College Council Meeting Minutes  
March 9, 2015  

MEMBERS PRESENT:  Kelly Wilmeth  
James Keogha  
Stephanie Foisy  
Sally Scofield  
Mike Holtzclaw  
Ron Travenick  
Leta Stagnaro  

Gari Browning  
Jeff Roberts  
Terry Exner  
Bunny Klopping  
Jesse MacEwan  
Lenore Landavazo  

MEMBERS ABSENT:  Rae Halliwell  
Dave Schurtz  
Rowan Youssef  
Shairon Zingsheim  

Alison Kuehner  
Alex Lebedeff  
Sonam Babu  
Ron Little  

OPEN MEETING:  

Note: Agenda item #1, approval of the February 23rd College Council meeting minutes, was postponed until a quorum was present to approve.  

2. Educational Master Plan – 2nd Reading  

- 2nd reading, College Council endorsement on March 30th. Received good feedback from several people. A few areas that were updated:  
  - Program and services review – updated description, and some rewording will occur.  
  - The environmental scan and gaps documents were updated, these sections will be updated in the educational master plan as well.  
  - In the enrollment projections section, added the word “restoration”.  
  - Faculty Senate requested data from the Bay 10 average on page 33, in the Full-Time Faculty Replacement Plan Data Summary. The state-wide average was originally used. The Bay 10 average shows a significantly greater number of full-time faculty that we need to replace. The chart will be broken up to show the numbers better.  
    - The FTES per full-time faculty for the Bay 10 is 25, and when you factor that in to the number of positions, you’ll see that 38 full-time faculty would be needed, versus 18 for the statewide average. It’s still a significant number no matter how you look at it. We are beyond the FON number, which is artificially low. Using the Bay 10 average, we are 17th among the 21 colleges in the Bay 10. We will continue to work on looking at the data to drive what’s needed to bring back full-time faculty. We also have early indications that we have challenges finding part-time faculty.  
  - On page 34, several departments that do not have full-time faculty were added.  
  - The Board will have a 1st reading of the Educational Master Plan on Wednesday, and it will come back to College Council for endorsement on March 30th. Board approval will be on April 11th.  
  - Question: Other colleges are looking at their entire college’s staffing plan – long term goals, and classified staff and management as well as faculty. Is there a way to look at our needs college-wide rather than just faculty? What’s the plan for those areas?  
    - Response: That’s a
good point. We do have a campus-wide staffing plan that we’ve looked at before. The other groups have pretty much been restored to where they were previously. **Comment:** We need to have a published staffing plan. We do have one. Full-time faculty are so far behind where they should be. This wouldn’t be the document for the college-wide staffing plan. Program review would be the proper place.

- **Question:** When we look at the classes under personal development, could the emphasis be on student achievement (top of page 48)? We have to say that it would significantly increase enrollment, however would like to think that we’re considering this for something more than just FTES. **Response:** That’s a good point. You might want to talk to the Dean of Counseling about this. There was a conversation about whether we should do a cost-benefit analysis on this. **Comment:** This keeps the door open. We need to look at the alternative – at what the work load is otherwise. It’s a true statement to say that this would increase enrollment.

- Once we complete the strategic plan for 2015-2020, the Educational Master Plan will be updated. Also, once the board approves the mission statement, this will be updated.

1. **Approval of February 23rd College Council Minutes**

   February 23rd College Council minutes approved unanimously.

3. **Values Group**

   - Second report out from values group formed during the College Council spring retreat (Rae Halliwell, Bunny Klopping, Alison Kuehner, Lenore Landavazo, and Jesse MacEwan). The group met following feedback received during the February 23rd College Council meeting.
   - Final draft statements presented (see attachment):
   - Three versions of the **excellence** value were presented – A, B and C:  
     A. *Through assessment and professional development we enable out students, faculty, staff, and administration to achieve at their highest potential.*
     B. *We enable our students, faculty, staff, and administration to achieve at their highest potential through assessment and professional development.*
     C. *We empower our students, faculty, staff and administration to achieve at their highest potential through assessment and professional development.*
     - **Comment:** The use of “empowering” in Version “C” sounds good.
     - **Comment:** There’s a lot we do to help students, wondering why it’s just assessment and professional development? **Response:** This was feedback that we received, wondering where we could put this, and trying to make it more succinct.
     - **Comment:** Assessment is a very broad term.
     - **Comment:** Professional development is not something we do for students.
     - **Comment:** Could we just leave it at “achieve at their highest potential”?
     - **Comment:** In the Educational Master Plan, we mention being a learning center college. One of the comments is engaging learners as full partners in the learning process. There’s an element that the student plays in being responsible, instead of us doing it for them.
     - **Comment:** Empowering students, it’s almost not clear as to what we’re assessing – students, or what we do for students?
     - **Comment:** By engaging these constituencies in the learning process? Or, developing a sense of life-long learning?
     - **Comment:** Assessment and professional development might not fit there. Maybe not that, but perhaps broader? Something that we do for students other than assessing them.
     - **Comment:** Everyone is considered a learner in that process, wondering if that could be woven in.
     - **Comment:** It’s difficult to put all groups on campus into one category.
     - **Comment:** Excellence – we want to exhibit this as a value?
     - **Comment:** Defining excellence as a value for Ohlone. Excellence depends on where someone starts and what their goals are.
Comment: Learning center college model. Learning is at the center of everything. One of the
guiding goals as stated earlier – engage learners as full partners in the learning process.
Comment: perhaps “being actively engaged in the learning process”?  
- Information will be taken back to the committee to try and weave in teaching and learning into the
  process described in the excellence value.
- The other values were read (please see attachment #3a):
  - Inclusiveness
  - Innovation
  - Integrity
  - Stewardship
  - Success
- Question: Can we send feedback? Response: Please send feedback to Lenore Landavazo.
- Comment: The other values weren’t limited to one sentence. Maybe “excellence” doesn’t need to be
  limited to one sentence.
- Comment: We’ve got “innovation” – maybe the learning college model could be put into that value. It
  seems to already be there.
- Comment: Excellence is about quality, about what we provide as an institution. Like what we said
  about continuous improvement, that’s how we express that value in excellence. Comment: Think we
  should try to separate the concept of student excellence vs. Ohlone excellence. Comment: It’s not
  about every student needing to be excellent – but we should say that we’re striving for continuous
  improvement. Comment: Trying for the “commitment to excellence” concept when drafting this. Agree
  that it’s the constant improvement in what we do. Comment: It’s expressed in PIOs, job descriptions,
  everything we do.
- Comment: Perhaps Vice President Stagnaro needs to be on the committee, too.
- The values group will reconvene one more time to work on these and bring them back to the March 30th
  College Council meeting.

4. Strategic Planning Process Presentation – Gaps and Goal Topics

- Close to having a final list of the gaps that we think are addressable in the strategic plan. College
  Council has seen the list without annotation in the past (see attachment #4a).
- A few items of note:
  - CTE program realignment – the fastest growing occupations and industries are computer
    related, yet our computer and CNET programs have declining enrollment. We can look at BIO
    and CHEM that have grown, despite overall declining enrollment. Question: Might it be that
    they’re all going to work? Response: Could be.
  - Demand for preschool teachers – however for every job opening, there are twice as many
    completers.
  - Concurrent enrollment rules were changed on whether 9th graders could be part of concurrent
    enrollment. One thing we do need to consider is if our strategic plan calls for growth, and our
    classroom space is limited, maybe concurrent enrollment is part of this.
  - Opportunities to grow given the limitations before us – concurrent enrollment, online classes,
    etc.
  - Comment: There was a piece about data that talked about students dropping out really early
    on. I wondered if there was a way of offering PD classes to younger students. By the time
    Freshman Days comes around, students and parents have already made decisions. Perhaps
    juniors and their families could attend, so that they can hear this information before the
    application process occurs. Response: This has come up – extending our concurrent
    enrollment to allow 9th graders back in, maybe this can be a part of that.
  - There are a number of things that came up from the surveys. We could probably do a better job
    of being responsive to some of the customer service needs.
  - Fostering collegiality across the campus, the oneness that we have felt and can continue to feel.
    We need to foster more collegiality across the college.
• Tried to address some of the gaps in the goals topics. Institutional improvement has been added since the College Council retreat. It’s a broad enough topic to address things like compliance, planning, mandates, accreditation standards, and innovation.

• Goal topics we’ve collegially come up with:
  o Student learning and achievement
  o Employment preparation
  o Diversity
  o Equity
  o Access
  o Resources
  o Institutional improvement

• When we have the summit, we’ll take this prospective list and the gaps list to come up with realistic goals.

• Question: Are we going to get all the surveys and results? Response: Probably not, can give an overall analysis.

• Comment: Would like to know the questions that were given to students. Response: This will probably be up on the research website.

• Comment: There’s some valuable info from last week’s community meeting that hasn’t been incorporated here. That will be discussed in a few minutes.

• Comment: There’s a wealth of perspectives in the comments on the survey. We are trying to figure out a way to get that information out while respecting everyone’s identity.

• Question: Employment preparation - does everyone understand what that means? Response: That’s preparing our students, and being responsive to advisory committees, community and contract education, CTEs. Maybe we need more there – perhaps “career readiness.”

• Question: Where is transfer preparation here? Response: In “achievement.” Comment: Student learning and achievement is fairly global. It’s a huge category.

• Question: Does career readiness fit under student learning and achievement? Response: Each of these will be a goal. Focusing on CTEs is important. Comment: Employment preparation was the main topic at the community leaders breakfast – pathways, unrepresented groups, how do we prepare students? That being a separate goal is very relevant to what was heard at Friday’s breakfast.

• Comment: It’s more than just the CTE programs.

• Question: What’s going to be under “access”? Response: Sometimes this includes enrollment, our concerns about growth and restoration would be there, adult education, access for unrepresented groups, maybe access will include things like college transition programs and pathways. Comment: It could even by scholarships and financial aid, costs. Comment: We will come up with a goal that is broad enough, and then objectives that we can address.

• Question: Is there a way to track the employment rate of our graduates? It’s something in nursing that we have to come up with, and it’s very difficult to do. Response: We had hopes that there would be tracking of students from community college to university to employment, as part of the ARCC report. System wide we can do that, but we can’t by individual colleges yet. Someday, maybe. Comment: That could be affiliated with an alumni association, more proactive approach. Comment: We do track, through a survey about a year after graduation, when they (nursing students) got employed, and where – but it’s not complete, only some students respond to the survey. Comment: Think students should be allowed to their privacy. Comment: The IRS, gainful employment statistics – employability statistics may be tied to colleges sometime soon. Comment: We’ve got a couple of groups to see how they could do that.

5. Strategic Planning Process – Survey Results

• Analyzed student, staff and faculty surveys. The student survey was conducted at the end of the fall semester (2014), faculty and staff during spring 2015. As a general overview, the student survey results
reflect numbers that are very similar to surveys given in the past. Faculty and staff survey results show a downturn from previous surveys.

- **Review of PowerPoint presentation (see attachment #5a):**
  - **Students:**
    - Eight categories with 90% or more positive ratings.
    - One area saw a gain of 5% or more – “Made to feel comfortable by students and staff.” This increased to 92%.
    - Two areas saw a decline of 5% or more – “Student government effectively represents students” – to 68%; and “If I had to do it all over again, I would attend Ohlone” – to 78%.
    - Student satisfaction with services increased in every instance, across 11 categories
  - **Faculty:**
    - Thirteen categories with 90% or more positive ratings.
    - Six areas with gains of 5% or more (see presentation).
    - Nine areas saw a decline of 5% or more.
    - **Question:** What was the sample population of faculty? **Response:** 179 responders, about half were full-time faculty and half part-time faculty.
  - **Staff:**
    - We have a number of new staff, many of them may be trying to understand what they’re impact is on student learning – speculation as to some of the results.
    - “Sufficient staff to support college programs” – staff results showed an increase of 6%. This number is still at 38.7%, though. When faculty were asked the same question, they had a 60.1% positive response.
    - Sixteen areas saw a decline of 5% of more.
- **Worth noting from the faculty survey – list of observations (see presentation).** One in particular - 20% of full-time faculty do not consider Ohlone to be a positive and supportive environment.
- **Worth noting from the staff survey – list of observations (see presentation).** Overall, there were declines in 34 of 39 staff measures of satisfaction.
- What might this mean? Several possibilities. Adapting to change is not easy – a lot of changes, turnover in personnel, construction. The crises has passed – “halo effect” no longer there, a sense of dissatisfaction. Communication can be improved, it will be a part of our strategic plan and we’ll work on it. We want to work on fostering a supportive environment.
- **Question:** Was there a difference with full-time faculty and part-time faculty for the dialogue and decision making survey question? **Response:** I don’t think there is, maybe a couple of percentage points. Nothing significant.
- **Question:** Do we have benchmarks for the survey results? **Response:** It might be a good idea to look at our surveys from 2007 to the present to see if we can look at trends and create some benchmarks. At Los Angeles Community College District, for their surveys they do have a percentage that they don’t want to fall below. We can weight this based on that example. **Comment:** This would help determine what we need to focus on.
- **Comment:** It’s important to be contextual. Understand why we do things and when we do things. The survey was sent out in the midst of converting into our academic village, and that being on the front edge of other construction, mandates, and a new strategic plan, there’s a lot of “stuff” – it’s not all bad, but in a moment, some of it might feel bad. It depends on where we are when we filled out the survey, and what we’re like collectively. If we took that survey again now, venture that we might have different results. **Comment:** When you see similar changes across the board, that don’t have to do with construction, we can contextualize a little bit, but we shouldn’t contextualize out the results. Something negative across all three groups, that’s more than just context.
- **Question:** What grade has the highest percentage of dropouts in California? **Response:** Will find out the answer – possibly 9th grade.

### 6. Strategic Planning Process Update

- The March 6th President’s Advisory Committee meeting was very well attended. There were representatives from education, business, religious groups, elected officials, and college leaders.
• The meeting had a presentation, then an opportunity to break-out into groups and report out.
• At the next meeting in June, the group will be asked another question. This question will be formed after reviewing feedback from last week’s meeting.
• Feedback from those who attended – what went well, what could go better?
  o **Comment:** One of the slides in the PowerPoint mentioned statistics related to African-American students. Perhaps some more African-American leaders could be invited to the meeting.
  o **Comment:** Everyone was very supportive.
  o **Comment:** The question was so broad, looking for something more specific or direct.
    **Response:** The question will be narrowed for the next meeting. Friday’s question was the same question that we asked during our last strategic planning process.
  o **Question:** How will this information be spread through the college community? **Response:** We have to pull all the feedback together into a single document and then divide it into things we’re already doing, and things that we could be doing going forward. The document could be shared with the college community before the summit – this is part of the assessment piece, this is the vehicle for community input.
  o **Comment:** It was surprising but not surprising about the naïveté about what the college does and doesn’t do. That led to some of the questions they asked. Sometimes their peers would bring them up to speed. Information is out there, but it’s not consistent.
  o **Comment/Question:** There was a diverse group of people. There were so many ideas within the group. Would it help to encapsulate some notes, recurring themes from the event? **Response:** Yes.
  o **Comment:** It was a hard role to be a listener, but we were in a better position to take notes.
  o **Comment:** My group came into the meeting with their suggestions for improvement. Biggest problem was who was going to report out.
  o **Comment:** My group volunteered me to be the note taker and the speaker.
  o **Comment:** Tables stuck together and followed the Ohlone people into the lobby afterwards. We built some relationships there. Some people didn’t want to leave.

7. **Heard it through the Grapevine/Suggestions for Future Topics**

• **Future Topics:**
  o Equity conversation as a regular agenda item
  o **Comment:** Class project for biotech – did some testing of the water in the staff lounge at Newark. Found it to be full of bacteria. Maybe we need to have our water filters looked at or cleaned? **Response:** A company came out and did a test of the water, and the results were different from what the class found out. We'll look into this, it’s happened before.
  o **Question:** Faculty and Staff Survey results about College Council/shared governance – how could we address this? Information is always sent to the campus community following each meeting. **Response:** We are forming focus groups for the student surveys. Maybe we could do the same for staff and faculty.

**ADJOURNED:** 4:39 p.m.

**Spring Semester Meetings (2015)**
Fremont Campus / Room 7101, Mondays @ 3:00 – 4:30 p.m. (unless noted)
March 30
April 13, 27
May 11