and consistent workflow in financial planning and how the College integrates the various institutional planning processes in developing the annual budget. Financial planning is conducted collaboratively and supports all other institutional planning. The major institutional plans of the College include the strategic plan, education master plan, facilities master plan, technology master plan, Measure G Plans, and the College’s annual budget. Financial planning is an integral part of all these plans, and a broad-based approach is taken in performing short-term and long-term fiscal planning.

Mission and institutional goals are integrated throughout the program and services review as well as resource allocation process. Annual financial planning is the means by which the College achieves its strategic goals and objectives. Annually, coinciding with the budget calendar, the college council engages in a process to revisit its mission statement and determines a list of priority improvements it needs to undertake in order to achieve the College objectives. This process engages all programs and services through the annual submission of program improvement objectives (PIOs). The PIOs are accompanied by action plans, estimated resource needs, alignment with strategic goals, and assessment methods and metrics. The College establishes priorities amongst proposed improvements so that it strategically allocates funding to best meet its goals and objectives.
Another key component of financial planning is clear communication with various governance groups either for their information or endorsement. Budget information is broadly shared with all major governance committees including the college council and the budget committee, as well as with the Board during the budget adoption process. This communication ensures the integrity of the planning process and the availability of fiscal information for decision-making purposes.

III.D.3. | The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

EVIDENCE OF MEETING THE STANDARD
The College clearly defines and follows its guidelines for financial planning and budget development. Some evidence of these guidelines is listed below:

- BP 6200 sets the criteria for and requires the College to comply with established laws and to support the College’s master and educational plans in the budget development process.
- AP 6200 states that the annual budget will be developed in a collaborative environment that supports Board established goals and guidelines and be linked to department program reviews.
- The budget committee’s (III.D.7) structure, meeting calendar, agendas, and minutes which describe the participatory and inclusive budget development process are further evidence that the College complies with its established guidelines for financial planning.

The financial planning process follows an annual cycle and begins with a college wide budget-planning calendar, which the budget committee and college council recommend to the president/superintendent and the Board in December every year. The College presents an overview of the governor’s state budget proposals to the Board in February, followed by a presentation of the tentative budget in June and a presentation of final budget in September of each year. The College’s budget planning calendar (III.D.8) dictates the timeline and the various stakeholders involved in the budget development process. For fiscal year 2018-19, the Board adopted the calendar on December 12, 2018.

The president/superintendent, in the semi-annual State of the College address (III.D.9) to the College community, routinely devotes a large portion of the speech to an assessment of the College’s goals and provides an overview of the State budget and its implications for the College. The president/superintendent’s speech and its supporting data are also made available to the general public on the web page for the president’s office.
On an annual basis, departments identify and update a number of PIOs. In February and March of each year, the president and vice presidents review the PIOs and identify the ones that have broader institutional impact. These PIOs then become institutional improvement objectives (IIOs). The president and vice presidents then send the list of PIOs and IIOs to the budget committee and college council for further review and inclusion in the annual budget. The budget committee reviews and makes a recommendation to the president/superintendent to fund the IIOs as part of the annual budget.

Annually, all budget managers meet with several business services employees for a budget planning meeting that includes a review of the current budget, the recent three-year historical actual budget trend, and the proposed budget for the next year. At the conclusion of these meetings, each department has a proposed budget for the ensuing year. Once a draft budget is ready, the president/superintendent and vice presidents conduct the first review of the budget, ensuring it is prudent, supports the College’s strategic goals, and is in compliance with Board policies.

The College also shares budget information with its broader constituencies including faculty, staff, and the public, and solicits their input throughout the planning process. The budget committee, college council, and Board meetings are announced college wide and staff and faculty are invited to these meetings. Board meetings are open to the general public, as well. The minutes and materials of the meetings are then posted on the College’s website.

**ANALYSIS AND EVALUATION**

The BPs and APs clearly provide the framework for the budget development process for financial planning. The budget calendar outlines the step-by-step processes including involving all constituency groups in the various stages of financial planning and budget development. The involvement of all groups clearly demonstrates the collaborative process of financial planning and budget development integrating planning with resource allocation. Effective communication and participation of all constituencies through various participative governance groups is an integral part of the process. The College consistently follows its guidelines and processes for financial planning and budget development.

**FISCAL RESPONSIBILITY AND STABILITY**

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
were organized to meet the requirements of the California Community Colleges’ Budget and Accounting Manual (BAM) fund definitions and to follow the hierarchy of generally accepted accounting principles. (III.D.10 and III.D.11)

Realistic revenue and expenditure assumptions form the foundation of the College’s financial planning and are informed by the extensive analysis of historical data and the prioritization of College goals and objectives, including PIOs and IIOs. These assumptions are further informed by projections of future events based on the most current economic information from the California Community College Chancellor’s Office (CCCCO). The College’s 2018-2019 final budget (III.D.12) outlines major revenue and expenditure assumptions that were developed through realistic analysis of economic data available at the time.

Using the state budget information, the budget managers, president/superintendent, vice presidents, College Council, and budget committee develop budget assumptions that are clearly enumerated and form a basis for revenue and expenditure estimates. This approach enables the College to react quickly and make necessary adjustments if an assumption later proves to be flawed or inaccurate. Discussions and decisions on resource allocation and expenditures are considered in the budget committee. (III.D.13)

Key revenue assumptions include projected enrollment data, the College’s FON, cost of living allowance (COLA), growth/restoration factors, deficit factors applied to state apportionment, and property tax revenues. With the new student centered funding formula (SCFF), other factors are considered in the assumption that include the number of low income students (Pell and California Promise Grant recipients), the number of AB 540 students, and the student success metrics included in the SCFF. The student success metrics include the number of associate degrees awarded; the number of associate degrees for transfer awarded; the number of certificates awarded; the number of first-time college students completing transfer-level math and English; the number of graduates who transferred to a baccalaureate university; the number of students who completed nine or more units of career education courses; and the number of graduates who earned at least a regional living wage.

The College is proactively preparing for the effects of the SCFF. Engagement of the College community is part of the strategy to address this challenge and to ensure the fiscal health of the College. (III.D.14) Budget scenarios are being developed using a combination of growth, cost reduction, and nonapportionment revenue to develop and in order to project a balanced budget after hold-harmless years.

The College also projects any new funding sources such as grants, partnerships, or other viable opportunities as a means of enhance revenues to meet the mission and strategic goals. Expenditure assumptions consider a detailed analysis and projection of personnel costs including salaries; step and column costs; mandated benefit cost; and health and welfare costs. The budget adopted by the College shows the anticipated
revenues and expenditures and a healthy fund balance on page 15 of the 2018-2019 final budget for general unrestricted fund.

**ANALYSIS AND EVALUATION**

The College’s planning reflects realistic assessment of financial resource availability and development of financial resources, partnerships, and expenditure requirements. The College has consistently adhered to a schedule of budget development. The College is preparing for effects of the funding formula after the hold harmless years through planning and a realistic assessment of its available resources to support the mission and strategic goals while having a balanced budget. The budget plan demonstrates the College’s plan for improving enrollment and other metrics, increasing revenue, and decreasing expenditures to ensure the availability of financial resources meets the expenditure requirements.

**III.D.5.** To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

**EVIDENCE OF MEETING THE STANDARD**

The College has adequate internal control mechanisms in place to assure the financial integrity of the institution and responsible use of its financial resources. These mechanisms are guided by the BPs and APs. BP 6400 and AP 6400 require an outside audit. Proper documentation regarding signing College warrants are filed with the county Treasurer’s Office, as required for maintaining fiscal accountability status. The Board delegates to the president/superintendent the authority to supervise the general business procedures of the College to assure the proper administration of property and contracts; the budget, audit, and accounting of funds; the acquisition of supplies, equipment, and property; and the protection of assets and persons. All transactions comply with applicable laws and regulations, and with the California Community Colleges Budget and Accounting Manual. No contract constitutes an enforceable obligation against the College until it has been approved or ratified by the Board. (III.D.15) (III.D.16)

The College widely disseminates dependable and timely information for sound financial decision-making. The College updates its budget quarterly based on the most current information available and shares this information with all appropriate governance groups, including the president/superintendent, vice presidents, budget committee, college council, and the Board. The quarterly budget and financial updates help the College leadership make sound financial decisions, as required by AP 6300. (III.D.17) The budget committee
meets monthly to review the College’s financial information and make recommendations to the college council and the president/superintendent with respect to fiscal planning. Detailed minutes of the budget committee meetings are promptly posted on the budget committee web page for public access. (III.D.18)

The College is responsible for establishing and maintaining effective control mechanisms to ensure compliance with government regulations and generally accepted accounting principles (GAAP). As part of obtaining reasonable assurance that the College’s financial statements are free of material misstatements, external auditors perform tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements. The auditors then report their findings and recommendations to the Board in a public meeting. (III.D.19) The College regularly evaluates its financial management practices and uses the results to improve internal control systems. Evaluation of financial management practices is discussed in detail in standard III.D.8.

The College’s financial processes and procedures are designed such that no individual has sole control over the lifespan of a financial transaction. One employee cannot initiate, approve, process, reconcile, and close a financial transaction. AP 6330 outlines the procurement process to ensure appropriate controls are in place in the purchase of goods and services. This system ensures the integrity of the financial transaction by reducing the opportunity for one individual to be in a position to both perpetrate and conceal errors or irregularities in the normal course of duties. (III.D.20)

ANALYSIS AND EVALUATION

The president/superintendent and the vice president of administrative and technology services are delegated the authority to ensure dependable, accurate, and timely financial information. Furthermore, a quarterly report to the budget committee, college council, president, vice presidents, and the Board ensures a timely mechanism for sound financial decision-making at the College. The annual external audit demonstrates the College’s ability to enforce various internal control mechanisms in ensuring the financial integrity of the College.

The budget committee serves as the avenue in providing timely information to the college community about the budget, the College’s fiscal conditions, and financial planning. The information includes detailed financial statements, adjusted revenue and expenditures information, and external factors that may affect the College’s finances.

III.D.6. | Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.
EVIDENCE OF MEETING THE STANDARD

The budget development process is highly collaborative, inclusive, and data driven, which produces a highly accurate and credible budget document. The annual budget document, as described in III.D.1, III.D.3, and other parts of III.D, is prepared through deliberation and collaboration among all stakeholders including budget managers, faculty, staff members, administration, and the Board, and is shared with the College community through open meetings and the College website.

The College’s tentative and final budget documents, as adopted by the Board in June and September respectively, are posted on the business services web page. (III.D.21) To further ensure the accuracy and credibility of the financial document, the College updates its budget projections quarterly and reports to the governance committees including the budget committee, the college council, and the Board. In addition to year-to-date budget versus actual analysis, the quarterly reports also provide updated budget projections for the year, which the Board approves at the end of each quarter.

The College also submits quarterly and annual financial status reports called 311Q and 311 Annual (III.D.22) to the CCCCO. Quarterly Budget Updates and 311Q reports are posted on the budget committee’s web page. (III.D.23) As described in other parts of III.D, the College contracts with external auditors to audit the College’s financial records. The College uses the audit recommendations as an opportunity to improve financial processes and procedures as well as internal controls. The external auditor’s opinion on page 3 of the 2017-2018 audit (III.D.24) states that the financial statements are presented fairly, in all material respects. The College’s annual audit reports are posted on the College website. (III.D.25) Student learning and achievement are the main focus and highest priority during the budget development process. The College’s resource allocation supports PIOs that enhance student learning programs. The College also spends over fifty percent of apportionment funding on classroom instruction.

ANALYSIS AND EVALUATION

The College’s budget documents demonstrate a detailed budget and fund allocations. They demonstrate the operational budget and improvement objectives budget to ensure that budget addresses the needs to support the mission and goals of the College. The budget also serves as a reflection of the College’s spending priorities tied to planning and student learning.

The College presents the updated budget reports to the governance committees and the Board in public meetings. These ongoing financial analyses and updates further ensure the accuracy and credibility of the annual budget document.

The College has consistently received unmodified audit opinions on its district wide financial statements from its external auditors every year since at least 2003-2004. While the College has received a few audit findings in some years, these were not material and did not alter the unmodified audit opinion.
III.D.7. | Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

EVIDENCE OF MEETING THE STANDARD
The College contracts with external auditors to audit the College’s annual financial statements, fulfilling BP 6400 and AP 6400 regarding audits. The auditors conduct two field visits—one in the spring, which is mainly focused on the College’s internal control systems, and one in the fall which audits the College’s annual financial statements. The auditors consider all College funds including restricted and nonrestricted general funds; Ohlone College Foundation funds; and the College’s general obligation bond funds.

The College responds to any audit findings in a timely manner. The 2017-2018 audit report describes the audit findings and the College’s proactive and comprehensive action plan to address the deficiencies. Annual audit reports describe the College’s comprehensive and timely response to audit exceptions, if any. These reports are posted on the College website for public review and information. (III.D.26)

The auditors present the annual audit reports in open meetings to various College constituencies including the Board audit committee, the Board, the citizens bond oversight committee (III.D.27), and the foundation finance committee, as well as to the full Ohlone Foundation Board. (III.D.28)

The College also shares the audit reports with the budget committee and college council in open college wide meetings. It is a standing practice to present a summary of the audit report to the budget committee. In addition to sharing the audit reports and findings with all internal constituencies, the College also submits electronic copies of the audit report to various governmental institutions including the Alameda County Office of Education, the California Community College Chancellor’s Office (CCCCO), the State Department of Finance, the State Department of Social Services, the Federal Audit Clearing House, the State Controller’s Office, as well as with the Accrediting Commission for Community and Junior Colleges.

ANALYSIS AND EVALUATION
The College has consistently earned unmodified audit opinions on its District wide financial statements since at least fiscal year 2003-2004. In the last two years while the College received two audit findings these were not material, did not negatively impact the College’s unmodified audit opinion, and did not result in any negative financial implications for the College.

The College implements corrective actions proactively in order to avoid any material audit findings. No audit recommendations or findings have exceeded a year, and there have been no repeat findings.

The College has a robust process for disseminating the audit information internally to various groups and committees and externally to appropriate agencies in a timely manner.
III.D.8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

EVIDENCE OF MEETING THE STANDARD

The College uses both external and internal mechanisms to evaluate its internal control systems and then uses the results of these evaluations to improve and strengthen internal control systems. The College’s external auditors focus their main attention on the College’s internal controls during their interim audit visit and make recommendations during and at the end of their visit as part of the audit report. The College uses the external audit as an opportunity to improve internal controls and acts promptly to make corrections in response to any audit recommendations and/or findings.

For example, in 2015-2016, external auditors recommended the College update its existing asset capitalization procedures and conduct physical inventory of all assets. In response to the recommendation, in 2017 the College identified this as an IIO and updated its AP for Asset Capitalization in 2016-2017. (III.D.29) The College also hired an external vendor to help set up the inventory management system and to assist the College in conducting a physical inventory of its assets.

During the 2017-2018 audit, external auditors noted that the College’s ERP was incorrectly calculating FTES for a few classes and they recommended fixing this error. The College acted promptly to correct the error, which did not result in any negative financial implications for the College. (III.D.30)

Furthermore, on an ongoing basis the business services department conducts internal reviews of the current internal control structure and develops new procedures as needed. AP 7400 and AP 6307 were updated over the last two years to improve processes and enhance internal controls. (III.D.31) (III.D.32) Strengthening the internal control system is one of the main goals of updating and/or developing administrative procedures for business and fiscal affairs.

The College also evaluates internal controls through the program and services review process. Business services identified the development of an administrative procedure for grant management as an improvement objective to further enhance internal control.

ANALYSIS AND EVALUATION

The District’s internal control systems are evaluated and assessed for validity and effectiveness and the results are used for improvement. Appropriate updates on BPs and APs show the commitment of the College to align practices with financial and internal control systems. Responses to audit findings are immediate, and appropriate adoption of additional controls are instituted to permanently address such findings.
The annual audit report demonstrated the College’s ability to manage its financial resources, including the use of internal controls, with integrity.

III.D.9. | The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

EVIDENCE OF MEETING THE STANDARD

The College consistently maintains an unrestricted general fund balance well in excess of the five percent minimum required by the State. Board Policy (III.D.33), as referenced in III.D.3, requires that unrestricted general fund reserves shall be no less than five percent of the general fund expenditures in compliance with Title 5 §58311. In addition, the College’s Institutional Effectiveness Goal number 38 of the College’s 2015-2020 strategic plan calls for maintaining a minimum reserve of 17 percent of the total general unrestricted fund. Another institutional effectiveness goal calls for maintaining $7 to $8 million cash-on-hand sufficient to cover at least two months of operating expenditures. (III.D.34)

Quarterly financial reports are prepared in accordance with BP 6200 and AP 6200 to closely monitor the cash flow and reserve balance. A quarterly report to the Board and to the CCCCO (III.D.35) ensures periodic monitoring of the reserves and cash flow.

In the 2018-2019 final budget (III.D.36) the total unrestricted general funds (Funds 10-18) is projected to be $13,223,453 or 21.89 percent. That amount is well above the five percent minimum and more than the minimum required by the Board. (III.D.37)

Strategies for proactive risk management include a conservative budgeting model, a prudent and conservative investment policy, and maintaining substantially all cash in the Alameda County Treasury Pool. (III.D.38)

Many years ago there was a $1 million rainy day reserve set aside in the general unrestricted fund. When operating costs, particularly payroll costs, drastically increased recently due to the sharp increase in the employer’s STRS and PERS contribution, the need to increase the rainy day reserve was discussed in budget committee meetings. After discussions in various participative governance committees and the Board, in 2018-2019 the College increased the rainy day reserve from the $1 million to $4 million, which is sufficient to cover at least one-month payroll costs in times of economic uncertainty.

Significant risk management strategies—such as securing comprehensive liability insurance (III.D.39) and participation in the Joint Power Authority for property and Workers Compensation (III.D.40)—are also in place to meet unforeseen risks and circumstances. In order to cover the future liability related to the rising
STRS/PERS pension cost, the College set aside $4.6 million of general unrestricted funds in the 2017-2018 final budget. This savings will help cover the year-over-year cost increases related to STRS and PERS at least through fiscal year 2025-2026.

**ANALYSIS AND EVALUATION**

The College has sufficient cash flow and reserves to maintain fiscal stability. The general fund reserves have consistently exceeded not only the five percent minimum State reserve requirement, but also the Board goal of 17 percent reserve, and there is accessible alternate liquidity in other College funds. On top of the five percent reserves and rainy day reserves, the College has an unassigned reserve for unforeseen emergencies.

Prudent budgeting, proactively addressing liabilities, and conservative spending strategies have helped the College maintain a healthy cash flow and reserves, even during the recession. The College has not borrowed cash against the general fund in recent years.

**III.D.10. |** The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

**EVIDENCE OF MEETING THE STANDARD**

BP 5130 (III.D.41) demonstrates the College’s commitment to meet the federal and state regulatory requirements with student financial aid. The financial aid program administers both federal and state financial aid grants and awards to students. These financial aid grants and awards are described on the financial aid web page, including the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study Program, Bureau of Indian Affairs Grant, State of California’s Cal Grant, Student Success Completion Grant, California Chafee Grant, Child Development Grant, Cooperative Agencies and Resources for Education, Extended Opportunity Program and Services, and the Law Enforcement Personnel Dependents Scholarships.

BP 3280 (III.D.42) provides the policy for the management of grants and externally funded programs. Grants must directly support the purposes and goals of the College, and the Board must be informed of all grant applications and grant awards, as specified in BP 3280. Once the grant is awarded, the College designates a manager to provide administrative, programmatic, and budget oversight of the grant. The grant manager works closely with the College’s business services department—particularly the grant and foundation accountant, the accounting manager, and budget lead—to manage the financials of the funded programs. Grants are also subject to audits from the grantor. For example, the Workforce Investment and Opportunity Act (WIOA) grants are monitored annually by the grantor—the Alameda County Workforce Development Board (ACWDB)—to ensure the College’s compliance with the WIOA grant fund requirements.
All contracts are subject to inspection by independent auditors on an annual basis to ensure compliance with government regulations, Board policies, and terms of the agreements. When setting purchase orders (PO) for contracts, the purchasing department makes sure that POs are in accordance with the terms and conditions of the contracts. As an added step, business services reconciles all invoices against signed agreements to ensure the accurate implementation of contracts and to avoid overpayment.

The Ohlone College Foundation has been recognized and approved as an auxiliary organization of the College, following the guidelines of BP 3600. (III.D.43) As stated in the Master Agreement of the Ohlone College Foundation and Bylaws of the Ohlone College Foundation, the purpose of the Foundation is to function as a nonprofit public benefit corporation that supports the College in execution of its strategic plan. The Foundation provides assistance to the College, its programs, and students through fundraising and community outreach programs. To ensure proper fiscal management, the Foundation follows the College’s budget development process annually to develop an annual operating budget. The Foundation’s annual budget is also reviewed and approved by the Foundation finance committee, the Foundation executive committee, and the full Foundation board. A quarterly financial and investment report is presented to the Foundation’s finance committee as well as to the full Board on a quarterly basis. To further ensure proper fiscal oversight, each year, the Foundation commissions the same independent auditor who audits the College’s financials, to perform an audit of the Foundation. For fiscal year 2017-2018, the Foundation received an unmodified audit opinion.

The management of the College’s investments is guided by BP 6320 (III.D.44) and AP 6320 (III.D.45), which provide guidelines for how to invest the College’s financial resources. The vice president of administrative and technology services, in collaboration with business services, closely monitors the College’s investment and provides a status update to the budget committee, college council, and the Board on a quarterly basis. The Board has established the retirement board of authority (RBOA) (III.D.46) to oversee and manage the investment of the OPEB Trust. The RBOA meets with its management partner and with its investment advisor twice annually to review the investments and compliance with relevant regulations (see III.D.12). Finally, the College’s independent auditors inspect the College’s investment and report to the Board as part of their annual audit report.

**ANALYSIS AND EVALUATION**

The College has adequate policies and procedures in the oversight of student financial aid, grants, externally funded programs, the management of contractual relationships, the Foundation, and the management of investments.

The external audit confirms the College’s sound and effective management of its finances, including that of external funds, the Foundation, and the management of its investments. The College has consistently
received unmodified opinions from independent auditors, and no material weaknesses have been identified during audits at least since the last accreditation visit.

**LIABILITIES**

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

**EVIDENCE OF MEETING THE STANDARD**

The College, when presenting its annual budget, always includes a multi-year budget projection. The purpose of the multi-year budget projection is to determine the long-term financial standing of the College when adopting the annual budget. The multi-year budget projection includes the fund balance projection to determine the College’s ability to meet its five percent minimum reserves requirement and the 17 percent fund balance institutional effectiveness goal. (III.D.47) The use of a multi-year budget projection provides the College a view of the impact of the new funding formula after the hold harmless period.

In March 2019, the College sold its Series D of the 2010 Measure G bonds. As part of the sale, the College’s credit rating further improved with S&P, giving an upgraded credit rating of AA+, and maintaining the very good rating of AA1 with Moody’s. (III.D.48) The credit rating upgrade demonstrated the College’s commitment to sound fiscal practices, proactive response to external factors affecting its finances, and long-term commitment to balancing the budget. The current credit rating is the highest possible rating for nonbasic aid community college districts.

The 2017-2018 final Other Post-Employment Benefits (OPEB) Trust Audit Report (III.D.49) reports the financial activities of the OPEB Trust for the fiscal year ending June 30, 2018. The OPEB Trust was established by the Board in June 2009 to meet future Other Post-Employment Benefits liabilities. The strategic decision to create the OPEB Trust has resulted in the OPEB trust having a balance of $4,592,919 for fiscal year ending June 30, 2018. The College continues to fund the entire Annual Required Contribution (ARC) fully, which is $429,307 for 2018-2019 fiscal year. (III.D.50)

In addition, the College has projected its long-term STRS/PERS pension obligation through 2025-2026. As a result, the Board has set aside $4.6 million as part of the 2017-2018 final budget to cover this long-term obligation. The creation of OPEB Trust, coupled with three-year budget planning cycle that includes allocations to the OPEB Trust within the annual budget, plus the long-term fiscal planning for the rising
pension cost all demonstrate that the College proactively considers its long-range financial liabilities and obligations when making short-range financial plans. (See III.D.12)

ANALYSIS AND EVALUATION
The College has demonstrated its ability to assess and adjust its cash management strategies continually to ensure short and long-term stability. The confidence from the credit rating agencies demonstrates the College’s ability to manage its liabilities. The irrevocable trust for OPEB liabilities and the $4.6 million fund set aside for future increases in state retirement contribution are evidence of the College’s fiscal planning to meet its long-term obligations.

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

EVIDENCE OF MEETING THE STANDARD
Regarding OPEB liability, the College is compliant with Government Accounting Standards Board (GASB) statements 74 and 75, and contracts for bi-annual actuarial studies to be completed. With information from the actuarial studies and guidance from the RBOA (III.D.51), the College quantifies OPEB liability. The RBOA sets up, manages, and directs the Ohlone Community College District Futuris Public Entity Investment Trust for OPEB funds. The trust is audited annually in accordance with GASB and American Institute of Certified Public Accountants (AICPA) practices. The College funds the trust with an Annual Required Contribution (ARC).

According to the latest OPEB audit report dated June 30, 2018, 75.51 percent of the College’s total OPEB liability has been funded with a net OPEB liability remaining of $1,489,343. (III.D.52) The College’s ARC is $429,307, which is paid from Fund 69 of the College’s annual budget. Fund 69 is an Internal Services Fund, covering retiree benefits and Section 125 accounts.

STRS and PERS are experiencing, and will continue to impose, significant cost increases, and the District’s projections in its annual and quarterly budget reports account for these increases. The current employer rate for 2018-2019 STRS is 16.28 percent, with PERS at 18.06 percent. (III.D.53) The College total contribution for 2018-2019 is $5.11 million. The Board has set aside $4.6 million in Fund 69 to cover the rising costs through 2023-2024. (III.D.54)
As a means of funding unpaid accrued vacation and compensatory time, one-fourth or 25 percent of the total outstanding balance of all employees’ compensated absences is accrued at year end in the College’s General Fund. The other 75 percent, which is considered long-term liability, is accrued in the Employee Benefits Fund (Fund 95). According to BP 7340 (III.D.55), vacation leave accruals for confidential staff; educational and classified administrators; and classified supervisors and managers cannot accumulate beyond 44 days or 352 hours, consistent with collective bargaining agreements. For classified employees, accrual is limited to 40 days or 320 hours. Compensatory time is permitted, but employees are encouraged to use the compensatory time when taking leave to help minimize the College’s liability. The College has no other employee-related future obligations. Employees whose vacation leave balances approach the maximum accrual limit work with their supervisors and human resources to develop and implement a plan to reduce their leave balances.

**ANALYSIS AND EVALUATION**

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences, and other employee-related obligations. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards. Leave balances are posted monthly for managers and supervisors to review.

**EVIDENCE OF MEETING THE STANDARD**

AP 6307 (III.D.56) specifies debt issuance and management policy. The College does not have a short-term debt but has long-term debt related to General Obligation Bond. The College as two Proposition 98 General Obligation Bond Measures: Measure A Bond (III.D.57) for $150 million approved by voters in 2002 and Measure G Bond (III.D.58) for $349 million approved by voters in November 2010. General Obligation Bond debt service is managed collaboratively by the College, the Citizen Bond Oversight Committee (III.D.59), and the County Assessor’s Office through the levy of local property taxes as approved by voters. As respective tax proceeds are collected, they are deposited into a dedicated Debt Service Fund to assure timely and appropriate retirement of the obligation. Because General Obligation bond debt repayment is supported by District taxpayers through ad valorem taxes, repayment schedules pose no adverse impact to the College’s financial stability. The most recent Measure G Performance Audit Report dated June 30, 2018 was satisfactory. (III.D.60)

There are no other long-term leases or other debt instruments.
ANALYSIS AND EVALUATION

During the budget development process, which begins in January and concludes with a final budget in September of each year, resources are set aside to accommodate the payment/service of local debt, if any. Designated balances in the Debt Service Fund serves to mitigate GO Bond obligations.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

EVIDENCE OF MEETING THE STANDARD

The College has clear policies and procedures in place to ensure that all financial resources are used with integrity in a manner consistent with the intended purpose of the funding sources. AP 6307 provides a framework for debt management. It requires that the College implement internal controls to ensure that the proceeds of the debt issuance will be directed to the intended use upon completion of the issuance.

The Board has established an independent citizen bond oversight committee (CBOC) that includes members from various sectors of the community. The purpose of this committee is to review the proper expenditures of the Bond proceeds and to inform the public that their tax dollars are spent for school construction as originally intended. The CBOC meets on a quarterly basis.

BP 3600 (III.D.61) provides the framework and guidelines for establishing auxiliary organizations. The BP requires any auxiliary organization to comply with Education Code provisions in conducting its business including the performance of an annual independent audit. Aside from the Foundation, the College does not have any other auxiliary organizations.

Grant and categorical programs are handled with integrity and follow compliance practices with high standards. Grant management is decentralized at the College. Grant managers, as program area experts, are responsible for ensuring that grant funds are expended as intended in coordination with business services. Business services assists in developing the program budget, monitoring expenditures, generating reports, and assisting with state and federal audits. In order to ensure the integrity of the grant programs, the grant accountant carefully reviews periodic reports submitted by the program managers against the general ledger. The grant accountant then confirms by email to the executive director of business services the accuracy of the report before the executive director certifies it. (III.D.62)

The Business services team also closely watches funding changes from the CCCCCO and communicates such changes back to program managers, while also updating the program budget in a timely manner. External auditors conduct annual audits of the grant programs and report their findings and recommendations, if any,
to the Board. The College has received unmodified audit opinions with respect to State and Federal compliance at least since the last accreditation visit.

All financial transactions involving the Associated Students of Ohlone College (ASOC) require ASOC Board approval and a review for appropriateness by the College’s vice president of student services. Any funds raised are spent on its intended purpose and require four levels of approval. (III.D.63) The financial transactions for ASOC are part of the College’s annual audit to ensure the integrity of all funds. (III.D.64)

**ANALYSIS AND EVALUATION**

The College’s annual external audit report proves the integrity of all financial resources, demonstrating consistency with the intended purpose of the funding sources. The processes, safeguards, and effective internal controls are in place to ensure that all financial resources of the College—including auxiliary activities, long-term debt instruments, fund-raising efforts, and grants—are used with integrity and in a manner consistent with the intended purpose of the funding source.

The bond expenditures are consistent with the bond language authorization, and this is confirmed by the external audit report.

**EVIDENCE OF MEETING THE STANDARD**

BP 5130 (III.D.65) states that all financial aid programs adhere to guidelines, procedures, and standards issued by the funding agency and incorporate federal, state, and other applicable regulatory requirements.

The College’s financial aid office and business services department work collaboratively to ensure compliance with federal requirements, including Title IV of the Higher Education Act, by putting adequate internal control mechanisms in place. The College has followed federal guidance in creating default prevention and management plans. These plans include requirements that students who apply for loans must complete entrance counseling to understand how student loans and master promissory notes work, which includes rights and responsibilities; complete exit counseling once they stop attending at least half time; and are informed about their satisfactory academic progress via email at the end of each semester. Additionally, on a monthly basis the admissions and records office submits the enrollment file to the National Student Clearing House.
The financial aid office’s web page also provides clear and useful information regarding financial aid and student loans, and also includes frequently asked questions. (III.D.66) The information provided in the web page not only assists students with obtaining student loans, but also helps the College reduce the loan default rates.

The current federal guidelines for the student loan default (Official Cohort Default Rate) rate is 30 percent. The College’s default rates for the past three available years are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Default Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>18.8%</td>
</tr>
<tr>
<td>2014</td>
<td>14.1%</td>
</tr>
<tr>
<td>2015</td>
<td>10.5%</td>
</tr>
</tbody>
</table>

The adjacent table is a clear indication that the College not only maintains its default rate below the federal guidelines, but has also decreased its student loan default rate significantly over this three-year period.

ANALYSIS AND EVALUATION

The College has consistently improved its default rate. It is well below the default rate standard and has continued to decrease over the three-year period mentioned. The College’s external auditors include the auditing of financial aid. The auditors have not identified any deficiencies in the College’s financial aid program at least since the last accreditation visit. The College’s financial aid program has not been audited by, nor has received any deficiency notice from, the federal government. This demonstrates the College has consistently been in compliance with all federal guidelines.

CONTRACTUAL AGREEMENTS

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

EVIDENCE OF MEETING THE STANDARD

Contractual agreements of the College are governed by BPs consistent with the mission and goals of the College and contain appropriate provisions to maintain the integrity of the institution. Any contractual agreement with external institutions must adhere to BP 6340 (III.D.67) before any contract can go into effect. BP 6340 requires all contractual agreements comply with Public Contract Code and be ratified by the Board in order to be enforceable.

BP 6330 (III.D.68) delegates authority to the president/superintendent to purchase supplies, materials, and equipment as necessary to maintain the efficient operation and quality of the College’s educational program and services. This guidance is in line with Goal #6 of the College’s 2015-2020 strategic plan, which calls for
the effective, efficient, and sustainable use of human, fiscal, and physical resources to maximize student learning and achievement.

Various measures are in place to protect the College and tax payers’ interest. Contractual agreements with external entities for services exist to directly support the mission and goals, as well as for services that directly support effective operations. All applicable contracting regulatory codes are followed including Public Contract Code, Education Code, Business and Professions codes, Labor Code, and Government Code, as well as insurance and bonding requirements. All technology purchases are subject to the Accessible Technology Initiative per Sections 504 and 508 of the federal code requirements. Board policy and purchasing procedures (BP 6340) necessitate a process open to public scrutiny when it comes to obligating College resources. The Board approves or ratifies all contracts entered by the College.

Designated administrators and budget managers are responsible for contractors utilized in their areas and for properly following all program guidelines. The vice president of administrative and technology services; the executive director of business services; and the director of purchasing, contracts, and auxiliary services review and monitor performance of all contracts with external entities to assure compliance with terms and conditions and satisfactory performance. Contracts routinely contain clauses that allow for termination of the contractual relationship for cause or convenience. Local, state, and federal compliance requirements are closely monitored.

In order to mitigate risk and maintain the quality of the educational programs, services, and operations, the College secures insurance for the District, as required by the law and BP 6540. (III.D.69) BP 6540 requires the insurance to include, but is not limited to, the liabilities described in Education Code section 72506.

**ANALYSIS AND EVALUATION**

Contracting practices and agreements support the College mission, goals, and priorities and are in compliance with Board Policies and Administrative Procedures. College policies ensure the integrity of such agreements. Purchasing practices are reviewed as part of the annual audit and the program and services review process. This review includes statistical testing of expenditures for contracts. There have been no audit exceptions cited for contractual agreements with external agencies.

**CONCLUSIONS ON STANDARD III.D. FINANCIAL RESOURCES**

The College meets the Standard.

**EVIDENCE LIST**

**III.D.1** [Educational Master Plan]

**III.D.2** [2017-18 Final Budget, pages 13, 35, and 49]
III.D.3  2018-19 Final Budget, pages 13 and 49

III.D.4  BP 6200 - Budget Preparation

III.D.5  AP 6200 - Budget Preparation Strategic

III.D.6  Plan

III.D.7  Budget Committee

III.D.8  Budget Planning Calendar

III.D.9  State of the College address

III.D.10  BP 6250 - Budget Management

III.D.11  BP 6300 - Fiscal Management

III.D.12  2018-19 Final Budget

III.D.13  Budget Committee

III.D.14  Student Centered Funding Formula BP

III.D.15  6100 - Delegation of Authority

III.D.16  AP 6100 - Delegation of Authority

III.D.17  BP 6300 - Fiscal Management

III.D.18  Budget Committee

III.D.19  2017-2018 audit

III.D.20  AP 6330 - Purchasing

III.D.21  Budget documents

III.D.22  311 financial reports

III.D.23  Budget Committee

III.D.24  2017-18 audit

III.D.25  Annual Audit Reports
III.D.26  Annual Audit Reports
III.D.27  Bond Oversight Committee
III.D.28  Ohlone Foundation Board
III.D.29  AP 6321 - Inventory and Capitalization
III.D.30  2017-18 audit
III.D.31  AP 7400 - Travel
III.D.32  AP 6307 - Debt Issuance and Management BP
III.D.33  6200 - Budget Preparation
III.D.34  Strategic Plan
III.D.35  311 quarterly
III.D.36  2018-19 Final Budget
III.D.37  2018-19 final budget
III.D.38  Annual Audit Report
III.D.39  Liability Coverage
III.D.40  Workers Compensation certificate of coverage
III.D.41  BP 5 130 - Financial Aid
III.D.42  BP 3280 - Grants
III.D.43  BP 3600 - Auxiliary Organizations
III.D.44  BP 6320 - Investments
III.D.45  AP 6320 - Investments
III.D.46  Retirement Board of Authority
III.D.47  2018-19 final budget
III.D.48  Moody’s credit rating
III.D.49  OCCD 2017-18 Final OPEB Trust Audit Report

III.D.50  2018-19 final budget

III.D.51  Retirement Board of Authority

III.D.52  OPEB audit report

III.D.53  Budget Committee Minutes, December 4, 2018

III.D.54  2017-18 Final Budget, page 55

III.D.55  BP 7340 - Leaves

III.D.56  AP 6307 - Debt Issuance and Management

III.D.57  Measure A Bond

III.D.58  Measure G Bond

III.D.59  Bond Oversight Committee

III.D.60  Measure G Performance Audit Report

III.D.61  BP 3600 - Auxiliary Organization

III.D.62  Grant program manager’s report

III.D.63  ASOC By-laws, Section 2.2

III.D.64  2017-18 audit, page 23

III.D.65  BP 5130 - Financial Aid

III.D.66  Financial Aid Office

III.D.67  BP 6340 - Contracts

III.D.68  BP 6330 - Purchasing

III.D.69  BP 6540 - Insurance
INSTITUTIONAL ANALYSIS | Standard IV: Leadership and Governance
Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IVA. Decision-Making Roles and Processes

IVA.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

EVIDENCE OF MEETING THE STANDARD

The mission of the College states:

Ohlone College responds to the educational and workforce needs of our diverse community by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment, and by awarding associate degrees and certificates to eligible students. Ohlone is a safe, innovative, multicultural, and inclusive environment where successful learning and achievement are highly valued, supported, and continually assessed.

The institutional mission directs institutional planning and is the foundation for providing a culture of continuous improvement in processes and actions. The strategic plan establishes goals, objectives, and actions that support continuous assessment and outlines the actions leading to improvement of processes
and procedures that support planning, evaluation, modernization, and improvement. Specifically, goal 7 of the strategic plan is to “strengthen institutional effectiveness through the engagement of all members of the college community in innovation, participation, communication, improvement, and continual assessment.” Innovation is strategically fostered at the College and directed by strategic plan objective 7.33. This objective focuses on creating specific structures that encourage innovation and entrepreneurship. These actions directly support students, staff, and the entire institution in becoming more innovative and effective. (IV.A.1)

The governance structure at the College uses the participatory process to engage a representation of individuals from across the College that includes participants of all constituent groups. In a collaborative environment, these individuals share their area expertise, which leads to improvement of processes and procedures for the programs and services they provide to students. (IV.A.2)

The Board of Trustees (Board) and the College are committed to the collegial process of participation as outlined in Board Policy (BP) 2510, which states, “The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for president/superintendent action under which the District is governed and administered.” (IV.A.3)

College council is the College’s primary participatory governance venue and serves as an advisory committee to the president/superintendent. In keeping with the Board policy, the purpose of the college council is to ensure that appropriate members of the College participate in developing recommended policies for the Board’s action. The college council bylaws clearly define the charge and purposes of the college council and are regularly reviewed, modified, and approved. (IV.A.4)

College council and its standing committees ensure that planning and decision making occurs with a broad representation of individuals from across the College. All major groups—faculty, administration, staff, and students—are represented on college council, with all meetings open to, and regularly attended by, nonmembers. The planning and decision making handbook (PDMH) is a living document that states its purpose is to collect, document, and present the major College policies, procedures, and arrangements related to planning and decision making in one document to be used as a guide for members of the College community. (IV.A.5)

Planning is integrated into the work of the college council and its subcommittees, including the facilities and sustainability committee, technology committee, and budget committee, along with the work of the faculty senate and the institutional effectiveness committee. Departments within academic affairs, administrative services, and student services participate in an ongoing program and services review process. (IV.A.6)
ANALYSIS AND EVALUATION

The College’s mission statement and core values reflect its commitment to a culture of continuous improvement of processes and services to meet the needs of its students and community. The core values of excellence, inclusiveness, innovation, integrity, stewardship, and success are woven throughout the work of the College’s planning and decision making processes. The College promotes a participatory, collegial environment that ensures constituent group representation and involvement in the strategic direction of the College. There are several examples that support this, both with respect to annual planning and processes as well as college wide initiatives or policy changes. In reference to the annual process, an example of this standard in action is the granting of sabbatical leaves, referenced in BP 7340. The chair of the sabbatical committee solicits applications, and the sabbatical committee (comprised of faculty and the vice president of academic affairs) reviews applications. Faculty then vote on which proposals to recommend to the president/superintendent. The president/superintendent, in consultation with the sabbatical committee and vice presidents, support the College by granting sabbaticals to innovative faculty focused on improving practices, programs, and services. (IV.A.7)

Another example of constituent-wide participation was the creation of the safety and security master plan, which included discussion of arming sworn campus police officers. The dialog was college wide, in public forums, college council, task force meetings, and impromptu venues. Surveys were completed by faculty, staff, and students. Ultimately, a collegial decision was reached to arm officers, but a potentially volatile decision was diffused because the College was transparent and collaborative.

EVIDENCE OF MEETING THE STANDARD

BP 2510 and the PDMH support classified staff, faculty, administrators, and students in the participatory decision making processes. BPs and administrative procedures (AP) authorize broad participation of employees and students in decision. Student participation is strongly encouraged and supported, with students having regular representation on most major committees—college council, curriculum committee, and accreditation teams, as examples. BP 2510 specifically authorizes student participation in policy development. Similarly, BP 2510 addresses the unique role of faculty, specifically in the areas of academic and professional matters—curriculum, grading, academic programs, and faculty professional development, for instance.
ANALYSIS AND EVALUATION

The Board of Trustees (Board) has the ultimate decision-making authority regarding state and federal laws and regulations. BP 2510 outlines the federal and state regulations for establishment of representative groups and implementation of the structure for authorizing participation by faculty, staff, and students in local decision-making. Through BP 3100, the Board directs the president/superintendent to organize the college, and the president/superintendent has defined authority for local decision making in AP 2510. AP 2510 defines the hierarchy of representative groups involved in local decision making, with the smooth operation of the College being the responsibility of the president/superintendent and vice presidents. College council is the primary venue for the College to assure broad participation in local decision making. College council is composed of representatives from all groups and provides consultation to the Board regarding the development of policy and procedures; the council also participates in strategic planning, budgets, major facility plans, program development, and oversight of accreditation. (IV.A.8, for example) Faculty senate consults on academic and professional issues. Faculty are primarily relied upon for matters concerning grading, academic programs, and faculty professional development. The voices of managers and administrators are expressed through regular meetings of the deans, directors, and administrative staff group (DDAS). Other areas of mutual agreement involving the college-at-large are a collaboration between faculty senate and college council. (IV.A.9) There is no classified senate at the College. Classified staff are represented by two bargaining units who appoint representatives to college council and its committees.

The Associated Students of Ohlone College (ASOC) is the representative group elected from the general student body and authorized by BP 5400. Student representatives who sit on College Council and its committees are appointed by ASOC. (IV.A.10) Student representation is also on faculty senate committees— the curriculum committee, for example—where students have direct access to course and program development. Currently, however, there has been a breach between ASOC and the College administration, with a group of ASOC officers questioning the relationship of the ASOC to the College. Efforts to resolve this conflict are in progress with ASOC officers meeting with representatives of the College administration. To mediate clear understanding among the principals, legal counsel addressed the roles and responsibilities of the Board, the administration, and student government at a recent Board workshop, with representatives of both ASOC and the administration in attendance. The College continues to value, solicit, and support student participation and student views in those matters where students have

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.
EVIDENCE OF MEETING THE STANDARD

The structure for providing both faculty and administrators a substantial role in institutional planning is outlined in AP 2510. The roles of administration and faculty are demonstrated through mutual broad participation in college wide governance groups such as college council and faculty senate. The PDMH provides clear delineation of the processes for planning, budget, and initiation or revision of policies and procedures. Both the PDMH and AP 2510 designate the appropriate venues for initiating and endorsing policies and procedures and the responsible party(ies).

ANALYSIS AND EVALUATION

College planning, budget development, policies, and procedures follow a schedule for review and revision. For example, when developing the strategic plan the president/superintendent and college council work with all stakeholders to develop goals to be achieved over a five-year period. This document—reflecting input from all constituent groups, other College plans and initiatives, and program review—then drives subsequent action plans. Every action plan within the strategic plan has an appropriate group—based on responsibility and expertise—to guide the implementation of the plan. The Board then reviews and approves the plan. AP 2510 includes a rubric that outlines the responsibilities and levels of participation by the Board, administration, and faculty.

Faculty senate is the substantial voice by which faculty participate in institutional policy and planning. The Board and College administrators rely primarily upon the faculty senate in the areas of curriculum, grading, degree and certificate requirements, and policies for faculty professional development. (IV.A.11) The PDMH outlines eight committees which are assigned to the faculty senate. (IV.A.12)

College Council is the broadly representative participatory government group that initiates and/or endorses policies, procedures, and plans (including budget plans) that do not fall within the purview of faculty senate. College council committees are also identified in the PDMH.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

EVIDENCE OF MEETING THE STANDARD

In the area of academic and professional matters, the Board consults collegially with the faculty senate (IV.A.13) and, in the areas of curriculum, grading, degree and certificate requirements, and professional development, relies primarily upon the advice and judgment of the faculty senate. Additionally, BP 4020 designates the appropriate involvement of both the president/superintendent and the Board in curricular
matters, as well as mandating regular review and justification of programs (IV.A.14). Multiple administrative procedures in Chapter 4 of the administrative procedures index articulate well-defined structures and responsibilities governing curriculum and student learning programs. Similar guidance for student services is found in chapter 5 of the index. BP 4020 also deals with curriculum and course development. It states that the president/superintendent shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance, and that these procedures include appropriate involvement of the faculty and faculty senate in all processes.

**ANALYSIS AND EVALUATION**

Through BPs and APs, the College sets clear and well-defined policies and processes that clarify the methods and areas of responsibility for input regarding curriculum and student learning programs and services. The curriculum committee, a subcommittee of faculty senate, is the body most integral to the development of the College’s educational programs and instructional services. In addition to the curriculum committee, subcommittees exist for review and approval of general education and distance education. Once courses and programs have been created or revised and approved by the appropriate committee(s), they are sent to the Board and then on to the Chancellor’s Office for approval. The College has clearly articulated board policies and administrative procedures that establish structures and responsible parties for curriculum and student learning programs and services. These policies and procedures are subject to regular review to ensure they are relevant and effective.

**EVIDENCE OF MEETING THE STANDARD**

BP 2510 clearly outlines the appropriate roles in the decision-making process for faculty, staff, and students. In addition, the PDMH provides necessary clarity to procedures, responsibilities, and decision-making protocols. This includes alignment of committees, the role of faculty in decisions about academic and professional matters, the role of governance groups, and the level of involvement of the Board. Through the PDMH, employees and students are informed of their respective roles in the College’s institutional governance. Candidly, however, what is clear in print is not always so clear in practice. Recently the College has found various groups at odds with one another as discussions unfold about to whom a committee reports—faculty senate or college council? How extensive is the involvement of faculty in operational decisions? What level of autonomy does student government have? The College has been faced with a level of dissatisfaction from
multiple groups as each defines or redefines its role in institutional governance. This is nothing new to many community colleges, but is relatively new to this college. Given the College’s emphasis on, and practice of, diversity and inclusion, such turmoil is also unexpected. The issues revolve around consideration of relevant perspectives, responsibility for decision making, and timely action. To address the concerns, the College invited consultants from the Academic Senate for California Community Colleges to do a presentation on participatory government, with an emphasis on the role of the faculty.

**ANALYSIS AND EVALUATION**

For years the College had operated in a collegial, and relatively informal, manner, coming to consensus without great concern that occasionally policies or procedures were bypassed or short-cut. Employees had a long history at the College; policies and procedures were codified but not always imposed; and positions and power were secondary to collaboration and mutual agreement. Recently, however, there has been significant turnover among employees. Absent the history of how decisions had been made, there is the intent to align precisely with existing policies and procedures, or—more to the point—to want to revise existing policies and procedures.

An example of the prior collaborative decision making was the process followed in deciding to arm officers at the College. Members of all levels of the College community assembled as a task force to collect and discuss information about this complex issue, without judgment. Guest speakers from the local police were invited to give their viewpoint on the pros and cons of arming the College’s police officers. Surveys were done to separately get the input of students and all employee groups. Once the information was collected, the information was disseminated via a series of forums that included question and answer periods. The issue was vetted before both faculty senate and college council. The decision was then left to the president/superintendent and the Board. This process demonstrates the College at its best.

Another example that demonstrates that the College incorporates perspectives from all involved constituents is the faculty position prioritization committee (FPP). In the FPP, academic departments submit proposals for new full-time faculty using a standardized template. The research and planning office provides relevant data from which all departments draw and use to support their proposal. The proposals are then reviewed by faculty and administrators from all academic divisions. A ranked list is created and submitted to the president/superintendent for a decision. Once complete, the president/superintendent reports back to the FPP regarding the choices and rationale.

For some time, faculty sought to increase the number of issues upon which they were primarily relied; the rationale for some standing committees reporting to college council were questioned by faculty senate; and language defining the role of faculty—“rely primarily” and “mutually agree,” for instance—was not universally understood or interpreted. The College responded by engaging both representatives from the statewide
academic senate and from a private consultant, intending to bring clarity and agreement on roles and responsibilities—and language—in institutional governance.

In the midst of these discussions, in October 2018 the faculty senate passed a resolution regarding collegial consultation (IV.A.15); this was in response to several changes at the College made by administration that senators felt had been made without appropriate consultation with the faculty. Since the resolution, several new work groups comprising both faculty and administrators have formed to work collegially. One example is the scheduling task force, created to facilitate consistent start times for classes across divisions, enabling greater student access to class offerings.

**IV.A.6.** The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

**EVIDENCE OF MEETING THE STANDARD**
Decision-making is processed from a variety of sources and across all levels of the college. From the Board to the students, decision-making is well documented and accessible to all that need it. BP 2510 (IV.A.16) defines the role of the Board in decision-making and how it is delegated to the president/superintendent, faculty, staff, and students. AP 2510 (IV.A.17) further specifies the role of faculty senate, college council, president/superintendent, and the Board with respect to the decision-making policy.

**ANALYSIS AND EVALUATION**
The methods of communication are outlined in policies, procedures, and other College documents, and practices such as minute posting, standing reports, and other college wide communication strategies ensure that the College community has access to all decision-making information.

**IV.A.7.** Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**EVIDENCE OF MEETING THE STANDARD**
The College continually evaluates what is working well and what needs improvement in its governance and decision making structures using data from annual program review, institutional surveys, and annual assessments of strategic goals, objectives, and action plans. (IV.A.18) The institutional effectiveness committee has been an integral part of this evaluation cycle, but is now restructured and renamed the institutional effectiveness committee. This committee regularly assesses the efficacy of the College's various planning
processes—for instance, the process used to develop the strategic plan or the educational master plan—as well as evaluating the annual assessment of the strategic plan. This gives the administration an evaluative summary of the processes as a whole and as individual pieces. College Council evaluates the College’s decision making structures as part of their review of the PDMH and their oversight of the accreditation process. Committee work aligns with institutional goals and core values, encouraging all to engage in ongoing learning through quality education and continuous improvement.

**ANALYSIS AND EVALUATION**

The College has developed methods to evaluate the effectiveness of its governance structures, procedures, and practices. College participatory governance committees regularly review their charge and membership to provide continuity as new members come on board and to respond to changing needs of the College. The PDMH is reviewed and revised on a regular basis by the president/superintendent working with College Council and exists as a living document. Key policies, procedures, and arrangements related to planning and decision making are documented in the handbook. The handbook is used as a guide for members of the College community, and serves as a resource by new employees hired by the College and as current employees become more active in planning and decision-making activities.

All institutional programs and services are evaluated regularly through the process of program review. Leadership roles, governance and decision making policies, procedures, and processes are regularly evaluated to assure honesty and effectiveness. The institutional effectiveness committee has been particularly engaged in the past in revising planning processes to make them more effective; the newly reconstituted committee will continue that work.

**CONCLUSIONS ON STANDARD IV. A. DECISION MAKING ROLES AND PROCESSES**

The College meets the standard.

**IMPROVEMENT PLAN (S)**

In order to ensure policies and procedures are current, understood, and mutually agreed upon, the College will continue the revisions and updates to the PDMH.

**EVIDENCE LIST**

IV.A1 Strategic Plan

IV.A2 AP 2510 - Participation in Local Decision Making

IV.A3 BP 2510 - Participation in Local Decision Making
| IV.A.4 | College Council bylaws |
| IV.A.5 | Planning and Decision Making Handbook |
| IV.A.6 | BP 3250 - Institutional Planning and Program Review Faculty |
| IV.A.7 | sabbaticals |
| IV.A.8 | College Council minutes, February 26, 2018 |
| IV.A.9 | Faculty Senate minutes, October 4, 2017 |
| IV.A.10 | ASOC minutes, April 20, 2018 |
| IV.A.11 | Faculty Senate |
| IV.A.12 | Planning and Decision Making Handbook |
| IV.A.13 | BP 2510 - Participation in Local Decision Making |
| IV.A.14 | BP 4020 - Program and Curriculum and Course Development |
| IV.A.15 | Collegial consultation resolution |
| IV.A.16 | BP 2510 - Participation in Local Decision Making |
| IV.A.17 | AP 2510 - Participation in Local Decision Making |
| IV.A.18 | Strategic Plan |
IV.B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

EVIDENCE OF MEETING THE STANDARD

Board Policy (BP) 2431 specifies that the Board of Trustees (Board) will establish a fair and open search process to fill presidential vacancies. (IV.B.1) BP 2430 delegates the executive responsibility for reasonably interpreting and administering Board policies to the president/superintendent. This includes the authority to delegate these authorities while remaining directly responsible to the Board for the execution of such delegated powers and duties. (IV.B.2) Administrative Procedure (AP) 2510 summarizes the types of decisions, governance actions, and College participation in the decision-making process. (IV.B.3) An expanded version can be found in section B.5 of the planning and decision making handbook (PDMH). (IV.B.4) Additionally, AP 2435 details the annual process by which the president/superintendent’s effectiveness is evaluated by the Board. (IV.B.5)

ANALYSIS AND EVALUATION

The president/superintendent is held accountable to the Board through an annual evaluation held in closed session. The evaluation examines the president/superintendent’s success toward meeting identified annual goals and overall performance during the previous year. The Board uses a template from a professional trustee organization. In addition to success at meeting annual goals, the president/superintendent is evaluated on institutional leadership, use of resources, relations with the Board, external relations, and personal qualities.

The PDMH collects, documents, and presents the major College policies, procedures, and arrangements related to planning and decision making. Specifically it identifies the role of the president/superintendent in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. This handbook serves as resource to the College and is reviewed on a

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.
EVIDENCE OF MEETING THE STANDARD

BP 3100 delegates the responsibility of organizing the College to the president/superintendent. This delegation includes creating lines of authority and fixing general duties. (IV.B.6) The administrative structure of the College is outlined in the Ohlone Community College District organization chart. (IV.B.7) The president/superintendent establishes processes for determining the need to fill and filling staff and faculty vacancies. The president/superintendent and vice presidents review all administrator and staff hiring requests prior to authorization. Faculty hires are initiated via program review and recommended to the president/superintendent by the FPP. (IV.B.8)

ANALYSIS AND EVALUATION

There have been several changes to the organizational structure of the College since the last accreditation visit. Budget cuts to the California Community College system, along with initiatives from the Chancellor’s Office, have prompted the College to reevaluate how it is staffed. In addition to the funding deficits these cuts and initiatives have imposed on the College, the institution has seen enrollment declines on par with a majority of the other California community colleges. The combination of these factors have had a major impact on the size of the College as it relates to its staffing and course and service offerings.

The president/superintendent has been actively engaged in the efforts to ensure that the administrative structure is in alignment with the College’s purpose, size, and complexity. The president/superintendent has been diligent and flexible in meeting the College’s needs; filling previous vacant administrative positions and recently placing a temporary suspension for faculty, staff, and administrator hiring to allow assessment of the College’s progress in addressing the new funding formula.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.
EVIDENCE OF MEETING THE STANDARD

College council has been the College’s governance committee since 2003. (IV.B.9) This group consists of representatives from each area of the College—faculty, administration, classified staff, and students. College council is co-chaired by the president/superintendent and one council member, and vice presidents serve as ex-officio, nonvoting members. This group acts as a primary participatory governance venue through which the president/superintendent reports out to the College, and the group serves as one way the College constituents make their voices heard at the top administrative level and, beyond, up to the Board. Since the College’s last self-evaluation in 2014, the president/superintendent has guided the College to continuously define, revise, and clarify the relationships between all these College groups.

The president/superintendent guides the maintenance and/or evolution of the teaching and learning environment of the College by following the policies, procedures, and plans laid out in the College’s major planning documents, including the strategic plan and the educational master plan. Additional studies, tools, and policies—the PDMH, BPs, and APs, for example—help the College remain focused on its goals and objectives. The president/superintendent continues to reach out to the College community for insights and further recommendations to enhance institutional improvements, from visiting division meetings to hosting public forums to address specific issues. The president/superintendent also was instrumental in the College’s establishment of institutional standards, initiating the process before it was a part of the new Standards. Finally, as a looping tool for both assessment and planning, the research and planning office regularly supplies the president and College Council with internal and external data, as well as providing analysis of that data.

ANALYSIS AND EVALUATION

The processes for setting values, goals, and priorities are evident in the PDMH, the strategic plan, and the integrated planning process. Performance standards are evident in the role of the research office, especially in the setting of institutional standards, and in the widespread discussion of the California Community Colleges’ Student Success Scorecard, a statewide performance assessment of the 114 California community colleges. The use of high quality research is evident in the College’s research tools, and the process for the development of the strategic, educational, facilities, and other master plans. The integration of educational and resources planning is evident in the program and budget planning processes, with primary integration coming through program review. The allocation of resources to support and improve learning is evident in the budget process and in the use of grant funding to support student learning. Evaluation of planning is evident in integrated planning, the Board’s goal setting process, the strategic plan annual assessment, and the work of the institutional effectiveness committee. All of these policies, procedures, and processes include involvement and oversight by the president/superintendent.
IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

EVIDENCE OF MEETING THE STANDARD

In accordance with BP 3200 (IV.B.10), the president/superintendent ensures compliance with the ACCJC accreditation standards and ensures all institutional stakeholders receive information related to the policies and expectations associated with the accreditation process. In a prospective or preparatory manner, the president/superintendent offered an array of opportunities where participants from the College raised questions, provided comments or feedback, and contributed input throughout the accreditation process. Forums taking place on a regularly scheduled basis include regular discussions within College Council and among members of the executive team. Additional consultations that occur on a consistent basis include the president/superintendent’s regular meetings with the accreditation liaison officer (ALO) and the ALO’s regular communication with the team chairs.

The president/superintendent maintains familiarity with all current ACCJC accreditation standards, as noted by her former position as the associate director at the ACCJC Western Association of Schools and Colleges (WASC), continuing to lead numerous ACCJC site teams, and encouraging College faculty and staff to participate in ACCJC site visits. In addition, the president/superintendent worked with the ALO to establish a series of developmental accreditation training workshops—such as attendance for 16 College staff at the ACCJC-hosted workshop in Oakland, a training session for College staff led by ACCJC staff, and in-house training for all team chairs and leads—as well as access to the ACCJC online accreditation tutorial.

ANALYSIS AND EVALUATION

The president/superintendent sets the structure and participates actively in the information gathering, writing and reviewing process of the Institutional Self-Evaluation Report (ISER). The president/superintendent directs efforts off cycle to ensure that the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies. Every aspect of the accreditation process, from writing the ISER, to implementing improvement plans, to maintaining a standard-compliant college year-to-year is led by the president/superintendent. Given the president/superintendent’s history and familiarity with ACCJC and the standards, the College consistently aligns with accreditation standards and policies.
IV.B.5. | The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

**EVIDENCE OF MEETING THE STANDARD**

In accordance to BP 2430, the president/superintendent is delegated by the Board to administer and implement policies adopted by the Board; is required to ensure that the College is in compliance with relevant laws and regulations; and to also ensure the timely submission of required reports. The president/superintendent also maintains a set of APs intended to implement Board polices in accordance to the College mission and policies. APs are, therefore, likely linked to a corresponding BP in order to provide consistency. Statutes, regulations, and accreditation standards also reference the corresponding BP to reflect consistent implementation.

The president/superintendent regularly communicates statutory and compliance expectations to the Board to provide for informed decision-making, and the president/superintendent ensures that all governance decisions are linked to the College's mission. An example of the president/superintendent’s compliance with this standard is the PDMH, the purpose of which is to provide necessary information for processes, policies, and procedures related to planning and decision making for the College. In 2018, the faculty senate and president/superintendent worked together to revise the College's interpretation of 10+1 (IV.B.11)—a definition of the faculty role in governance, particularly as it relates to academic matters—requiring a revision to BP 2510 and AP 2510. Also in 2018, in response to the increasing safety concerns for school campuses across the nation due to increased incidents of gun violence, the president/superintendent and campus police services reviewed and revised the safety and security master plan (SSMP), which ultimately led to the decision to arm officers at the College.

The president/superintendent’s responsibilities for effective control of the budget and expenditures include working with the budget committee, a subcommittee of college council, whose purpose is to facilitate dialog and college wide input in the budget planning process. Once approved, the budget is directed by the chief business officer, who regularly meets with, and reports to, the president/superintendent. In response to the State’s 2018-2019 budget (IV.B.12), which introduced the student centered funding formula (SCFF), the president/superintendent has kept the College informed about financial impacts of the SCFF on the College through the biannual state of the college addresses and budget forums.

In 2010, Measure G Bond was approved by the citizens of Fremont, Union City, and Newark in support of capital improvements of the College sites. The president/superintendent actively supported the passage of this bond measure in order to provide more up-to-date facilities and equipment. The president/superintendent
regularly attends the meetings facilitated by the citizens bond oversight committee (CBOC) (IV.B.13) for the purposes of clarifying information as well as staying informed of committee guidance. The president/superintendent also meets weekly with the construction management company about the progress of the project.

**ANALYSIS AND EVALUATION**

The president/superintendent is intimately involved in ensuring the implementation of all statutes, regulations, and policies, including effective oversight and propriety of the budget. Additionally, the president/superintendent ensures alignment of institutional practice with the College mission.

One of the College’s values is integrity. Consistent with the implementation of regulations and the value of integrity, the president/superintendent, when confronted with an accidental error in the amount of apportionment the College had been over-awarded, immediately declared, “This has to be paid back.” Despite the fact that the decision would cost the College an excess of one million dollars, despite having successfully passed audits, and despite the probability that the error would never be revisited in subsequent audits, deciding to pay back the money was the right thing to do in ensuring continued compliance with state regulations. The discrepancy was reported; the funds were returned; and the College maintained its integrity in abiding by the state regulations.

**EVIDENCE OF MEETING THE STANDARD**

Focusing on internal communication, the president/superintendent meets regularly with individuals, groups, and committees. One regular meeting is with college leaders, comprised of the College vice presidents, faculty senate, college council, ASOC, and union leaders. Additionally, the president/superintendent is the co-chair of college council. The president/superintendent also attends academic deans’ meetings, ASOC meetings, faculty senate meetings, and events throughout the year, such as the international students welcome and high school counselors’ conference.

Relating to external communication, the president/superintendent presents updates to community groups several times a year. The groups include chambers of commerce and community service groups, such as Rotary. The president/superintendent also leads a group known as the president’s advisory committee (PAC). PAC members consist of both external and internal parties: local elected officials, school leaders, business leaders, community leaders, and College representatives. PAC meetings typically discuss a topic related to the College and to the community. These meetings began in 2015 and occur three times a year. Topics have
included “How to increase enrollment” and “How to improve the College’s image in the community,” and are aimed at giving voice to the College’s community friends and supporters. The president/superintendent then reports back to the group at the next meeting as to what actions were taken from the ideas gathered at the previous meetings, thereby ensuring a sense of recognition and acknowledgement among constituent participants. (IV.B.14)

Another twice yearly communication venue is the president/superintendent’s state of the college address. This speech is delivered on the Friday before the start of the spring and fall semesters. All College employees and community members are invited to attend. The president/superintendent provides an update on recent activities, the budget, successes, challenges, progress on construction, and other matters impacting the College and the community.

An additional communication responsibility for the president is communication with the Board. The president/superintendent is the primary source of communication with the Board regarding College matters. The president/superintendent provides the Board with regular updates on College activities, operations, challenges, and successes.

The president/superintendent continues to increase communication with the communities served by the College. In an effort to continually improve communication, in spring 2018 the president/superintendent asked the college Community for ways to improve communication. One of the suggestions was to offer chat sessions. In fall 2018 the president/superintendent began “Pastries with the President.” These are open meetings that allow the president/superintendent and employees to have informal discussions about what is going on at the College. These sessions occur on different days of the week and times of day to allow for as many attendees as possible. The president/superintendent has also written articles for the Monitor, the College’s student newspaper.

ANALYSIS AND EVALUATION
Through traditional and contemporary forms of written and verbal communication, visits throughout the College community, formal reports, and membership in local community organizations, the president/superintendent works and communicates effectively with the communities served by the College. The president/superintendent is accessible to community members to discuss the College and plans for the future. The president/superintendent’s efforts in total have been effective at communicating the College’s interest in being connected to the community the College serves.

CONCLUSIONS ON STANDARD IV. B. CEO
The College meets the standard.
### EVIDENCE LIST

**IV.B.1**  BP 2431 - Selection of President/Superintendent

**IV.B.2**  BP 2430 - Delegation of Authority

**IV.B.3**  AP 2510 - Participation in Local Decision Making

**IV.B.4**  Planning and Decision Making Handbook

**IV.B.5**  AP 2435 - Evaluation of President/Superintendent

**IV.B.6**  BP 3100 - Organizational Structure

**IV.B.7**  College Organization Chart

**IV.B.8**  Faculty position planning data

**IV.B.9**  College Council

**IV.B.10**  BP 3200 - Accreditation

**IV.B.11**  Faculty Senate, 10+1 matters of educational and professional significance

**IV.B.12**  2018-2019 budget

**IV.B.13**  Citizens Bond Oversight Committee

**IV.B.14**  Key facts, created for, and distributed at, President’s Advisory Committee meetings
IV.C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

EVIDENCE OF MEETING THE STANDARD
The Board of Trustees (Board) represent the public interest by establishing policies that assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the College. (IV.C.1). The Board consists of seven members who are elected by qualified voters of the district and serve the cities of Fremont, Newark, and a portion of Union City to govern on their behalf. (IV.C.2) The Board also includes one elected student member who provides an advisory vote. (IV.C.3)

ANALYSIS AND EVALUATION
The Board meets on a regular basis each month and holds additional workshops as needed. The subjects of the Board meetings may qualify as business or special, depending on actions taken or subjects addressed. The Board meeting schedule—along with the agenda, document index, and minutes—are posted online and available to all. Standards by which the Board polices the requirements are published online in the Board policies and administrative procedures manual. (IV.C.4)

Board Policy (BP) 4025 covers the philosophy and criteria for associate degree and general education, which states that the College strives to provide a comprehensive and well-rounded education that promotes students’ personal, cultural, and intellectual growth as students adapt and grow in a changing world, giving students an enhanced ability to address social, ethical, and philosophical issues. (IV.C.5) BP 4020 (IV.C.6) requires that the programs and curricula “be of high quality, relevant to the community and student needs, and evaluated regularly.” Procedures to support this directive include the president/superintendent working in concert with Faculty Senate in all processes; establishing training opportunities for individuals involved in curriculum development; regular program and course review; and the use of job market data for vocational/occupational programs. Additionally, chapter 4 defines the policies for key academic support functions and processes which including library services, articulation, academic renewal, and graduation requirements.

Chapter 6 of the BPPM addresses the delegation of authority and policies which are in place to support the goals and guidelines established by the Board to promote financial stability for the College. Authority is delegated to the president/superintendent over the general business procedures of the College and requires
compliance with applicable laws and regulations; appropriate periodic reports to the Board shall be made by the president/superintendent regarding the financial status of the College. Unrestricted general reserves may not fall below five percent of the general fund. Per policy, revenues in excess of amounts budgeted must be added to the College’s reserve for contingencies. (IV.C.7, IV.C.8)

The Board monitors the institutional performance and educational quality and works to ensure that fiscal resources exist to maintain the defined standards of operation. The Board receives budget updates at their Board meetings. A defined schedule is established to review and accept quarterly financial reports and related budget changes.

The Board may adopt policies as authorized by law or determined to be necessary for the efficient operation of the College, and may be revised, added to, or amended at any regular Board meeting by majority vote. (IV.C.9) Through BPs the accountability for fiscal management and responsibility are clearly defined by having adequate internal controls in place and making adjustments to the budget in a timely manner with objectives, procedures, and constraints communicated to the Board and employees.

EVIDENCE OF MEETING THE STANDARD
Per BP 2330 (IV.C.10), the Board must meet a quorum of at least four members and will act by majority vote of all of the membership of the Board present and voting. There shall be no secret ballot and the Board will publicly report any action taken in open session and report the vote or abstention of each individual trustee present. Once the Board reaches a decision, it acts as a whole.

ANALYSIS AND EVALUATION
In order for the Board to act as a collective entity, it has annually established clear Board priorities. Historical review identifies priorities as monitoring of strategic and long-term planning; quality implementation of Measure G; advancing initiatives affecting the College via legislative advocacy; and promoting a culturally competent environment, in addition to continually monitoring and supporting student access and success. Among those priorities for 2019-2020 is participation in professional development to build a cohesive team amongst the trustees through open communication and workshops (IV.C.11). The Board held a retreat in August 2018 and held three workshops in January and February 2019, with additional workshops tentatively planned through February 2020. Additional evidence of the Board acting as a collective entity is the support of community outreach and advocacy, specifically the Board Task 5.4 supporting the president/superintendent in a unified message advocating for the District. (IV.C.12).
The Board is committed to its obligation to ensure that the appropriate trustees participate in developing recommended policies for Board action and administrative procedures for the president/superintendent’s action under which the College is governed and administered. (IV.C.13) The Board shall not, outside of regularly scheduled meetings, use a series of communications to discuss, or take action on any item of business that is within the subject matter jurisdiction of the Board. (IV.C.14) No one trustee or administrator makes official commitments for the Board, except as directed by Board action. (IV.C.15)

In order to further promote independence, trustees may not be active employees of the College and may not hold an incompatible office.

**IV.C.3.** The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

**EVIDENCE OF MEETING THE STANDARD**

The Board is charged with establishing a search process that will be fair, open, and comply with relevant regulations when filling a presidential vacancy. (IV.C.16) When conducting an evaluation of the president/superintendent, the process shall comply with any requirements set forth in the contract with the president and shall be conducted annually. The evaluation process shall be developed and jointly agreed to by the Board and the president/superintendent. The criteria for evaluation shall be based on Board policy, the president/superintendent’s job description, as well as performance goals and objectives developed with the president/superintendent. (IV.C.17)

**ANALYSIS AND EVALUATION**

An annual evaluation of the president/superintendent is held via a closed session by the Board. The president/superintendent is held accountable upon examination of success toward meeting annual goals and objectives. The president/superintendent is also evaluated regarding institutional leadership, use of resources, relations with the Board, external relationships, and personal qualities. Performance objectives and the evaluation process are part of the president’s contract. (IV.C.18)

The president/superintendent and the Board retreat to discuss and establish mutual College goals and objectives. The results are reflected in mutually supporting performance objectives for the Board and the president/superintendent for the coming year and are based on the responsibilities set forth in the agreement, as well as any other duties mutually agreed upon by the parties.

The Board annually evaluates and assesses in writing the performance of the president/superintendent, typically on or before July 1, during the term of the contract. Said evaluation and assessment shall be
reasonable and related to the responsibilities, performance objectives, and management style of the president/superintendent, and shall be mutually agreed upon by the president/superintendent and the Board.

IV.C.4. | The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

EVIDENCE OF MEETING THE STANDARD
Both BP 2010, Board Membership, and BP 2100, Elections, demonstrate that the Board reflects the public interest in its composition. BP 2200 further defines the duties and responsibilities of the Board and its members, as cited above in IV.C.1.

ANALYSIS AND EVALUATION
The Board is an independent policy-making body comprised of seven members, elected by the voters of the district. Additionally, a student member of the Board is elected by currently-enrolled students in an annual spring election. The student trustee provides an advisory vote on the Board. (IV.C.19)

As per BP 2010, trustees may not be employed by the District or hold an incompatible office. Further potential conflicts of interest or influences are addressed in the Board’s Conflict of Interest policy.

The Board advocates for the College by participating in meetings and conferences sponsored by recognized external organizations. Further, the Board approved resolutions on “no-hate” (IV.C.20; IV.C.21), “no-harassment” (IV.C.22; IV.C.23), undocumented students (IV.C.24; IV.C.25), and the student centered funding formula (IV.C.26; IV.C.27), submitting the approved resolutions to legislative representatives when applicable.

IV.C.5. | The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

EVIDENCE OF MEETING THE STANDARD
One of the Board’s responsibilities in BP 2200 is to “establish policies that define the institutional mission and set prudent, ethical, and legal standards for College operations.” Board policies are adopted as per BP 2410. The Board’s adopted policies as identified via the Board Member Guide in chapter 4 addresses student
learning and educational quality; chapter 5 addresses student-related services; and chapter 6 addresses financial stability.

The Board’s adopted policies associated with student learning programs and related services are detailed in chapter 4, academic affairs, and chapter 5, student services.

In alignment with the College’s mission of “offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment.” BP 4020, program and curriculum and course development, states “the programs and curricula of the District shall be of high quality, relevant to the community and student needs, and evaluated regularly to ensure quality and currency. To that end, the president/superintendent shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.” Additionally, chapter 4 defines the academic calendar, grading, academic freedom, library services, and standards of scholarship.

Student services—including counseling, transfer center, financial aid, student accessibility services, extended opportunity programs and services, health center services, and athletics program—are defined and detailed in chapter 5.

ANALYSIS AND EVALUATION

The Board’s policies detail their responsibility for educational quality, legal matters, and financial integrity and stability. At each regular business meeting, actionable agenda items are always ascribed with their applicable Board policies.

The Board regularly receives updates on the College’s educational quality through presentations on student learning outcomes, program reviews, and educational programs. (IV.C.28; IV.C.29) The Board also approved the educational master plan. (IV.C.30) The Board received a presentation on the College’s updated institutional standards at their May 9, 2018 meeting (IV.C.31).

The Board is apprised of any anticipated or pending district legal matters during closed sessions before regular business meetings. Aligned with Board policies as found in the Board Member Guide, chapter 6, the Board reviews and accepts quarterly budget reports and reviews and approves the College’s annual budget and audit. The Board is also regularly updated on the status of Bond Measure G.
EVIDENCE OF MEETING THE STANDARD
The Board policies and administrative procedures manual is published on the College’s website and can be accessed by chapter or individual policy/administrative procedure. Hard copies are also available through the president/superintendent’s office.

BPs and APs are available to the public electronically on the College’s website and as hard copies through the president/superintendent’s office. Several Board policies within chapter 2 address the composition and responsibilities of the Board. BP 2010 defines the size of the Board and criteria for membership. BP 2015 defines elements related to the student member. BP 2200 specifies the Board’s duties and responsibilities. The Board’s structure is defined in several policies: BP 2100 identifies the terms of office and eligibility requirements for serving on the Board; BP 2210 identifies the process for addressing vacancies on the Board; BP 2130 identifies the term limits for Board members; BP 2210 specifies the officers of the Board and their respective duties; and BP 2220 identifies the process for establishing Board committees.

ANALYSIS AND EVALUATION
Multiple, comprehensive board policies, which are regularly reviewed and updated, codify the composition of the Board and outline its duties and responsibilities. Similarly, Board bylaws are complete and current. All are readily available to the community.

EVIDENCE OF MEETING THE STANDARD
BP 2410 details the Board’s processes for adopting and reviewing Board policies. As per BP 2410, the Board regularly updates all Board policies through a review cycle process. The president’s committee for Board policy Review meets and reviews potential first reading policies. This committee consists of the president/superintendent and two trustees, with the trustees appointed on an annual basis. (IV.C.32) Policies are also vetted through appropriate participatory governance when necessary, prior to being presented to the president’s committee for board policy review.

Following the subcommittee’s recommendations, the Board then conducts a first reading of the proposed revisions at one of their regular business meetings. The revised policies are then approved by the Board at their next business meeting.
ANALYSIS AND EVALUATION
The most recent policy review cycle timeline was approved by the Board at their June 13, 2018 meeting and is currently ongoing. (IV.C.33) The Board also approves policy revisions on an as-needed basis in response to necessary, system-wide legal updates.

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

EVIDENCE OF MEETING THE STANDARD
Per BP 2200, included among the responsibilities of the Board is the monitoring of institutional performance and educational quality. The Board consistently demonstrates its commitment to this responsibility within the Board Priorities each year. As an example, for 2019-2020, Board Priority 2 is to “Monitor and support student access and success.” The Board includes within this goal the review and discussion of student success, retention, and persistence data, with additional focus on historically underrepresented and underserved populations. Additionally, per BP 3250 (IV.C.34), the educational master plan is included within the plans reviewed and approved by the Board.

ANALYSIS AND EVALUATION
The Board regularly reviews key indicators of student learning and achievement. In April 2018, the Student Success Scorecard Report was presented to the Board for review, including the comparison of the College’s performance indicators with the rest of the California community college system. In February 2019, as part of the Board’s review of changes to the strategic plan that would integrate the goals of the Chancellor’s Office Vision for Success, the Board reviewed how 2018 performance indicators compared to the 2017 baseline. The Board also reviewed the strategic plan as part of its annual review in March 2018. Every other spring (most recently in May 2018), the Board reviews a chronological record of institution-set standards, looking at trends and comparisons with local and statewide benchmarks.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
EVIDENCE OF MEETING THE STANDARD
As indicated in BP 2740 (IV.C.35), the Board is committed to ongoing professional development for the Board as a whole, and especially recognizes the importance of orientation programs for new trustees, student trustees, and the Board Chair. Such professional development includes access to materials that can be used in individual study and also conference opportunities to allow active engagement with others.

BP 2110 (IV.C.36) provides for continuity of the Board membership by detailing the mechanisms by which unexpected vacancies on the Board would be filled. BP 2100 (IV.C.37) describes the composition of the Board and the general election timelines, including the provision for staggering terms of office. As indicated there, each Board member serves for a term of four years and the elections are two years apart, leading to a structure where roughly half of the trustees are elected at each trustee election.

ANALYSIS AND EVALUATION
The College is particularly purposeful in addressing professional development opportunities for the Board, having once had a board that went beyond its role, venturing into College operations. The section of the College website devoted to the Board includes a subsection devoted to orientation resources to help familiarize trustees with their roles and responsibilities. These include the Board member guide and a document describing the structure of the trustee orientation program; however, these documents are currently in the midst of needed updates.

Professional development opportunities are allocated to the trustees annually from among a list of several professional conferences, most recently at the July 2019 Board meeting. The process is designed to ensure that each trustee attends at least one conference annually. The trustees choose from among eight conference opportunities hosted by the Association of Community College Trustees (ACCT) or by the Community College League of California (CCLC). The Board also regularly schedules training workshops. In the past year, workshops have addressed subjects including effective trusteeship, cultural competency, board efficacy, and the Brown Act and ethics. Such orientation and professional development are especially important lest the Board misunderstand its role and repeat the behavior that led to sanctions in the past.

Due to the June 2018 resignation of one of the trustees, the Board had the opportunity to address a need for continuity of membership. The Board immediately followed the BP 2110 and voted to fill the vacancy by district voter election, which was held in November 2018. As the trustee’s term was about halfway done, the elected replacement will serve a shorter term, thereby preserving the staggered nature of the seats.
IV.C.10. | Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

EVIDENCE OF MEETING THE STANDARD
BP 2745 indicates that a committee of the Board shall annually determine an instrument or process that the Board will use for self-evaluation, and that such an instrument must incorporate criteria regarding Board operations as defined in the Board policies and criteria regarding Board effectiveness that are promulgated by recognized practitioners in the field.

The evaluation currently employs a process developed by a national trustee association to construct the Board self-evaluation instrument, and the workshop is facilitated by a consultant from that organization. BP 2745 (IV.C.38) also indicates that a summary of the evaluations will be presented at a subsequent Board session, and the results will be used to identify accomplishments for the past year and to set goals for the following year. The Board Member Guide further indicates that the Board's self-evaluation will occur at an annual summer retreat that the Board has with the College president/superintendent.

ANALYSIS AND EVALUATION
There is evidence that the Board regularly conducts a self-evaluation and considers its impact on annual goals identified as Board priorities. Every summer the Board conducts a day-long planning workshop. The most recent workshop was in August 2019. At the September Board meeting, the Board approves a Board Priorities document for the year that was developed following the workshop. Open discussion about the evaluation process occurs during the workshop. A change in the Standard now requires that the Board make the results of its evaluation public. To that end, the Board planning workshop is, and always has been, a public meeting (except for that portion relating to confidential personnel evaluations). It is conducted on a weekend so the day-long event does not conflict with normal work schedules of those who may choose to attend.

Additionally, the mid-year assessment for 2018-2019 was combined with a new trustee orientation and workshop. It was also a day-long open meeting (except for that portion relating to confidential personnel evaluations). Like the planning workshop, this meeting was held offsite, although in previous years the assessment has been held on campus as it has not required a day-long meeting. The Board is particularly diligent in setting goals and priorities for itself and in assessing progress toward meeting those goals and improving its work for the College. The governing board’s self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies and bylaws. (IV.C.39)
IV.C.11. | The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER7)

EVIDENCE OF MEETING THE STANDARD
The Board’s code of ethics is defined in BP 2715 (IV.C.40). Included in this policy are steps to address potential violations of the Board’s code of ethics.

BP 2710 addresses Board conflicts of interest (IV.C.41). This policy is aligned with government code and details the necessary disclosures that trustees must make should they have any conflicting interests in Board decisions. Economic interest forms must be filed yearly by the Board and are handled under AP 2710 (IV.C.42).

ANALYSIS AND EVALUATION
At their March 12, 2014 meeting, the Board approved moving the process for dealing with Board member code of ethics violations from AP 2715 to BP 2715. This action clarified the Board and president/superintendent’s roles in addressing potential code of ethics violations. As per BP 2710, trustees are required to file statements of economic interests on an annual basis. These statements disclose any individual financial interests and serve as a reminder to trustees of potential conflicts of interest that could interfere with Board decisions.

On January 29, 2014 the Board held a workshop on Board ethics and conflicts of interest. Online training was also provided to the Board on ethics for locally-elected officials, and several Board members participated in training at trustee conferences. While a small number of issues arose when the code of ethics policy (BP 2715) was first implemented, there have been no identified conflicts of interest or ethical issues warranting resultant action that have been identified. With the addition of two new trustees in 2018, the Board recognizes the need for a refresher course on the code of ethics and its implications for trustees. To that end, an ethics refresher training session is scheduled for all trustees in spring 2020.

IV.C.12. | The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.
EVIDENCE OF MEETING THE STANDARD
The Board delegates authority to the president/superintendent in BP 2430. (IV.C.43) This includes delegating to the president/superintendent the responsibility of administering and interpreting Board policies. BP 2430 also holds the president/superintendent responsible to the Board for any delegated powers and duties regarding the operation of the College.

ANALYSIS AND EVALUATION
The Board Member Guide outlines protocols for communication between the Board and the president/superintendent, College personnel, and media. These protocols support delegation to the president/superintendent and reinforce the avoidance of micromanagement. Trustees must notify the president/superintendent when visiting a campus or when receiving an invitation to meet with College groups. Trustees and College employees are taught to utilize the President’s Office as the sole point of contact for coordinating Board attendance at College events. Trustees are discouraged from attending internal operational and committee meetings.

The president/superintendent is held accountable to the Board through an annual evaluation process via BP 2435. (IV.C.44) The president/superintendent’s evaluation is held in closed session during the same Board planning workshop that includes the Board’s annual evaluation, which is conducted in open session. The Board utilizes a template from a professional trustee organization to conduct the president/superintendent’s evaluation. The topics assessed include evaluation of the president/superintendent’s annual goals, institutional leadership, use of resources, relations with the Board and community, and personal qualities.

IV.C.13. | The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

EVIDENCE OF MEETING THE STANDARD
The Board’s role in the accreditation process is defined in BP 3200. (IV.C.45) In addition to BP 3200, the Board Member Guide explains the details of Standard IV as well as the Board’s role in accreditation. As per BP 3200, the president/superintendent informs the Board of “approved accrediting organizations and the status of accreditations.” The Board receives accreditation information through business meetings, workshops, and written updates. The Board has received regular updates on this self-evaluation and has approved it prior to its submission.
ANALYSIS AND EVALUATION
Following the College’s 2014 accreditation process, the Board received an accreditation update at their January 14, 2015 meeting. The Board then had a first reading of the college’s accreditation follow-up report at their February 11, 2015 meeting, with approval of the report at their March 11, 2015 meeting. (IV.C.46)

The Board had a first reading of the college’s accreditation mid-term report at their February 8, 2017 meeting and subsequently approved the mid-term report at their March 8, 2017 meeting. The Board formed an ad-hoc subcommittee in February 2019 to provide feedback regarding their role in the ISER. On April 10, 2019 the subcommittee met with the accreditation standard IV co-chairs. At their April 24, 2019 workshop the Board as a whole participated in the evaluation of their roles and functions in the accreditation process with one of the standard IV co-chairs. The Board received regular accreditation updates throughout the self-study process, including a workshop on January 30, 2019 and a Board meeting update on May 8, 2019, with monthly reports on the status of the ISER thereafter.

The Board approved the self-evaluation report at their December 2019 meeting.

CONCLUSIONS ON STANDARD IV. C. GOVERNING BOARD
The College meets the standard.

EVIDENCE LIST

IV.C.1   BP 2200 - Board Duties and Responsibilities
IV.C.2   BP 2010 - Board Membership
IV.C.3   BP 2015 - Student Member of the Board of Trustees
IV.C.4   Board Policies
IV.C.5   BP 4025 - Philosophy and Criteria for Associate Degree and GE
IV.C.6   BP 4020 - Program and Curriculum and Course Development
IV.C.7   BP 6100 - Delegation of Authority
IV.C.8   BP 6250 - Budget Management
IV.C.9   BP 2410 - Policy and Administrative Procedures
IV.C.10  BP 2330 - Quorum and Voting
IV.C.11  Board priorities, #3
| IV.C.12 | Board priorities, #5 |
| IV.C.13 | BP 2510 - Participation in Local Decision Making |
| IV.C.14 | BP 2720 - Communications Among Board Members |
| IV.C.15 | Board Member Guide, section 2.7 |
| IV.C.16 | BP 2431 - Selection of President/Superintendent |
| IV.C.17 | BP 2435 - Evaluation of President/Superintendent |
| IV.C.18 | President’s Contract |
| IV.C.19 | BP 2015 - Student Member of the Board of Trustees |
| IV.C.20 | Board minutes, December 14, 2016, page 2 |
| IV.C.21 | No Hate Resolution |
| IV.C.22 | Board minutes, December 13, 2017, page 2 |
| IV.C.23 | No Harassment Resolution |
| IV.C.24 | Board minutes, December 14, 2016, page 2 |
| IV.C.25 | Resolution in Support of Undocumented Students |
| IV.C.26 | Board minutes, May 9, 2018, page 2 |
| IV.C.27 | Proposed Community College Funding Formula |
| IV.C.28 | Resolution Board minutes, April 11, 2018, page 3 |
| IV.C.29 | 2018 Student Success Scorecard, as an example |
| IV.C.30 | Board minutes, April 8, 2015, page 5 |
| IV.C.31 | Board minutes, May 9, 2018, page 5 |
| IV.C.32 | Board minutes, December 12, 2018, page 3 |
| IV.C.33 | Board minutes, June 13, 2018, page 4 |
| IV.C.34 | BP 3250 - Institutional Planning |
IV.C.35  BP 2740 - Board Education
IV.C.36  BP 2110 - Vacancies on the Board
IV.C.37  BP 2100 - Board Elections
IV.C.38  BP 2745 – Board Self-Evaluation
IV.C.39  Board Self-evaluation survey
IV.C.40  BP 2715 - Code of Ethics/Standards of Practice
IV.C.41  BP 2710 - Conflict of Interest
IV.C.42  AP 2710 - Conflict of Interest
IV.C.43  BP 2430 - Delegation of Authority to President/Superintendent
IV.C.44  BP 2435 - Evaluation of President/Superintendent
IV.C.45  BP 3200 - Accreditation
IV.C.46  Accreditation Reports and Documents
IV.D. Multi-College Districts or Systems

IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

EVIDENCE OF MEETING THE STANDARD
The College is not a part of a multi-college district and, therefore, is exempt from Standard IV.D.
H. QUALITY FOCUS ESSAY
H. QUALITY FOCUS ESSAY

Project 1
Improve Student Equity in Fall to Spring Persistence through Expanded First Year Experience Programming

INTRODUCTION OF PROJECT
About one third of the College’s students enrolled in the fall semester do not return for the spring semester. The college’s recently completed Equity Plan shows a statistically significant variation in fall to spring persistence rates between student groups served by the college. For example only 2,123 of 3,344 fall 2017 First Generation students returned for spring 2018, a rate of 63.8 percent (1,221 did not return), compared with 65.9 percent for all students. Students leave the College for a range of reasons, some beyond the control of the College, but some reasons are well within the College’s ability to influence. Each interaction a student has with employees at the College factors positively (or negatively) in a student’s decision to continue to pursue their educational goals.

This QFE will support the Equity Plan goal to:

Develop first semester or first-year experience programing to serve all first-time to-college students at Ohlone College. The programing would incorporate existing learning community programs and provide access for additional students in a new first-year experience program. The first-year experience program will be designed to provide students with a supportive and welcoming experience that helps to foster a sense of community and involvement at Ohlone College.

The objective is to develop a framework (curricular as well as other forms of engagement) for enriching the student experience with the goal of increasing student retention and persistence.
LINK TO SELF-EVALUATION

Standard II.A.7 highlights the institution’s responsibility to support “equity in success for all students.”

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

While the College does offer students a variety of support services, the data indicate that there is still room for improvement. The Self-Evaluation includes an improvement plan that commits the College to find additional ways to engage students in their first year. The primary measure of success for these efforts is student persistence from fall to the spring. The College should also see increases in course success and retention in the fall term as well as improvements in completion of college math and English in the first year. The Standard II.A.7 Improvement Plan states:

To improve institutional effectiveness the college will develop first year experience programming to improve fall to spring persistence for groups currently persisting at lower rates than the college average.

RESEARCH ON THE NEED FOR CHANGE

Data from student focus groups conducted by the Research and Planning Group conducted at the College in spring 2018 shows that students often do not feel connected to the College. This led to the following recommendation:

Recommendation 1: Increase ways for students to make connections with peers and faculty and build a stronger sense of college community.

A SOC-103, Social Science Research Methods, class surveyed 400 students in spring 2018 and concluded:

From our interviews and survey, we learned that students at Ohlone College do not feel a strong sense of belonging on campus. In fact, 73 percent of students report leaving campus right after their classes. A sense of community and belonging seems to be missing from Ohlone College.”

(Research Methods Class Survey 2018, N=400; Laurel Duchowny, SOC-103.)

A SOC-103, Social Science Research Methods, class surveyed over 700 students in spring 2019 with the following results:

43.4 percent of respondents indicated that they felt challenged in the campus environment because they do not know many other students
These numbers are more striking for African American students (60 percent); students of more than one race (52.6 percent); and those under 18 (53.3 percent)

24.5 percent of respondents indicated that a lack of connection to peers has significantly impacted their academic performance

25 percent feel uncomfortable seeking help from student services and 20 percent from faculty

First generation college students (30.6 percent) and low-income students (38.2 percent) are significantly more likely to feel uncomfortable seeking help from student services

First generation college students (23.6 percent) and low-income students (27 percent) are slightly more likely to feel uncomfortable seeking help from faculty

(Research Methods Class Survey 2019, N=781; Laurel Duchowny, SOC-103.)

The College’s Student Equity Plan data from the Chancellor’s Office Student Success dashboard indicates that each fall nearly 1,500 degree/transfer seeking students leave the College between the fall and spring terms without obtaining a certificate or degree or without transferring. Many of these students are at the College for the first time, are from underrepresented groups, and most are leaving without completing transfer-level math and English. The data demonstrate the opportunity the College has to support increasing the number of students who persist from fall to spring. Increased persistence will not only lead to higher numbers of students obtaining certificates, degrees, and transfer, but should result in increased apportionment revenue under the new funding formula from improved outcomes as well as FTES.

Improving fall to spring persistence has important implications for student success and achievement. The work of improving course and college retention and fall to spring persistence involves the whole college—all employees. An important component of this effort will involve providing faculty professional development to improve faculty-student engagement and to create a more welcoming environment for all students. This effort will also involve engagement by Student Services staff, such as counselors and admissions and records personnel. Each interaction with our students—whether from a groundskeeper or a records specialist—has an important impact on persistence from fall to spring.

The focus on improving student persistence links the College’s equity planning efforts to its guided pathways plans. Research shows that student retention and persistence in the first year is important to successful outcomes such as degree completion and transfer.

**ANTICIPATED IMPACT ON STUDENT LEARNING AND ACHIEVEMENT**

Research indicates that providing additional opportunities for student engagement for first time college students can lead to improvements in student success. The Ohlone Math Gateway Program and other cohort student learning communities, such as Puente, have proven successful for students, especially students of color.
A First Year Experience program is correlated with improving student persistence and preparedness (Young, et al., 2017). Evidence supports the conclusion that FYE courses help develop a sense of belonging and an affinity to the institution.

**OUTCOME MEASURES**
- Fall to Spring Persistence
- Completion of College Math and English in the first year
- Fall Student Course Success Rate

**ACTION PLAN (S)**
1. User Peer Data Coaches to support research. Use disaggregated data to examine first-year persistence to help identify key evidence-based components of first year experience programming.
2. Provide professional development on classroom strategies aimed at increasing persistence and success.
3. Explore the development, expansion, and integration of learning communities and cohort based learning models.
4. Implement a range of student engagement activities to increase persistence, such as social events and musical performances, as well as financial aid workshops and career exploration days.
5. Implement Summer Bridge and noncredit courses and certificates to enhance college-level Math and English completion in the first year.
Table 19: Major Activities to Improve Student Equity in Fall to Spring Persistence through Expanded First Year Experience Programming

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Parties</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
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<tbody>
<tr>
<td>User Peer Data Coaches to support research; use disaggregated data to examine first year persistence to help identify key evidence-based components of first year experience programming.</td>
<td>Guided Pathways Taskforce, vice president of administrative and technology services (VPATS), vice president of academic and technology services (VPATS), vice president of academic and technology services (VPATS), vice president of academic and technology services (VPATS), vice president of academic and technology services (VPATS)</td>
<td>Guided Pathways Pathways Pathways Pathways Pathways</td>
<td>Year 1</td>
</tr>
<tr>
<td>Provide professional development on classroom strategies aimed at increasing persistence and success.</td>
<td>Professional Development Committee, vice president of human resources and training</td>
<td>Professional Development; Student Development; Student Development; Student Development; Student Development; Student Development</td>
<td>Year 1</td>
</tr>
<tr>
<td>Implement a range of student engagement activities to increase persistence, such as social events and musical performances, as well as financial aid workshops and career exploration days.</td>
<td>Student Services, Career Center, discipline faculty, vice president of student services (VPSS); VPSS; VPSS</td>
<td>SEA</td>
<td>Year 1</td>
</tr>
<tr>
<td>Explore the development and integration of learning communities and cohort based learning models</td>
<td>SEA; Guided Pathways Committee; discipline faculty; counselors; VPSS; VPSS</td>
<td>SEA</td>
<td>Year 2</td>
</tr>
<tr>
<td>Implement Summer Bridge and noncredit courses and certificates to enhance Math and English completion in first year.</td>
<td>Math, English faculty; counselors; academic deans; VPAA</td>
<td>Student Equity and Achievement</td>
<td>Year 2</td>
</tr>
<tr>
<td>Evaluate the eOcacy of a First-Year Experience Program on the persistence and success of underrepresented and Disproportionately Impacted students and revise the program accordingly.</td>
<td>Research and Planning Office and Data Coaches</td>
<td>Year 3</td>
<td></td>
</tr>
</tbody>
</table>

RESEARCHING AND DEVELOPING THE OHLONE FIRST-YEAR EXPERIENCE PROGRAMMING APPROACH

Data Coaches will support others in exploring the following key questions to inform Ohlone’s First Year Experience (FYE) Programming design.

 Peer Data coaches will lead a team of faculty, staff, and administrators from the Student Equity and Achievement Committee and the Guided Pathways Taskforce to explore the following questions:

Reviewing the need for FYE: What problems does an FYE solve?

- Look at drop off in persistence in the first three semesters.
  - Disaggregate data (including disaggregated Asian groups) to identify the groups most likely to benefit from a 1st year experience.
- Explore which indicators are helpful in assessing preparedness, a key factor in FYE design.
What does the research say are effective practices for addressing these indicators?

- Explore research-based classroom strategies

Based on the research, which stakeholders should be involved in the design process?

- Determine who owns this intervention and the roles and responsibilities of each stakeholder through a RASIC analysis (determines the following for each action step: who is responsible, who approves, who supports, who is informed, who is consulted)

What is the process for evaluating effectiveness/progress of FYE?

- Data coaching teams will work in partnership with the Research and Planning Office to inform the design and delivery of new interventions to support student success including program learning outcomes. Data coaching teams will develop trainings on using different data tools and will ensure maintenance of the inquiry cycle.

**GENERAL TIMELINE**

Year 1  
Research and develop a first-year experience program.

Year 2  
Create and implement first-year experience programming (including credit and noncredit course options).

Year 3  
Assess, revise, and re-implement first-year experience based on assessment.
Project 2

Improve Student Time to Degree through the Development of Comprehensive Program Maps (clear course-taking patterns) Supported by the Schedule of Classes

INTRODUCTION OF PROJECT

In spring 2019 the Guided Pathways Taskforce adopted a set of guiding principles to direct their work. One of the principles states:

Faculty and administration will develop clear guiding pathways centered on student’s individual explorations, aspirations, needs and desired outcomes.

The taskforce recognized that student exploration was important and individual student needs should be considered when developing clear curricular pathways or course-taking patterns. Clear pathways that include a supporting schedule should lead to a more focused educational journey for more students and thus reduced time to degree overall.

This QFE will support the work of the Guided Pathways taskforce which plans to implement a process in which a multi-disciplinary group of faculty will work together to create program maps—a listing of suggested courses, by term, for different completion timelines (e.g. full-time, part-time) from initial enrollment to degree attainment.

Students will eventually have access on the College’s website and the educational planning tool to “maps” of instructional programs showing them options for completing the programs in two, three, and four years depending on entry status and full/part-time status. This information will also be used to make decisions regarding class schedules.

LINK TO SELF-EVALUATION

Standard II.A.6 highlights that colleges need to schedule courses to allow students to complete their educational goals in a timely manner.

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Although the College does engage in a variety of practices to schedule courses in a manner that allows students to complete certificate and degree programs in a timely manner, there is more work to do in order to clearly document and systematize these practices.
The Standard II.A.7 Improvement Plan states:

To improve institutional effectiveness the College will develop term-by-term curricular maps that can be used to improve scheduling and increase the ability of students to complete degrees and certificates in a timely manner.

RESEARCH ON THE NEED FOR CHANGE

Federal National Center for Education Statistics data indicate that for students starting as full-time and first-time students, less than 45 percent graduate in three years. See the following chart:

This data is consistent with research outlined in the College’s environmental scan, which examined students who completed a degree (rather than students starting in a particular term):

Ohlone’s course-taking patterns and time-to-degree numbers are aligned with community colleges across the state. The average time-to-degree for all students (which includes the long-term casual student) is nine semesters. This is true for both AA/AS degrees and for ADTs. However, the mode—most common time-to-degree—for both AA/AS and ADT is six semesters. Ten percent of graduates finished in two years; 34 percent finished in three years. Page 53

Table 20: Graduation Rates* by Time to Completion

<table>
<thead>
<tr>
<th>Graduation Timeframe</th>
<th>Began in Fall 2014</th>
<th>Began in Fall 2015</th>
</tr>
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<tbody>
<tr>
<td>Within “normal time” for the program</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>Within 150% of “normal time” for the program</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>Within twice as long as “normal time” for the program</td>
<td>53%</td>
<td></td>
</tr>
</tbody>
</table>

*Graduation rates can be measured over different lengths of time. "Normal time" is the typical amount of time it takes full-time students to complete their program. For example, the "normal" amount of time for many associate's degree programs is 2 years. Not all students complete within the normal time, so graduation rates are measured by other lengths of time as well, including "150% of normal time" (e.g., 3 years for a 2-year program) and "200% of normal time," or twice as long as the normal time (e.g., 4 years for a 2-year program).
As noted by the federal data, first-time, full-time Asian (55 percent) students complete within 3 years which is higher rate than other ethnic groups (about 30 percent).

Figure 28: Overall Graduation Rate by Race/Ethnicity and Citizenship | Full-time, First-time Students Who Began Their Studies In Fall 2015 and Graduated Within 150% of “Normal Time” to Completion for Their Program

ANTICIPATED IMPACT ON STUDENT LEARNING AND ACHIEVEMENT
Having consistent scheduling patterns would assist students in persisting through their program of study. A predictable schedule would help students plan and reduce unneeded courses and barriers to completion. This work should result in higher rates of achievement with students obtaining degrees and certificates at higher rates than in the past.

OUTCOME MEASURES
- Student Time-to-Degree
- Average Units Completed for Associate Degree
- Increase in Number of Awards

ACTION PLAN (S)
I. Train Data Coaches to expand College data knowledge. Use data related to program completion to identify potential curricula and scheduling improvements to guide development of program mapping.
II. Develop degree program term-by-term maps that consider course level student learning outcomes.
III. Integrate Educational Planning Tool with course taking patterns from program maps.
IV. Develop method for enhanced ongoing analysis of student scheduling needs.
V. Post clear pathway information in catalog and online.
Table 21: Major Activities to Improve Student Time to Degree through the Development of Comprehensive Program Maps (clear course-taking patterns) Supported by the Schedule of Classes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Party</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train Data Coaches to expand campus data knowledge; use data related to program completion to identify potential curricula and scheduling improvements to guide development of program mapping.</td>
<td>Guided Pathways Taskforce; VPAA</td>
<td>Guided Pathways</td>
<td>Year 1</td>
</tr>
<tr>
<td>Develop degree program term-by-term maps that consider course level student learning outcomes.</td>
<td>Guided Pathways Taskforce; discipline faculty; counselors; VPAA</td>
<td>Guided Pathways</td>
<td>Year 1 pilot (completion in Year 2)</td>
</tr>
<tr>
<td>Integrate educational planning tool with course taking patterns from program maps.</td>
<td>Discipline faculty; counselors; vice president of administrative and technology services (VPATS); VPSS</td>
<td></td>
<td>Year 1 – Year 2</td>
</tr>
<tr>
<td>Develop method for enhanced ongoing analysis of student scheduling needs.</td>
<td>Discipline faculty; Research and Planning Office; VPAA; VPAS</td>
<td></td>
<td>Year 2</td>
</tr>
<tr>
<td>Post clear pathway information in catalog and online.</td>
<td>Discipline faculty; counselors; academic deans; VPAA</td>
<td></td>
<td>Year 2</td>
</tr>
<tr>
<td>Evaluate the efficacy of clearer pathways and schedule changes on time to degree.</td>
<td>Research and Planning Office</td>
<td></td>
<td>Year 3</td>
</tr>
</tbody>
</table>

**RESEARCHING AND DEVELOPING THE OHLONE’S PROGRAM MAPPING ACTIVITY**

A multidisciplinary team of students, instructional faculty, counselors, administrators, and student services staff will look at degrees and will:

- Review related data on course taking patterns of students, including recent degree recipients, disaggregated by groups supported by the College’s Equity Plan, such as African American, Latinx, and First Generation students.
- Identify possible course-taking pathways by term and for different completion time options—e.g. full-time over two years, three years, part-time over four years, students taking basic skills courses, etc.
- Consider discipline course sequences and prerequisites, as well as program and institutional core competencies, and student learning outcomes to identify key milestones (courses, units completed) for each path.
- Create plans for students based on majors and what else students might be taking. Create templates for majors based on transfer (CSU or UC). General Education faculty should be key advisors to the process.
- Develop viable scheduling options to meet the needs of students over time. Identify in the college catalog when courses might be offered on a periodic basis, (e.g. every other spring).
GENERAL TIMELINE

Year 1: Begin to develop clear course taking patterns for each program of study. Apply information from program mapping exercise to the schedule of classes to determine student need.

Year 2: Revise class schedules as needed. Include a note in the catalog and class schedule about when a course is offered so that students can plan.

Year 3: Assess and revise class schedule based on an ongoing assessment of student need.