Welcome!

I hope you were all able to relax, have fun, and get a little “me time” over the summer. I had some great fun with my grandsons.

The year ahead should be filled with challenge and excitement.

**Introductions**
I’d like to start today by welcoming Ohlone College Board Members: Board Chairman Trustee Greg Bonaccorsi, Trustee Ann Crosbie, Trustee Vivien Larsen, and new Student Trustee Tawney Warren. Please stand. Thank you for being here.

We have Chris Snyder and both the Fremont and Newark College Connection students here today. Please stand so we can say hello.

It’s nice to see you.

**New Faces at Ohlone--Fall 2012**
I would like to welcome several new members of the Ohlone family today. Please hold your applause until the end.

**Staff and Managers**
- Virginia Allison, Assistant Program Manager and Instructor, English Language Institute
- Jackie Dumont, Instructional Assistant, English Learning Center
- Peter Werner, Engineering, Physics, and Microscope Image Lab Technician

**Faculty**
For the first time in a long time we welcome several new faculty members at once.
- Isabel Reichert is our new Multimedia instructor. Isabel has a B.F.A. from Germany, where she is from originally, and an M.F.A. from the San Francisco Art Institute. She has teaching experience at several colleges and universities including Ohlone, where she has been an adjunct since 2009. She also has professional experience as an artist, an art director, and a senior designer.
- Robin Gordon is our new fulltime Respiratory Therapy instructor and Director of Clinical Education. Robin has an A.A. from Napa Valley College, a B.A. from Cal State Hayward (now known as CSU East Bay), and numerous certifications in the field of respiratory care. He has taught in Ohlone’s RT program since 1988. His impressive background includes years of experience as the Director of Cardiopulmonary Services at Eden Medical Center and Vesper Memorial Hospital.
- Danijela Bedic Babic is our new faculty member in Computer Information and Communication Technologies. Danijela holds a 5-year university degree from the Faculty of Electrical Engineering and Computing of Zagreb University in Croatia. She has taught at
several community colleges including Ohlone. And she holds eight different computer-related certifications.

- **Andy Bloom** joins us as the new full time faculty member in the Math Department. Andy has a BS in Mathematics and an MA in Education--Mathematics from Wake Forest University in North Carolina. He comes to us from Shasta College, where he has been a full time faculty member since 2008. It is timely to mention that Andy is also a former Olympian in the shot put.

- Our new English faculty member is **Melanie Fernandez**. Melanie graduated from Ohlone with highest honors, received a BA in English Literature from UC Berkeley and an MA in English—TESOL from CSU East Bay. She has worked as an adjunct instructor here since January 2009 and has served as our Puente English Instructor and Co-Coordinator.

- And **Jim Andrews** is the successful candidate for the faculty position in Accounting and Business Administration. He comes to us from Central New Mexico Community College, where he has been a full time faculty member since January 2007. Jim has a BA in Economics, an MBA, and an Ed. D. in Educational Leadership. He is also a CPA and has strong industry experience both in the U.S. and abroad.

These 6 individuals are outstanding additions to our already great contingent of full time faculty. Welcome!

**Administrators**

Now for administrators:

- **Dr. Mike Holtzclaw** is the new Dean for Science, Engineering and Mathematics. Mike comes to Ohlone from Central Oregon Community College in Bend, Oregon. Originally a Professor of Geography, he created an Associate in Applied Science Degree in Sustainability and Renewable Energy. Most recently he was an Instructional Dean responsible for a variety of areas including science, mathematics, social science, and a number of occupational programs. And he was the Instructional Project Manager for the design and construction of new Allied Health and Science Buildings.

- **Mark Lieu** is the new Dean for Language and Communication. Mark has been an Ohlone ESL faculty member since 1989. Over the past several years Mark has been serving in statewide capacities, first as the President of the Academic Senate for California Community Colleges and then as the Program Monitor in the California Community College Chancellor’s Office for the Basic Skills Initiative, and Middle College High School and Puente grants.

- **Thomas Moore** is our new Director of Facilities and Modernization. Prior to joining us, Thomas served as the Vice President of the Energy Division of KAD Group in San Diego. He was the Public Works Superintendent for the City of Carlsbad from 2005-2010 and served as a Senior Project Manager for UC San Diego from 1987 to 2005. He has extensive education and experience in a wide range of areas including construction and architectural and engineering practices; facilities and plant management; heating, ventilation, and air conditioning; high voltage electrical safety; and customer service and safety preparedness. Thomas will play a critical role in overseeing Measure G projects.

- **Susan Houghton** joined Ohlone in April as the Executive Director for the Foundation. Susan comes to us from Safeway, Inc., where she served as the Director of Public and Government
Affairs. Prior to Safeway, she worked at Chevron Corporation as Manager of HR Communications and at Lawrence Livermore National Laboratory as the Director of Public Affairs and Communications. Susan was one of the founding members of the Las Positas College Foundation, where she cultivated relationships, secured donors, and increased the visibility of the college and the foundation. Susan has a BS degree in Journalism/News Editorial from Cal Poly, San Luis Obispo.

- Ron Little is the new Vice President of Administrative Services. Most recently he served as the Chief Financial Officer for San Diego Unified School District, the second largest K-12 district in the state with a budget of over $1 billion. He also managed the District’s $2.1 billion in bond funds. Ron’s career includes serving as Associate Superintendent of Business Services for South San Francisco Unified School District, overseeing business services, grounds and maintenance, technology services, nutritional services, and warehousing and receiving. Prior to that he worked for San Carlos School District as the Chief Business Official, where he prepared and monitored an annual budget of $30 million. He has an MBA from the University of San Francisco and a BA in English Literature from UC Irvine.

Please join me in welcoming these wonderful new members to the Ohlone family, and welcome back Mark!

And we have a number of changes and promotions.

- Mike Bowman, Dean of Institutional Research & Planning, adds Admissions & Records to his assignment.
- Nora Chopelas, Executive Assistant, Deaf Studies Division, increases her assignment from 50% to a 75%.
- Shirleen Ho is promoted from Senior Programmer Analyst to Information Systems Engineer.
- Wing Hung transfers from the One-Stop Career Center to Student Services Assistant in Financial Aid.
- Santino Martinez is promoted from Student Services Assistant to Evaluation Specialist.
- Kevin McCue, Biology Laboratory Technician, adds Science Tutoring Center Assistant to his assignment.
- Kathleen Schoenecker is promoted from Instructional Assistant to Accommodations Services Specialist, DSPS.
- Bill Sharar is promoted from Coordinator of the English Language Institute to Director of International Programs and Services.
- Eddie West adds Counseling and is promoted to Dean of Counseling and International Programs.
- Kelly Wilmeth is promoted from Supervisor to Director of Interpreting and Accommodations Services.
- Nan Zhou is reassigned from part time to full-time temporary Counselor for Deaf/Hard of Hearing, DSPS.

Congratulations!
Rationale for hiring now
Some of you may be wondering, with all the challenges around the budget, why on earth we would be hiring. The fact is that our efforts to downsize to meet our shrinking budget were a little too successful. Over the past 4 years we have lost 43 of our 152 full-time faculty members, many of whom took one of the retirement incentives we offered. That’s 28%! In addition, we lost the deans of two of our largest academic divisions, the executive director of the foundation, and the vice president of administrative services. And others left for various reasons. As a result we needed to hire to maintain operations and keep up a reasonable contingency of full time faculty. I decided we would hire 6 faculty. Then we lost 3 more! So as faculty senate president Jeff O’Connell puts it, six steps forward, three steps back. The great news is that the faculty members and administrators we are welcoming are dynamite! Two were tenured faculty at other community colleges and the rest were our own adjuncts. The same is true of the deans. We hired one who has been an Ohlone faculty member for 23 years and the other we attracted away from a college in Oregon, where he was an academic dean. Some of the positions I felt we had to fill are key to the success of our bond, and again the hires we made were spectacular. All in all, I have never been so impressed by an incoming group of hires!

Although you can tell from my descriptions that these are seasoned people, it’s been a while since we have hired. Remember that it takes a little time to acclimate. I know that you will welcome these new additions and show them every consideration as they learn about us.

Band aid progress
I heard yesterday on NPR that a band aid is a metaphor for a temporary, incomplete solution. Last year I labeled as the band-aid year because so many of our administrators were doing double or triple duty to hold things together as a result of not replacing vacancies, and faculty and support staff were adjusting to the ever-changing situation. I kept administrative positions opened last year to save some money, to give us an opportunity to see how things would work best going forward, and to reorganize accordingly. Resulting changes were designed to maximize resources while maintaining quality.

What a year it turned out to be! Everyone worked really hard. Jim Wright took on oversight of IT and Counseling and backed up retiring deans; Leta Stagnaro took on increased responsibility in Academic Affairs; Ron Travenick took on Campus Security and back up for Counseling and A&R; Joanne Schultz added Purchasing; Bruce Griffin and Don Penrose oversaw Payroll; Patrice Birkedahl served as interim director for the Foundation; Debbie Trigg had oversight responsibility for A&R; Kimberly Robbie added Articulation; Eddie West led Counseling in addition to International Programs; and in the spring Mike Bowman added A&R leadership to his already full plate. We had some able consultants as well, like Scott Thomason and Don Eichelberger, who assisted with key functions. Please join me in thanking them.

With the addition of new staff, we have reached equilibrium, but there are still a few areas we will need to address soon.
Summer Construction
Last year at this time we had just started the Below Grade Water Intrusion project, which is now nearly complete. I suggested this project might provide us a taste of what it will be like to have large portions of the campus disrupted by construction, and it certainly has. We saw the quad, the stairs leading up to the pond, and the pond deck revitalized. We also watched a new elevator and ramps installed near the gym. And most importantly, the water that ran through the campus corroding our infrastructure has been redirected.

We also saw the installation of the chemistry modulars, which are now complete and housing classes. And over the summer we installed about 5,100 photovoltaic panels on the other side of Pine Street. These panels are already generating power and saving us money. At Newark, work is underway on solar panels over two parking lots. We anticipate that together these installations will generate 2 Mega-watts of power and save the District approximately $400,000 per year starting in January. Plan to attend the flip-the-switch ceremony in the spring.

Fiscal Situation
Ohlone is prudent, smart, and conscientious. We strive to do the right thing with everything. How we manage our money is no exception. We have recognized that the fiscal reality of California requires us to be increasingly self-reliant and self-sustaining. We have taken steps to move in that direction.

Recently you may have read in the media of the unfortunate budget and accreditation situation facing some of the State’s other community colleges. They are our neighbors, like City College of San Francisco, College of the Redwoods, and Cuesta College. Part of the reason Ohlone is in better shape than many other colleges is our proven record of fiscal good sense and enrollment management. We have had the wisdom to set aside a million dollars in a Rainy Day Reserve. Each year we include a deficit factor in our budget in anticipation that the State will pay us less in apportionment than they have told us to count on. (And of course they always pay us less.) We have consistently constructed our class schedule to meet the FTES cap set by the State rather than offering classes for which we will not be reimbursed.

Fiscal prudence makes sense in the long run, but for many colleges administrative instability has led to decisions that are of more benefit in the short term. Ohlone is a great place to work and has kept its leaders as a result. If you look at presidents, president/superintendents, and chancellors in the Bay Area community college districts, you will find that just 6 of these 30 top administrative positions are occupied by the same person as in 2008. That’s 80% turnover in just 4 years! Despite our recent hires, the executive team, deans, and directors at Ohlone are remarkably stable. And that’s of critical importance to holding the long term interests of the College in focus.

We have shown we can come together as a community to sustain our fiscal health and avoid layoffs. We have had a hiring frost in place since 2008. That means I have considered every vacancy to decide whether or not to fill it. We have planned and carried through on 3
We have shown we have great community support by achieving a 63% approval of a large bond measure during an economic climate even worse than today’s. Voters responded to our excellent reputation and service to the community and to our responsible use of Measure A funding. We also built community understanding of our need prior to the election, and we are keeping the community informed of our Measure G projects. We have refinanced Measure G funds twice to save the tax payers money. The community appreciates these efforts.

Whenever I make a presentation to a community group, I always hear wonderful stories about how Ohlone has shaped and changed the lives of our residents.

We have shown vision by leveraging Measure G to increase our solar capacities, thus lowering costs and making us less dependent. New solar installations at both campuses will save many thousands of District dollars when we need it most. In addition to the ongoing savings we will realize, we took prompt action to apply for and install solar to take advantage of PG&E incentives totaling $1.5 million or about $300,000 per year for the next 5 years plus another $100,000 from Newark. Going forward, we plan to build new buildings rather than update old ones, resulting in more energy efficient buildings with easier and less costly maintenance.

The result of these efforts is that Ohlone has sustained a balanced budget until now. While other colleges have had to borrow or dip into their 5% State-required reserves, Ohlone is just now, for 2011-12, beginning to draw on reserves. While using reserves is not sustainable, our overall fiscal prudence has allowed us to hold off using them for several years. For 2011-12, Ohlone anticipates a general fund shortfall of about $900,000, which we will cover with reserves. This gap between revenues and expenses represents an ongoing structural deficit. Although the amount won’t be exactly the same next year because of increasing costs, efforts to cut expenses, etc., even in the best case we will have about a million dollar gap in future years that will be filled with reserves if we take no other steps. Reserves are like the District’s savings. Once we use them, they are gone until we can save them up again. Like any family, we cannot live on our savings for long.

Over the past four years, as a result of the lowering of our State-imposed FTES cap, we have gone from serving 19,532 individual students to 14,833 in the 2011-12 school year. We have lost a significant part of our State apportionment, which makes up nearly all of our revenue. So that brings us to Proposition 30, the Governor’s tax initiative, which will appear on the November ballot. Proposition 30 temporarily raises sales tax and income tax for high earners and uses the money to protect K-12 and community college from future cuts. Its fate will determine the future of the Community College System and will have significant impact on Ohlone, as well.

It is important to understand the different scenarios if Proposition 30 passes or fails--and, or if, the competing measure, Proposition 38, also known as the Molly Munger initiative, passes or fails.
Scenario A: If Prop 30 passes, the California Community College system will receive $210 million in additional funding, $160 million of which the State will use to catch up on its late apportionment payments to all colleges. This is important to colleges that have had to borrow money because of cash flow problems. Ohlone is not in that situation, so catching up on late payments won’t really help us. There is also $50 million to restore previous cuts to FTES apportionment. For Ohlone that amounts to only 60 FTES. (Mind you, the cuts over the last 4 years have added up to 2,938 FTES.) There will be no further cuts. However, because Prop 30 will not restore funding, for Ohlone Scenario A means that we will eat into our reserves by about $4 million over the next three years. Scenario A is the best case.

### Best Case – PROP 30 is Approved

<table>
<thead>
<tr>
<th>Based on 2012/13 Tentative Budget</th>
<th>FUND 10 GENERAL FUND PROJECTED DEFICIT</th>
<th>Estimated AVAILABLE RESERVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>($1.1 Million)</td>
<td>$4.4 Mil - $1.1 Mil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3.3 Million</td>
</tr>
<tr>
<td>2013/14</td>
<td>($1.3 Million)</td>
<td>$3.3 Mil - $1.3 Mil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$2.0 Million</td>
</tr>
<tr>
<td>2014/15</td>
<td>($1.6 Million)</td>
<td>$2.0 Mil - $1.6 Mil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$0.4 Million</td>
</tr>
<tr>
<td>Three Year Total</td>
<td>($4.0 Million)</td>
<td>$4.4 Mil - $4.0 Mil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$0.4 Million</td>
</tr>
</tbody>
</table>
Scenario B: If Prop 30 fails, the community colleges will receive a $338.5 million cut which amounts to 7.3%. This cut would come in January—midyear. Ohlone’s share would be over $2.5 million. This translates into 560 FTES. (That’s on top of the nearly 3,000 we’ve already reduced.) That would take our headcount from 14,833 down to 13,333. Because the decision to cut depends on the election results, we have had to plan a fall schedule that allows us to meet our State established FTES target assuming Prop 30 will pass. That’s because if we are below that target, we will not receive apportionment for the FTES we are short, amounting to a self-imposed and permanent cut. The reduction in classes will come from the spring semester and summer session—a much reduced spring schedule and no summer classes at all. Fiscally, if we tried to solve the problem just by using reserves, we would dip into our 5% required reserve in 2013-14, and we would run out of reserves by the end of 2014-15.
As of last week the polls for Prop 30 were running 56% in favor, but the campaigning hasn’t really started. The Munger initiative benefits only K-12 and not community colleges. If both pass, and Munger gets more votes, the reality would be as if Prop 30 failed.

You may recall when we were working on Measure G that we could not use District resources to help pass it. We could not campaign on College time, use College materials, or communicate through District email. The same thing applies to campaigning for Prop 30. We can’t advocate, but I hope you will join me in educating. You are educators both in and outside the classroom, so use that important capacity now. You can inform people about the consequences to Ohlone if Prop 30 does not pass. You simply cannot advise them how to vote, except on your own. You can also encourage everyone you know to vote. And vote yourself.

State and Chancellor’s Office impact on our choices
Community college funding is unlike that of K-12 or the other segments of higher education. K-12 districts must accept all comers, and the State must allocate money for all students attending. CSU and UC set their own student fees and can raise these fees to make up for shortages. For community colleges, the number of students served and the amount of fees charged to students are established by the State. Colleges do not keep fees collected from students but instead send them to the State. The State then allocates funding to each college through a formula based on the number of full-time equivalent students enrolled at 20% of the way into the semester (census).
Last year, in response to criticism that community college students were not completing their courses, legislation was proposed to change this formula to fund colleges on the number of students completing courses. Because that change would have impacted colleges unevenly and hit hardest those with the largest numbers of underprepared students, instead State Chancellor Jack Scott formed a group called the Student Success Task Force. The resulting recommendations of this group are now being written into Ed Code and implemented.

As the system is being downsized, the effect of these changes is to narrow the California Community College mission to focus on basic skills, transfer, and career and technical education students. Once the task force recommendations are implemented, all students will be required to identify an educational goal, develop an educational plan by their second semester, and follow it. They will not be able to receive Board of Governors Fee Waivers unless they make satisfactory progress toward this goal, and they must not exceed 110 units. They will be required to address their basic skills needs in their first year. At risk students and students coming to colleges for life long learning will be the first to be negatively impacted. And colleges will be charged with enforcing these rules.

Repeatable classes are a particular target of the State Department of Finance and Chancellor’s Office, and disallowing funding for these courses is the strategy they have employed to prohibit colleges from offering these types of classes. Rather than discontinuing these classes altogether, Ohlone has sought other ways to provide them to the community. Beginning in spring, Ohlone will change several popular for-credit courses, enrollment for which relies on students repeating, to not-for-credit fee-based classes through Community Education. No College monies may be used to establish or maintain Community Ed classes. Therefore, the downside to this option is that instead of paying $50 to $75 per class, student fees will jump sharply to over $200. You may hear complaints from the community about increased charges for these popular classes. Please help us educate the community by explaining that Ohlone does not want to eliminate these courses; we are being forced to these decisions because of State-level changes.

This fall, as preparation for our accreditation self evaluation, we will review our mission statement. This review will allow us not only to reflect on our purposes but to consider what we are already doing through the lens of our mission. I believe this perspective will assist us in making some difficult choices, but more importantly, we are likely to see synergies that will allow us to increase cooperation and operate more effectively.

Opportunities for continued self-reliance and sustainability
We never let a crisis go to waste!
Lately our college community spirit has had some practice coming together for the greater good. This has been especially true over the past few years as we have seen our funding go down and down. I mentioned some of the steps we have taken to reduce costs ranging from retirement incentives to taking on extra assignments. As a result of the changes we made during the band-aid year, including the temporary ones, we have developed our understanding
of others’ areas and broken down some silos. We have forged closer bonds across college
academic, student service, and administrative service areas. And we have managed to do this
with our usual positive attitude and determination to do things well.

We have also responded to the crisis with creativity. Measure G funds are allowing us to
transform teaching and learning spaces while building facilities that are less costly to operate
and maintain. With the guidance and support of the Board of Trustees, we are moving toward
developing our frontage property along Mission Blvd. Yes, I know we’ve tried this before, but I
feel there is great resolve to make it happen. Although we won’t see money benefit the College
right away, once the property is developed it will provide an ongoing and welcome source of
revenue.

We are strengthening our ability to operate self-sustaining, revenue-generating programs.
Ohlone hosts over 300 international students from about 30 different countries. Most students
are degree or certificate-seeking, while a smaller number attend classes in our English Language
Institute, or ELI.

Last year international students’ tuition and fees generated nearly $2.5 million for the District.
That’s about $1.7 million after factoring in the expenses of running the ELI and the International
Student Program office. We use some of this $1.7 million to pay for the additional class sections
we run to accommodate our international student population—classes above and beyond our
state-mandated enrollment cap—classes that would not otherwise be available to our resident
students.

In other words, our overall enrollment planning ensures that, in aggregate, our international
students do not displace local residents from courses. What’s more, the net tuition revenue
generated is used to help the College budget and greatly mitigate the effects of state-imposed
budget cuts.

Ohlone for Kids is another example of a very successful self-sustaining enterprise. Each year we
offer innovative fee-based classes for kids. This program assists the college operation,
enhances our visibility in the community, and helps get kids on track for college early.

Another example of using the fiscal situation as an opportunity to become more self reliant and
sustainable is the changes about to occur in the Foundation. The Foundation is moving in
exciting new directions with increased focus on supporting the college strategic goals and on
college programs.

We will also be reorganizing facilities rentals to help fees designated to maintain our buildings
reach the right areas of the College.

These are just a few examples of the ways we have used the current situation to spur creativity.
We are constantly asking ourselves if there is a better way to accomplish the work we are
already doing. We actually have a list of about 68 cost-saving, revenue-generating ideas that
we have applied and augmented several times. Of the 68, Ohlone has 27 in place. For instance, we have minimized the number of organizations we belong to thus reducing membership dues, we have used parking fees to supplement security costs for monitoring parking lots, and we offer fee-based sports camps in the summer. Others are planned, including reorganization of fee rentals as I mentioned, auditing phone lines for unused capacity, and reducing or eliminating printed class schedules. Several ideas are not possible or do not help, including reducing faculty overload, which doesn’t save us anything, or charging for existing vocational programs, which we can’t do legally, or offering an incentive to reduce workers’ comp claims when our incidence is already quite low. Some ideas require a cost-benefit analysis because we know that they need an investment of time or money up front, for example, establishing a community education program for senior adults. A number on the list may sound good but would require serious analysis before implementing because they in some way have later fiscal consequences, like delaying payments into our retiree health benefit fund. Or they require negotiations with bargaining units. As more ideas come forward from other colleges, from the community, or from you, they will be given every consideration.

In addition to saving and generating money, we have continued to make great strides to improve what we do. For example, over the summer IT has completed 9 major projects including replacing 230 computers in Hyman Hall; solved 757 help desk requests; begun issuing new computers to the 66 faculty members with the oldest ones; launched a storage area network; relocated computers in a total of 24 offices and 4 computer labs; deployed 16 new projectors; added 7 new wireless access points; created 300 new Datatel reports to help us analyze institutional data more efficiently; and implemented and trained staff to use the latest Datatel upgrade. And that’s just this summer!

Our Workforce Development Contract Education program continues to work closely with our Tri-Cities One-Stop Career Center and the Alameda County Workforce Investment Board to offer training programs for displaced and unemployed workers. As part of a partnership with Santa Clara County, two solar-related courses for over 50 participants were held at the Newark Campus. The Department of Labor Home Energy Retrofit Occupations grant provided opportunities for 154 participants to take courses in energy efficiency for real estate, solar sales and estimation, and building program analysis. Every one of the eighteen participants who recently took the Building Performance Institute national certification passed.

Our international program has continued to provide opportunities for students to study abroad and for faculty to teach abroad. We are offering 2 exciting, short-term study abroad programs this coming year, one to Buenos Aires, Argentina, in early January and later, in summer 2013, a 2-week program in London and Paris.

This past summer we continued our tradition of Ohlone faculty teaching overseas. Faculty in English, Computer Science, and Computer Networking taught at Ohlone partner schools in Wenzhou and Suzhou, China. Among the highlights, Richard Grotegut oversaw a very successful CNET project pairing Ohlone students with their peers in China. Capping this distance learning
experience, a group of students and Ohlone instructors travelled to China in late May. The teams got to meet their classmates in person and present their final projects together.

This year Ohlone’s International Education Committee will be working on developing teaching opportunities in summer 2013 in China and Vietnam. Also, initial work on exchange opportunities with Latin America will begin.

**College goal and process update**
During the spring, the College Council reviewed the college goals and objectives and made some improvements to them. Types of changes include minor adjustments of target dates forward or backward depending on the pace of progress; rewording of objectives in more concretely measurable terms; adjustment of outcomes to more closely align with accreditation expectations; and refinement of baselines. These updates will be discussed and endorsed by the College Council early in the fall and followed by submission to the Board for approval.

Another important effort that occurred over the spring and summer was the assessment of our planning and resource allocation processes. The Process Assessment Committee reviewed the relevant processes and determined that the one in need of refinement and some rethinking was the Program Improvement Objective or PIO process. In the past few years we have attempted to prioritize needed improvements based on evaluations of programs and departments. The plan was for those with high priority to be funded. However, because we have had to reduce our costs continually, there have been few opportunities for improvement projects to be supported by the College general fund. The Process Assessment Committee, realizing that not just money but our time is an important resource, has redesigned the process to encourage departments and programs to use existing budget and their own human resource—time—to accomplish PIOs. And there are some other improvements which you will hear about as they are finalized.

Over the last four years the Board of Trustees has reviewed and updated all of its policies. This is an enormous undertaking, one that most colleges put off, but our board has kept at it and will continue to update on a four-year cycle. Board policies are high level statements about the important endeavors of the college and what the college should be doing. How the college implements these policies in day-to-day operations is expressed in Administrative Procedures that accompany the policies. This year we are updating these Administrative Procedures, and you may be asked to provide input on some of them. One example is smoking on campus. This topic is for college-wide discussion, and the College Council is leading the dialogue.

**Priorities for the year**
To focus our efforts on our strategic goals and objectives, I have identified three practical priorities for the year. These priorities are the completion of our accreditation self evaluation, continual attention to our fiscal situation, and moving Measure G projects forward.

Accreditation—While the accreditation self evaluation is not a goal itself, it serves as reference for maintaining quality. Accreditation is important to the college for four reasons: it allows our
credits to transfer to other institutions; it allows us to issue Federal Financial Aid to students; it
provides a generally accepted means for the public to have confidence in the institution—like a
good housekeeping seal of approval; and it requires us to assess everything we do against
established standards. The accreditation system in the US is unique because it is a peer
evaluation process rather than one established and run by the government. The Accrediting
Commission is made up of 19 of our peers—faculty, administrators, and members of the
public—no government appointees.

The process for accreditation involves a self evaluation by the institution, a visit by a team of
peers, and a judgment by the Accrediting Commission based on a combination of the self
evaluation and a report from the team. The cycle is six years, with a mid term report required
in year three. Our last accreditation visit occurred in spring 2008; the next will be in spring
2014. In order to submit our self evaluation in January of 2014, we must begin to write it now.
Dr. Wright has initiated the selection of standard teams, which will be set between now and
September 30.

For Ohlone, the accreditation self evaluation is an opportunity to analyze critically all aspects of
our college. It’s a chance for us to determine what we can do more efficiently and identify
areas where we can become more self reliant. We will address the previous recommendations
to determine the extent to which we have sustained the improvement we made in response to
warning status. Most of all, it will be an opportunity to tell our story, of how we approach our
students, of what it means to be a learning college.

You are being called upon to serve on one of the standards teams, an experience in which you
are likely to learn about accreditation and about the area you are evaluating. I encourage you
to look at the teams and see if there is one you want to work on, especially one outside of your
own area. You may also be asked to provide evidence on our performance in the area in which
you work. When the accreditation team visits, their expectation will be that the whole college
has been engaged in the assessment and producing the report. Whatever your role, you must
be informed about Ohlone and have a good understanding of the self evaluation report.
Throughout the process you will have the opportunity to contribute.

Cost savings--You have heard me mention all of the measures Ohlone is taking and has been
taking to sustain its fiscal health, so of course this will be a priority. As you update your
Program Review, rely on the data to tell you what improvements are needed. Write your
Program Improvement Objectives or PIOs accordingly and figure out the most efficient way to
make those improvements. This is different from starting from the notion that you need a
resource, like a new faculty member, and you must update your Program Review in order to
justify asking for it. Rather than thinking first of what resources you need, focus on how you
can improve your program rather than the resources. Write your PIOs to make your program
more self sustaining while saving costs.

Measure G planning--The most exciting aspect of this coming year will be the planning for
Measure G projects. Starting off we are already seeing fixes to sidewalk trip hazards. This is
just part of the 40 or so Quick Fix projects that will address health and safety issues, accessibility, and way finding. Many of these projects will get underway this year.

The communication structure for keeping the College informed and involved in Measure G planning includes the Facilities Committee and College Council. Both of these committees are collegial bodies made up of representatives from each employee group, the Faculty Senate, managers, and ASOC. All meetings of these groups are open to the college community and agendas and minutes are posted in a timely way. We will also be conducting forums to keep you informed of our progress. And those who will be housed in new spaces will assist in their design through User Groups.

So far this communication structure has worked well for gathering input from the college community on the general design of the Fremont campus. The District Facilities Master Plan, approved by the Board in May of this year, calls for us to drop Buildings 1, 2, 3, 4, and 8 and replace them with an Academic Core of buildings. Accessibility is greatly improved by adding 2 parking structures near the top of the hill, thus redirecting the east-west up and down traffic to flow north and south across the campus. The new building core will allow disabled students and anyone else who does not want to use stairs to move into the lowest building and take elevators all the way up to the pond area. In addition to these new buildings, all of the other buildings original to the campus will be updated.

At Newark we will add a much needed warehouse, more parking, and a path across the back of the campus. And of course there will be solar panels over much of the parking, which will provide shade and power. We have prepared a temporary parking lot that will replace the lots as we take them off line to install the panels. This lot will actually increase the amount of parking at Newark, so we will feel the improvement immediately.

We have several important and exciting steps to take in preparation for the design phase. First we need to select an architect. This process is underway. A committee including faculty and deans has screened and interviewed the applicants for district architect. They narrowed the applicants to 3, which will be interviewed next week. A contract with the successful firm will be negotiated and approved by the Board in September. Next we will program the campus, that is, decide what goes where. And we will determine, with some expert help, the sequence of our major projects. Finally, we will participate in the design of our campus and buildings. Before the buildings can actually be constructed, we will need to hire construction companies, have environmental impact reports done, and obtain required permits and permissions. Construction is probably 2 to 3 years away, but it will be a very exciting time, especially if you take an active role in this fabulous project—transforming the campus for the 21st century!
At this point I usually thank Sarah Daniels for adding the entertainment value to what would otherwise be a rather dry, long-winded speech. However, Sarah is watching from home today, recovering. Hi, Sarah! We wish her well and hope to see her back very soon.

Taking up the daunting task of preparing the slides for this presentation was a team made up of Diana Garza, Rebecca Gray, Patrice Birkedahl, Gosia Asher, Thomas Hsu, Don Eichelberger, Jim Worrall, Mike Iker, Ron Little, Kelly Abad, Chris Wilson, Bruce Griffin, Daman Grewal, Liz Crisp, Vy Anderson, and Eddie West. I want to extend my thanks to them and acknowledge the great job they did.

**Conclusion**

Ohlone College is doing well compared to other colleges regardless of the measure you care to use. In the future, Ohlone will continue to be conscientious, will continue to make prudent fiscal decisions, and will continue to stand for high quality. The passage of Prop 30 will allow us to sustain the level of programs and services we proudly provide to our students, but it will not give us more money. The failure of Prop 30 will result in dramatic cuts on top of what we have already suffered, and Ohlone and the whole community college system will change if Prop 30 fails. If this happens, Ohlone will continue to be an excellent institution, but we will have to be a much more self reliant one.

I continue to feel honored to be the President of Ohlone College, but without all of you here today we would not have Ohlone. I am grateful to be part of Ohlone because of the great things you do all the time. I am excited about our new academic year, and despite the challenges, I feel optimistic. I continue to know that we’re making a difference in the world.

All throughout my speech today, I focused on what actions the college has taken to stay ahead of huge challenges over the past 4 years. I love being able to report on these positive outcomes, and I am very proud of these accomplishments. I realize however, that the outcomes do not tell the whole Ohlone story. Ohlone College maintains a shared attitude, respect, and purpose about teaching and learning that unites us, keeps us together, and helps us see beyond our own department, area, or office. This special attitude about our work and each other sets us apart and makes us Ohlone. In the days ahead, we will draw on that strength.

And finally, I would like you to take away just a few items for your “to do” list for the year. Do whatever you can to get out the vote. Stay informed, and inform others. Help us become more self reliant. And stay together.

Thank you.