

**OHLONE COMMUNITY
COLLEGE DISTRICT**

**REPORT TO THE OHLONE COLLEGE
COMMUNITY FROM
PRESIDENT DOUG TREADWAY
March 23, 2004**

Attached is a report that summarizes the findings of the All College Planning Symposium held on January 30, 2004. Following the report of findings there is a recommended vision statement accompanied by listings of college values and long-term planning goals.

Our chief aim at this juncture is to craft a vision of a shared image for the preferred future of Ohlone College. Following on this will be projects designed by teams of students, staff, faculty, administration and community representatives that will work together to find ways to create that future.

I am working with a team comprised of Leslie Buehler, Kay Harrison, Deb Parziale, and Joanne Schultz as well as other people who are members of the Strategic Planning Task Force. The model we are utilizing is known as SOAR (Strengths, Opportunities, Aspirations and Results). The learning model emphasizes strengths and reframing weaknesses into opportunities to develop organizational change. This model builds on the best of what already exists and moves us to more of what we truly want to be.

Working from a very broad and divergent set of perceptions and recommendations from the planning symposium we are now moving to the next step which is to decide upon our vision and hoped for outcomes. To accomplish this I am establishing a set of task forces that will report to the College Council. These task forces will take the proposed vision, values and goal statements I have prepared (based on the symposium findings), offer modifications and develop measurable outcomes to be assigned to each goal. The task forces are as follows (with senior administrators assigned):

Teaching & Learning (Wright)	Staff Development (Walston)
Budget (Walston)	International/Multicultural (Treadway)
Environment (Treadway)	Library, Equipment & Technology (Waits)
Facilities (Walston)	Student Development (Waits)

The College Council will appoint the members of the task forces, some of which are already in place (Budget, Facilities, TACO) and others which will be set up next week. Persons interested in serving on a task force should communicate with leaders in ASOC, Faculty Senate, Classified Senate, CSEA, SEIU, or vice presidents.

A calendar of the strategic planning process and a chart showing its organization are attached to this report. In closing, I welcome your feedback to me and the committee via e mail(dtreadway@ohlone.edu) as well as broad participation in the planning and implementation activities going forward.

Doug Treadway, President

**OHLONE COMMUNITY
COLLEGE DISTRICT**

**PRESIDENT'S SYMPOSIUM &
STRATEGIC PLANNING REPORT**

March 18, 2004

Friday, January 30, a President's Symposium was held in the Ohlone College gymnasium with an attendance of over 300 students, faculty and staff. Participants gathered around tables of 10 persons each and prepared individual cards and group lists for (a) the strengths and weaknesses of the college, (b) major goals the college should pursue and (c) strategies for reaching the goals. Findings by way of small group consensus were recorded on newsprint sheets and then documented on PCs. Over 1800 (3 x 5) cards were collected and later tabulated on PCs. The following is a summary of the data collected during this planning event.

Strengths and Opportunities for Improvement

Symposium participants were grouped according to students, student services staff, administrative service staff and faculty. Participants were asked to select up to 5 strengths and weaknesses. Small groups developed consensus on the most important items. This formed a basis of creating categories in to which items were tabulated. 643 items could be categorized under strengths. 71 other items were highly varied in content and could not fit well into a general statement or category. The same process was used to develop a consensus on the most important weaknesses, or opportunities for college improvement. 409 items could be categorized as general statements and 91 were too varied. Since participants were asked to list only the "major" items, it was decided not to include in this summary report any items that were listed by 4 or less participants. The President's Office web-site includes a listing of every item submitted, however.

Strengths of the College (5 or more responses)

Hardworking, innovative and dedicated staff 73
Quality of the curriculum 62
Specific Programs and Services 61
Quality of Faculty 60
Student centered services 58
Campus location and environment 57
Student and staff diversity 55
Labs/Centers/Library 42
Campus facilities 39
College leadership (Pres.& VPs) 31
Technology services 25
Supportive Learning Environment 24
Student success 21
Quality of instruction 20
Deaf Studies & services 20
Student leadership/development opportunities 18

Team approach and staff working relationships	12
Transfer program	11
Connections to community	9
Technology facilities	6
Subtotal 5 or more responses	643
Other (4 or less responses)	<u>71</u>
Total responses	714

Opportunities for Improvement (5 or more responses)

Maintenance and cleanliness of facilities	41
Limited hours of service for students	39
Modernization of facilities	29
Staff development, training and orientation	29
Staff shortages	27
Inadequate funding	26
Parking	23
Salaries not competitive	23
Class selection/specific instructional program concerns	19
College procedures and communications	18
Shortage of staff/division & organization of work	18
Technology services	15
Bookstore/prices	14
Cafeteria food quality	10
Sensitivity to diversity/disabilities/access	13
Recycling and energy conservation	12
Staff advancement	11
Conditions/services for adjunct faculty	11
Communication and collaboration	10
Payroll processes	9
HVAC systems	6
Stairways	6
Sub total 5 or more responses	409
Other (4 or less responses)	<u>91</u>
Total responses	500

Goals Related to Silicon Valley 2010 Goals

Participants were randomly mixed at tables of 10. Participants were given a summary statement of the Goals for Silicon Valley 2010. As a community college, it is important for Ohlone to develop its goals within the context of its service area communities and their needs and aspirations. While a few goals were combined due to their similarity, most of the goals listed here are just as they were submitted by the small groups to the symposium recorders. Silicon Valley 2010 Goals are indicated in capital letters for each of the four major categories of goals proposed by symposium participants.

QUALITY & INNOVATION

Students receive state-of-the-art training in the most current technical and scientific skills. College will work more with local companies to match student learning with real world needs. Work force development through partnerships with industry.

The community has responded to the college's effort to create a shared education model. The college has provided more opportunities to the disadvantaged in the form of financial aid and scholarships.

Have the highest number of transfer students in California.

Be the most technologically advanced community college.

Have full working access for all disabled students.

We are practicing innovative approaches to teaching and learning.

Ohlone College has applied for outside funding to improve programs and services, has more of a financial "cushion" so they are not so dependent upon the State budget.

Ohlone develops partners and revenue streams to make it more independent of statewide budget.

Increased connections w/local businesses (and alumni) to become a high-tech educational center and increase accessibility to students and to assist students with a gateway to employment and learning opportunities.

Ohlone College gets a facelift and Student Services building is complete.

More emphasis and quality control on basic academic skills.

Campus wide accessibility (Datatel, Microsoft, Web advisor, browsers). Equal access, more training, inter-campus communication.

Improve equal financial, environmental, and educational opportunities for all students and employees.

Programs are cutting edge as result of ties to UC's and industry research centers.

Magnet for faculty/students due to high academic Standards and adequate Facilities.

Our economy grows from increasing skills and knowledge, rising productivity and more efficient use of resources.

All people, especially the disadvantaged, have access to training and jobs with advancement potential.

Assessment of basic skills program is computerized and efficient offering students an ability to match learning needs to appropriate course offerings.

ENVIRONMENT AND LIVABILITY

Redesign office & class space to enhance learning & well-being

Develop Frontage property to blend with community & college environment

(Don't develop) Preserve open space (on Mission Blvd)

Strive to create natural environments that support learning

Support livable communities based on efficient land use that protect the environment & nature

Ohlone College will make new buildings environmentally friendly including renewable energy generation

Livable community – housing for students and staff

Ohlone College will have an efficient recycling program, improved energy efficiency, better signage & native plants.

Build and renovate for an efficient NOC environmentally sustainable use of Newark & Fremont campuses by 2009

Better public transportation: BART to campus connection shuttle & carpooling every 15 minutes

Creating a community: school, lab, working places, shopping center, etc – to link people, students, together in a convenient environment. Links so overall sense of community is strong

Easier access, safer environment (smoke-free)

INCLUSIVE SOCIETY

Prepare students for conscientious citizenship

Ohlone viewed as center for open exchange (culture)

Reach out to underserved populations (improve access for Deaf students)

Provide vocational programs to enhance life skills of community/economy

Titles will be unimportant in how we relate to one another

Employee wellness program with incentives

24 hour security on campus/lighting all parts of campus

Expand Health Education/Student Wellness

Be culturally connected with diverse community

Increase educational opportunities—course schedule meet student needs; upper-division courses

Celebrate diversity and engage in active learning through cultural events

Innovative marketing—free lecture series; offerings to older/post-college adults

Students gain knowledge/life skills required to succeed in global economy/society

Access to high-quality, affordable health care that focuses on disease- and illness-prevention

Create Endowment for the Arts that binds the community

Safer environment through improved lighting, cameras, emergency phones

Healthier food selection and integrated health program that better utilizes Health Center

CIVIC ENGAGEMENT

Marketing to improve name recognition

Better outreach programs for all cultures

Ohlone Board of Trustees understands the college community and local community – listen to input

College and community support each other (Foundation)

Matching resources and responsibility – all involved (cities, counties, public agencies) have reliable, sufficient revenue and coordinate transportation, land use and resources based on regional vision

Works well with community/successful joint ventures

Specialized housing, e.g., for elders, international, etc.

Establish greater interaction with community events

Establish greater interaction with local government

Partnerships with other colleges
 Resurrect library project in Newark and with public libraries
 Ohlone College will have Ohlone representatives on many civic organizations
 As flex day activities, staff must attend at least one civic organization meeting per semester/year
 Establish joint ventures with other deaf agencies for Deaf/DA awareness to the public
 Have representative from college on the Transportation Board
 Community and individuals promote civic responsibility and advocacy for change; promote an informed electorate
 Promote give and take with the community by forming partnerships (Industry) and extending focus to community-oriented goals
 Matching resources and responsibilities – have a self-contained school financially to be less dependent on State dollars
 Form more alliances with municipal districts and other community colleges to plan, coordinate and develop projects
 Create a recreation building for the college, students, and community
 Develop model based on the stewardship of native American Ohlone community
 Improve Ohlone’s community profile through programs such as arts, athletics and humanities - provide diverse and innovative community services, with active development of community
 Promote student awareness for active, concerned citizens in areas of politics, the economy and social issues

Strategies from Symposium Goals

Participants returned to their original affinity groups for the final planning exercise which involved selecting one or more goals and listing strategies that could be used to meet the goal. As with the Goals, there was some combining in this report of similar items. However, the majority of items are reported just as they were submitted.

ACADEMIC PROGRAMS AND SERVICES

Improve basic Skills education
 Emphasize writing and math skills across the curriculum
 Fund professional development in instructional skills
 Develop a more dynamic curriculum responsive to community needs
 Infrastructure for researching, testing and implementing instructional innovation
 Develop more partnerships with industry
 Develop a regional training center for business and industry
 Increase student internships
 Develop placement services—a “pipeline” for students to local jobs
 Develop programs that prepare students for careers in changing economy
 More certification programs through businesses
 Keep the campus informed as to key job skills needed by local business
 Eliminate obsolete programs
 Upgrade classrooms and equipment
 Greater focus on showcasing the arts and cultures

Ohlone College as a destination for arts entertainment
Promote more cultural exchanges
4-day compressed class schedule
Evening class extension
Innovative classrooms (tech clean).
Students in classroom – quality over quantity.

SUPPORT SERVICES

Set realistic expectations for quality services
Redesign operations to match the proportions of managers to staff
Re-evaluate job descriptions and duties
Provide employee cross-training
Interdepartmental groups discuss workflow integration
Set up procedures of each department on Web site
Improve campus-wide accessibility
Retain qualified interpreters
By 2009, be completely smoke-free
Computer language translators
Increase financial aids grants for low-income students
Better wellness programs
Improve/increase services at NOC
Provide evening services at Fremont for working students
Improve Health Center's services to DA students
Expand health center (clinic; students majoring in health care work in center)

TECHNOLOGY

Closed circuit TV & message boards to inform people at all times
Advanced technology equipment in all classrooms
Make greater use of the internet—forms, news, etc.
More technology classes for staff
Concentrate on developing wireless technologies
More technology training for all staff
More technology support services
Expand and modernize technology

MANAGEMENT AND GOVERNANCE

Review manager to staff ratios
Improve interactions between faculty and staff
Establish forums for all to speak
Allow staff self-management
Institute a program that truly promotes staff advancement
Staff need more support and recognition from management
Improve collaboration between all sectors of the college
Set realistic expectations for quality service in various college areas

Mandatory non-threatening technology training for staff and faculty
Create more incentives for student involvement
More power for staff, faculty and students (Less Board of Trustee involvement)
Staff and faculty released for the governance process
Faculty, staff and students living in geographical area actively campaign for suitable Board of Trustees

COMMUNITY OUTREACH

Invite business leaders to visit campus and explore partnerships
Establish industry employees as occasional teachers
Have companies endorse Ohlone and vice-versa
Advertise Ohlone student potential to companies
Link Ohlone departments with specific companies
Establish an Office of Student Outreach
Hire dedicated staff to do industry needs assessment and outreach
Improve marketing tools
Cultural gatherings to attract diverse students
Work with local Chambers of Commerce and EDD for more partnerships
Develop a Speaker's Bureau
Seek more internships for underrepresented populations
Full-time mental health counselor/training for fac/staff

FACILITIES

Increase meeting spaces on campus
Improve Building One (dark, dirty and not user-friendly)
Provide a college center--- a place for students to hang out
Modernize the entire Fremont campus
Expand and improve recycling efforts
Build new facilities to blend with natural environment (include native plants, preserve palm trees)
Improve energy conservation efforts
Use solar for energy generation
Provide transportation between Fremont and NOC and BART
Develop a plan with cities to decrease staff and student use of autos and increase public transportation
Consciously recycle materials & use non toxic cleaners
Campus-wide upgrades (parking structures/more building renovations (of old)
Preserve pond & palm bosque
Commit to recycle programs (paper, cans, bottles, etc.)
Explore & support affordable housing for college & staff
Remodeling the campus appearance, (cafeteria, library, classrooms, etc.)

FINANCES

- Develop revenue from locating private enterprises on campus
- Create an endowment for the arts
- Provide affordable housing on Fremont campus
- Increase grants and other revenues
- Hold benefit concerts
- Provide bonuses to staff and faculty who get grants
- Campus beautification as memorials
- Develop corporate financial partnerships
- Rent college property
- Use recycling funds to purchase items of benefit to everybody
- Reduce salaries of management
- Reduce bookstore prices
- Realize more state income through compressed calendar
- Raise salaries congruent with private sector
- Do not restrict funding to support access
- Invest in people whose job it is to raise money (grant writers, salary on commission; Fundraisers, salary on commission)

Analysis and Selection of Strategic Planning Components

The president and vice presidents reviewed all 1800 cards and group reports that were submitted during the symposium. It was a difficult exercise to reduce the goals for strategic planning to a maximum of 10 goal statements. There was a very wide divergence of opinion expressed in the symposium. The key element in the success of a new strategic plan will be the college's ability to come together around a consensus of a limited number of highly important and achievable goals. When comparing the proposed goals for the 2004-2009 strategic plan which were derived from this planning symposium to the goals for 1999-2003 that were previously in place, it becomes apparent that much reliance was placed on the symposium results in crafting the new goals and vision statement. Another factor considered in the preparation of the new college goals was a review of the new standards for college accreditation. As a result of the new standards, each goal will have attached to it one or more measurable objectives which in turn will be tied to key performance outcomes.

Ohlone Community College District Master Plan 2004-10

The following Vision Statement and District-Wide Goals were drafted by the president and the Strategic Planning Committee based on the results of the Planning Symposium:

VISION STATEMENT

Ohlone College will be known throughout California for our inclusive and innovative college culture and our superior rates of student success.

COLLEGE CORE VALUES

We value excellence. Quality is more important than quantity.

We value continuous learning for students and college personnel.

We value diversity and inclusiveness.

We value trust and integrity. We promote team work and open communication.

We value innovation. We recognize and encourage risk-taking and entrepreneurship.

We value stewardship for our human, financial, physical and environmental resources.

DISTRICT-WIDE GOALS

1. Foster an Ohlone College Culture that exemplifies our Core Values.
2. Adopt educational reforms that will increase success rates for under prepared students
3. Improve the proficiency of college personnel to define and assess outcomes
4. Increase the proportion of full-time students and semester-to-semester student retention.
5. Strengthen the college's capacity to acquire and support new technologies
6. Develop a more integrated and adaptable organizational structure, policies and procedures
7. Promote appreciation for and understanding of diverse races and cultures.
8. Promote a clean, safe and healthy campus environment
9. Increase public and private funds development
10. Promote the health, environmental, cultural and economic vitality of the community

OHLONE COLLEGE STRATEGIC PLANNING

Vision Statement (7 Yrs)
Mission Statement (7 Yrs)
District-Wide Goals and Objectives (7 Yrs)
Programs and Services Developmental Objectives (4 Yrs) and Action Plans linked to Goals
Programs and Services Operational Objectives (4 Yrs) and Action Plans linked to Goals
Area/Department Annual Developmental and Operational Plans & Resource Allocations (1 Yr)
Implementation and Measures of Effectiveness Semester/Annual reports: Formative Evaluation (1 Yr) Planning Cycle Report: Summative Evaluation (4 Yrs.& 7 Yrs.)

STRATEGIC PLANNING CALENDAR

March/ 04	Visioning: Create Planning Model for 2004-2110
April/04	College Council and Board approval of planning model and revisions for vision, mission and District goals Task Forces assigned to prepare developmental and operational objectives and strategies linked to new District goals
May/04	College Council approval of District-wide measurable objectives linked to new District goals
June/04	Planning: Board of Trustees (annual) planning retreat. In-service on strategic planning at the board level. Set Board outcomes for 2004-05
June-Sep/04	Non-instructional programs create operational and developmental objectives at the area/department level and receive training in preparing action plans for implementation that are outcomes based
Aug-Nov/04	Instructional programs create operational and developmental objectives at the area/department level and receive training in preparing action plans for implementation that are outcomes based
Nov.-Dec /04	Strategic Planning Task Force integrates District-wide and departmental planning into Master Plan document
Jan./05	Implementation: All areas and departments pilot-test new model
Mar./05	All areas and departments submit action plans for 2005-06
April/05	Budget development for 2005-06 integrates new planning model
May/06	Preliminary budget allocations and approval of 2005-06 program, area and departmental action plans and outcomes measures for full implementation
June/04	Board of Trustees (annual) planning retreat. Set Board outcomes for 2005-06
Sep-Oct.	Monitor implementation of new model. Staff development support.
Nov.-Dec.	Planning and Evaluation: Preparation of 2006-07 Action plans at Area/Department level Evaluation of new model effectiveness and planning for improvements