

A Word from the President

Strategic planning provides clear means for fulfilling the institutional mission and constantly improving. Ohlone College planning starts with the college mission and values; engages the college in regular assessment of its performance; targets student and community needs; makes college decisions democratic, transparent, and evidence-based; builds the path to improvement of college outcomes, and assures fair and sound resource allocation. Using the planning process for human, fiscal, and physical resource allocation, and other college choices demonstrates that the process is taken seriously and brings credibility to college decisions.

The 2010-2015 Ohlone College Strategic Plan is a result of the careful assessment of the circumstances within which the college functions, community needs, and the extent to which the college is meeting its mission. The plan states our mission, vision, and values, which form its foundation. It also describes our planning processes and cycles and articulates the recommendations for improvements the college considered in setting its goals for the coming five-year period.

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Vision Statement

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

Mission Statement

The Mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed.

The tenets of the mission statement are the roots from which the college goals and objectives grow, intimately and organically connected. The goals and objectives exhibit the characteristics of the mission and give the college its unique identity. Ohlone College's identity is that of a learning college, and it is characterized as a college that:

1. Creates substantive change in individual learners;
2. Engages learners as full partners in the learning process;
3. Creates and offers as many options for learning as possible;
4. Assists learners to form and participate in collaborative learning activities;
5. Defines the roles of learning facilitators by the needs of the learners; and
6. Succeeds only when improved and expanded learning can be documented for its learners.

Values

- We provide life long learning opportunities for students, college personnel, and the community.
- We open access to higher education and actively reach out to underserved populations.
- We promote diversity, inclusiveness, and openness to differing viewpoints.
- We maintain high standards in our constant pursuit of excellence.
- We value trust, respect, and integrity.
- We promote teamwork and open communication.
- We practice innovation and actively encourage risk-taking and entrepreneurship.
- We demonstrate stewardship for our human, financial, physical, and environmental resources.

Consistent with its vision, mission, identity, and values, the college pursues the following goals:

Goal 1: Improve student learning and achievement through innovative programs and services.

Goal 2: Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

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

Goal 4: Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

Goal 5: Lead and educate the community in environmental sustainability.

Goal 6: Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

Goal 7: Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

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

Strategic Planning Cycle

Introduction

Strategic planning at Ohlone occurs on a cyclical basis every five years and has three main components: Assessment, Goal Setting, and Goal Implementation. These three components are comprised of specific activities. The elements of the assessment component include the following:

- An environmental scan (community needs and college outcomes in meeting those needs, expressed in a data-oriented document),
- Accreditation planning agendas from the most recent Self Study,
- Results of Program and Service Reviews, and
- A thorough evaluation of the status of the college goals and objectives from the cycle that is concluding.

With the benefit of the assessment, the college analyzes the degree to which it is fulfilling its mission and meeting community needs. The next step in the cycle is a reaffirmation of college values and a review and possible revision of the college mission statement. A visioning process follows to encourage the college and the community to have a voice in what the college will be in the future.

Following this work, the college determines which of the current goals should continue into the next strategic cycle and drafts new goals to be achieved during the next cycle. Goals are also expressed in specific, measurable objectives and include timeframes. Over the life of the strategic plan, objectives which achieve the goals are implemented in annual increments. Results are assessed annually. Finally, at the culmination of the cycle, a new comprehensive assessment occurs and the cycle begins again.

Planning Cycle

Step One--Assessment

a. Environmental Scan

A key element in the strategic planning cycle is conducting and documenting an Environmental Scan of internal and external data and of trends that may assist college planning. The Glossary of Planning Terminology defines Environmental Scan as “the acquisition and use of information about events, trends, and relationships in the local community and beyond that informs the college of forces and needs relevant to planning future direction. Environmental scanning constitutes a primary mode for institutional learning and self assessment.” The Environmental Scan is completed by the Office of Institutional Research and is published on the college website. It is updated regularly as new information becomes available. The Dean of Research and Curriculum presents data from the scan to the President’s Staff, the College Council, and the Board of Trustees, and answers questions pertaining to it. Suggestions for augmentation of the data are taken and implemented as appropriate.

To complement the statistical information contained in the Scan, a series of meetings with community groups and leaders is undertaken. At each meeting participants are provided basic information about Ohlone and its mission. Using a brief survey, the community participants are asked for their opinion of how the college is perceived in the community and how the college is

meeting community expectations. The information collected in the community meetings is used in creating the vision for the future.

b. Gap Analysis:

The Institutional Research Committee, made up of faculty and administrative staff including the College Council faculty co-chair, is charged with extracting key information from the Environmental Scan data and identifying areas where the college needs to expand or improve its efforts. This information is used in goal setting.

c. Current Goals

Another key element in the assessment phase of the strategic planning cycle is a thorough evaluation of the goals and objectives of the current strategic plan. The President's Staff reviews research and other findings regarding progress on or completion of the strategic goals and objectives. Using this preliminary analysis, the President completes an initial assessment and prepares a report for review by College Council. The assessment is also presented in the State of the College speech at the start of the spring semester one year prior to the completion of the strategic plan. A college-wide Strategic Planning Summit is conducted in the spring semester and faculty, staff, and students are surveyed.

d. Program and Services Review Results

To incorporate grass-roots ideas and areas of needed improvement from all parts of the college into consideration for new college goals, the results of Program and Services Reviews are considered during the assessment phase in the planning cycle. A task force appointed by College Council reviews the Program Improvement Outcomes (PIOs) and Action Plans generated from the most recent annual Program and Services Review updates. The task force prepares a Program Improvement Objectives assessment for the College Council recommending continuation, changes, or additions to the goals and objectives based on the task force's analysis.

Step Two-- Setting Goals

a. Assessment and Revision of the College Mission and Values

As part of the Strategic Plan preparation, every five years a task force appointed by the College Council reviews the mission statement and values and brings recommendations back to the Council. Proposed changes are reviewed by the college community and ultimately approved by the Board. The College Council considers and discusses the college mission statement in tandem with the review of proposed college goals to ensure every goal and objective is consistent with the statement. Goals are established to reflect college values and are grouped accordingly. Visioning for the college future occurs at this point in the strategic process.

b. Proposed goals and objectives

Using the strategic assessment of the previous goals and the review of the college mission, vision, and values, the President and College Council propose a set of goals to be accomplished in the next five-year cycle. The goals are comprehensive and offer all departments of the college an opportunity for involvement in improvement. For each goal, the college community identifies a limited number of objectives that are most effective in achieving the goal. These objectives are stated in measurable terms and include timelines for completion, allowing for the goal to be broken down into annual increments. The College Council may identify specific programs and services to address the objectives. Direction for college-wide improvement from the college community is provided in this manner. The Board of Trustees reviews and approves the new plan at its June meeting.

Ohlone has several plans, as required by the California Community College Chancellor’s Office, including an Educational Master Plan, a Facilities Master Plan, and an Information Technology Plan. Three committees, two of which are appointed by the College Council for Facilities and IT, and the Curriculum Committee create and oversee the master plans for these three areas. Because of the focus on student learning, the Educational Master Plan provides a foundation for all college goals. Rather than making planning decisions independently for facilities and IT, the Facilities Master Plan and the Information Technology Plan are integrated into the overall institutional strategic plan. This is accomplished by including a college goal which focuses on improving the use of college resources including facilities and information technology. By integrating these area plans into the institution’s strategic plan, the college has a holistic approach to college improvement focused on improving student learning. A Comprehensive Outline of Plans illustrates how current component plans are integrated into the proposed college goals to achieve broad educational purposes and improve institutional effectiveness.

Step Three—Implementation

The next phase in the strategic planning cycle is implementation. In addition to consideration of Programs and Services Review results in setting college goals, programs and services contribute to college improvement by helping to achieve college objectives and by improving key processes within programs and services. At the conclusion of each Program and Services annual update, Program Improvement Objectives (PIOs) are identified. These are statements of what the program or services needs to improve, why the improvement is needed, and the goals and objectives which they help to accomplish. These statements are accompanied by action plans and resource needs. In order to carry out PIOs, the college has identified a process to allocate resources on an annual basis to support their accomplishment.

Strategic Planning Timeline

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| Beginning year four of the previous five-year strategic planning cycle | |
| August through January | Collection of current data for an environmental scan |
| November through January | Assessment of current goals and objectives |
| January | Assessment of planning agendas |
| February | Analysis of environmental scan |
| | Strategic review of mission, vision, values |
| | Review of PIOs derived from annual program reviews |
| February through March | Collection of community input |
| March through April | Setting goals |
| April | Identification of measurable objectives and timeline for implementation |
| May | Writing of new strategic plan |
| | College Council and Board review the strategic plan |
| June | Board approval of the strategic plan |

Annual Planning Cycle

Annual Planning: Annual planning is the means by which Ohlone College achieves its strategic goals. Annually, coinciding with budget deadlines, the college engages in a process to determine a list of priority improvements it needs to undertake in order to achieve the college objectives. This process engages all programs and services through the annual submission of PIOs using

CurricUNET. These PIOs are accompanied by action plans, resource needs, and assessment methods.

Each year, the President's Planning Group analyzes all PIOs using agreed-upon rubrics to determine which of the PIOs focus on program improvement and which contribute more broadly to achieving college goals and improving key processes across programs and services. The committee scores those that have college-wide impact according to a set of criteria and proposes a top twenty list of improvements for resource consideration for the next fiscal year. A Resource Analysis Team (comprised of personnel from departments across campus, including IT, Facilities, HR, Business Services, and Campus Safety) collaborates with programs and services representatives (the creators of the PIOs) and researches the stated need for resources to provide accurate information on costs. Once provided this input, programs and services have the opportunity to adjust their PIOs.

The Budget Committee, a subcommittee of College Council, reviews requests for augmented budgets and helps to analyze and set priorities for efficient use of resources. The committee proposes the top twenty, unranked, for allocation of resources based on their impact on college goals. College Council reviews the list and can make changes in the recommended list, which is sent to President. Each year all PIOs and resource requests go through the process regardless of their inclusion on the previous year's list. The list is used by the Foundation for funding consideration. This is not a decision-making process but is designed instead as a recommendation to the President, who considers the recommendations and includes available resources for PIOs in the budget. The PIOs are implemented according to their action plans, and their effectiveness is assessed at the point of their completion along with their contribution to the college objectives.

Given the human resource intensiveness of teaching and learning, educational institutions typically commit most of their resources to personnel. Over 90% of a public college budget is likely to be directed toward personnel and fixed costs. As a result, educational budgets have limited flexibility in how they may allocate money to meet college goals. Decisions about how time and talent are used are therefore critical in achieving college improvement goals. Managers, faculty and staff determine how time is devoted to achieving PIOs on a practical, day-to-day basis.

To strengthen this link between the results of Program and Services Review and resource allocation, managers annually review a report with the Dean of Business Services and the Vice President of Administrative Services that shows how their budget has been allocated over a five-year period. Budget adjustments for the coming year are made at this time.

This report, viewed at the college-wide level, illustrates where the college has placed its resources over time and allows the college to compare resource allocation with goal accomplishment. This historical review aids in allocating resources where they will best serve the college in the future.

Annual Assessment: Each semester the President, in consultation with the College Council, assesses progress on identified college objectives. In the State of the College speeches in August and January, the President reports to the college community the status of the objectives.

Annual Planning Calendar

| | |
|---|---|
| August | Annual Mission and Vision review Assessment of progress on college objectives Assessment of progress on PIOs Assessment of annual planning processes and Program and Services Review process |
| September-October September-July | Program and Services Review updates Implementation of objectives and PIOs from previous year; assessments |
| October-December January -February January-April April-May June | Resource analysis PIO and action plan analysis Budget review by activity center managers Budget preparation and resource allocation Board approval of tentative budget |

Integration of College Planning

| Plans | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 |
|-------------------------|------------------------|------------|-----------------------|-------------------------|---------------------------|---------------|----------------|---------------|--------------------|
| Strategic Plan (SP) | 2005-10 Strategic Plan | | | Environmental Scan (ES) | Implement SP ES Update | ES Update | ES Update | ES Update | Environmental Scan |
| Accreditation Cycle | | Self Study | Site visit | Follow-up Reports | | | Midterm Report | | Self Study |
| Program Review | Ongoing | Ongoing | Ongoing | Ongoing | Ongoing | Ongoing | Ongoing | Ongoing | Ongoing |
| Budget Planning | Annual | Annual | Annual | Annual | Annual | Annual | Annual | Annual | Annual |
| Facilities Master Plan | | | Capital Projects Plan | Annual Update | Annual Update | Annual Update | Annual Update | Annual Update | Annual Update |
| Technology Master Plan | | | | Technology Plan | | | | | |
| Educational Master Plan | | | | | Educational Master Plan | | | | |

Strategic Plan Recommendations

Responding to Data: Meeting Needs, Promoting Success

The strategic plan is the integrating document for all the research and planning efforts conducted by the college. In addition to evaluating and incorporating the work of campus planning groups and their focused plans, the strategic plan responds to the data from the environmental scan, feedback from constituent groups both inside and outside the college, and the gap analyses highlighting unmet needs. In some instances the strategic plan seeks to improve when shortcomings are identified, and at other times the plan is to continue doing well where the college is already exceptional. The plan is built around the premise of fulfilling those goals identified as best completing the vision and mission of the college and to continually assess the currency of the vision, mission, and goals in an ever-changing environment. To that end, there are eight sections within the strategic plan that correspond to the eight college goals. The plan gives direction and purpose to meeting the goals that will be made operational by objectives, action plans, and timelines. Annual assessments, updates to the environmental scan, and dialogue with constituent groups will inform the on-going relevancy of the plan, the success of the college in completing the objectives, and the fulfillment of the college's vision to be known throughout the state for its inclusiveness, innovation, and superior rates of transfer.

One function of a strategic plan is to give a vision and hope for what the college will be like in the future. For some, a hopeful vision can be equated with an unrealistic vision in current economic times, but difficult times will not persist forever. Realism may dictate that in the beginning stages of implementing this plan, the goal will be to focus on the college's core mission, be good stewards of the resources currently available, and maintain the current levels of programs and services. Part of ongoing planning is annual assessment, and it may be that the strategic plan will require some adjustment; however, the plan also incorporates the vision and hope for greater achievement and student success that inspires and motivates even in the most difficult of times.

1. Student Learning and Achievement

As the district's population age and ethnicity mix changes, programs and services will need to adapt. There will be an increase in younger, career-bound students as well as an increase in retirement-aged adults seeking personal enrichment opportunities. Middle-aged, working adults will find the pressures of the economy, family, work, and transportation a hindrance to college attendance. Educational expectations among ethnic groups will be wide-ranging. The college will be challenged when developing its curriculum and student services to appropriately balance the tension among university transfer, career entry, and personal enrichment as well as between university transfer and basic skills. Both recruitment and retention strategies will have to address priorities within the college's mission, and instructional methods, student services, educational programs, and scheduling must accommodate student needs.

Demographic Assumptions

- District high schools will graduate fewer students
- Increases in district population will characterize the age groups under age 25 and over age 60, but declines in population will occur in the age group 30-49

- The percentage of continuing students (those re-enrolling term-to-term) is increasing while that of returning students (those coming back who have been out of school at least one term) is decreasing
- Seven out of ten students at the college enroll in at least one basic skills course
- The college's graduation rate is in the bottom third of area colleges

Planning Assumptions

- UCs and CSUs will admit fewer freshmen and CSU/UC-eligible students will turn to community colleges for the first two years of their university career
- Part time students will require the same student services as full time students
- Students are more inclined to remain in school, taking less time to degree, and will require more offerings of degree-essential courses
- Students are better prepared for and more inclined to do college work when there are successful partnerships among K-12 schools, community colleges, and universities
- Community colleges will be expected to provide more basic skills as CSUs become more selective and diminish their own remedial course offerings

Recommendations to enhance student success

Students are more technologically savvy and expect learning to take place in their time, in their space, and in their network. Instruction by arrangement will be virtual, and faculty will be expected to excel online as well as in the classroom. Likewise, students will be expected to succeed in the virtual classroom, yet despite increases in online offerings to meet student demand, current measures of online student success are in decline.

- Train faculty in, and assess success of, online instructional methods in order to increase student success rates in online and hybrid sections
- Increase support to online students so vital services can be accessed and utilized in a virtual environment

Student improvement and success rates in basic skills courses are not sufficiently high and in some areas are in decline and below community college and peer group averages. The work of the Basic Skills Initiative and Title III focus on increasing basic skills success, but with the potential for an influx of students who are not fully prepared for college, both from students displaced by enrollment limitations at the UCs/CSUs and from students who are not completing high school, a robust basic skills program must be in place.

- Develop programs and services that increase retention and success among ESL and basic skills students
- Collaborate with area high schools and universities to align at each level the assessments and student learning outcomes in English and math courses to facilitate unimpeded progress through curricula and educational segments
- Increase the College Connection and concurrent enrollment programs to mitigate declining high school graduation rates within the district and encourage college-going
- Investigate and implement scheduling and enrollment policies that support and provoke success in basic skills
- Align courses and provide necessary support services to enable students to successfully transition from basic skills to college-level courses

College FTES has been on the increase while headcount enrollment has been in decline, signaling a trend that fewer students are taking more units. Additionally, the percent of continuing students is rising as returning students decline. With UCs and CSUs admitting fewer UC/CSU-eligible applicants, community colleges are likely to become the first two years of a university education for more students who are focused, goal-oriented, and intend to enroll full time. The college must position itself to meet and maintain an increased full time enrollment and to build on successes in this area already provoked by Title III. Course and program completion rates for both vocational and transfer students must increase by improving retention strategies, developing more successful learning communities, increasing educational program planning, refining class scheduling, and providing more opportunities to receive financial aid.

- Continue to assess the success of learning communities and identify the challenges, making adjustments as necessary to increase the number, viability, and success of learning communities
- Identify and implement strategies that increase the number of students completing degree and certificate programs
- Infuse and assess information competency across the curriculum to support critical thinking and lifelong learning
- Increase class offerings in general education and lower division major preparation courses to meet the needs of displaced UC/CSU-eligible and other transfer students
- Develop and implement a class scheduling plan that addresses student demand while remaining responsive to the college mission and goals
- Review programs and implement strategies designed to mitigate declining course completion rates in career technical education classes
- Proactively identify students close to a degree or certificate and support completion of an educational program
- Rewrite degree audit and implement electronic student educational plans on WebAdvisor to assist counselors and students in planning and completing individual educational goals
- Increase services that better enable students to enroll full time

Successful classroom achievement and a supportive college experience require a vital and effective student services program that addresses the myriad needs—academic, social, emotional, and aesthetic—of students. The culture of the college must continue to encourage and support student success, and while some support services are favorably acknowledged by students, others are over-whelmed or under-utilized.

- Discover why reported matriculation services are low and implement strategies to increase services provided to students and reported to the CCCCCO
- Promote and increase vital student services characterized by support and empowerment of students, consistent with the goals of the student services curriculum
- Develop and maintain a vigorous program that addresses the educational and social needs of international students
- Develop and maintain services that lead to improved rates of transfer
- Design, implement, and assess student services learning outcomes (SSLOs) within the Student Services division

- Become more proactive in meeting the financial aid awareness and financial aid needs of students, particularly to enable the enrollment of under-represented groups and working adults and to enable currently enrolled part time students to become full time
- Increase student services at NCHST that focus on outreach, recruitment, and enrollment to increase college participation rates among under-represented groups in Newark and Union City
- Increase services available to students enrolled in the evening, online, and at NCHST

2. **Economic Vitality**

Much of the employment growth in the district and in the greater Silicon Valley is in computer, electronic, and technical services; computer and semiconductor manufacturing industries are in decline, reflecting increased outsourcing of those industries. Jobs in management and in service industries continue to rank as the highest areas of employment for district residents.

Biotechnology, green technologies, and multimedia industries are emerging.

Demographic Assumptions

- Unemployment rates in the district and the greater Silicon Valley have hit double digits
- 63.5% of area jobs are in the mid-wage level
- By 2020, the percentage of the workforce in the state with a college degree is projected to decline
- Nearly 80% of all new jobs created to 2012 in the United States will require an associate's degree or less; the predominate method of training employees is on-the-job training

Planning Assumptions

- An associate degree is appropriate education for many entry-level jobs in mid-wage vocations
- College programs should align with area employment needs and with emerging industries

Recommendations to respond to the economic needs of the district and its students

With the One Stop Career Center on the Newark campus, the college is positioned to effectively meet the training needs of employers and the vocational education and employment needs of district residents. The numbers of unemployed and under-employed residents are high and there is need for both job re-training and for career preparation.

- In response to the immediacy needs of the unemployed, partner with the One Stop to offer employment training through community education or non-credit courses in an intensive, open-entry format
- Increase collaboration between the One Stop and the Financial Aid office to meet the financial needs of the unemployed to afford unemployed or under-employed residents opportunities for education and training
- Align vocational programs with current and emerging employment trends in the district and in the greater Silicon Valley, especially targeting mid-wage career employment opportunities

- Create advisory committee(s) not aligned with current programs to address the employment and training needs of emerging industries within the district and the greater Silicon Valley
- Become more proactive with contract education and partner with area industries to provide on-the-job training
- Expand or revise program/course offerings to prepare students in the vocational areas aimed at meeting the needs of residents within an aging district
- Increase across the curriculum attention to “soft skills”—teamwork, communication, resume writing, interviewing—that will help students succeed in the workplace
- Partner with the One Stop to experiment with modular, year-around class offerings in programs that attract working adults or displaced workers
- Leverage declining evening enrollments to facilitate modular offerings aimed at working adults

3. Professional Development

The student population is more diverse than the faculty or staff, and the students enter with a wide range of college ability from basic skills to UC-eligible. With such variety, faculty and staff are continually challenged to better and more appropriately serve student needs. To effectively function as a learning college, opportunities for education and training must be accessible by all employees.

Demographic Assumptions

- More than a quarter of faculty and managers, and more than half of classified staff, reported that they are not involved in annual professional development

Planning Assumptions

- Flexibility and change will characterize the college
- Staff are more productive and efficient when trusted and given the tools to work more independently

Recommendations to enhance professional development

In an environment where employees are encouraged and supported to continually learn, opportunities must exist to meet employee needs for career enhancement and to develop employee skills to better serve students. Adapting to change sometimes requires learning new skills, but almost always promotes stress that affects job performance. Satisfaction surveys of staff indicate that some feel a lack of professional development opportunities, while student satisfaction surveys reveal dissatisfaction with some college services.

- Make “good customer service” a characteristic of college services by providing necessary staff training
- Provide training and resources to faculty to continue to encourage and support collaboration and/or technology-assisted instruction that engages the students and provokes critical thinking
- Increase access to tools and resources that enable faculty and staff to do independent research and data gathering

- Offer professional development opportunities to staff to help them become more current and self-reliant with technology and software
- Encourage and enable opportunities for faculty and staff to serve as leaders and provide training and support to facilitate success
- Provide opportunity for, and assess results of, annual professional development for all classified employees

4. Resources

Community colleges have historically been underfunded when compared to other state institutions of higher education. As demand for access to the college increases, state-provided funding will not grow at the same rate, and the college will be expected to do more with less. The high cost of living in the district will restrict the college's ability to attract and retain qualified employees, and aging facility needs will compete with personnel needs within a relatively static budget.

Demographic Assumptions

- Resources provided by the state are being out-paced by enrollments and growth needs of the college
- The budget is overwhelmingly committed to fixed costs in personnel and operations

Planning Assumptions

- The college will find additional sources of revenue, either by the passage of a bond measure, developing frontage property, managing enrollment revenue, and/or increasing fund-raising
- The business of the college will be administered college-wide in a way that fosters effectiveness and efficiency in college operations
- Students will bring high expectations for what "state of the art" technology will look like and will measure our overall "excellence" by how we compare technologically to neighboring CCCs, CSUs, and UCs
- The college will have to be wise in establishing priorities for meeting educational and personal enrichment goals of constituents because declining resources will prevent the college from completely meeting all the aspects within its mission
- Ongoing economic and social change, both within the district and within the college, will produce increased turbulence and uncertainty among employees
- Community college budget crises will become more frequent and disruptive to the mission of the college
- Some traditional programs will become increasingly irrelevant for the 21st century

Recommendations to enhance the effective use of college resources

The flurry of activity that has focused around the completion of the new Newark center and the Student Services building has both distracted attention from, and brought into focus, the aging facilities on the Fremont campus. Surveys reveal that both staff and students are unhappily aware of the differences. New facilities provide new opportunities to meet student and district needs, but the college must continue to be a good steward of all its resources as demand for services out-paces revenue. Nonetheless, the college must address efficiencies with technology, personnel, and facilities.

- Create a strategic budget plan aimed at closing the gap between revenue shortfalls of the present and resources needed for the future to fulfill the strategic plan
- Renovate the Fremont campus to be more attractive, accessible, safe, sustainable, and inviting in order to create a sense of community within the student body and staff and to foster academic excellence
- Re-create the Fremont campus landscape to be more attractive, sustainable, and maintenance-free
- Renovate classrooms and workspaces to update technology and to make technology more sustainable in order to provide an improved environment and to provide optimal support for student learning
- Plan for replacement of obsolete equipment
- Capitalize on the location and convenience of NCHST to attract more out-of-district and “edge-of-district” enrollments
- Increase technology services, resources, and training to support a growing E-college
- Secure additional resources to allow the college to increase services and fulfill its vision to be inclusive, innovative, and educationally superior despite a difficult economy
- Consistently review current departments, services, and programs for enrollment and efficiency declines to prevent resources from being depleted unnecessarily
- Cluster building use on the Fremont campus around specific program areas for ease of access and shared use of resources

5. Sustainability

Beginning with the LEED platinum certified campus in Newark, the college has established standards for sustainability for itself and continues to plan to approximate those standards in all new construction. Buildings will be models for a greater sustainable lifestyle, and the college will be the model to the community of the principles and values of sustainability.

Demographic Assumptions

- The college’s location within the Bay Area affords a culture and emerging industries that promote the vision and values of sustainability

Planning Assumptions

- Interest in things “green” and “sustainable” will increase, affecting both programs and services
- To become sustainable, the college culture will have to change, but change provokes resistance
- The college will have to use means other than the traditional classroom to lead and educate the district and its residents in becoming environmentally responsible and sustainable

Recommendations to enhance college sustainability

Feedback from students, staff, and constituents reveal an emotional interest in the values of sustainability but a lack of understanding or focus on what is really involved philosophically and practically. The college has the opportunity, even the mandate, to lead and educate the community in environmental responsibility and sustainability.

- Educate both students and staff about the principles and values of sustainability and model those principles and values to the community
- Capitalize on the interest in green technology and the NCHST to become renowned for environmentally responsible programs and practices
- Increase across the curriculum inclusion of global and intercultural issues, perspectives, and concerns
- Establish a robust program in civic engagement and service learning

6. Equity and Diversity

In a district characterized by diversity, the college needs to be flexible and innovative in addressing the myriad cultural needs of its students. Both instruction and services must be presented with sensitivity and transparency, and all students must have an equal opportunity to succeed.

Demographic Assumptions

- Forty-three percent of district residents are foreign born and in 56.3% of the district households, English is not the first language
- The percentage of White, non-Hispanic students enrolled at the college has been in decline and is now below 30%

Planning Assumptions

- Ohlone will continue to see a decline in the number of White, non-Hispanic students and will have ethnic populations in the district representing the educational extremes of “extremely college-ready” to “not even considering the possibility of college”
- The college can become more culturally aware by supporting international exchange of students and faculty, including study abroad, sister college programs, and a vigorous program to encourage enrollment of international students

Recommendations to enhance college equity and diversity

One of the hallmarks of the college is that it is a world of cultures, united in learning; however, there is more that staff and students could learn about understanding cultures different from their own. Being diverse is not the same as understanding diversity and survey results reveal that some students and staff do not feel as though they, or their cultures, are understood or are treated equitably.

- Increase faculty understanding of, sensitivity to, and implementation of diversity in the curriculum, course content, and classroom instruction so that all students feel a welcome part of the college community
- Increase college-wide awareness, support, and participation in cultural events and activities
- Continue to promote and increase enrollment of international students and opportunities for study abroad
- Encourage cultural exchanges, including exchanges of faculty and students, between the college and international colleges and universities
- Respond consistently and supportively to issues of staff or student equity and diversity

- Diversify the composition of faculty and staff to provide more role models for an increasingly diverse and non-Euro-centric student body and district

7. Access

The socio-economic divide runs north to south through the district with the Fremont campus located in one of the most affluent zip codes in the Bay Area while the Newark campus is in an area where the rate of blue-collar workers is higher than the state average. The largest percentage of under-served Hispanic residents is in Newark. In the past, Hispanic students may have been discouraged from attending the college not only because of their own educational expectations, but also because of the college location—it is distant and culturally different. As a result, Hispanic students are also the most under-represented ethnic group on campus.

Demographic Assumptions

- The rate of increase among Hispanic residents within the district will outpace that of any other ethnic group
- Hispanic students are under-represented at the college by 8% below the district resident rate
- Among working age adults, 52% of Hispanics do not have a high school diploma and only 12% have a college degree
- 28% of low-income students who could have been awarded Pell Grants did not file

Planning Assumptions

- Hispanics students in the district have a higher than average high school dropout rate, and it may be less likely for their students to be college-bound

Recommendations to enhance access to college for all residents

Despite the fact that the college has already committed resources and implemented programs aimed at increasing the numbers of under-represented Hispanic students, constituent feedback indicates that Chabot is still the area community college of choice for Hispanic students. With the proximity of the Newark center and the efforts of focused projects such as Puente and Title III, the college is capable of increasing the enrollment and retention of Hispanic students.

- Partner with successful programs at neighboring colleges to address the outreach, recruitment, and enrollment needs of under-served and under-represented groups within the district to increase the likelihood of college enrollment
- Increase partnerships with elementary schools, middle schools, high schools, continuation schools, and adult schools to provide more accessible pathways to college, especially for those students for whom college is traditionally not seen as a viable option
- Engage the Hispanic community in ways that encourage and enable college-going
- Take advantage of the NCHST location to target the ethnic and socio-economic demographics and unmet educational needs of Newark and Union City

8. Institutional Improvement

In an age of accountability, the college is constantly examined by the public, the legislature, accrediting commissions, the Chancellor's Office, and, most importantly, by itself. Research and planning, student learning outcomes and assessment—all are emphasized and under scrutiny. The college will be held accountable for its rates of student success.

Planning Assumptions

- The college will support a culture of evidence and will promote a culture of inquiry in the learning college model

Recommendations to enhance institutional improvement

Higher education should be characterized by collaboration, shared governance, and professionalism. Survey results indicate that not all members of the college community feel included or they do not understand the processes of shared governance. Efforts to increase collegiality ultimately make the entire college better. As more employees participate in the planning and decision-making processes that are aimed at fostering student success, the more the employees invest themselves in students and their success.

- Integrate the college's individual planning documents—especially the educational master plan, the facilities master plan, the technology master plan, and program and services reviews—to keep college-wide planning constant and comprehensive
- Transition to annual program and services reviews aligned with, and informing, the annual budget cycle to dispel the reported idea that planning and budgeting are unrelated
- Utilize CalPASS to provide intersegmental faculty collaboration and to collect institutional and student success data in order to increase student success
- Develop and implement ongoing assessments of student learning outcomes at the course, program, and general education levels to insure reasonable progress through the curriculum is planned and student learning is appropriately evaluated
- Develop and maintain a dynamic assessment and planning cycle that engages faculty, staff, and students and provides incentives and assessment necessary to self-perpetuate the cycle
- Increase the awareness of, and involvement in, the planning and budgeting process for all interested/concerned employees
- Design and implement communication processes across the campus to promote inclusive sharing of information and collaborative decision-making
- Integrate research, planning, and resource allocation and make that process transparent and collaborative
- Expand and maintain processes that solicit and evaluate feedback from constituent groups, both internal and external to the college, so the college can continually assess its relevance in programs and services and make sure it is meeting the needs of the district
- Continually assess program needs so new faculty hires meet current and emerging programs
- Remake employee evaluations so individual annual goals are identified and assessed and so the college can provide means of achieving the goals
- Consistently assess the educational needs of the student body and the district to develop and maintain appropriate programs and services
- Pursue accreditation for the Interpreter Preparation program
- Utilize technology to increase the satisfaction with the workplace and the efficiency of work in departments across campus

Goals and Objectives

Objectives make the goals operational, following the recommended strategies set forth in the strategic plan; objectives delineate measureable outcomes, timelines, action plans, and responsibilities. The college has collaboratively identified objective topics for each goal that reflect current priorities for meeting each goal, consistent with the recommendations of the strategic plan.

The most important transition in any planning is moving from theory to practice. Mission, visions, and goals are framed in terms of the big picture; they are philosophical, lofty, and tend to be somewhat ambiguous. The process of translating goals into action items that can be observed, measured, and evaluated is the difference between a plan that sits on a shelf and one that is accomplished. To that end, each of the eight college goals have been given objective topics, and each of these will then be given specific objectives that include observable and measureable outcomes, from which action plans will be created with responsible parties and timelines identified.

GOAL 1: Improve student learning and achievement through innovative programs and services.

1. Encourage faculty to create assignments that promote active, collaborative learning and use of technology
2. Create an ongoing system of assessment of student learning outcomes at the course and program level for all courses and programs
3. Promote learning by using collaborative techniques between academic support and faculty to improve the learning outcome of students
4. Develop a structured assessment process that can be individualized by each General Education area and encourage faculty to complete their own assessment plan through course and/or program review
5. Improve course offerings to assure that courses of high demand and high benefit are available to students
6. Increase the college average course persistence (students enrolling in one semester and the next), retention, and success rates
7. Increase the number of students completing a basic skills course and subsequent college-level English or math courses
8. Increase the percentage of students transferring to UC and CSU
9. Increase the percentage of students receiving associate degrees
10. Prepare students during the first two years of education at a level at or above that of students at a university
11. Provide support that enables an increased percentage of students to be enrolled full time*
12. Expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online
13. Establish a process and schedule for regular, ongoing student evaluation of Student Services so that the college can measure achievement of student learning outcomes
14. Increase student mastery of Information Competency Standards, as defined by the academic Senate of the California Community Colleges in 2002

GOAL 2: Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

1. Improve the quality, relevance, availability, and success in Career Technical Education programs consistent with identified employment needs
2. Meet the training needs of local employers

3. Enhance the availability of programs that focus on new industries including green technologies
4. Partner with district high schools, continuation schools, adult schools, and ROP to enhance career pathways for incoming students
5. Provide opportunities across the curriculum for students to acquire skills that will help them succeed in the workplace

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

1. Establish a professional development program staff and full and part time faculty, enabling them to be more self-directed and capable in IT applications/maintenance
2. Provide opportunities for leadership development
3. Institutionalize the ongoing professional development plan for classified employees
4. Improve student and internal employee satisfaction with "customer service"
5. Improve the selection of educational opportunities for all employees
6. Provide training for full-time and part time faculty in effective teaching methods and systems

GOAL 4: Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

1. Increase effectiveness of HR support to the college
2. Improve the employee evaluation process
3. Sustain the fiscal health of the district
4. Improve college-wide understanding of budget and budget processes
5. Increase non-apportionment resources and seek new funding sources
6. Implement systematic updating of technology to support college-wide effectiveness
7. Create and maintain a baseline technology for every classroom
8. Improve efficiency and effectiveness of services to students through technology
9. Advance and maintain a technological infrastructure for administration and academic instruction that will provide for state-of-the-art technologies
10. Design flexible educational buildings that accommodate changing technology in classrooms, meeting rooms, and gathering areas
11. Upgrade the Fremont campus, including functionality, sustainability, healthiness, safety, accessibility, cleanliness, and aesthetics
12. Develop college assets to assist in sustaining the facility needs of the District
13. Achieve long-term maintenance and capital improvements necessary to increase effectiveness of learning support services
14. Increase technology to better support distance education

GOAL 5: Lead and educate the community in environmental sustainability

1. Employ sustainability principles in all college facilities and operations
2. Educate students, staff, and community about the value of sustainability
3. Support innovation in sustainability and environmental friendliness
4. Model environmental sustainability in all college policies, procedures, and practices

GOAL 6: Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

1. Inform faculty of ways to incorporate an appreciation of diversity in the classroom
2. Increase the perspective of students as global citizens
3. Increase the number of courses including intercultural or international perspectives
4. Increase college support of campus-based cultural activities and cultural awareness
5. Provide staff with strategies for working in a diverse environment

GOAL 7: Increase access to higher education of under-served and under-represented demographic groups in the District and local communities

1. Increase retention of underserved and underrepresented groups at Ohlone College
2. Develop goals with local cities, community organizations, and other educational segments to increase educational success of Latino, and other under-served, students
3. Increase the number of college role models for underrepresented students
4. Recruit and attract under-represented students from the communities the college serves

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

1. Maintain high standards for learning, achievement, and institutional practices
2. Design and implement open, accessible, and inclusive communication processes
3. Support innovation and experimentation for institutional improvement of all kinds
4. Collaborate and partner with the community
5. Integrate college plans
6. Expand the planning processes to assist the college in responding to a variety of circumstances
7. Provide technological access to college data for planning and decision-making
8. Structure processes that promote informed college-wide discussion leading to integrated, evidence-based decisions

Appendix

Summary of Strategic Plan Recommendations

| Areas of Strategic Focus | Recommendations |
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| Goal #1: Student Learning and Achievement | 1.1 Train faculty in, and assess success of, online instructional methods in order to increase student success rates in online and hybrid sections |
| | 1.2 Increase support to online students so vital services can be accessed and utilized in a virtual environment |
| | 1.3 Develop programs and services that increase retention and success among ESL and basic skills students |
| | 1.4 Collaborate with area high schools and universities to align at each level the assessments and student learning outcomes in English and math courses to facilitate unimpeded progress through curricula and educational segments |
| | 1.5 Increase the College Connection and concurrent enrollment programs to mitigate declining high school graduation rates within the district and encourage college-going |
| | 1.6 Investigate and implement scheduling and enrollment policies that support and provoke success in basic skills |
| | 1.7 Align courses and provide necessary support services to enable students to successfully transition from basic skills to college-level courses |
| | 1.8 Continue to assess the success of learning communities and identify the challenges, making adjustments as necessary to increase the number, viability, and success of learning communities |
| | 1.9 Identify and implement strategies that increase the number of students completing degree and certificate programs |
| | 1.10 Infuse and assess information competency across the curriculum to support critical thinking and lifelong learning |
| | 1.11 Increase class offerings in general education and lower division major preparation courses to meet the needs of displaced UC/CSU-eligible and other transfer students |
| | 1.12 Develop and implement a class scheduling plan that addresses student demand while remaining responsive to the college mission and goals |
| | 1.13 Review programs and implement strategies designed to mitigate declining course completion rates in career technical education classes |
| | 1.14 Proactively identify students close to a degree or certificate and support completion of an educational program |

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| | 1.15 Rewrite degree audit and implement electronic student educational plans on WebAdvisor to assist counselors and students in planning and completing individual educational goals |
| | 1.16 Increase services that better enable students to enroll full time |
| | 1.17 Discover why reported matriculation services are low and implement strategies to increase services provided to students and reported to the CCCCCO |
| | 1.18 Promote and increase vital student services characterized by support and empowerment of students, consistent with the goals of the student services curriculum |
| | 1.19 Develop and maintain a vigorous program that addresses the educational and social needs of international students |
| | 1.20 Develop and maintain services that lead to improved rates of transfer |
| | 1.21 Design, implement, and assess student services learning outcomes (SSLOs) within the Student Services division |
| | 1.22 Become more proactive in meeting the financial aid awareness and financial aid needs of students, particularly to enable the enrollment of under-represented groups and working adults and to enable currently enrolled part time students to become full time |
| | 1.23 Increase student services at NCHST that focus on outreach, recruitment, and enrollment to increase college participation rates among under-represented groups in Newark and Union City |
| | 1.24 Increase services available to students enrolled in the evening, online, and at NCHST |

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| Goal #2: Economic Vitality | 2.1 In response to the immediacy needs of the unemployed, partner with the One Stop to offer employment training through community education or non-credit courses in an intensive, open-entry format |
| | 2.2 Increase collaboration between the One Stop and the Financial Aid office to meet the financial needs of the unemployed to afford unemployed or under-employed residents opportunities for education and training |
| | 2.3 Align vocational programs with current and emerging employment trends in the district and in the greater Silicon Valley, especially targeting mid-wage career employment opportunities |
| | 2.4 Create advisory committee(s) not aligned with current programs to address the employment and training needs of emerging industries within the district and the greater Silicon Valley |
| | 2.5 Become more proactive with contract education and partner with area industries to provide on-the-job training |

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| | 2.6 Expand or revise program/course offerings to prepare students in the vocational areas aimed at meeting the needs of residents within an aging district |
| | 2.7 Increase across the curriculum attention to “soft skills”—teamwork, communication, resume writing, interviewing—that will help students succeed in the workplace |
| | 2.8 Partner with the One Stop to experiment with modular, year-around class offerings in programs that attract working adults or displaced workers |
| | 2.9 Leverage declining evening enrollments to facilitate modular offerings aimed at working adults |

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| Goal #3: Professional Development | 3.1 Make “good customer service” a characteristic of college services by providing necessary staff training |
| | 3.2 Provide training and resources to faculty to continue to encourage and support collaboration and/or technology-assisted instruction that engages the students and provokes critical thinking |
| | 3.3 Increase access to tools and resources that enable faculty and staff to do independent research and data gathering |
| | 3.4 Offer professional development opportunities to staff to help them become more current and self-reliant with technology and software |
| | 3.5 Encourage and enable opportunities for faculty and staff to serve as leaders and provide training and support to facilitate success |
| | 3.6 Provide opportunity for, and assess results of, annual professional development for all classified employees |

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| Goal #4: Resources | 4.1 Create a strategic budget plan aimed at closing the gap between revenue shortfalls of the present and resources needed for the future to fulfill the strategic plan |
| | 4.2 Renovate the Fremont campus to be more attractive, accessible, safe, sustainable, and inviting in order to create a sense of community within the student body and staff and to foster academic excellence |
| | 4.3 Re-create the Fremont campus landscape to be more attractive, sustainable, and maintenance-free |
| | 4.4 Renovate classrooms and workspaces to update technology and to make technology more sustainable in order to provide an improved environment and to provide optimal support for student learning |
| | 4.5 Plan for replacement of obsolete equipment |
| | 4.6 Capitalize on the location and convenience of NCHST to attract more out-of-district and “edge-of-district” enrollments |

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| | 4.7 Increase technology services, resources, and training to support a growing E-college |
| | 4.8 Secure additional resources to allow the college to increase services and fulfill its vision to be inclusive, innovative, and educationally superior despite a difficult economy |
| | 4.9 Consistently review current departments, services, and programs for enrollment and efficiency declines to prevent resources from being depleted unnecessarily |
| | 4.10 Cluster building use on the Fremont campus around specific program areas for ease of access and shared use of resources |

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| Goal #5: Sustainability | 5.1 Educate both students and staff about the principles and values of sustainability and model those principles and values to the community |
| | 5.2 Capitalize on the interest in green technology and the NCHST to become renown for environmentally responsible programs and practices |
| | 5.3 Increase across the curriculum inclusion of global and intercultural issues, perspectives, and concerns |
| | 5.4 Establish a robust program in civic engagement and service learning |

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| Goal #6: Equity and Diversity | 6.1 Increase faculty understanding of, sensitivity to, and implementation of diversity in the curriculum, course content, and classroom instruction so that all students feel a welcome part of the college community |
| | 6.2 Increase college-wide awareness, support, and participation in cultural events and activities |
| | 6.3 Continue to promote and increase enrollment of international students and opportunities for study abroad |
| | 6.4 Encourage cultural exchanges, including exchanges of faculty and students, between the college and international colleges and universities |
| | 6.5 Respond consistently and supportively to issues of staff or student equity and diversity |
| | 6.6 Diversify the composition of faculty and staff to provide more role models for an increasingly diverse and non-Euro-centric student body and district |

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| Goal #7: Access | 7.1 Partner with successful programs at neighboring colleges to address the outreach, recruitment, and enrollment needs of under-served and under-represented groups within the district to increase the likelihood of college enrollment |
| | 7.2 Increase partnerships with elementary schools, middle schools, high schools, continuation schools, and adult schools to provide more accessible pathways to college, especially for those students for whom college is traditionally not seen as a viable option |
| | 7.3 Engage the Hispanic community in ways that encourage and enable college-going |
| | 7.4 Take advantage of the NCHST location to target the ethnic and socio-economic demographics and unmet educational needs of Newark and Union City |

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| Goal #8: Institutional Improvement | 8.1 Integrate the college’s individual planning documents—especially the educational master plan, the facilities master plan, the technology master plan, and program and services reviews—to keep college-wide planning constant and comprehensive |
| | 8.2 Transition to annual program and services reviews aligned with, and informing, the annual budget cycle to dispel the reported idea that planning and budgeting are unrelated |
| | 8.3 Utilize CalPASS to provide intersegmental faculty collaboration and to collect institutional and student success data in order to increase student success |
| | 8.4 Develop and implement ongoing assessments of student learning outcomes at the course, program, and general education levels to insure reasonable progress through the curriculum is planned and student learning is appropriately evaluated |
| | 8.5 Develop and maintain a dynamic assessment and planning cycle that engages faculty, staff, and students and provides incentives and assessment necessary to self-perpetuate the cycle |
| | 8.6 Increase the awareness of, and involvement in, the planning and budgeting process for all interested/concerned employees |
| | 8.7 Design and implement communication processes across the campus to promote inclusive sharing of information and collaborative decision-making |
| | 8.8 Integrate research, planning, and resource allocation and make that process transparent and collaborative |

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| | 8.9 Expand and maintain processes that solicit and evaluate feedback from constituent groups, both internal and external to the college, so the college can continually assess its relevance in programs and services and make sure it is meeting the needs of the district |
| | 8.10 Continually assess program needs so new faculty hires meet current and emerging programs |
| | 8.11 Remake employee evaluations so individual annual goals are identified and assessed and so the college can provide means of achieving the goals |
| | 8.12 Consistently assess the educational needs of the student body and the district to develop and maintain appropriate programs and services |
| | 8.13 Pursue accreditation for the Interpreter Preparation program |
| | 8.14 Utilize technology to increase the satisfaction with the workplace and the efficiency of work in departments across campus |