

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Overview

Shared governance and leadership have gone through a unique and organic transition over the last four to five years. Under the direction of President Doug Treadway, the college has been engaged in numerous conversations regarding its shared priorities and culture. As the college community has embraced the concepts of becoming a learning college, this process has not been imposed, but has evolved into a new sense of involvement, innovation, and discovery that has helped to reshape the campus culture in support of this standard. The net result is the development of an integrated planning and shared governance system within the learning college paradigm.

Standard IV Decision-Making Roles and Processes

A. The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.

Description

In response to the last accreditation site visit recommendations, the college has clearly outlined its vision, values, and goals. The latest vision statement (IV.1.) reads:

“Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.”

The college’s strategic plan grew out of a campus-wide symposium that included the entire campus community in a brainstorming effort to develop and focus on multiple priorities. This effort resulted in the revision and revitalization of the campus mission statement and core values. These values were articulated into seven core values initially, with an eighth added later. The values are shared widely on campus and guide the committee structure. The president’s annual report to the campus, board, and public are structured in direct response to the goals.

The College has incorporated these goals into its efforts to seek grants and in 2004 successfully obtained a Title III “Strengthening Institutions” grant which was written based on the goals related to supporting student success. Because the college was already aligned in terms of the key priorities, the infusion of the grant funding allowed for some of the highest priority needs to

be supported. One benefit of the grant has been to support the access to and use of information from the college's ERP data in decision-making.

This data has allowed the college to be better informed on several organizational issues and to use that information to plan and react to change. Some examples that are highlighted in the Ohlone stories section include:

- [Calendar Conversion \(PDF\)](#) (IV.2.)
- [CurricUNET Development and Implementation \(PDF\)](#) (IV.3.)
- [Student Learning Outcomes and Assessment \(PDF\)](#) (IV.4.)

Feedback received from students during this all-campus forum included the suggestion of staff and faculty ID badges. Staff picked up on this suggestion and shared it with a vice president. Further discussion at the cabinet level led to the creating an ad hoc team to clarify the idea into a proposal, develop a cost analysis, and a roll out plan. This idea is currently going through the shared governance structure for an intended rollout prior to the opening of spring term.

The addition of student wait listing to the registration process during the fall of 2006, serves as another example of collaboration and innovation. The wait list function was first suggested by academic deans who wanted to better manage courses. Advances in the college's computer system allowed for wait listing but required extensive collaboration between faculty, computer support staff, and Admissions and Records staff to set the system up in such a way that Ohlone's specific needs were met. Communication with students also had to be included to support an effective implementation. The wait listing function was added on schedule for the registration period and student access to class registration was greatly automated. As a result of monitoring wait listed sections, the deans were able to add needed sections and enroll students in their choices as late as the first week of the term.

Self Evaluation

The shared governance and strategic planning processes, along with the Ohlone Stories (IV.5.), demonstrate strong support for empowerment, innovation, and institutional excellence.

Planning Agenda

The college is in compliance with this standard. No planning agenda is necessary.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into Institutional decisions.

Description

The Board Policy Manual (IV.6.) defines the participation of faculty, staff and students in local decision-making. A newly formed College Council (2005) serves as the College's overall shared governance committee and holds an extended board seat along with the Faculty Senate, Student trustee and two union (CSEA and SEIU) representatives. This group serves as the conduit for all other committee proposals and recommendations as well as serving as the budget committee for the college.

Faculty Senate functions in parallel with the College Council having responsibility over academic matters of the college such as program review, calendar, and faculty contracts. The campus committee structure provides opportunities for involvement at a variety of levels as outlined in the college's list of committees (IV.7.).

The Curriculum Committee, through the Faculty Senate, serves as the recommending group regarding course and program offerings. This group is the coordination point for all program review. This group has also instituted a systemic inclusion of specific student learning outcomes as part of a program review schedule.

The Associated Students of Ohlone College (ASOC) serve as both the representative body representing student needs and concerns and as the coordination point for student leadership, clubs, and activities. The ASOC constitution and bylaws outline this group's organizational role and the Board includes their recognition and authority in their policies (IV.8.). Included within this document is the delegation to ASOC of the vending and food service selection and responsibility for contract renewal (IV.9.).

Self Evaluation

Seats for each constituency group are present on all shared governance committees. The College Council is comprised of representatives from each constituency on campus: faculty, students, administration, and staff, which includes input from the CSEA and SEIU unions. Administration also serves as *ex officio* at College Council and is regularly present at Faculty Senate as well. Recommendations are proposed to the College Council from various sources. The council representatives can discuss the proposals with their constituencies before the council meeting. Agendas are posted via email several days before the meetings, which take place prior to the Board of Trustees meeting.

Decisions by the council are taken to the Faculty Senate for ratification before proceeding to the Board meetings. Campus policy, practice, or changes may be discussed or suggested and flow through both the administrative structure of the college as well as the shared governance structure. The opportunity for discussion has been provided to each constituency group on campus, and has been ratified in College Council.

Information from the Spring 2007 campus climate survey reported that classified staff felt they had inadequate equipment to perform their jobs. A second survey was conducted to obtain information on their specific needs. College Council set aside \$300K of reserve funds to specifically meet these anticipated needs.

Planning Agendas

The college is in compliance with this standard. No planning agendas are necessary. It should be noted however that the college is concerned with staff's ability to take advantage of established opportunities for involvement because of workload issues and the feeling of

exclusion as expressed in the staff survey. This issue is addressed under IV.A.3. and includes a planning agenda.

b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

As previously discussed in this section, the Academic Senate and the Curriculum Committee have full oversight of all course and program approvals. Academic administrators (deans and vice presidents) work directly with faculty in this effort to develop and maintain academic programs that meet the needs of the student body. Faculty members also serve on all program review validation teams and on all business services and student development service review teams.

Self Evaluation

The college relies heavily on its faculty regarding all academic as well as academically related concerns. The Faculty Senate has been very active, providing recommendations and suggestions in the following areas:

- Shift to an alternative calendar (IV.10.)
- Setting each academic year calendar including finals week scheduling (IV.11.)
- Establishment of academic master plan for a new campus (OCNCHST) (IV.12.)
- Reconsideration of a master plan for the Fremont campus (IV.13.)
- Establishing and monitoring enrollment strategies (WSCH/FTEF Committee) (IV.14.)

Planning Agendas

The college is in compliance with this standard. No planning agendas are necessary.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

The team assigned to this standard constructed a matrix or grid that demonstrates the alignment of the major goals of the college with the campus committee structure (IV.15.). The team then added the produced measurable outcomes as evidenced by responses to the faculty and staff survey results. The result is a document that illustrates the current goal driven nature of the college. The shift or alignment of the campus committee structure has marshaled college resources (physical, human, and fiscal) towards its shared goals. This document also serves to exemplify the campus leadership's role in activating shared governance in both a purposeful and effective manner.

Self Evaluation

Shared governance at Ohlone College has improved significantly since the previous self-study and site visit. The College Council and the Faculty Senate provide excellent venues for administrators, faculty, staff, and students to work together for the good of the institution. There is an open and ongoing dialogue of ideas, and effective communication taking place.

The college is concerned that the Campus Climate Survey indicated that a large number of staff did not feel they were able to take advantage of opportunities for involvement in the shared governance process. Classified staff felt that involvement in shared governance detracted from their day-to-day work and, because this work was not relieved, only added to their workload. Participation in campus committees is not currently offset in their job descriptions and is not grounds for evaluation. The survey also indicated that 37% of the classified staff evaluated their equipment as insufficient to do their work effectively. The College is currently conducting a follow-up questionnaire to determine equipment needs. College Council has allocated \$300,000 from one-time funds to improve workstation equipment for classified staff as these needs are articulated (IV.16.).

As “part timers,” adjunct faculty have expressed that they do not feel directly involved on campus other than the classroom; yet the college depends on this workforce for both flexibility and creativity. Although this is an ongoing issue at most community colleges, it is important to Ohlone that the ability to participate in the learning college environment is extended to the adjunct faculty. In response, the College Council as well as Faculty Senate are working to develop ways to better support adjunct needs in terms of office space, computer and electronic access, email, and support.

The college’s efforts to respond to these concerns demonstrate compliance with this standard. Shared governance, which was criticized in past accreditation studies, is now an established part of the Ohlone culture. By modeling a learning college environment, morale and feelings of involvement are higher among faculty and staff and the student experience is enhanced (IV.17.). Creativity and innovation are encouraged and developed and students benefit from an enriched learning environment.

Planning Agenda Statement

The college is in compliance with this standard. However, the following Planning Agenda is proposed to improve beyond compliance.

Outcome: Greater involvement of adjunct faculty in all aspects of the college will improve awareness of, and access to, the shared governance work of the College Council and Faculty Senate.

Tasks: The College Council and Faculty Senate will develop a joint goal of communicating more fully with adjunct faculty. A joint task force will be established to conduct follow up surveys to determine specific activities the adjunct faculty would like to have implemented.

Ensuring ongoing compliance: The College Council and Faculty Senate will annually review the College survey results related to the opinions of adjunct faculty.

Impact on student learning: It is assumed that adjunct faculty having a higher sense of connection to the college community will relay that sense to students, who will benefit from the awareness that their instructors are part of the larger community of learners at the college.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

The college has open involvement with outside agencies in terms of auditors and public agencies (OCR, EPA, police, fire, water district, Bond Campaign, and Bond Oversight committees). The college has benefited from the input of these groups and incorporated suggestions into policies and practice. The college’s decision to support an environmentally sensitive and sustainable campus as the additional eighth goal is evidence of this effort. The college has maintained compliance with all external agencies both state and federal regarding changing laws, accountability reporting, and funding. Most recent fiscal, apportionment, and accountability audits have all produced reports without comment.

Ohlone’s Registered Nursing Program is accredited by the National League for Nursing Accrediting Commission <http://www.nln.org/> and the California Board of Registered Nurses <http://www.rn.ca.gov/> (IV.18.). The NLNAC is a professional organization. In 2005 Ohlone College’s nursing program was approved. Accreditation is optional. Achieving accreditation indicates that Ohlone’s program meets the highest professional standards. The Board of Registered Nurses is a consumer board. Program accreditation is required for graduates to be eligible to sit for the licensing exam. Ohlone College is accredited by both agencies.

The Board has included, in a revision of its policy manual, reference to both accreditation standards and education code for each policy statement. Since the last accreditation visit, the following letters document the correspondence that the college and Board have maintained with the commission.

January 2001	Self Study report
2004/05	Mid Term report submitted and approved
2005/06	Progress report submitted and approved

Self Evaluation

In regard to the Accrediting Commission, all reports on the college, including recommendations from the last report, have been made available to the public on the college website. The 2005 progress report submitted to the Accrediting Commission responded to the two previous recommendations and provided evidence that the college had made significant progress toward meeting the suggestions to develop a finite set of goals, establish specific learning outcomes, and integrating those outcomes into both the academic and student service programs. Much of the response provides additional evidence on the effectiveness and expands upon these efforts.

Planning Agenda Statement

The college is in compliance with this standard. No planning agenda is necessary.

5. The role of leadership and the institution’s governance and decision-making structures 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.

Descriptive Summary

The College Council evaluates its effectiveness in terms of the college goals and its own progress and practices during annual summer workshops. These workshops assist the group in reevaluating and articulating the Council’s goals and choosing means to remain an effective shared governance body. In the past year, the group has been self critical of its role in the

budgeting process and has made plans to increase their involvement. All College Council meeting agendas and minutes are made available through the College website (IV.19.)

The college committees and task forces are reviewed annually by the College Council, the President, and the committee chairs to determine their effectiveness as a shared governance group and to assess their progress in terms of college goals. From this input, overlap was identified and new group assignments, leadership, and charges were suggested to College Council. These suggestions were accepted last year resulting in eight committees, each with a focus on one major goal.

Self Evaluation

The campus committee/task force structure has been scrutinized annually by College Council as well as administration. Strides have been made to better define campus committees under the eight goals as well as to incorporate existing committees into the larger committees. An example of this is the Student Development Committee, which now serves as the program review validation team for all Student Development program and services reviews. The equity, student discipline, financial aid, matriculation, and appeals committees all now report through the Student Development Committee.

While College Council had been identified as the campus budget committee, the group was unable to fully address its role as budget committee until this year. Only 15-18% of the total college budget is available for shared governance input. This is the area of the budget over which the Council has had the most influence. The Council has directed funds to campus committees and areas that wish to implement improvements allocating over \$300K to meet anticipated needs for classified staff office equipment (IV.20.). Existing negotiation processes have ensured that salaries, the majority of the budget, have always had ample representation from constituent groups. Final recommendations for salaries have always run through College Council and the Board. The Council and the shared governance structure have functioned well in this capacity and are now expanding attention to the entire college budget.

Planning Agenda

The college is in compliance with this standard. No planning agenda is necessary.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator.

a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The Board clearly functions as an independent policy making body for the district. In the past several years the Board ran a successful bond campaign resulting in the current construction of a new campus center, a new student services building, and numerous campus-wide improvements. This has allowed for a long-term vision of the needs of the college and the community. The Board has dealt extensively with the modification of a master physical plant, enrollment, and budgeting plan. Because of the emphasis on physical plant needs the Board has had to incorporate all three of these variables into an overall asset management strategy. After much study, the Board is currently involved in hearing proposals for the development of the frontage road property as a vehicle to further enhance revenue streams for the campus (IV.21.).

Self Evaluation

Implementing an aggressive plan to deal with both an aging facility and growing student body would be a challenge for any Board. The current situation called for consideration of building and funding impacts on the college as a system versus a single department or area. In many ways over the past three to five years the Board has had to manage a college that was in the process of reinventing itself to serve a changing community for the next 30-50 years. The Board has made slow but steady progress towards this goal. Throughout the process the Board has maintained its position as an independent decision-making group. Archived streaming video of board meetings where the frontage property has been discussed serves as evidence that the Board is open to community input but retains an independent decision-making process (IV.22.).

Planning Agenda

The college is in compliance with this standard. No planning agenda is necessary.

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

In the past two years, the Board has had at least 10 program or service presentations from departments or divisions, focused on service delivery and impacts on students (IV.23.). The Board has supported the college's efforts to increase enrollment and improve services to international students. The Board has taken part in supporting efforts to improve and maintain computer services, including building a new campus center (OCNCHST) that is technologically advanced and environmentally sustainable with the goal of attaining LEED® Platinum Certification.

Self Evaluation

The Board works to develop and maintain policies that support the mission. The Board remains engaged and interested in the quality of student learning programs and services and actively supports their development and maintenance.

Planning Agenda: The college is in compliance in this area. No planning agenda is necessary.

c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

As noted in part b. above, the college Board has had numerous presentations from academic departments and service programs. The Board has access to all program reviews, new program development, and fiscal reports. The Board hears reports from internal and external auditors and reviews all auditor comments and notes.

Self Evaluation

The Board is involved in and approves new programs of study, degree offerings and transfer programs (IV.24.). The Board approves the preliminary, quarterly and final college budgets and approves personnel decisions. The Board has been active this year in surplusizing the college's frontage property with the view of developing the property into a revenue source and recently in issuing a request for proposals for the development.

Planning Agenda Statement

The college is in compliance with this standard. No planning agenda is necessary.

d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

All Board policies, agendas, and minutes are published on the college web site (IV.25.). The membership, community ratio, and decision making power of the Board is clearly defined and appropriate notice of all Board meeting times and agenda items are announced in compliance with the Brown Act.

Self Evaluation

The college has been diligent in making all required information regarding Board meetings and Board decisions open to the public including financial and budget matters. All Board meetings are broadcast over the Internet as streaming video and in delayed cable broadcasts. An archive of past meeting agendas and minutes is maintained on the college's web site.

Planning Agenda

The college is in compliance with this standard. No planning agenda is necessary.

e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive summary

The Board has been diligent in its efforts to review and revise its Board Policy Manual using Community College League suggested templates. Over the last three years, the Board has been diligent in reviewing each chapter of the Board Policy Manual and updated drafts are brought before the entire Board for review and modification (IV.26.).

Self Evaluation

The Board has made significant progress under the guidance of the president. All Board Policy Manual sections have been reviewed and updated to comply with League standards and have citations for pertinent Education Code or law as well as WASC standards.

Planning Agenda

The college is in compliance with this standard. No planning agenda is necessary.

f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

This process is described in the Board Policy Manual and has been enacted with each new board member (IV.27.). The president of the college, along with the president of the board, gives time to new Board members for orientation. Board positions up for election are staggered and the position of the president rotates through numbered seats on the Board every year.

Self Evaluation

Besides orientation for new members, the Board has been active in state association meetings and training opportunities. Board members have taken part in WASC accreditation site visits and have been engaged in state legislative and policy making issues.

Planning Agenda

The Board is in compliance with this standard. No planning agenda is necessary.

g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The Board conducts an annual self-evaluation (survey and discussion) (IV.28.). The same survey, using a seven-point scale, has been used for the last two years. The most recent survey added questions related to accreditation, was distributed electronically, and provided for individual anonymity but allowed for responses to be sorted by Board or Extended Board membership. The questions added include:

- The Board acts as an independent policy-making body.
- The Board establishes policies consistent with the mission of the college.
- The Board has ultimate responsibility for all educational quality, legal matters, and integrity of the institution.
- The Board publishes and updates all bylaws and policies.
- The Board acts in a manner consistent with its own bylaws and policies.

All these questions received similar scores of 4.1- 4.5 from both the Board and Extended Board. The only exception to this was the last question, which the Extended Board rated at 3.4.

Self Evaluation

The comparison of the results of surveying the two groups, showing improvement in some areas and continued concern in others, is provided as an important source of evidence. (IV.29.).

Quantitative results based on a seven-point scale provided high rankings of five and above in most evaluated areas. Improvement comparisons between the 2006 and 2007 evaluations are noted as:

- Improvement in the type and amount of information provided to and available to the Board to make informed decisions. This was described in terms of agenda development

and topics, timeliness of information, and in terms of the Board having the ability to make decisions in a manner that withstands pressure of special interests.

- Areas of concern (rated four or lower) were noted as:
“Members being respectful of fellow colleagues’ opinions;”
“Being informed about the district’s financial needs;” and
“The Board and CEO keeping each other informed on an adequate basis.”

The 2007 Extended Board member rankings were similar in most areas but differed, and were lower, in the following areas:

- “The Board has an understanding of and appreciation for the shared governance process”. Board – 4.5, Extended Board – 3.6 (the Extended Board’s ranking was 2.4 the previous year)
- “The Board is active in learning about our community’s educational needs” – Board 6.3, Extended Board 3.4 (the Extended Board’s ranking was 2.7 the previous year)
- “The Board and College President have an open and respectful relationship” – Board – 5.1, Extended Board – 3.5 (down from 4.1)
- “The Board and College President are in agreement with each other’s roles” Board – 5.3 Extended Board– 4.5 (the Extended Board’s ranking was 3.3 the previous year)
- “The Board is active and positive in promoting the College” – Board 5.8, Extended Board – 3.4 (the Extended Board’s ranking was down from 3.6 the previous year)

Attention to the evaluation comments provide more insight into the differences noted between the two groups.

The team working on this standard suggests a more frequent self-evaluation process. Considering the level and speed of change affecting the college, it would be especially helpful for the Board to use the evaluation tool at least two times per year as well as to fully consider the information shared in comments. This more active process would provide the Board with ongoing feedback and the ability to better understand comments. It may be beneficial for the Board to consider conducting interviews so that more detailed information can be provided especially regarding the discrepancy between Board and Extended Board ratings. Providing a more regular focus on the Board’s overall process and charge would improve its ability to maintain the broadest view of the work of the college.

Planning Agenda

The Board is in compliance with this standard. No planning agenda is necessary.

h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The code of ethics was refined to be consistent with Community College League standards and was added to the Board Policy Manual this year (IV.30.).

Self Evaluation

As this section of the Board Policy Manual was reviewed, the president of the college pointed out that the existing Board Policy Manual did not include a statement guiding the Board on how

to respond to alleged violations of its ethics policy. The Board gave this issue due consideration which resulted in the development of a section to the Board Policy Manual to remedy this.

Planning Agenda

The Board is in compliance with this standard. No planning agenda is necessary.

- i. **The governing board is informed about and involved in the accreditation process.**

Descriptive Summary

The Board has had regular updates regarding the accreditation process and Board members have been provided access to review all materials. A Board member has also been included as a “reader” of this document to provide additional information and insight into this review. Listed below is a chart showing the actual Board meetings that included accreditation as an agenda item.

Accreditation Dialogue at Board of Trustee Meetings

Year	Date	Topic
2005	October 26	Progress Report Approved
2006	August 30	Reviewed Self Study Components and Board Standards
	September 27	Mission Statement Revision and Approval
	October 11	Board Self Evaluation and Relationship to Accreditation
2007	January 24	Self Study Update, Reviewed Self Study Process
	May 23	Self Study Update, Reviewed Narrative Drafts
	September 12	Self Study Update, Reviewed Narrative Drafts
	October 10	Self Study Update, Reviewed Narrative Drafts
	October 24	Workshop, Self Study Review and Formal First Reading
	November 17	Self Study Approval and Certification for Submission

Self Evaluation

As noted in previous responses, the Board Policy Manual references each policy to both Education Code and the appropriate accreditation standard. The Board’s self evaluation criteria now include direct reference to accreditation standards. The College Vision, Values and Goals also align with accreditation standards, as does the organization of campus committees. The Board has the opportunity, through its sub-committees, to also engage the campus community’s response to the accreditation standards. The fact that accreditation standards are infused into the Board’s work is an example of this standard.

Planning Agenda

The Board is in compliance with this standard. No planning agenda is necessary.

- j. **The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.**

Descriptive Summary

Board policy 2430 and 2431 codify the Board's responsibility and role for selection and evaluation of the president (IV.31, IV.32.). Board Policy 2431 clearly outlines the duties of the president. Since the last site visit the Board has selected a president and this process went well. The college is currently in the process of gearing up for a presidential search and procedures for the search are being developed that will be recommended to the Board for adoption.

Self Evaluation

The Board has regularly evaluated the president in closed session. This process takes place each summer and serves as the basis for any salary increase. The president has developed and provided the Board with annual goals and priorities for the college that serve as planning and evaluative information. The president's annual report, arranged by college goals, also serves this purpose (IV.33.).

Planning Agenda

The Board is in compliance with this standard. No planning agenda is necessary.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Overview

This area is perhaps one of the strongest for Ohlone College in terms of the president's direct and positive impact on the college. As mentioned in previous sections, hallmarks of this president's tenure have been the development of a shared governance structure which includes input from all areas of the college and district and the development and activation of an agreed upon set of goals which are supported by strategic planning, committee structures, and decision-making processes. The college has benefited greatly from shared governance driving planning, resource and facilities management, and in this most recent year, a more active budget process. In addition, the president has taken the leadership role in establishing Ohlone College as a learning college, a place where individuals are encouraged to take part in their own learning as well as the collective learning of the college.

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The president has been a driving force in the planning of all aspects of the new campus, as well as the effects of the Newark Center on the existing campus. He has been influential in defining the size, needs and purpose, in practical terms, of physical plant and staffing needs, balanced with and to a finite budget.

Self Evaluation

Administrative reorganization, reform, and renewal have been clear action taken by the president over the last 4-5 years. At a recent Board meeting, the president of the College Council stated, "The College has become a much different organization under the current President's tenure. It has become the kind of organization that we all knew it could become." (IV.34.)

The president has been successful in attracting a diverse workforce consequently increasing the diversity of managers, faculty, and staff.

Planning Agenda

The college is in compliance with this standard. No planning agenda is necessary.

b. The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The theme of the learning college is characteristic of the college's experience over the past five years. The president introduced and supported these efforts across all the above sub-points of this standard (establishing values and priorities, ensuring attention to evaluation, planning and data collection, integrating educational planning with resources, and establishing evaluative procedures). This concentrated and systemic view is perhaps the greatest stride forward that the college has experienced. The modeling and support of active research has moved the college forward with conviction, has allowed the college to come together in an accepted measure of evaluation, and has brought forward an underlying philosophy of supporting student success.

Self Evaluation

These accomplishments and their alignment with our strategic plan are vividly presented in the president's "Update on the Strategic Plan" document in that it relates all activity in relation to the mission, goals, and shared governance processes of the college (IV.35.).

A few other specific examples of accomplishments in this area include:

- The development of an Ohlone doctoral cohort, now finishing its third year of class work and advancing to dissertation work;
- The addition of an International Student Program and office;
- The expanded presence of the college into a global market through the development of relationships in China and India;
- The ongoing development of online education;
- The restructuring of an administrative structure designed to integrate academic, student, and business services;
- The establishment of campus forums and symposia;
- Major advances in the improvement of the college's overall physical plant.

This last point has included more than managing a major bond project (i.e., building the Newark Center for Health Sciences and Technology (NCHST) and the Student Services Support

Center) but of developing a list of total campus needs, deferred maintenance concerns, and classroom needs with an eye on sustainability for the environment and campus.

Planning Agenda

The college exceeds compliance with this standard. No planning agenda is necessary.

c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

As already discussed, the president has taken a leadership role in reviewing and updating all of the Board policies. The alignment of policies and practices to the overall mission and goals of the college are clear. The activities of the Board, given the president's direction, allow for long term and systemic decision-making in regard to fiscal, physical, and program aspects of the college.

Self Evaluation

The careful attention given to the status of the Board Policy Manual and process over the last few years is evidence of the president's diligence in this area.

Planning Agenda

The college is in compliance with this standard. No planning agenda is necessary.

d. The president effectively controls budget and expenditures.

Descriptive Summary

The president follows a budget development process that is approved through shared governance as well as by the Board. In recent years this process has been a "carry forward" budget without significant change. The budget is presented to the Board in preliminary, quarterly and final formats. In the past five years the president has also presented regular bond updates as well as Foundation (fundraising) information.

Self Evaluation

The president has consistently presented balanced budgets and has taken the Board's direction to increase the reserves for scheduled maintenance.

Planning Agenda

The college is in compliance with this standard. No planning agenda is necessary.

e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The president has been very involved in, and communicative with, the greater Fremont/Newark community at a variety of levels.

Self Evaluation

The president has forged relationships with local school districts, businesses and government leaders. He has further developed significant relationships with China and with India. Communication has opened up with California State University, East Bay in terms of shared

curriculum and interest in the Newark Center for Health Sciences and Technology and with Alliant International University in terms of a memorandum of understanding supporting both an Ed.D. cohort and undergraduate effort.

The growth of these partnerships, the relationship with local businesses, and the support of the community in terms of bond projects are all evidence of great success in this area.

Planning Agenda

The college is in compliance with this standard. No planning agenda is necessary.

Standard IV Report rev7.3

REFERENCE DOCUMENTS
Standard IV: Leadership and Governance

- IV.1. Ohlone College Vision, Values, and Goals 2004-2009
- IV.2. Calendar Conversion
- IV.3. CurricUNET Development and Implementation
- IV.4. Student Learning Outcomes and Assessment
- IV. 5. Ohlone Stories
- IV. 6. Board Policy BP2510
- IV.7. College Committees – ASOC/Board
- IV.8. ASOC Constitution
- IV.9. Board Policy – Vending and Food Service Delegated to ASOC
- IV.10. Shift to Alternative Calendar, Faculty Senate Meeting, **Date**
- IV.11. Setting Academic Year Calendar, Faculty Senate Meeting, **Date**
- IV.12. Establishment of Academic Master Plan for New Campus (NCHST), Faculty Senate Meeting, **Date**
- IV.13. Reconsideration of a Master Plan for the Fremont Campus, Faculty Senate Meeting, **Date**
- IV.14. Establishing and Monitoring Enrollment Strategies, WSCH/FTEF Committee Meeting, **Date**
- IV.15. Campus Committee Structure
- IV.16. Allocation of \$300,000 for Workstation Equipment, College Council Meeting, **Date**
- IV.17. Learning College Environment
- IV.18. Registered Nurse Program Accreditation
- IV.19. College Council Website
- IV.20. Allocation of \$300,000 for Workstation Equipment, College Council Meeting, **Date**
- IV.21. Capital Improvement Priority List

- IV.22. Board of Trustees Streaming Video
- IV.23. Board of Trustees Meeting Agendas
- IV.24. Board Agendas – Programs of Study, Degree Offerings, Transfer Programs
- IV.25. Board of Trustees Website
- IV.26. Board Policy Manual Revisions
- IV.27. Board Development and Board Member Orientation, Board Policy Manual
- IV.28. Board Self Evaluation
- IV.29. Board Surveys
- IV.30. Code of Ethics, Board of Trustees Meeting Agenda, **Date**
- IV.31. Selection and Evaluation of the President, Board Policy Manual BP2430, BP2431
- IV.32. Evaluation of the President, Board of Trustees Meeting Agenda, **Date**
- IV.33. President's Annual Report
- IV.34. Quotation, Board of Trustees Meeting, **Date**
- IV.35. Update on the Strategic Plan Document