Preview

Status: Draft

Details

College

Ohlone College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

Contacts

Project Director

Larissa Favela
Assistant Professor, Guided Pathways Coordinator
lfavela@ohlone.edu
(510) 659-6226

Alternate Project Contact

Andrew LaManque
alamanque@ohlone.edu

Alternate Project Contact

Larissa Favela
Assistant Professor, Guided Pathways Coordinator
lfavela@ohlone.edu
(510) 659-6226

Approvers

Chancellor/President

Dr. Eric Bishop
Superintendent/President
ebishop@ohlone.edu
(510) 598-8243

Awaiting Submittal

Academic Senate President

Jesse MacEwan
jmacewan@ohlone.edu

Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Ohlone college has made consistent progress since Fall 2019, despite adjusting plans in response to a global pandemic. In Fall 2019, the Guided Pathways taskforce made the decision to move forward with using the term "Interest Areas" to refer to "meta-majors". In Spring 2020, at the first GP meeting, the taskforce made the decision to endorse the six "official" categories for Ohlone Interest Areas that emerged from a Fall 2019 Guided Pathways retreat. A campus wide

retreat was planned for April 2020 to further explore and develop the Interest Areas identified from the Fall 2019 retreat. The retreat had to move online due to shelter in place orders. The retreat was still considered a success, despite the online environment. Progress was made in identifying core competencies and life skills for each Interest Area, as well as descriptors for each Interest Area. The retreat also helped build awareness and buy-in across campus, especially from faculty members. As Spring 2020 came to a close, ADT degrees under each Interest Area were identified in order to commence degree mapping in Fall 2020. Interest areas and ADT's identified for degree mapping were endorsed by Faculty Senate in early Fall 2020. The counseling department and GP degree mapping sucecss teams piloted Interest Areas in Fall 2020.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

In Spring 2021, the GP taskforce is planning on assessing the Interest Area pilot of Fall 2020. The GP taskforce is also planning another campus wide retreat and addtional workshops to finalize Interest Area descriptions, core competencies, and skills, as well as degree and career pathways. This information will inform the redesign of the website and college marketing and informational materials for a full launch of Interest Areas for Fall 2021.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Starting in Fall 2020, Ohlone College is engaging is large scale degree mapping efforts. Part of the degree mapping process includes a cross-functional team facilitating the discussion in the degree mapping sessions, to help with development, clarification, and messaging to align the degree pathways to career and employment opportunities.The Ohlone College Guided Pathways has adopted an appreciative inquiry approach with a focus upon building collaboration and integration across campus in Guided Pathways efforts. Degree mapping efforts are supported by degree mapping "success teams", a cross functional team that informs the degree mapping process. These success teams mirror Interest Area success teams that will support the students in each Interest Area. Success teams consist of discipline faculty, Interest area counselor(s), data coaches, career advisers, and students. These success teams will work together to align degrees to career pathways and core competencies starting in Spring 2021.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

For Spring 2021, the plan is to present "mock-ups" of Interest Area webpages based up on information from faculty retreats from Fall 2019 and Spring 2020. Students and faculty will be invited to provide feedback and vote on preferences, not only on design elements, but also on content and organization of the information, including degree information, further education and employment opportunities, LMI data, and skills and competencies. This feedback and vote will inform the design of the Interest Area and degree map webpages for Fall 2021 launch.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

In Fall 2020, development and design of Interest Area webpages and degree maps was added to the Technology Master plan, including more intentional design and alignment with career, employment, and educational opportunities for each Interest Area. The idea is also to have more collaboration with the Career Center. Additionally, the GP taskforce is working closely with IT and the webteam to develop a workplan for updating the website with Interest Areas and degree maps.

Degree maps, which will be posted on the website, have a section for career outlook, further educational opportunities, and possible employment opportunities.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The taskforce is continuing to explore software applications and internal processes for how to present current transfer and employment opportunities and labor market information in one interface (see Bakersfield model as an example).

In Spring 2021, the GP taskforce will collaborate with IT in website development, especially as Interest Areas are further explored and developed in retreats and workshops.

The goal is to launch the updated website for Fall 2021.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

In Fall 2019, a degree mapping pilot was led by a GP taskforce member and included a mapping team of multi-disciplinary faculty. Insights from that pilot informed the development of a degree mapping template and a preliminary framework for degree mapping work.

In Spring 2020, the GP taskforce hoped to continue the work of the Fall 2019 pilot and start large scale degree mapping. The plan was for the first degree mapping cohort to finalize the degree maps that were started and a second cohort had been identified to begin the degree mapping process. However, those plans were derailed due to the pandemic. The degree mapping framework and template were finalized by the end of Spring 2020 for degree mapping to get started in Fall 2020.

For Fall 2020, the GP taskforce received more support with a taskforce member dedicated full time to coordinating degree mapping. The plan for Fall 2020 was to map Ohlone's 27 ADT's. Some degree mapping got started while Faculty Senate reviewed and discussed the degree mapping template. After much discussion and some revisions, the degree mapping template was approved by Faculty Senate in November 2020. By the end of Fall 2020, over a dozen of the ADT's will be mapped.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

For Spring 2021, the plan is to complete the mapping of the ADT's and start mapping the local degrees (AA/AS) and certificates. By Fall 2021, it is expected that 75 -80% of degrees and certificates will be mapped and aligned with Interest Areas. Implementation of print and online information that ensures that students are provided with a comprehensive educational plan that details coursework and degree outcomes, transfer and labor market information is expected to be launched by Fall 2021.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Large scale degree mapping efforts at Ohlone College started in Fall 2020. There is ongoing discussion in the mapping sessions regarding which transfer level course is most appropriate for each major. The involvement of math faculty in these discussions have been invaluable. Each degree mapping cohort, in conversation with math faculty, are requiring math courses accordingly.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

As degree mapping efforts continue, progress in this area should be consistent with degree mapping completion. The degree mapping workgroup plans is for the majority of ADT's to be mapped by Fall 2020; the local degrees and certificates are to be mapped in Spring 2021.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

There are current conversations about the redesign of the Onboarding process that incorporates Guided Pathways (GP). GP would be the foundation at each stage of the Onboarding process including: the application, CCC MyPath, Online Orientation and Self-Guided Math and English Placement, and Counseling and Registration (CAR) Sessions. A work plan that details the current process in comparison to the desired process incorporating GP has been developed and is in process of being implemented.

There are also two large scale orientation events, Freshman Day and Welcome Day, that will begin to incorporate GP in the program and shape the information that students will receive. For example, there will be specific Freshman Days for students in certain Interest Areas allowing for these students to meet and engage with their entire Success Team and gain information that is specific to their Interest Area. The idea would be similar for Welcome Day.

Career Coach is a tool within CCC MyPath that will allow students to analyze their interests and suggest careers and majors that would be connected to Ohlone Interest Areas. Students would have access to this tool before the application process and during the Onboarding process, serving as a supplemental tool to help students navitt their educational direction.

These updates are currently being discussed and worked on. There is a goal of implementation by the start of the Fall 2021 Onboarding process.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Student Equity and Achievement (SEA) has a subgroup that is working on a First Year Experience (FYE) program. There is a career exploration and personal development circular piece that is involved in the FYE and students will be required to take Personal Development (PD) 113: Strategies for Succeeding in College. This course will highlight career/college options and express the importance of engaging in this exploration.

Some of the FYE work coincides with Onboarding work (flagging potential students, outreach, orientation), so Onboarding workgroup hopes to have some recommendations for more effective onboarding strategies by end of Fall 2020 for Fall 2021 implementation of FYE. That workplan is ongoing and currently in development.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

In preparation for becoming compliant with AB-705, the math department made adjustments to all the math gateway courses prior to the Fall 2019 semester. As a part of the redesign, the prerequisites were removed from MATH-159 (Statistics) and MATH-156 (Math for the Liberal Arts). This move enabled all students to register for these non-STEM courses immediately upon enrolling at the college. The precalculus sequence, which had traditionally been a two-course sequence of trigonometry and precalculus, was redesigned to create a more balanced sequence. The new gateway course, MATH-186 (Precalculus 1) continues to have an Algebra 2 prerequisite, but any student who has taken Algebra 2 in high school is able to enroll in MATH-186. The course is being offered in a few different formats. Students can take MATH-186 as a stand-alone course. Students who leave high school with a lower GPA or have concerns about their ability to successfully complete MATH-186 can enroll in a co-requisite support course (MATH-186X). The support course is taught at the same time and by the same instructor. Every member of the MATH-186 course is co-enrolled in the support section.

Similarly, ENGL 151A and 162 (pre-transfer level courses) have been deactivated. While English-151B and 163 sections are available, they are no longer required of the students. All students are able to enroll in English 101A. Students are also able to elect to take an alternate pre-transfer-level English course, English-151RW, if they wish to improve upon their basic skills, but, like with the 151A and 151B-level courses, it is not required of the students. However, the English department faculty noted that a great many students came into English-101A unprepared or less-prepared for the academic demands and rigor of a transfer-level course. In response to this discovery, the English department created and launched the English-101AX series course. The content coverage of this 6-unit course (as compared with the 4-unit load of the regular 101A offering) is the exact same as that of the traditional 101A English course-level. However, due to the extra units (a 2-unit co-requisite "lab" course), it allows English faculty to customize and relegate necessary time

for specific needs of the students in individual classes. The demand for the 101AX series course has since seen a dramatic increase in demand, enrollment, and offering.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Data from Spring 2020 was gathered to consider success and retention, but no changes were made in Fall 2020 in order to allow for more data collection (and a more complete picture of how the course changes impacted students). No changes have been made due to the rapid move to remote learning, other than DE approval. The math faculty are making pedagogical changes necessitated by the move to an online environment. Some of these changes will remain as we return to in-person classes and should benefit students in the long run. The Math dept has increased the number of sections with the co-requisite support course to provide remediation for students who may be impacted by the recent disruptions in their face-to-face education. ENGL faculty are looking at feasibility of elective course offerings. Both Math and English departments are working on noncredit certificates. The Summer Bridge workgroup of the SEA committee plans to run non credit courses as Summer Bridge starting in Summer 2021.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice

was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The Summer Bridge program will begin in Summer 2021 although the courses making up the program will have all been offered during the Fall 2020 and Spring 2021 semesters. Summer Bridge is being created to provide students who may be underprepared for college with the tools and strategies needed to improve their likelihood for success in transfer level courses. The goal of the program is not to remediate students, but to provide them with a framework for success in three focus areas: Math, English, and Personal Development. Each focus area will conduct a 9-hour noncredit course over six days. Instructors will expose students to the college success skills needed to complete their first semester. In Math and English, students will learn techniques and strategies that will prepare them to be successful in these courses, and they will gain an understanding of how to use campus resources and course management tools. The instructors will strive to create relationships with a cohort of students who often struggle with success and retention. Personal development counselors will provide guidance, major exploration, and an initial student education plan will be created.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

During Spring 2021, each program will run a 9-hour noncredit course so the instructors have the opportunity to try different instructional strategies and get student perspectives regarding the content they feel would be important. Instructors for the Summer Bridge program will collaborate during the spring on the content to be introduced, the timing of content presentations, and the best way to facilitate the Summer Bridge program with the potential necessity of conducting the program virtually. As each program instructor sees the issues that arise during the delivery of the spring courses, new plans will be devised to ensure the Summer Bridge program has the best possible organization and delivery and that students begin their Ohlone career with the best opportunity for success. These efforts strive to ensure students not only get clarity and access on the path, but also understanding of resources, ultimately the support to persevere and ensure that learning is happening.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Ohlone College has robust tutoring services free of charge to all students and consists of three services. Embedded tutors, lab tutors and online tutoring through NetTutor.

Embedded tutors are placed primarily in Math and English classes. Embedded tutors are also placed in STEM classes. Tutors attend classes and assist in classroom activities, they also conduct study sessions outside the classroom twice a week. All embedded tutors receive two hours of mandatory training each fall and spring semester. The instructors tutors work with are invited to attend the embedded tutor trainings each semester. These mandatory tutor trainings take place during Learning College week.

Lab tutors work in 12 separate tutoring labs dedicated to specific academic areas. Apart for student-tutors Ohlone College also hires professional tutors who possess higher level academic skills to support students in the highest level of STEM classes. Lab tutors are required to complete two hours of tutor training. These mandatory tutor trainings take place during Learning College week.

NetTutor, which is an independent online tutoring service offers students tutoring in 43 subject areas and is free of charge to students.

Additional tutoring training is offered free of charge to all Ohlone College student-tutors. Tutors are invited (voluntarily) participate in the College Reading and Learning Association (CRLA) tutor certification, a worldwide certification program with 3000 US universities and colleges recognizing this program. This rigorous certification involves weekly evaluations by supervisors and completion of 30 hours of tutoring for each of the three levels of CRLA tutor certification. Upon successful completion of training which includes course work, evaluations by tutor coordinators, and the required tutoring hours students earn one of three certificates for each of the three levels of certification.

ENGL offers ENGL 901, a non credit foundations course. Also, the English Language Center (ELC) staff work with the English Lab Coordinator to help guide, assist, and support students with their inquiries, including, but not limited to, help with navigating the English-170 lab series courses and answering tutoring-related questions.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Tutor trainings are well attended by student-tutors; assessment of trainings are ongoing. Instructors who use tutors are also invited to the Learning College Week training. In order to foster cohesive and coherent tutoring environments, strategies, and practices, it is helpful if more tutor supervisors attend the trainings (and also provide feedback about specific training needs for their programs). Ideas and strategies to engage and encourage more participation for instructors who use tutors are being considered. Beginning in Summer 2021 the college will begin offering a summer bridge program with tutors to help recently graduated high school students brush up on basic English and math skills to help facilitate the transition from high school to college. A director of Tutoring Services needs to be hired to provide direction and cohesiveness to the tutoring program. Plans in motion to develop more ENGL non credit courses.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

We have an embedded tutor program since 2000 for English and Math courses and beginning in 2016 for STEM classes. The tutor program provides robust tutor trainings to all embedded and lab tutors and we also invite instructors who work with embedded tutors to attend the general training so that they can better understand the usage of tutors in the classroom. We also provide trainings related to use of different technology to perform online tutoring effectively.

Beginning in Spring 2020, ESL noncredit courses began being offered. These noncredit courses qualify for an ESL certificate of competency (approved by CCCO in Spring 2018). Embedded tutors work inside classes to support instructors and provide study groups outside of class time. Students can also take advantage of lab tutors and online tutoring services through NetTutor. All of the tutoring services are free of charge to students.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The college offers supplemental instruction programs for ALL of all Math, English, and other courses. Efforts to complete development of non-credit courses to provide more targeted needs for students entering underprepared continue. Ohlone continues to use Starfish (or other early alert platform) to increase contact between students and faculty, students and academic support services, student utilization of campus support services and student success & retention rates. Starfish is used to communicate with students and "flag" them to provide additional supports. Efforts to train faculty and increase faculty usage of Starfish as a way to follow-up with students continue.

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The 2019/20 year was one of exciting opportunities and unprecedented events with the onset of the COVID-19 pandemic. The Ohlone College Outreach Department, run by the Office of College Advancement hired a full-time Outreach Coordinator, Career Education and Financial Aid. Under the direction and strategic planning of the Director of Communications, Outreach, and Public Relations the Outreach Coordinator has helped organize, coordinate, and implement a variety of outreach events and activities to increase public awareness in the Tri-Cities community of Ohlone College's programs, in efforts to increase numbers of students applying for and receiving federal and state financial aid, supporting college efforts to increase enrollment and support course and program completion in career education programs, and across the college. Since the onset of the COVID-19 pandemic, College outreach transitioned by creating digital outreach events via ZOOM. We have promoted these events utilizing social media and through email communications to our high school and community-based partners to let them know that we were still here for them.

Ohlone Community College, Fremont Unified School District, and New Haven Unified School District have signed a "College and Career Pathways" agreement in accordance with AB 288 and AB 30. Additionally, Ohlone College and

Newark Unified School District are working collaboratively to update agreements in accordance with AB 288 and AB 30. The goal for completion is Spring 2021. Ohlone College and New Haven Unified School District will ultimately identify three career pathways to offer as Dual Enrollment courses starting in Fall 2021.

Ohlone College and the local Unified School Districts are working to streamline the Dual Enrollment application, registration, and onboarding processes for students by offering information sessions, student and parent orientations, and Dual Enrollment instructors' orientation. The Dean of Special Projects and Fremont Unified School District's Director of Secondary Education have been meeting regularly to maintain transparency and communication with the objective is to identify career pathways at the high school level that can align with Ohlone's career pathways to support the underrepresented students to complete their degrees and/or certificates.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The College Connection MOU agreement has been signed by the College and Fremont Unified School District. Ohlone and Newark Unified School District are in the process of updating the College Connection MOU agreement. This is expected to be completed in Spring 2021. A new College Connection program with the New Haven Unified School District is in the approval process and is set to begin in Fall 2021.

Regarding outreach, the Ohlone College Outreach Department will continue virtual outreach efforts to high schools, adult and continuation schools, and community-based organization outreach activities, including digital zoom informational presentations about Ohlone's various degrees, certificates, programs, student services, financial aid.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Since Fall 2019, preparation for implementing case management tool (Student Planning) and CRM platform (Ellucian) is ongoing. The Ellucian Student Ed Planning tool was tested through Summer of 2020. The program is now being piloted by a few counselors with their special populations and will continue through Spring 2021. Fall 2021 is the expected launch date to release to all counselors.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Ellucian student planning tool will be fully implemented.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

The Ellucian Student Ed Planning tool was tested through Summer of 2020. The program is now being piloted by a few counselors with their special populations and will continue through Spring 2021. This planning tool includes a progress to date feature so students can track their courses for degree completion

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

 Full implementation of case management and CRM platform is planned for Fall 2021.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The college has determined that the tool available from Ellucian will allow for greater maximization of staff resources with a product that is on the current platform. Starfish will be used the remainder of the 2020/2021 academic year, as well as 2021/2022.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

In 2021/2022, CRM Advise will be implemented in unison with Stargish to begin to transition over.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Nursing: For students that are qualified candidates who may have received a "low" ranking on the waitlist: Nursing administration/faculty informs all such applicants that Ohlone has other professional programs that have smaller pools of qualified candidates and their chances of getting into those programs are better (e.g., PTA or RT). For students that do not meet the criteria necessary to be considered a qualified applicant (e.g. for NUR, low cumulative GPA, low science GPA, past failure of a science course, etc.): Nursing administration/faculty works with counseling to make sure that such students have a realistic sense of their options. Counseling such cases may include looking at alternative career options or establishing some type of educational plan that helps "clean up" or "re-establish" an academic record that makes the student a better future applicant. All students interested in applying to nursing are told during the application orientation sessions that the process is quite competitive and they should always consider applying to multiple programs.

Counseling has hired an additional adjunct to help facilitate these conversations with "pre-health science" majors as of Fall 2020.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

To continue assessing the effectiveness of these programs.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

A block schedule was adopted college wide starting Fall 2019. Some CTE programs designed semester by semester schedules and course sequences allowing students to complete degrees following a specified learning path and semester sequence. Degree mapping of ADT's started in Fall 2020. With degree mapping efforts underway, there is increased attention to scheduling processes. In the Fall of 2019, the Enrollment Management taskforce was created to explore issues related to enrollment. Current discussions include topics such as, campus wide communication processes around scheduling, the impact of course sequencing on degree maps on scheduling, more collaboration within and across departments and divisions, as well as focused discussion on the curriculum process including the

necessary student-centric steps faculty take to deactivate courses and programs with historically low enrollment and completion rates. Recommendations to address these issues are to be submitted by the end of Spring 2021.

Additionally, Guided Pathways has launched a Scheduling Simulation project, for spring 2021. This project will begin the conversation about providing course schedules suggested by the new degree maps. Additionally, a measurable outcome in the strategic plan included: 1) By fall 2020, relaunch program review and conduct regular course review, addressing low-enrolled courses and courses that have not been offered; 2) Program Review will include an analysis of course schedules compared with degree maps and provide suggestions on course scheduling patterns to support student completion.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Enrollment Management Taskforce recommendations will start conversations and revisions to current processes and practices, supporting cross functional collaboration across the college. Results from the Guided Pathways scheduling simulation project will provide insight to scheduling efforts. Ongoing efforts to reach measurable outcomes outlined in strategic plan regarding scheduling and program review.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

This year, as part of degree mapping efforts across all programs at Ohlone, faculty have been working with counselors to provide employment opportunity information, along with information on various higher level degrees, associated with their programs. The recently approved Degree Mapping Template, approved by Faculty Senate in Fall 2020, includes areas to include Labor Market Data, as well as examples of potential avenues for relevant careers.

In addition, similar information is now included in Curriculum Guides as part of program descriptions, when programs are revised or created. For example, certificate and degree programs in Administration of Justice, African American Studies, Bioengineering, Biology, Broadcasting, Business Administration, Computer Science, Engineering, Environmental Studies, Entertainment Design and Technology, and Social Justice Studies all include lists of potential jobs or higher-level degree applications relevant to their degrees in their program descriptions, which are already available to students in the catalog, and which can also be included in degree mapping templates.

One example of a program that prepares students for internships, job placement, and higher level education is the Interpreter Preparation Program, which has a 100% passing rate for interpreter graduates who take the National Interpreter Certification test. Ohlone also has an articulation agreement with Gallaudet University, where one of our interpreter graduates just finished her Master's Degree in May 2020, and another is teaching in Ohlone's Interpreter program while working on their Ph.D. Ohlone also partners with over 30 different agencies and over 70 mentors to place interpreter graduates in various Bay Area internship or mentor programs, including Educational sites, such as the California School for the Deaf, in Fremont, as well as Social Services sites, including the Deaf Counseling, Advocacy, and Referral Agency in Fremont, San Leandro, and San Francisco, and Community sites, such as Fremont Youth Baseball, SF Museum of Modern Art, and SF Parks and Recreation.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Throughout Fall 2020-Spring 2021, programs will be working with Guided Pathways teams to complete their degree maps, with a target completion date of the end of Spring 2021. Guided Pathways retreats are also planned for Spring 2021 to further development of Interest Areas, specifically the skills and competencies, academic and career opportunities, and labor market information for each degree program in an Interest Area.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

UPDATE?

Critical thinking courses are found in Area IVB and Area VII on our local GE Plan.

Timeline for Progress to Date

Term and Year

Fall - 2017

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Clarification of critical thinking courses and their sequencing will be reflected through degree mapping and program mapping efforts.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Departments across the college offer opportunities for students to engage in experiential learning through internships, clinical placements, and group projects. Many Career Education programs include requirements for clinical hours or internship courses. Students can also gain experience through enrolling in a Work Experience (WEX) course, which several degrees and certificates include as a required course. During the Fall 2020 semester, we conducted a review of how many programs include WEX as a requirement and determined that 14 AA degrees require or suggest a work experience course. In addition to WEX, many programs, such as our Interpreter Preparation Program and our Smart Manufacturing Technology program, have their own required internship courses. All Allied Health programs also include required clinical placements. In addition to courses embedded into programs, students have many other opportunities to engage with experiential learning. Students in many CE departments, such as Engineering Technology, Business, and Multimedia engage in group projects and competitions that mimic real work experience. Ohlone also hosts events that bring professionals to campus for real-world networking experiences, such as information sessions, mentoring dinners, and job fairs in a variety of subject areas.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

UPDATE?

To further support a holistic approach to student success, the Career Center has already assigned career advisers to each interest area. Collaboration between discipline faculty and career advisers is ongoing and attempts to complement and/or align endeavors are ongoing.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Student Learning is monitored and documented through the SLO assessment process and publicly accessible through the SLO cloud application. As stated in 4A, the SLO committee dissolved in Spring 2019. However, the committee established a system for assessing how well students are building skills across programs which is part of the Program Review process and the assessment of Program SLOs. The SLO chair is actively involved in the Program & Services review taskforce. The taskforce has continued its commitment to foster continuous dialogue of assessment activities. The SLO chair continues facilitating training workshops about SLO assessment principles and guidelines, and how to upload assessments into the SLO cloud application. Learning College Week also provides opportunity for SLO assessment training and workshops.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Measurable outcomes in Strategic Plan include:

- By spring 2022, include program review peer review process to increase collaboration across and between departments to review revitalization needs, and viability of degree programs.
- By spring 2022, include program review peer review process to increase collaboration across and between departments to review revitalization needs, and viability of degree programs.

Program Review discussion will include a look at how general education and program competencies are integrated in Program Learning Outcomes and how those outcomes are assessed at the program level.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

As of Fall 2020, the Program Review and PIO process continues, with all programs completing PIO reports of Program Improvement Objectives by the end of Fall 2020, to align with the college's annual budget and planning cycle. In addition, twenty Instructional programs (approximately one-third of all Instructional programs) are scheduled to complete their Program Reviews by the end of Fall 2020. As part of the PIO and program review process, programs assess their program needs and accomplishments and assess the success of students in achieving Program Outcomes (PSLOs). The Program Review tool and process are undergoing review this year by a task force made up of administrators, faculty, and staff, with the goal of aligning the process with Equity and Guided Pathways efforts.

In addition, faculty share their program achievements via ongoing professional development workshops. This year, for example, faculty in Communication and English have shared their sabbatical projects via online Zoom presentations, and faculty across multiple departments have shared their instructional designs for asynchronous teaching in Canvas, as well as their strategies for synchronous teaching in Zoom at ongoing Flex workshops provided by Ohlone's eCampus department during Summer 2020 and Fall 2020 Flex Week, as well as throughout the Fall 2020 semester.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continuation of professional development workshops, SLO training and workshops, and faculty collaboration. Additionally, measurable outcomes in Strategic Plan focused on student success across all courses in a program of student (including general education and courses in the major) have been added, including: 1) By spring 2022, include program review peer review process to increase collaboration across and between departments to review

revitalization needs, and viability of degree programs. 2) By spring 2022, include program review peer review process to increase collaboration across and between departments to review revitalization needs, and viability of degree programs. 3) Program Review discussion will include a look at how general education and program competencies are integrated in Program Learning Outcomes and how those outcomes are assessed at the program level.

Term and Year

Spring - 2022

Term - Detail (optional)

With the shift to online learning due to the COVID-19 pandemic, faculty, particularly those normally teaching in a face-to-face environment, have been forced to evaluate their SLOs, assignments and assessments as they move their course materials online. This has had the unexpected result of improving the connection between these elements. Workshops in authentic assessment, backwards course design, equity and humanizing online teaching continue to promote a strong connection between creating strong and effective connections between learning outcomes and the pathway toward meeting those outcomes (activities and assignments). In addition to the normal Learning College Week professional development offerings, the eCampus continues to develop and implement training programs to improve teaching and learning throughout the semester.

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

UPDATE?

Some programs have required major courses for creating portfolios courses (such as Multimedia and Graphic Arts) but the documentation of acquired skills in form of portfolios is not systematically done across all programs. However, the Ohlone College Tri-Cities Career Center offers career development workshops that cover resume writing, job search, interviewing, and more. Students learn how to convey skills and experience via a resume, social media profile (LinkedIn) and during a career fair or interview with an employer. These workshops have been submitted for approval to be considered for non-credit courses.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

As degree mapping unfolds, program mapping develops, and program review process becomes more effective, the college will explore ways to incorporate portfolios or documentation for employers into course curriculum (in appropriate departments). In collaboration with the Career center, programs will continue to explore ways to increase industry partnerships.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

In Fall 2019, the Institutional Effectiveness committee was formed, also a cross-functional team, whose purpose is to explore the implementation and practice of policies and processes.

Ohlone College formed the Integrated Professional Development Committee (IPDC)in Fall 2019. The IPDC framework, including the mission and value of this program, has been drafted. The college's 2020-2025 Strategic Plan has dictated that Professional Development will be included in the Program Review process and is scheduled for review in 2022.

The College has been particularly diligent in identifying and responding to equity gaps through its program review process. Program review is the most viable opportunity for program assessment, and all academic departments (as well as student service and administrative department) annually respond to their data and assess and create program improvement objectives (PIOs). The PIO process provides faculty and staff within each department the opportunity to gain access to professional development and to gain resources for various improvement strategies to address DI, program development, or other program needs.

As the college seeks to address issues of inequity, meet the needs of our DI populations, and implement Guided Pathways, leaders from various faculty-led committees (specifically, Guided Pathways, Student Equity, and Professional

Development) continue to discuss and explore professional development needs and opportunities that specifically address the issues affecting our community. These collaborative committee efforts now include the DE committee and is continuing for Spring 2021.

In addition to quantitative data, the College conducts surveys among students, staff, and faculty every other spring; the current surveys will be offered spring 2021. The surveys are primarily satisfaction/campus climate oriented, but they are also disaggregated by race, gender, employment levels, and time at the college to identify underserved cohort groups. The findings from this data is shared with appropriate groups: academic or student services departments, Academic Deans, College Council, Faculty Senate, the Board of Directors, to name a few. Recently the College published a review of the accomplishments of the 2015-2020 Strategic Plan, which informs the entire community of the work of the College over the past five years.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continual collaboration and strategizing with Guided Pathways, SEA, DE, and Professional Development committees will be ongoing, with Spring 2021 programming in the works, centering on the theme of "Culture of Care", and Fall 2021 programming discussions taking place. The Guided Pathways taskforce is also in discussion with classifed staff and HR about how to provide more opportunities for Guided Pathways focused professional development. The program review process is continuing to integrate the Guided Pathways framework.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

Engagement Efforts - Details

Student involvement has been key in Ohlone GP efforts. ASOC (Ohlone student body) sends two senators to serve on the GP Taskforce. In Spring 2019, Guided Pathways paid internship for students was approved by the taskforce. In Fall 2020, four student interns were hired. For Spring 2021, one more student intern was hired. As part of the internship, students attend and participate in Guided Pathways meetings, degree mapping sessions, and have collaborated with the GP co-chairs on the taskforce website update as well as GP related projects. These students are also proactive in exploring strategies to maintain consistent student involvement (e.g. a student club, project in a class, etc...). Student involvement in these areas have been invaluable. For spring 2021, two projects center on student involvement and leadership which provides excellent leadership and professional experience for the interns.

Course Alignment

The college is in the process of degree mapping. For Fall 2020, ADT's are the focus of degree mapping efforts. Degree mapping teams include discipline faculty, Interest area specific counselors and career advisers, a data coach, and students (GP interns and/or volunteers). Having the involvement of counseling, plus the student voices is eye opening for highlighting course scheduling issues, bottlenecks, and/or gateway courses. As degree maps are completed, the college plans on revisiting course scheduling to make sure scheduling of courses supports course offerings for degree and transfer paths.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
CCRC_SOAA_CCC_March2019-Ohlone v2 for College Council June 10 2019.pdf	Self-Assessment	2/25/2020, 5:48:52 AM	N/A

Success Story (Optional)

Story: Title

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals

✕ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

✕ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

✕ Decrease the average number of units accumulated by California Community College students earning associate degrees

✕ Increase the percent of exiting CTE students who report being employed in their field of study

✕ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

✕ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults