College Council Retreat Minutes
January 21st, 2015

ADOPTED (as amended)

MEMBERS PRESENT:  Alison Kuehner  Gari Browning
Ron Travenick  Jeff Roberts
Rae Halliwell  Sally Scofield
Dave Schurtz  Bunny Klopping
Mike Holtzclaw  Shairon Zingsheim
Stephanie Foisy  Lenore Landavazo
Leta Stagnaro  Jesse MacEwan
Terry Exner  Ron Little
Kelly Wilmeth

MEMBERS ABSENT:  James Keogh  Rowan Youssef
Sonam Babu  Alex Lebedeff

OPEN MEETING:
1. Roll Call/Flex Sign-in

2. Overview of Strategic Planning Process

- Handouts were provided on the strategic planning timeline and a glossary of planning terminology.
- A slide was shown with a planning chart. We’ve evaluated external mandates. Haven’t gotten to the college and community input yet. The gap analysis will be addressed as an item during this retreat.
- Planning process to be data driven. An example – the breakdown in program review, with every program looking at data broken down into various student groups. Data-driven decision making is part of Accreditation Standard I.
- Most salient piece at this time – the environmental scan. This provides a look at what the community looks like, the job market, the incoming student population. Also, how we’ve responded to the environmental scan data. Looking at what’s out there and looking at how well we’re responding – that’s the gap analysis piece. That’s been looked at by a task force on campus.
- A slide was shown with the outline of plans. All plans should be using the same data. All should be consistently using and talking about the same issues and same pieces of information, a shared understanding so that everything fits together.
- Many of the tasks on the strategic planning timelines have been completed already, including analyzing gaps. The college-wide surveys have gone out – the student survey in November 2014, and the faculty and staff surveys recently. At the end of January there’s a board workshop for their input on the strategic planning process.
- Last time we had a planning cycle we reached out to the community with breakfast meetings. We had a pretty good response, with a survey at the end of the meeting. This time we’re going to do something different. We’re in the process of developing a President’s Community Advisory Committee (actual title TBD). A breakfast meeting will be held on March 6th. College Council will be invited to this meeting. We’re going to tell the group about the college, the gap analysis, and give everyone about 20 minutes to talk in groups – what direction would they like the college to go in? These meetings will be held quarterly, with an open invitation to come when you can, no one has to attend each meeting.
• We’ve gone over the mission statement twice recently. We will be using that as part of the strategic planning process. The mission statement hasn’t gone to the board yet.
• In April 2015 we will hold a college-wide strategic planning summit. We’ll have more solid action plans that go along with the goals and objectives.
• College Council will continue to work and refine the goals as we move forward.
• **Question:** Will the deaf community be included at the community meetings, like the California School for the Deaf? **Response:** Yes, they will be included.

3. Review and Revise Values

• Comparison of Ohlone’s current values and DeAnza’s values – recently redone.
• Open discussion – are there some values Ohlone needs to keep?
  o Like the student emphasis of DeAnza. The main reason we’re all here is the students. It helps remind us about that.
  o Like the keywords that DeAnza uses – it’s easier to remember what the values are.
  o Diversity and inclusiveness is a critical component of the college, need to keep.
  o Equity. Ohlone is about equity, regardless of whether the Student Equity Plan is in place.
  o Diversity, equity, and inclusiveness could be embraced in one of our values. Is that one people like? Yes.
  o Lifelong learning
  o Community engagement
  o Innovation – technology is moving quickly and we need to stay near the forefront.
  o Open communication
  o Diversity, and honoring and respecting our roots
  o Excellence and high standards
  o Teamwork and collaboration
  o Maybe collaboration can be included with open communication?
  o Access
  o Sustainability – maybe it’s not specifically needed any more
  o **Question:** Some of these are very clean in what they mean, and some are subjective. Is this something we’re prescribing as to what it means to Ohlone, or is it something that will mean something different to everyone? **Response:** The values are written as broad statements, underneath them are goals.
  o Issue with the word “excellence”. It’s more about evolving and growing while a student is here at Ohlone. We’re looking for them to apply themselves and grow while they’re here.
  o Success means different things to everyone. We compare ourselves to others, we measure success. There are certainly measures of success. It’s not only related to getting “A”s.
  o Developing human capacity
• Key words that will provide some guidance to a group – any words that one feels strongly about?
  o Diversity – inclusiveness, equity, access, honoring our roots
  o Developing human capacity of students – student growth, lifelong learning. Could work for faculty and staff as well.
  o Leveraging resources to enhance capacity – not just “human” capacity.
  o Communication
  o Innovation
  o Stewards of the environment and the community
  o Quality, excellent with innovation? We’re not innovating because it’s the newest thing, but because we want the quality of the experience to be high.
  o Mutual responsibility for student success (Teach America). Core values are not just about the students, but everyone. This pulls the integrity concept in.
  o Sense of possibility (Teach America). Could go with innovation.
  o Respect and humility (Teach America).
• This is ongoing work – volunteers will be needed for a small group, to turn the notes into some draft value statements. Group will consist of Lenore Landavazo, Jesse MacEwan, Rae Halliwell, Bunny Klopping, and Alison Kuehner.

4. Mandates
5. Discussion of Assessments

• Review of PowerPoint presentation.
• New emerging state mandates – possible Board of Governor’s goals framework. Keep these potential mandates in mind when developing goal topics.
  o Question: Is this like when we reviewed the mission statement and the Chancellor’s office said we had to include certain things, so we redid it? Response: Yes.
• Federal mandates – federal college ratings, which will be separate for two year and four year colleges. They are ratings as opposed to rankings, with three rating levels: high performing, middle, and low performing colleges. Metrics to determine these ratings are still being discussed.
  o Question: How are you following labor market success? Isn’t it a violation of confidentiality? Response: We’ve been doing this for quite a while. Confidentiality is trusted. The Chancellor’s office is using this data. It’s never individual students, just groups of students.
  o Comment: You can opt in to share information or not on college applications.
• Review of current and emerging goals (see presentation).
  o Question: Safety? How would you include something like that? Did we have safety awareness previously? Response: In Goal 4 there’s some language regarding resources. I don’t know that the topic is at the goal level. Comment: Maybe it’s a broader goal about creating a learning environment that’s innovative, safe, responsive. Could be a strategic goal at that level. An objective could be related to the emergency response plan.
  o Question: Is all the construction fitting into a college goal – least impact to students, course offerings? Comment: This may fall into a learning environment. Response: One of the gaps that we will look at later is to maintain our identity as we go through the construction process. This could have the possibility of changing who we are for the next few years. Comment: This ties into innovation. Those of us who are in the work group should work quickly so that core values are in place.
  o Comment: Focusing on values is important, practical side as well – increase non-appropriation revenue: facilities rental, international students, frontage property, may not be value language. Comment: This is a good point – here’s a goal, and here’s a way to get there. It’s important to look at the vocabulary and that we’re organizing a plan based on what we’ve identified.
  o Comment: Frontage property – action plan. We addressed it on a higher level last time, will need to sort it out.
  o Question: Free community college – should that be addressed anywhere? Response: We have fees, we just don’t have tuition. “Free” is a relative term. Comment: We may not get much money from that plan. Question: What percentage of our students get fee waivers? Response: (not verified) up to 40%ish. Question: Is there anything that could be construed or anticipated that we wouldn’t already have covered? Response: That’s another that we can add to the state/federal mandates list. Unsure if it will come up within five years.
• Question: Are there things that we’ve been working on that we’re not quite finished with?
  o Restoring full-time faculty, staffing plan. Response: That’s on the list. A staffing plan would look at all levels. We are working with a consultant currently. Once we have a plan, they need to implement it.
  o Students that are coming in a little bit later, CalWorks, etc., they can’t afford books, money comes in too late. Any kind of program we can create to address this? Response: Perhaps that’s an action plan level idea.
Distance Education – there’s a large percentage of classes taught this way. There’s a consortium and the state is also building an online education initiative. Staffing to support the faculty hasn’t grown at the same rate as the course offerings have. Maybe this goes with innovation? Response: Innovation, perhaps professional development for faculty. Professional Development is something we had in our last plan, we met the objectives. However we may want to have it again, with new objectives.

Students, relative to equity. Access to traditional classroom settings is difficult for some, but then these students also don’t have the resources at home. Exploring student access to the e-campus. Comment: In order to do that you have to have the staff in place. We sometimes miss the support of the staff, it’s not just about faculty. You have to provide the resources to make sure that it will work.

6. Gap Analysis

- Continuation of PowerPoint presentation
  - A workgroup met to look at the environmental scan, to see where we could identify gaps. These are things that we ought to plan to address, even though they didn’t come from accreditation recommendations, etc.
  - Areas that perhaps need to be addressed (PowerPoint presentation slide):
    - Challenges to growth opportunities – do we have the space to grow? Are we not student friendly? Economic growth, students entering work force instead of college.
    - Students are changing – less prepared than previously. Are the students coming here in the next 5 years going to be less prepared, or perhaps more prepared (Common Core implementation)?
    - CTE programs – industry and labor needs are changing. How do we address this? Looking at all of the Silicon Valley job market, as that’s where our students will be looking for jobs. We may need to look at our programs – what might we need to do to reinvigorate programs?
    - Persistence, retention and success rates for underrepresented students – some are not where they should be.
    - Need for non-apportionment revenue (already discussed)
    - Access to classes and student services by evening, weekend and online students – some discrepancies
    - College Communication – areas within our communication network that aren’t satisfactory. We’re doing lots of things right, but not everyone knows about them, and then think that these things are not being addressed. Lack of understanding about how things work.
    - Classes for concurrently enrolled high school students – at one point 15%, then with the recession, this was cut back significantly. Now we’re in the process of rebuilding, however not where we were before. We need to look at not just the numbers we once had, but what about the quality and target populations, do those need to change? Can we expand past current high schools to some of our biggest feeder high schools?
    - Access to programs for female students and underrepresented ethnic groups
    - Common Core – students should be coming in a little better prepared. What impacts will this have on curriculum?
    - Declining HS graduation rates – smaller pool. Strategic ideas – bridge programs, formalized pathways; and/or with an increasingly aging district – do we come up with programs to attract older students? Do we need to adjust the services we provide?
    - Staff diversity – not just ethnic groups, but age, gender.
    - Staffing with projected needs – staffing plan will look at areas where we need staff/services, and try to come up with metrics to address issues.
    - Systematic updating of technology – ongoing part of resources goal.
have been designed as LEED Gold. Not sure where the gap is. **Response:** It may not be a gap. Maybe an objective, or part of our resource goal. Gaps are not necessarily shortcomings in the data, they may be emerging trends.

- **Question:** What about maintaining and increasing community support as college campus and community programs change? **Response:** This came out of a discussion on personal enrichment and repeatability. The recession required some changes to this. We are not going to be able to do this in the same way as we have in the past, but we want to address this. **Comment:** There’s a new funding formula. This is for restoring classes that are transfer, basic skills, CTE. How do we keep serving the community as we have this funding structure in place?

- **Question:** Captioning compliance? It’s far more reaching that is currently understood. It deals with access, student retention, online education. It is a huge gap on this campus. **Response:** It’s part of equity as well. There are various places we could address this, maybe an action plan, maybe as part of an objective. **Comment:** Maybe captioning can be incorporated into a learning environment. A respectful, supported, safe, compliant atmosphere. **Comment:** We need to be more specific as to where the gaps are, we need to have data to know where the gaps are. Safety – facilities, interpreting services program review should show that there’s a gap. Then we can look at it. This is at the program level, and the strategic plan needs to see the issue at the college-wide level as well. **Comment:** We did talk about safety at a meeting – different lights for different emergencies. **Response:** That’s on the table for the new Emergency Response Team. **Comment:** 1057 responses from the student survey, and there’s a 3% increase in the students that say they feel safe on campus. 93% say that they feel safe on campus.

- **Question:** Is the information presented today going to be incorporated into the college-wide summit? **Response:** One month before the summit, there will be background information provided to the college community. Perhaps a preparation meeting. **Comment:** It’s best to give out the information beforehand, for people to look over.

- **Question:** Why is our data not getting those gaps that we’re talking about? **Response:** These are at the program review level, these gaps should emerge from program reviews. **Comment:** Every one of the PIO statements was read as a possibility to be included as part of the strategic plan, even if it wasn’t one of the top 20, or funded. **Comment:** the new PIO process has a place for you to assess it. The PIO process goes to the division dean, and the VP, and then the Executive Team, and then the budget committee. Right now we have 116 PIOs that have been put forth. If there’s one area we’ve improved, it’s around the PIO to try and get better data about what people are requesting and where it’s coming from. **Comment:** Maybe one of the gaps is communication? **Comment:** The process could still be a gap, too.

- **Comment:** Sometimes the survey questions are very broad, ambiguous.

7. **Discussion of themes and Identification of Goal Topics**

- Small groups discussed several areas of potential goal topics:
  - Equity and Diversity
  - Student Learning & Achievement/Career Technical Education (CTE)
  - Resources
  - Growth

- Feedback from small group discussions:

  **Equity and Diversity**
  - Equity & Diversity - separate
  - Culture is diverse - celebrate the diversity
  - Filling equity gaps
  - Inclusiveness: activities to attract diversity, learn about diversity, cultures
  - How to provide equitable resources – create opportunity for learning
**Student Learning and Achievement:**
- Creating a student learning environment
- Environment means a safe place to learn, conducive to learning, and encourages learning. 
- The right environment can create positive interactions and collisions.
- Continued evidence of student success
- Transfer rates
- Higher completion rates of degrees and certificates. Align with the student success, program and equity metrics. Do we have the right mix of CTE programs? Do they align with what our community and the labor market support?
- Reconnect with the community and employers, including the One Stop. This connection needs to be established between faculty and employers. Including staffing that focuses on this link.
- The Chancellor's Office focus on CTE is very high and Ohlone has to be at the table shaping the discussions.
- How do we close the gap in persistence and retention? How does this fit with our high rates of success? Spoke about some of the aspects in Math and English to create modules of focus. They are the threshold classes.

**Resources**
*Gaps to focus on:*
- Staffing plan for addressing emerging needs, particularly the need for full time faculty
- Adequate support & services for 2nd language students, particularly international students
- Services available to evening, weekend, & online students

**Key thoughts:**
- Use resources responsibly / wisely / efficiently / prudently ….with planning/prioritizing & foresight
- Data-driven use of resources
- Good stewards of public funds
- Increase / expand resources
- Involve stakeholders in decision making
- Create & maintain community partnerships to enhance resources
- “right-sizing” for need
- Maintaining proper learning environment – safety, changes due to construction
- Planning for change – technology, economy,
- Resource awareness

**Growth**
- Excellence in quality with growth
- Increase in current enrollment and offerings
- Distance education
- Increase evening and weekend classes – corresponding increase in student services
- More community education – especially for older adults
- Address and increase retention rate
- Grow full time faculty as well as support staff
- Increase creative scheduling – Saturday classes for people in the labor market that wish to continue education
- Increase space – keep some portables?
- Fast-track classes
- Maintaining sense of belonging
- Special groups – foster youth, women in science, first-generation college students
ADJOURNED: 12:00 p.m.

Spring Semester Meetings (2015)
Fremont Campus / Room 7101, Mondays @ 3:00 – 4:30 p.m. (unless noted)

February 9, 23
March 9, 30
April 13, 27
May 11