MEMBERS PRESENT: Sonam Babu, Gari Browning, James Keogh, Jeff Roberts, Rae Halliwell, Terry Exner, Dave Schurtz, Bunny Klopping, Rowan Youssef, Shairon Zingsheim, Ron Travenick, Lenore Landavazo, Leta Stagnaro, Kelly Wilmeth, Jesse MacEwan, Ron Little

MEMBERS ABSENT: Mike Holtzclaw, Alison Kuehner, Stephanie Foisy, Alex Lebedeff, Sally Scofield

OPEN MEETING:

1. Approval of February 9th College Council Minutes

   February 9th College Council minutes approved unanimously.

2. Board Meeting Updates

   • At the Board meeting on February 11th, the board heard a report on concussion management by College Council member Jeff Roberts. The board also accepted the 2nd quarter budget report and had a first reading of the accreditation follow-up report.

3. Accreditation Follow-up Report

   • A few edits have been made to the accreditation follow-up report:
     o Recommendation 1:
       - Changed out Table 1 from just course data to a table that allows for a broader scope.
     o Recommendation 2:
       - Changed out Table 3 with actual section numbers instead of percentages of enrollment. This shows the student of students from the Fremont campus to the Newark campus, and what we’re predicting for fall 2015. We are trying to grow, we added some sections back to the projected numbers.
       - Modified language on the planning tool to include the Educational Master plan and not focus on transfer right now.
       - Modified another section about concurrent enrollment, the word “cashier” was taken out, as these students are served directly at the high schools they attend.
     o Comment: Orientations started in spring 2014, should state that they were mandatory at that point. Ohlone started mandating orientations in spring 2014 and the state mandated them in fall 2014.
     o Question: Was the part about e-counseling added? Response: Yes.
     o Added information about Accudemia, we will be piloting this with English and Math next month.
• Everything else in the report is “as is”, final edits will be made, and then the Board will be approving this in March. Seeking College Council’s endorsement. **Comment:** We’ll hear the results from this report in July.

• **Comment/Question:** Great job capturing what we’ve done. How is a report like this developed? **Response:** This is not a mandated, collegial, broad-based report. There are opportunities for input rather than broad-based development.

**MOTION:** Moved/Landavazo; Second/Roberts: Passed unanimously to endorse the Accreditation Follow-up Report.

4. **Educational Master Plan**

• 1st reading of the plan for College Council.

• This is a working document. The draft has been worked on over the last few months, with input from the deans and institutional research. Faculty Senate had a 1st reading of the plan last week, the Board of Trustees will have 1st reading of the plan on March 11th. College Council and Faculty Senate will be asked for endorsement later in March, and the Board’s final approval would be at the April 8th meeting.

• There is a lot of planning that will happen in the next month that will require some changes to the document as well. This plan helps guide the other planning processes.

• The Educational Master plan is available on the Academic Affairs website ([http://www.ohlone.edu/org/academicaffairs/docs/20152020educationalmasterlandraft.pdf](http://www.ohlone.edu/org/academicaffairs/docs/20152020educationalmasterlandraft.pdf)). If you’d like a hard copy, contact Leta.

• An overview of the plan and some key concepts:
  
  o **Introduction** – How do we do the best we can, within the academic setting.

  o **Question:** How do we decide which classes to have online? **Do we have data about student success in online classes?** **Response:** We did a Substantive Change Proposal in 2011 and we had some data on the online course in our last accreditation report. It’s something that we might want to look at going forward. There are some sections that do well, and some that we’ve brought back onto campus because they didn’t work out. We have a survey on the e-campus website on readiness for online courses. We want to maintain the quality of courses online to be the same as in-person classes. **Question:** What kind of courses do well online? **Response:** Psychology and History classes do well. Computer Science is one that we brought back on campus. This topic can be brought back to a future College Council Meeting. **Question:** Is the Substantive Change Proposal on our website? **Response:** Yes, it’s probably on the accreditation website.

  o 1st section is on Foundations. Currently most of the guiding principles are those we’ve developed over time. When you look back to when the college started, the principles are mostly the same – they’re about student success and achievement.

  o The mission statement was updated in 2006 and last reviewed in 2009. We will probably need to update this section if the mission statement is updated.

  o Our students as related to our mission – this was looked at for each of the components of our mission statement. A special note about concurrent enrollment – it is part of our enrollment strategy. We have courses at high schools to help students get college credit.

  o Learning college model – focal point for the framework of the entire model.

  o What we want in our learning spaces, what we need to have a viable learning environment.

  o **Question:** How does the Strategic Plan dovetail with the Educational Master Plan? **Response:** Technically the Educational Master plan drives everything we do. The timing is done for that reason, so that they’re integrated together. All of our planning is integrated together. The strategic goals and objectives are part of this plan. This is dynamic – continuously happening at the same time.

  o Program and services reviews – linked to the SLO website. There are many interactive links in this document as opposed to appendices.

  o Key indicators and gaps from the environmental scan.
Enrollment growth assumptions going out to 2025. It’s interesting to look at our enrollment planning from before, we’re still down 1000 FTES from 2008. We’re re-benching and using a growth rate of 1.5%, which is pretty much the average since the beginning of the college. The FTES number for 2026 brings us back to the enrollment levels from 2008.

**Question:** What is the college’s approach to figuring out how to get these numbers back? **Response:** The deans are currently working on an analysis, identifying areas where we could possibly grow back. We’ve added back sections in some departments, demand drives this, too, though. When we look at that, enrollment has met the demand the last few years. We had plenty of sections that we didn’t fill this semester, in many different disciplines. We probably haven’t brought back our evening program in the way we need to. **Comment:** How we’ve grown by departments, the areas that have shown consistent growth really correspond to those high demand classes that the counselors have provided to us. **Comment:** We also have an elaborate enrollment management system where deans can monitor this.

**Question:** How can we be strategic in how we grow- as we see things that fill really early, how can we address that? For example, CS-101 used to not fill and is now a high demand class. **Response:** There will probably be a shift with FTES generated on the Fremont campus. We’re hoping to see a growth in science fields, we haven’t factored it in, though. **Comment:** Marketing – the campus being complete could be attractive to students.

**Question:** Was there any uptick when we completed the Measure G funds, a growth projection? **Response:** Marketing – the campus being complete could be attractive to students.

There’s a section on commitment to full-time faculty levels. Full-time faculty are critical to implementing the Educational Master Plan. We took a statewide average of FTES per full-time faculty, resulting in 28.7. We used our current numbers to determine a target for full-time faculty. In the past we used the Bay 10 average, which was smaller than 28.7. This resulted in a difference of 18 positions for the district – a significant number of full-time faculty that we don’t have right now. This all plays into enrollment. **Comment:** Heard that there are some schools that have been able to hire their full-time faculty numbers.

**Question:** How many more full-time staff and administrators do we have now than in 2008? **Response:** For all intensive purposes, the full-time staff and administration are around the same.

6. **Mission Statement Review**

- Mission Statement presented to College Council as it was left last time (fall 2014): *Ohlone College responds to the educational needs of our diverse community and economy by offering quality instruction supporting basic skills, career development, university transfer and personal enrichment and by awarding associate degrees and certificates of completion for eligible students in a multicultural environment where successful learning [and achievement] are highly valued, supported, and continually assessed.*

We already took into account the accreditation standards, didn’t have student achievement.

**Comment:** “Associate degrees and certificates of completion” – certificates of completion is a precise term that we were asked to change by the Chancellor’s office, it should just say “certificates”.

**Comment:** Why did we not put “student” in achievement? **Response:** Grammatically it wouldn’t work.

This is an important part of the planning process, going forward. This does the address the accreditation changes. It talks about student achievement and being “continually assessed”.

**Question:** “Certificates of completion” – what was the rationale? Just using “certificate”, what would that mean? **Comment:** “Certificate of achievement” is a specific one already in use as well. The Chancellors office has specific terms, those we can and cannot use. **Comment:** The completion part is implied. **Comment:** There are programs where you can get a certificate.
metrics that we’re judged by the state on the scorecard. **Comment:** Think it’s stated clearly enough if we drop “of completion” and just use “certificates”.

- **Question:** Shouldn’t it be “to” eligible students instead of “for”? **Response:** Yes, we will make that change.
- **Comment:** “University” transfer – students can transfer to other programs, other community colleges, not just universities. **Response:** Will leave language as is.
- **Question:** Does this go to the Board of trustees? **Response:** Yes, the mission statement may go on its own, or as part of the strategic plan.

**MOTION:** Moved/Klopping; Second/Exner: Passed unanimously to adopt the mission statement as revised: Ohlone College responds to the educational needs of our diverse community and economy by offering quality instruction supporting basic skills, career development, university transfer and personal enrichment and by awarding associate degrees and certificates to eligible students in a multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.

6. **Values Group**

- **Report out from values group formed during the College Council spring retreat (Rae Halliwell, Bunny Klopping, Alison Kuehner, Lenore Landavazo, and Jesse MacEwan).**
- **Draft statements presented (see attachment).** Moved away from bullet points and used key words.
  - Kept **excellence** wording as in our current value.
  - **Inclusiveness** – put everything in this statement that represents our students, and what Ohlone means.
  - **Innovation** – something short for right now.
  - **Integrity** – This one and the next one (stewardship), we felt that everyone has a right to express their opinion, the college is a place where people can feel open to express themselves.
  - **Stewardship**
  - **Success**

- **Comment:** On the last statement, how do you unsuccessfully complete something? Successfully complete seems redundant.
- **Comment:** What’s meant by “relevant tools”? **Response:** We were trying to think of the things that Ohlone offers to help students complete their educational goals. We almost used “individual”, instead of “relevant”, maybe we should go back to that. **Question:** Would “resources” be a good replacement for “tools”?
- **Comment:** This is a great start. With respect to integrity, there needs to be an action verb in there. We value “transparency in action...” **Comment:** The rest of the verbs are much stronger. “We engage in transparent communications...”
- **Question:** “Where everyone feels safe” – in what way? Response: This came up from the retreat, and this seemed like the best place to put it. **Comment:** It muddies it up a bit. **Comment:** We also didn’t know how many key words to use, we picked certain words.
- **Comment:** This is much tighter and cleaner than before, like the direction that it’s going in.
- **Question:** How long do we want these sentences? **Response:** The mission statement is our umbrella statement. We have five year goals, which state what we’d like to achieve. The values should be reflected in the goals. We want to make sure we’ve covered all of the things that we consider critical to what we do here. Safety – that could be a goal, or it could be a value – how fundamental a value is it? **Comment:** Don’t see feeling safe on campus as a driving force behind a value, but it could be if the meaning of the word is looked at from a different perspective. Then you might want to choose words like “where ideas are supported”, diversity of though.
- **Question:** Could we send some comments to you? **Response:** Yes.
- **Question:** Do you have a timeline? **Response:** It looks like the group will meet again. It would be helpful to have these finalized by the March 9th College Council meeting. Please provide feedback by the end of this week.
7. Equal Employment Opportunity (EEO) Plan

- Two changes were made to the draft Equal Employment Opportunity (EEO) Plan:
  - In Section XIII, the section on an intern program was removed (4). We don’t know how we’re going to do it or measure it.
  - In Section XIV, part of the following sentence was removed: “The District will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum.”
- Would like to have College Council endorsement of the plan.
- Comment: Impressed by a lot of the efforts and the programs outlined here. It’s important for students as well as faculty and staff to have a sense of belonging. **Response:** Looking forward to the committee being formed, there’s a place for that to happen.

  **MOTION:** Moved/Wilmeth; **Second/Schurtz:** **Passed** unanimously to endorse the Equal Employment Opportunity (EEO) Plan.

8. Heard it through the Grapevine/Suggestions for Future Topics

- **Future Topics:**
  - Overall plan, Measure G plans – what’s going on with the existing buildings, updates to these buildings.
  - Online/e-campus discussion – data, success rates and retention for e-campus vs. in-person classes. Disaggregated by age.
- **Question:** Have we gotten student feedback on increasing enrollment? Students have ideas.
- **Comment:** Nice to see Admission and Records windows open.

**ADJOURNED:** 4:19 p.m.

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

March 9, 30
April 13, 27
May 11