

2020-2025 Strategic Plan
**“Planning for Continued Excellence: Increased Access and Success,
Courageous Vision, and Mutual Trust”**

6/1/2020



A Word from the President

Strategic planning provides clear means for fulfilling the institutional mission and improving constantly. Ohlone College planning starts with the college mission and values; engages the college in regular assessment of its performance; targets student and community needs; makes college decisions that are collegial, transparent, and evidence-based; builds the path to improvement of college outcomes; and assures fair and sound resource allocation. Using the planning process for human, fiscal, and physical resource allocation, and other college choices demonstrates that the process is taken seriously and brings credibility to college decisions.

The 2020-2025 Ohlone College Strategic Plan is a result of the careful assessment of the circumstances within which the college functions, community needs, and the extent to which the college is meeting its mission. The plan states the college's mission, vision, and values, which form its foundation. It also describes the planning processes and cycles and articulates the recommendations for improvements the college considered in setting its goals for the coming five-year period.

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President/Superintendent

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VISION, MISSION, VALUES, AND GOALS – 2020-2025

Vision Statement

Ohlone College will be known for inclusiveness, innovation, integrity, engagement, and exceptional student success.

Mission Statement

Ohlone College offers high quality educational and career pathways and personal enrichment courses to serve the diverse needs of all students and the community. Ohlone provides excellent instruction and support services; awards associate degrees and certificates; and promotes university transfer in an inclusive, equitable, and multicultural environment where student learning and achievement are paramount. Ohlone fosters innovation, encourages student expression, and promotes ethical behavior and global citizenship.

Values

Excellence

We encourage and empower students and employees to achieve at their fullest potential, encouraging all to engage in ongoing learning and development through high quality education, collaboration, and continuous institutional improvement.

Diversity and Inclusion

In the spirit of social justice and equity, we strive to intentionally and purposefully support students and employees from diverse backgrounds, socio-economic groups, ages, abilities, and intersectional identities to reduce barriers in order to allow for greater opportunity to explore their interests and to maximize their ability to define and fulfill their higher education goals and career aspirations.

Innovation

We encourage and foster strategic risk-taking in order to foster creativity and to generate new ideas that inspire students, faculty, and staff to optimize student learning and development.

Success

We continually reassess our efforts to support our college community and provide the necessary resources and comprehensive support to assist students and employees in defining goals and enriching their educational and occupational

experience, so that we can help develop active, contributing members to our college and global community.

Integrity

We promote ethical behavior and practice transparent communication and decision making, emphasizing civility, respect, trust, mutual accountability, and honesty among students, employees, and the communities we serve, in a climate where everyone feels empowered, heard, and engaged.

Stewardship

We engage in participatory/shared governance to provide an exemplary model of stewardship for human, financial, physical, technological, and environmental resources to maximize institutional effectiveness and efficiency.

Health and Wellness

We promote the physical and emotional well-being of the college community by advocating for a healthy college environment, and leveraging comprehensive support services.

Strategic Goals

Consistent with its vision, mission, identity, and values, the College pursues the following goals:

- GOAL 1** Through innovative programs and services, improve student learning, achievement, and experience.
- GOAL 2** Promote diversity and inclusion.
- GOAL 3** Re-envision the College through effective use of resources.
- GOAL 4** Ensure a supportive learning and working environment.
- GOAL 5** Increase communication, both within the College and among District constituents.

Strategic Planning Cycle

Introduction

Strategic planning at Ohlone occurs on a cyclical basis every five years and has three main components: Assessment, Goal Setting, and Goal Implementation. These three components are comprised of specific activities. The **elements of the assessment component** include the following:

- An **environmental scan** (community needs and college outcomes in meeting those needs, expressed in a data-oriented document);
- **Accreditation self-identified areas of improvement** from the most recent Institutional Self Evaluation Report (ISER);
- Results of **Program and Service Reviews**;
- A collegewide **analysis of strengths, weaknesses, opportunities, and threats**; and
- A thorough evaluation of the **status of the college goals and objectives** from the cycle that is concluding.

With the benefit of the assessment, the college constituency analyzes the degree to which the College is fulfilling its mission and meeting community educational needs. The next step in the cycle is a reaffirmation of college values and a review and possible revision of the college mission statement. A visioning process follows to encourage the college and the community to have a voice in what the College will be in the future.

Following this work, the College determines which of the current goals should continue into the next strategic cycle and drafts new goals to be achieved during the next cycle. Goals are also expressed in specific, measurable objectives and include timeframes. Over the life of the strategic plan, objectives which achieve the goals are implemented in annual increments. Results are assessed annually. Finally, at the culmination of the cycle, a new comprehensive assessment occurs and the cycle begins again.

Planning Cycle

Step One--Assessment

a. Environmental Scan

A key element in the strategic planning cycle is conducting and documenting an Environmental Scan of internal and external data and of trends that may assist college planning. The Glossary of Planning Terminology defines Environmental Scan as “the acquisition and use of information about events, trends, and relationships in the local community and beyond that informs the College of forces and needs relevant to planning future direction. Environmental scanning constitutes a primary mode for institutional learning and self assessment.” The Environmental Scan is completed by the Research and Planning Office and is published on the college website. The Environmental Scan is updated regularly as new information becomes available. The Executive Dean of Research and Planning presents data from the Scan to the Executive Team, College Council, and the Board of Trustees, and answers questions pertaining to it. Suggestions for augmentation of the data are taken and implemented as appropriate.

To complement the statistical information contained in the Scan, meetings with community groups and leaders are undertaken utilizing the President’s Advisory Committee. At each meeting participants are provided basic information about the College and its mission. Using an open

discussion format, questions are posed to the committee and feedback is generated, giving constant input on the ability of the College to address the perceived needs of the community. The information collected in the community meetings is used in creating the vision for the future.

b. Surveys

Every other year the College conducts satisfaction surveys of students, staff, and faculty. The results of these three surveys are disaggregated and compared to prior surveys to capture trends. The surveys address subjective issues such as sense of inclusion; relationships with peers, supervisors, or instructors; understanding of policies and procedures; or even a feeling that instructors are fair in their grading. All of this input then provides a lens into the overall work and student experience within the College.

c. SWOT Analysis

Meeting together as a large focus group, faculty, staff, and students discuss and identify college strengths, weaknesses, opportunities, and threats (SWOT). Together these insights inform the College of areas where there is noticeable success and effectiveness; places that need improvement and might appropriately be addressed in the Strategic Plan; new opportunities on which the College could capitalize; and prospective changes that could impact the College and need to be addressed. Some of these observations could emerge as action plans, objectives, or even goals.

d. Gap Analysis:

The Institutional Effectiveness Committee, made up of faculty and administrative staff, including the College Council faculty co-chair and the Faculty Senate president, is charged with extracting key information from the Environmental Scan data and identifying areas where the college needs to expand or improve its efforts. This information is used in goal setting.

e. Current Goals

Another key element in the assessment phase of the strategic planning cycle is a thorough evaluation of the goals and objectives of the current strategic plan. The Research and Planning Office reviews research and other findings regarding progress on or completion of the strategic goals and objectives. Using this preliminary analysis, the Executive Dean of Research and Planning completes an initial assessment and prepares a report for review by College Council. The assessment is also presented in the State of the College speech at the start of the spring semester one year prior to the completion of the strategic plan.

f. Program and Services Review Results

To incorporate grass-roots ideas and areas of needed improvement from all parts of the College into consideration for new college goals, the results of Program and Services Reviews are considered during the assessment phase in the planning cycle. The Executive Team, upon review of program improvement objectives (PIOs) analysis, identify issues of collegewide concern and enumerate institutional improvement objectives, which are then incorporated into the strategic planning cycle.

Step Two--Setting Goals

a. Assessment and Revision of the College Mission and Values

As part of the Strategic Plan preparation, every five years the Institutional Effectiveness Committee reviews the mission statement and values and brings recommendations back to College Council. Proposed changes are reviewed by the college community and ultimately approved by the Board of Trustees. College Council considers and discusses the college mission

statement in tandem with the review of proposed college goals to ensure every goal and objective is consistent with the statement. Goals are established to reflect college values and are grouped accordingly. Visioning for the college future occurs at this point in the strategic process.

b. Collegewide Summit

A collegewide strategic planning summit is conducted in the spring semester. Following the identification of prospective goal topics at the College Council retreat, faculty, staff, and students are invited to participate in an envisioning exercise focused on how the College could most effectively address the goal topics. From this all-morning summit, initial objectives are developed. Participants meet in several small groups, selecting the goal topic for which they have the greatest interest or knowledge, and together each group creates a list of activities and interventions that would best promote the desired goal outcomes. It is from these lists of a hundred or more prospective projects and activities that the eventual goals and objectives derive. To focus the most important objectives, a survey is created so faculty and staff can rank the importance of the objectives, and those deemed most important are forwarded to College Council.

c. Proposed goals and objectives

Using the strategic assessment of the previous goals; input generated through the President's Advisory Committee, the SWOT analysis, and the collegewide summit; the review of the Environmental Scan by the Institutional Effectiveness Committee; results of student, staff, and faculty surveys; the ranking of summit-proposed objectives; and the review of the college mission, vision, and values, the President and College Council propose a set of goals to be accomplished in the next five-year cycle. The goals are comprehensive and offer all college departments and the Board of Trustees an opportunity for involvement in improvement. For each goal, the college community identifies a limited number of objectives that are most effective in achieving the goal. These objectives are stated in measurable terms and include timelines for completion, allowing for the goal to be broken down into annual increments. College Council may identify specific programs and services to address the objectives. Direction for collegewide improvement from the college community is provided in this manner. The Board of Trustees reviews and approves the new plan at its June meeting.

The College has several focused plans, as required by the California Community College Chancellor's Office, including an Educational Master Plan; a Facilities Master Plan; a Student Equity and Achievement Plan; and an Information Technology Plan, among others. The Guided Pathways initiative is also currently a driving force in planning. Goals, objectives, and action plans from these focused plans and initiatives are included within the goals, objectives, and action plans of the Strategic Plan. The Strategic Plan also integrates the systemwide Vision for Success. By integrating these area plans into the institution's strategic plan, the college has a holistic approach to college improvement focused on improving student learning.

Step Three--Implementation

The next phase in the strategic planning cycle is implementation. In addition to consideration of Programs and Services Review results in setting college goals, programs and services reviews contribute to college improvement by helping to achieve college objectives and by improving key processes within programs and services. At the conclusion of each Program and Services Review annual update, Program Improvement Objectives (PIOs) are identified. These are statements of what the program or services needs to improve, why the improvement is needed, and the goals and objectives which they help to accomplish. These statements are accompanied by action plans and resource needs. In order to carry out PIOs, the College has identified a process to allocate resources on an annual basis to support their accomplishment.

Additionally, the College reviews PIOs to identify any prospective institutional improvement objectives (IIOs) that might emerge. IIOs are often improvements or needs that are related across departmental lines. Those identified needs that are found in various department PIOs that improve collegewide efficiency and efficacy, that address objectives in the Strategic Plan or another master plan, or are needed to meet accreditation or regulatory requirements may become institution, rather than program-specific, improvement objectives.

College Council takes the lead in identifying the initial action plans that will operationalize the Strategic Plan and continues annually to monitor, revise, or add to action plans with every assessment cycle.

Strategic Planning Timeline

Beginning year four of the previous five-year strategic planning cycle

June through December	Collection of current data for an environmental scan
November through January	Assessment of current goals and objectives SWOT analysis Analysis of Environmental Scan
January	Review of PIOs derived from annual program reviews Assessment of self-identified areas of improvement Approval of revisions to mission statement, vision, goals Proposed goal topics from College Council retreat Input on goals from PAC and Board
February	College summit endorsing goals and identifying objectives Collegewide poll to rank objectives
February through March	Refinement and prioritization of objectives, including metrics, timelines, and responsible parties
April	Writing of new strategic plan
May	Endorsement of strategic plan by College Council and Faculty Senate
June	Board approval of the strategic plan

Annual Planning Cycle

Annual Planning:

Annual planning is the means by which the College achieves its strategic goals. Annually, coinciding with budget deadlines, the College engages in a process to determine a list of priority improvements it needs to undertake in order to achieve the college objectives. This process engages all programs and services through the annual submission of PIOs. These PIOs are accompanied by action plans, resource needs, and assessment methods.

Each year, an analysis of PIOs is conducted by deans and/or vice presidents to assess the propriety and efficacy of each improvement objective. They also determine which of the PIOs focus on program improvement and which contribute more broadly to achieving college goals and improving key processes across programs and services. The Business Office meets with each departmental budget manager during the annual budget development cycle to review any requests for augmented funds to meet department-identified PIOs.

Program improvement objectives that relate to multiple departments may then be raised to the level of IIOs, provided their impact extends across departments and serves the College as a whole. Key indicators of collegewide impact are those PIOs that address widespread need; fulfill goals within the strategic or another master plan; respond to accreditation or regulatory requirements; improve communication to support student success; or address issues of health and safety. Any such recognized interventions, regardless of their appearance in departmental PIOs, may become IIOs. The Executive Team--who is most attuned to viewing college needs from a holistic perspective--develop college priorities and identify annual IIOs. Once identified, IIOs are passed along to the Budget Committee for endorsement and inclusion in the annual budget.

Given the human resource intensiveness of teaching and learning, educational institutions typically commit most of their resources to personnel. Nearly all of a public college budget is likely to be directed toward personnel and fixed costs. As a result, educational budgets have limited flexibility in how they may allocate money to meet college goals. Decisions about how time and talent are used are therefore critical in achieving college improvement goals. Managers, faculty, and staff determine how time is devoted to achieving PIOs on a practical, day-to-day basis.

To strengthen this link between the results of Program and Services Review and resource allocation, managers annually review a report with the Executive Director of Business Services and the Vice President of Administrative and Technology Services that shows how their budget has been allocated over a five-year period. Budget adjustments for the coming year are made at this time. This report, viewed at the collegewide level, illustrates where the College has placed its resources over time and allows the College to compare resource allocation with goal accomplishment. This historical review aids in allocating resources where they will best serve the College in the future.

Annual Assessment:

Every fall semester the President, in consultation with College Council, assesses progress on identified college objectives. This assessment is a focus of College Council's January retreat, at which time progress is discussed, objectives may be revised or updated, and action plans are adjusted or added to further progress in meeting the goals and objectives in the coming year. In the State of the College speeches in August and January, the President reports to the college community the status of the objectives and, at the completion of the five-year cycle, a comprehensive summary of the Strategic Plan is created.

Annual Planning Calendar

August	Assessment of progress on college objectives Assessment of progress on PIOs Assessment of annual planning processes and the Program and Services Review process
September-December September-July	Program and Services Review updates Implementation of objectives and PIOs from previous year; assessments
December-January January -February January-April April-May June	Resource analysis PIO and action plan analysis Budget review by departmental budget managers Budget preparation and resource allocation Board of Trustees approval of tentative budget

Integration of College Planning

Plans	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Strategic Plan (SP)	2015-2020 Strategic Plan				Environmental Scan (ES) Major plans updated	2020-2025 Strategic Plan ES Update	ES Update	ES Update	ES Update
Accreditation Cycle				ISER	Site visit		Follow-up report		
Program Review	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Budget Planning	Annual	Annual	Annual	Annual	Annual	Annual	Annual	Annual	Annual

Strategic Plan Recommendations

Responding to Data: Meeting Needs, Promoting Success

The strategic plan is the integrating document for all the research and planning efforts conducted by the College. In addition to evaluating and incorporating the work of college planning groups and their focused plans, the strategic plan responds to the data from the environmental scan, feedback from constituent groups both inside and outside the College, and the gap analyses highlighting unmet needs. In some instances the strategic plan seeks to improve when shortcomings are identified, and at other times the plan aspires to reach exceptional levels where the College is already doing well. The strategic plan is built around the premise of fulfilling those goals identified as best completing the vision and mission of the college and to continually assess the currency of the vision, mission, and goals in an ever-changing environment. To that end, there are five sections within the strategic plan that correspond to the five college goals. The strategic plan gives direction and purpose to meeting the goals that will be made operational by objectives, action plans, and timelines. Annual assessments, updates to the environmental scan, and dialogue with constituent groups inform the on-going relevancy of the strategic plan, the success of the college in completing the objectives, and the fulfillment of the college's vision to be known for its inclusiveness, innovation, integrity, engagement, and exceptional student success.

One function of a strategic plan is to give a vision and hope for what the College will be like in the future. For some, a hopeful vision can be equated with an unrealistic vision, given current economic situations, enrollment trends, or other crises, but difficult times will not persist forever. Realism may dictate that in the beginning stages of implementing this plan, the goal will be to focus on the college's core mission, be good stewards of the resources currently available, and maintain reasonable levels of programs and services. The tenets of the Student Equity and Achievement Plan will guide the College in focusing on the core mission of equity and excellence; AB705 will help the College to be more efficient in scheduling appropriate math and English sections and will help students proceed more efficiently through the curriculum; and Guided Pathways will increase both efficient completion and provide needed clarity to student goal-setting. Part of ongoing planning is annual assessment, and it may be that the strategic plan will require some adjustment; however, the plan also incorporates the vision and hope for greater achievement and student success that inspires and motivates even in the most difficult of times.

1. Student Learning, Achievement, and Experience

As the district ages and ethnicity mixes change, programs and services will need to adapt. The numbers of high school graduates and college-age residents within the district are declining. There will be an increase in retirement-aged adults seeking personal enrichment opportunities. In addition to their declining numbers, middle-aged, working adults will find the pressures of the economy, family, work, and transportation a hindrance to college attendance. Educational expectations among ethnic groups will be wide-ranging. The College will be challenged when developing its curriculum and student services to balance the tension among university transfer, career entry, and personal enrichment appropriately and to navigate between systemwide expectations that transfer level English and math are quickly completed and the under-prepared students who no longer have access to a robust basic skills curriculum. Both recruitment and retention strategies will have to address priorities within the college's mission, and instructional

methods, student services, educational programs, and scheduling must accommodate student needs.

Much of the employment growth in the District and in the greater Silicon Valley is in computer, electronic, and technical services; computer and semiconductor manufacturing industries are in decline, reflecting increased outsourcing of those industries. Despite a possible retreat from outsourcing, it is unlikely that manufacturing jobs will return to an area with such a high cost of living. Jobs in management and in service industries continue to rank as the highest areas of employment for district residents. The expected emergence of jobs in biotechnology and green technologies has been slow to develop; some growing industries have more area completers than job openings.

Demographic Assumptions

- District high schools will graduate fewer students.
- The number of college-age residents within the county will decline while those age 65+ will substantially increase.
- The percentage of continuing students (those re-enrolling term-to-term) is increasing while that of returning students (those coming back who have been out of school at least one term) is decreasing.
- Full-time enrollment rates are increasing, but overall enrollments are on the decline.
- Options for underprepared students have decreased substantially.
- The percentage of the workforce in the state with a college degree is projected to decline.
- Nearly 80% of all new jobs created in the United States will require an associate's degree or less; the predominate method of training employees is on-the-job training.
- As the workforce approaches full employment in the Silicon Valley, fewer residents may consider college an option.

Planning Assumptions

- The College will be held accountable for student success rates in course completions, degree and certificate completions, and transfer.
- Online courses and programs will increase, as will their scrutiny.
- Curriculum and student services must focus on both the college-prepared students and finding new ways to support those who come to college unprepared.
- As CSUs and UCs open their doors for more students, and high schools graduate more CSU/UC-prepared students, the applicant pool for community colleges will decline.
- Part-time students will require the same student services as full-time students.
- Full-time students are more inclined to remain in school, taking less time to degree, and will require more offerings of degree-essential courses.
- Students are better prepared for and more inclined to do college work when there are successful partnerships and pathways among K-12 schools, community colleges, and universities.

- Some traditional programs will become increasingly irrelevant in the 21st century, but new opportunities may present themselves through noncredit, dual enrollment, and career education.
- An associate degree is appropriate education for many entry-level jobs in mid-wage vocations.
- College programs should align with area employment needs and with emerging industries.
- The disruption and necessary educational alignments provoked by the COVID-19 crisis will impact every aspect of the College for multiple years.
- FTES numbers in noncredit and dual enrollment will generate more apportionment than comparable numbers in credit courses.

Recommendations to enhance student success

An education is more than the completion of a minimum number of units and obtaining a job; an education prepares students to appreciate the arts, to be civic-minded, to think critically, and to learn indefinitely. Similarly, a college is not a diploma factory, focused only on the most popular disciplines that generate the most FTES. Signature programs, life-enhancing activities and events, and services that promote successful lives—not just successful students—characterize a successful college. Aligned with the Guided Pathways guiding principles, the College seeks to provide students with a liberal education and a pathway to career attainment and success.

- Although career readiness is one outcome of a college education, the College will acknowledge the difference between training and education.
- Defining program success will not be reduced to only looking at numbers, but will consider the contribution to education.

Students are more technologically savvy and expect learning to take place on their time, in their space, and in their network. Instruction by arrangement will be virtual, and faculty will be expected to excel online as well as in the classroom. Likewise, students will be expected to succeed in both the virtual classroom and the actual classroom. Despite highly successful course completion rates in online instruction, the report from the Accrediting Commission for Community and Junior Colleges (ACCJC) visiting team revealed areas of needed improvement—areas brought into sharper focus with the COVID-19-mandated move to remote and online instruction:

- Comprehensive training for faculty in online instructional methods in order to broaden course offerings while continuing to increase student success rates in online and hybrid sections;
- Increased support to online students so vital services can be accessed and utilized in a virtual environment;
- Partnering with statewide initiatives to incorporate best practices in online education.

In times when doing what we have always done no longer produces the same levels of success, the College will have to become more innovative and nimble. In program and course offerings, that may mean trying new methods and modalities; building on small, yet successful, programs; or scaling up in small-but-necessary endeavors.

- Expand the successful dual enrollment program at those district high schools where college involvement is minimal.
- Grow the noncredit program and leverage those contacts to recruit credit students.
- Continue transitioning lower level ESL courses to noncredit.
- Develop ESL courses in transfer level composition.

College FTES and headcount enrollment has been in decline. The percent of continuing students remains high as returning students decline. With UCs and CSUs planning to increase enrollments, community colleges may find it increasingly difficult to attract high school graduates. The College must position itself to meet and maintain an increased full time enrollment and to build on successes in transfer, particularly those afforded by the associate degrees for transfer (ADTs). To maximize opportunities afforded by the Strong Workforce grant, career education courses and programs must be revised or created.

- Identify and implement strategies that increase the number of students transferring and completing degree and certificate programs, particularly among vulnerable student populations.
- Integrate degree mapping into Program Review so proactive schedules can be built ensuring students access to the courses they need to complete on their time.
- Embrace the capabilities of Student Planning and concentrate efforts to be proactive in supporting students in setting goals and creating educational plans.
- Increase services to better meet the needs of weekend, evening, and online students.
- Based on curricular maps, align scheduling across disciplines to foster effective program planning and timely completion.
- Align career education programs with current and emerging workforce needs and ensure the relevancy and currency of courses and programs.

Successful classroom achievement and a supportive college experience require a vital and effective student services program that addresses the myriad needs—academic, social, emotional, mental health, and aesthetic—of students. The culture of the college must continue to encourage and support student success, and while some support services are favorably acknowledged by students, others are over-whelmed or under-utilized.

- Promote and increase vital student services characterized by support and empowerment of students, consistent with the goals of the student services curriculum.
- Maintain a vigorous program that addresses the academic and emotional needs of international students.
- Engage and support vulnerable students, specifically addressing those needs that make them vulnerable.
- Develop and maintain services that lead to improved rates of completion and transfer for all students, but particularly for those facing disproportionate impact.
- Become more proactive in meeting the financial aid awareness and financial aid needs of students, particularly to enable the enrollment of under-represented groups and to enable currently enrolled part time students to become full time, in response to the Student Centered Funding Formula.

- Increase student services in Newark and Union City that focus on outreach, recruitment, and enrollment to increase college participation rates among under-represented groups in those cities.
- Increase services available to students enrolled in the evening, online, and at the Newark Center.

Recommendations to respond to the workforce needs of the District and its students

With the One Stop Career Center on the Newark campus, the college is positioned to meet the training needs of employers and the vocational education and employment needs of students effectively, as well as those needs of district residents.

- Partner with the Career Center to offer employment training through community education or noncredit courses in an intensive, open-entry format in response to the needs of the unemployed or under-employed,.
- Align vocational programs with current and emerging employment trends in the District and in the greater Silicon Valley, especially targeting mid-wage career employment opportunities.
- Continue to create noncredit vocational courses and programs to meet short-term vocational training and apprenticeship needs of area industries.
- Create advisory committee(s) not aligned with current programs to address the employment and training needs of emerging industries within the District and the greater Silicon Valley.
- Become more proactive with contract education and partner with area industries to provide on-the-job training.
- Expand or revise program/course offerings to prepare students in the vocational areas aimed at meeting the needs of residents within an aging district.
- Increase noncredit curricular attention to “soft skills”—teamwork, communication, resume writing, interviewing—that will help students succeed in the workplace.
- Leverage declining evening enrollments to facilitate modular offerings aimed at working adults.

2. Diversity and Inclusion

In a District characterized by diversity, the College needs to be flexible and innovative in addressing the myriad cultural needs of its students. Both instruction and services must be presented with sensitivity and transparency, and all students must have an equal opportunity to succeed. Diversity is to be celebrated.

The College has historically focused on excellence, and the College purposefully works to see student success improve year to year. Nonetheless, not all groups benefit equitably from these student support services. Groups who are below the college-set standard for success will be the focus of increased opportunity.

Demographic Assumptions

- African American students are identified as being disproportionately impacted on measures of access, course completion, persistence, and degree completion.
- Latinx and Pacific Islanders are below college-set standards on some performance indicators, including course completion.
- Some science disciplines have under-represented participation by women and certain ethnic groups.
- Forty-five percent of district residents are foreign born, and English is not the first language in 60.2% of district households.
- The percentage of White, non-Latinx students enrolled at the College has been in decline and is now below 15%.

Planning Assumptions

- The College will address issues of disproportionality and adverse effect department-by-department as a part of program review.
- The College will address both issues of student success and student access where inequities are found.
- Adversely effected groups generally are less prepared for college upon entry than other groups.
- Addressing inequity is a collegewide process, not one reserved primarily for Student Services.
- The College will continue to see a decline in the number of White, non-Latinx students and will have ethnic populations in the district representing the educational extremes of “extremely college-ready” to “not even considering the possibility of college.”
- The College will become more culturally aware by supporting international exchange of students and faculty, including study abroad and a vigorous program to encourage enrollment of international students, despite current political hindrances.

Recommendations to enhance college equity

The College, based on multiple performance indicators from comparisons to local and peer colleges, is among the higher performing community colleges in the state. There are numerous programs and services in place—both from student services and instruction—designed to foster student success. Despite these efforts, not all groups benefit equitably from these student support services. The College has identified one group in particular—African American students—who regularly are identified as being disproportionately impacted. Additionally, the College has chosen to target any groups that consistently fall below the college-set minimum standards for success or access.

One of the hallmarks of the College is that it is a world of cultures, united in learning; however, there are opportunities for employees and students to develop a better understanding about different cultures, recognizing commonalities and embracing differences. Being diverse is not the same as understanding diversity, and survey results reveal that some students and employees do not feel as though they, or their cultures, are understood or are treated equitably.

- Create learning communities and other support services for disproportionately impacted or adversely effected groups to foster a greater sense of belonging and support.
- Provide robust supplemental and noncredit support for under-prepared students.
- Increase tutoring services so all groups, including those who are performing below minimum standards, see improvement in success rates.
- Increase access for veterans, foster youth, and underrepresented groups in STEM programs.
- Increase collegewide awareness, support, and participation in events and activities designed to increase cultural awareness.
- Continue to promote and increase enrollment of international students and opportunities for study abroad.
- Provide professional development opportunities and support for faculty and staff, helping them to understand and support equity.
- Diversify the composition of faculty and staff to provide more role models for an increasingly diverse and non-Euro-centric student body and district.

3. Re-envisioning use of Resources

Community colleges have historically been underfunded when compared to other state institutions of higher education. The advent of the Student Centered Funding Formula (SCFF) and declining college enrollment necessitates a new vision for what the College can be—smaller, leaner, more efficient, equally successful.

Technology is ever-changing and in constant need of maintenance, improvement, and replacement, all of which are costly. Nonetheless, a college in the 21st century cannot be effective in promoting student success and efficient work without excellent technological resources.

New facilities will provide an enhanced learning environment for students, faculty, and staff; however, current facilities and grounds also require renovation and upgrades to be equally conducive to learning.

Demographic Assumptions

- Mandates imposed by the state will expect more from the College, but resources provided by the State will be insufficient to support the necessary programs.
- The budget is overwhelmingly committed to fixed costs in personnel and operations.
- Less than 15% of district households are eligible to apply for Pell grants, compared to 33% statewide and 38% in nearby Oakland, restricting college funding from the SCFF.

Planning Assumptions

- Human resources cannot be overlooked amidst changes to facilities and technology, nor can attention to human resource needs be driven entirely by finances.
- The high cost of living in the District hinders recruitment and retention of employees.

- The College has met with resistance—both from within and from without—to efforts to increase non-apportionment revenue via commercial endeavors.
- The business of the College will be administered collegewide in a way that fosters effectiveness and efficiency in college operations.
- Students will bring high expectations for what “state of the art” technology will look like and will measure our overall “excellence” by how we compare technologically to neighboring CCCs, CSUs, and UCs.
- Section efficiency (WSCH/FTEF) has been in decline and is below the efficiency benchmark of 535.
- The College will have to be wise in establishing priorities for meeting educational and personal enrichment goals of constituents because declining resources and increased restrictions will interfere with the College completely meeting all the aspects within its mission.

Recommendations to enhance the effective use of college resources

The flurry of activity that has focused around the construction of the Academic Core Complex has both distracted attention from, and brought into focus, the aging facilities on the Fremont campus. New facilities provide new opportunities to meet student and district needs, but the College must continue to be a good steward of all its resources as demand for services out-paces revenue. Of particular focus are the human resource needs. Nonetheless, the College must address efficiencies with technology, personnel, and facilities. In an environment where employees are encouraged and supported to learn continually, opportunities must exist to meet employee needs for career enhancement, to develop skills to better serve students, and to foster employee longevity.

- Create a strategic budget plan, responsive to the realities of the SCFF, aimed at addressing the gap between available revenue and resources needed for the future to fulfill the strategic plan.
- Assess revenue opportunities realistically and re-create a college appropriate to those parameters.
- Enact sustainable practices when making resource decisions.
- Become good stewards of resources with an effective deferred maintenance plan.
- Capitalize on the location and convenience of the Newark Center to attract more out-of-district and “edge-of-district” enrollments.
- Develop technology resources and support that meet the needs of a growing E-college and reflect the leading edge characteristics of our Silicon Valley location.
- Secure additional non-apportionment resources to allow the College to increase services and fulfill its vision to be inclusive, innovative, and educationally superior despite a difficult economy.
- Leverage the College’s Silicon Valley location to partner with leading edge businesses in providing support for both students and the College.
- Review current departments, services, and programs consistently for enrollment and efficiency declines to prevent resources from being depleted unnecessarily.

- Complete a plan addressing the total cost of ownership of facilities and assets.

4. Supportive Environment

The socio-economic divide runs north to south through the district with the Fremont campus located in one of the most affluent zip codes in the Bay Area while the Newark campus is in an area where the rate of blue-collar workers is higher than the state average. The student population is more diverse than the faculty or staff, and the students enter with a wide range of college readiness from needing basic skills to being UC-eligible. With such variety, faculty and staff are continually challenged to better and more appropriately serve student needs. To function effectively as a learning college, opportunities for education and training must be accessible by all employees.

Demographic Assumptions

- Thirty percent of classified staff and managers report a lack of engagement in professional development.
- The high cost of living in the District will restrict the college's ability to attract and retain qualified employees.
- Bay Area colleges in Basic Aid districts will be better positioned to compete for employees.

Planning Assumptions

- Physical changes to the College will promote a more engaging environment among both students and staff, but ongoing change within the College will also produce increased uncertainty and discomfort as the College re-sizes.
- Re-sizing will be a costly and frustrating process; it will be approached with trepidation and anxiety. Voluntary separations left unfilled will create non-strategic staffing patterns.
- Staff are more productive and efficient when trusted and given the tools to work more independently.
- The remote technologies provoked by the COVID-19 crisis will provide knowledge and skills to more effectively meet the needs of staff and students alike.

Recommendations to enhance a supportive environment for staff and students

- Provide training and resources to faculty to continue to encourage and support professional development in pedagogical skills, collaboration, and technology-assisted instruction in order to better engage students and provoke critical thinking.
- Offer professional development opportunities to staff to help them become more current and self-reliant.
- Make "good customer service" a characteristic of college services by providing necessary staff training.
- Create engaging and non-judgmental venues for difficult conversations that are sure to occur.

5. Communication

To meet the college vision of being known throughout the state for its superior rates of student success, the College must be both constantly improving and communicating. Meeting needs of staff and students is more than programs and services. Members of the college community must embrace a spirit of collegiality and mutual respect and support. They must be free to participate, to be innovative, and to be informed. Decisions must have bases in data and be made with constituent input. The College must have the freedom to innovate and become something different in order to better meet students' needs for success. However, in an age of accountability, the College is constantly examined by the public, the state legislature, the federal government, accrediting commissions, the Chancellor's Office, and, most importantly, by itself. As analyses are conducted, conclusions are reached, or decisions are made, there must be a sense of mutual participation—being present, being respected, being heard.

Planning Assumptions

- The College will maintain and improve an environment of collaboration, collegiality, and transparency.
- The College will support a culture of evidence and will promote a culture of inquiry in the learning college model.
- Innovation and risk-taking are essential components of an educated and progressive community.
- The College will always be accredited and in compliance with external regulations.
- The Ohlone brand will be widely known and respected, equated with educational excellence and an inclusive spirit.

Recommendations to enhance communication

Higher education should be characterized by collaboration, participatory governance, and professionalism. Survey results indicate that not all members of the college community feel included or they do not understand the processes of governance. Efforts to increase collegiality ultimately make the entire college better. As more employees participate in the planning and decision-making processes that are aimed at fostering student success, the more the employees invest themselves in students and their success.

- Maintain a dynamic assessment and planning cycle that engages faculty, staff, and students and provides incentives and assessment necessary to self-perpetuate the cycle.
- Increase the awareness of, and involvement in, the planning and budgeting process for all employees.
- Design and implement communication processes across the College to promote inclusive sharing of information and collaborative decision-making.
- Expand and maintain processes that solicit and evaluate feedback from constituent groups, both internal and external to the College, so the College can continually assess its relevance in programs and services and make sure it is meeting the needs of the District.
- Ensure hiring decisions follow agreed upon processes and are clearly communicated.

- Assess consistently the educational needs of the student body and the District to develop and maintain appropriate programs and services.
- Employ marketing strategies that raise the awareness of, satisfaction with, and diversity of the College.

Objectives

Objectives make the goals operational, following the recommended strategies set forth in the strategic plan; objectives delineate measurable outcomes, timelines, action plans, and responsibilities. The College has collaboratively identified objectives for each goal that reflect current priorities for meeting each goal, consistent with the recommendations of the strategic plan.

GOAL 1: Through innovative programs and services, improve student learning, achievement, and experience

Objectives:

1. By spring 2022, develop and adopt inclusive pathways designed to support student interests, academic pursuits, and career goals, leading to a 10% reduction in the number of units accumulated by graduates, consistent with the goals of the Vision for Success initiative.

Measurable outcomes:

- a. By 2022, incorporate Guided Pathways framework into curricular development, including measures that reduce time to completion.
- b. By 2022, complete curricular maps for all degree programs (QFE).
- c. By 2022, ensure that degree-seeking students accumulate, on average, 89 units or less in completing an associate degree, and by 2025 align with the statewide average for accumulated units.

Coordinator: Guided Pathways task force co-chairs

2. By 2025, increase retention among targeted groups so retention rates are within 10% of the college average.

Measurable outcomes:

- a. By fall 2025, the college retention rates for targeted groups are within 10% of the college average.

Coordinators: Student Equity and Achievement task force co-chairs

3. By 2022, increase by 10% over the 2019 baseline the number of students who transfer to a CSU or UC, consistent with the goals of the Vision for Success initiative.

Measurable outcomes:

- a. By 2022, increase the number of students transferring to a CSU by 10% over the 2019 baseline.
- b. By 2022, increase the number of students transferring to a UC by 10% over the 2019 baseline.
- c. By 2022, increase the rate of African American and Latinx students transferring to a CSU by 20%.
- d. By 2025, increase the rate of students in an annual cohort transferring within six years to 52%, over the current baseline of 47.9%.

Coordinator: Dean, Counseling, Student Support, and Success

4. By 2022, improve the student experience through comprehensive and reliable support services, regardless of location, time, or mode of course delivery as reflected in biennial student satisfaction surveys.

Measurable outcomes:

- a. By 2022, increase utilization of primary student services (orientation, financial aid, and counseling), including follow-up and support, for online students by 20% over 2019 baselines.
- b. By 2022, increase utilization of primary student services, including follow-up and support, for weekend students by 20% over 2019 baselines.
- c. By 2022, increase utilization of primary student services, including follow-up and support, for evening students by 20% over 2019 baselines.
- d. By 2022, increase utilization of student services, including follow-up and support, for all students by 10% over 2019 baselines.
- e. By 2022, implement an annual First Year Experience for new students (QFE).

Coordinators: Vice President, Student Services and Dean, Counseling, Student Support, and Success

- 5. By 2022, improve the student online learning experience through faculty training and consistent application of distance education guidelines. (ACCJC)

Measurable outcomes:

- a. By 2022, increase the number of faculty who actively utilize the learning management system (Canvas) by 30% over the 2019 baseline.
- b. By 2022, increase the number of faculty who have completed training for online instruction by 20% over the 2019 baseline.
- c. By 2021, design and implement a course approval process that includes the evaluation of regular effective contact and accessibility in course shells.

Coordinator: Distance Education coordinator

- 6. By 2025, evaluate and identify program completion barriers and bottlenecks in order to increase degree and certificate attainment.

Measurable outcomes:

- a. By 2022, assess the efficacy and efficiency of curricular maps.
- b. By 2022, ensure that all courses on programs are offered on a two-year cycle.
- c. By 2021, incorporate the review of degrees and certificates as an integral component of program review.

Coordinator: Vice President, Academic Affairs

- 7. By 2023, meet or exceed the statewide average in career placement rates by increasing opportunities for relevant educational readiness and job training for in-demand jobs.

Measurable outcomes:

- a. Increase the number of students achieving a living wage, as reflected in the Student Centered Funding Formula metrics, by 25% over the 2018-2019 baseline by 2023.
- b. Increase career education placement rates in each career education discipline to meet or exceed the statewide average by 2025.

Coordinator: Director, Strong Workforce and Career Pathways

- 8. By 2025, ensure the course completion rate among targeted groups is within 10% of the college average.

Measurable outcomes:

- a. By fall 2025, ensure the college course completion rates are within 10% of the college average among all groups, including course completion in distance education

Coordinators: Student Equity and Achievement task force co-chairs

- 9. By 2025, increase enrollment in innovative educational opportunities by 15%.

Measurable outcomes:

- a. By 2024, increase dual enrollments by 20% over the 2019 baseline.
- b. By 2024, increase noncredit enrollments to 100 FTES.
- c. By 2024, increase international program enrollment by 20% over the 2019 baseline.
- d. By 2022, increase distance education enrollment by 10% over the 2019 baseline.
- e. By 2022, develop and implement an enrollment management plan.

Coordinator: Vice President, Academic Affairs

- 10. Increase the fall-to-spring persistence rate among targeted groups to within 10% of the college average by 2024.

Measurable outcomes:

- a. By 2021, open and utilize a multicultural student center.
- b. By 2021, implement a Summer Bridge program for at-risk and vulnerable students.
- c. By 2022, implement a First Year Experience program.
- d. By 2024, increase the college fall-to-spring persistence rate to within 10% of the college average among all groups.

Coordinators: Student Equity and Achievement task force co-chairs

- 11. By 2022, increase the number of students attaining degrees and certificates by 10% over the 2019 baseline, consistent with the goals of the Vision for Success initiative.

Measurable outcomes:

- a. Increase the number of students in 2022 attaining degrees and certificates by 10% over the 2019 baseline.

Coordinator: Dean, Counseling, Student Support, and Success

- 12. By 2022, increase by 10% over the 2019 baseline the percentage of career education students employed in their field of study, consistent with the goals of the Vision for Success initiative.

Measurable outcomes:

- a. By 2022, increase by 10% over the 2019 baseline the percentage of career education students employed in their field of study.

Coordinator: Director, Strong Workforce and Career Pathways

GOAL 2: Promote diversity and inclusion

Objectives:

- 1. By 2023, improve access to enrollment by identifying and removing unnecessary enrollment barriers to increase the application yield rate by 10% over the 2019 baseline.

Measurable outcomes:

- a. By 2023, increase the rate of applications completed compared to applications started by 10% over the 2019 baseline.

- b. By 2023, increase the rate of students enrolling compared to completed applications by 10% over the 2019 baseline.
- c. By 2023, increase the application yield rate for disproportionately impacted groups so all group rates are within 10% of the college average.

Coordinator: Dean, Enrollment Services

2. By 2022, increase the retention rates for underrepresented students by 2% over the fall 2019 baseline, consistent with the goals of the Vision for Success initiative.

Measurable outcomes:

- a. By 2022, increase the retention rate for African American students to 85.4%.
- b. By 2022, increase the retention rate for Latinx students to 85.7%.

Coordinators: Student Equity and Achievement task force co-chairs

3. By 2022, increase the course completion rates of underrepresented students by 2% over the 2019 baseline, consistent with the goals of the Vision for Success initiative.

Measurable outcomes:

- a. By 2022, increase the course completion rate for African American students to 69.5%.
- b. By 2022, increase the course completion rate for Latinx students to 72.0%.
- c. By 2025, eliminate disproportionate impact in course completion rates for underrepresented students.

Coordinators: Student Equity and Achievement task force co-chairs

4. By 2021, provide ongoing training that annually promotes diversity, inclusion, and awareness of implicit bias for all college employees.

Measurable outcomes:

- a. By 2021, establish employee training promoting diversity, inclusion, and awareness of implicit bias as an annual college event during Learning College Week.
- b. By 2022, ensure all employees actively participate in training that promotes diversity, inclusion, and awareness of implicit bias.

Coordinators: Vice President, Human Resources and Training, and Professional Development Committee chair

5. By 2025, create an inclusive college climate, annually providing opportunities and venues to engage and build community.

Measurable outcomes:

- a. By spring 2025, increase the employee and student satisfaction survey results to show a 5% increase to issues of inclusion and community over the spring 2019 employee surveys.
- b. By spring 2025, increase community survey results for issues of college awareness and responsiveness to community needs.

Coordinator: Vice President, Human Resources and Training

6. By 2023, increase the level of support available to meet the needs of vulnerable students through the creation of, or access to, innovative need-focused support services.

Measurable outcomes:

- a. By 2021, open a multicultural student center.

- b. By 2021, offer a Summer Bridge program focused specifically on at-risk and vulnerable students.
- c. By 2022, provide a comprehensive First Year Experience program.
- d. By 2023, increase by 50% the number of students seeking access to support through mental health services.
- e. By 2023, increase by 20% the number of students utilizing the Student Health Center.
- f. By 2023, increase by 20% the number of students who are regularly utilizing Academic and Personal Counseling services.

Coordinator: Vice President, Student Services

GOAL 3: Re-envision the College through effective use of resources

Objectives:

1. By fall 2022, address the gaps in the Student Centered Funding Formula by increasing FTES, supplemental, and success metrics by 5%.

Measurable outcomes:

- a. Beginning 2021, increase financial aid student numbers for Pell and Promise grants by 5% annually.
- b. Beginning 2022, increase the number of students completing degrees and certificates by 5% annually.
- c. By 2022, increase FTES by 5% over the 2019-2020 baseline.
- d. Increase noncredit enrollment to 100 FTES by 2024.
- e. By 2024, increase dual enrollment by 20% over the 2019 baseline.

Coordinators: Vice President, Academic Affairs; Vice President, Student Services

2. By 2025, increase employee retention.

Measurable outcomes:

- a. By 2025, decrease the rate of employees voluntarily leaving the college employ by 20% compared to the 2019 baseline.

Coordinator: Vice President, Human Resources and Training

3. By 2023 employ the effective use of technology to improve student learning and success, ensuring the technology is accessible, user-friendly, adaptable, and convenient (GP).

Measurable outcomes:

- a. By 2020, implement CCCApply for noncredit applications.
- b. By 2021, convert from WebAdvisor to Colleague Self-Service.
- c. By 2021, implement the Nuventive program review platform.
- d. By 2022, implement Student Planning.
- e. By 2022, implement Chosen Name for all systems and applications.
- f. By 2023, implement a data warehouse capable of generating daily reports essential to enrollment management and data mining.

Coordinator: Vice President, Administrative and Technology Services

4. By 2022, increase the efficiency and productivity of delivery of services and use of resources.

Measurable outcomes:

- a. By 2021, convert all form and signature submissions to be electronic.

- b. By 2021, ensure responses to student phone calls and emails occur by the next business day.
- c. By 2022, document all college business processes, identify technological gaps, and recommend means to address them.
- d. By 2021, develop and implement a Total Cost of Ownership plan. (ACCJC)
- e. By 2021, review, update, document, and communicate a collegewide program review process.

Coordinator: Vice President, Administrative and Technology Services

- 5. By 2025, increase non-apportionment revenue by 20% over the 2019 baseline to support collegewide operations.

Measurable outcomes:

- a. By 2025, increase total non-apportionment revenue from all sources by 20% over the 2019 baseline (excluding the exceptional gift from Mr. Frank DiMino).

Coordinator: Vice President, Administrative and Technology Services

GOAL 4: Ensure a supportive learning and working environment

Objectives:

- 1. By 2024, create and improve ongoing professional development for all employees.

Measurable outcomes:

- a. By 2021, create and begin implementation of a comprehensive professional development plan.

Coordinator: Vice President, Human Resources and Training

- 2. By 2023, facilitate a supportive and inclusive college culture that recognizes diversity; promotes equity; encourages student expression and participation; fosters a sense of belonging and wellness; and ensures effective citizenship, as measured by student, staff, and faculty satisfaction surveys (GP).

Measurable outcomes:

- a. By 2023, increase the student and employee satisfaction with college support of physical and mental health, safety, civility, diversity, and equity over the 2019 and/or 2021 baseline.

Coordinators: Vice President, Student Services; Vice President, Human Resources and Training

- 3. By 2023, increase communication, openness, and transparency regarding staffing and hiring practices.

Measurable outcomes:

- a. By 2023, increase employee satisfaction levels with staffing and hiring practices as reflected on the employee satisfaction surveys over the 2021 baseline.

Coordinator: Vice President, Human Resources and Training

GOAL 5: Increase communication, both within the College and among District constituents

Objectives:

- 1. By 2021, increase transparency of decision making and build a culture of participation (ACCJC).

Measurable outcomes:

- a. By 2021, ensure that planning and decision-making policies and procedures are current.

- b. By 2022, ensure that all employees are appropriately represented and participating in College Council committees.
- c. By 2022, ensure that all faculty are appropriately represented and participating in Faculty Senate committees.

Coordinators: College Council co-chair; Faculty Senate president

2. By 2021, improve communication and access to information across the College, ensuring a communication feedback loop.

Measurable outcomes:

- a. By 2021, ensure that regular and appropriate updates of information and actions of governing groups are available to all college employees.
- b. By 2021, establish a process ensuring that the college website is consistently updated and addresses constituent information needs.
- c. By 2021, provide regular announcements/newsletters/updates to ensure regular and responsive communication to students.
- d. By 2022, implement and provide training on available data resources.

Coordinators: College Council co-chair; Faculty Senate president

3. By 2025, raise the college profile in the community by 20% as reflected in an ongoing community survey.

Measurable outcomes:

- a. Annually increase community encounters with the college brand, be those encounters face-to-face or through various media; develop outcome success metrics and set annual goals.
- b. By 2025, set and achieve targets for developing business relation employment opportunities that generate student internships, on-site training, noncredit course offerings, or alternative revenue opportunities.

Coordinator: Executive Director, College Foundation, Community Outreach, and Marketing

4. By 2023, support equity, systematic planning, and informed decision making through robust, thoughtful, and contextualized data analysis.

Measurable outcomes:

- a. By 2023, create and implement systems and training for interactive data access for all employees.

Coordinator: Executive Dean, Research and Planning

5. Summary of Recommendations

Areas of Strategic Focus	Recommendations
Goal #1: Student Learning, Achievement, and Experience	1.1 Implement an electronic educational planning tool that facilitates program completion and supports effective enrollment management
	1.2 Provide students with clear, efficient curricular maps, mitigating confusion and excess time to completion
	1.3 Encourage proactively student completion of educational plans and tracking of program completion
	1.4 Meet the scheduling constraints of working adults, employing weekend, evening, online, and noncredit class opportunities, keeping program-required courses within those restraints
	1.5 Increase the College Connection and dual enrollment programs to mitigate declining high school graduation rates within the district and encourage college-going
	1.6 Maximize opportunities to provide and support completion of career education programs, leveraging the Strong Workforce grant
	1.7 Design programs with intermediate markers of success to promote accomplishment and motivate completion
	1.8 Build upon Career Center success in supporting career exploration, internships, and career placement for students
	1.9 Identify and implement strategies that increase the number of students completing degree and certificate programs
	1.10 Align program requirements with the expectations outlined within the Guided Pathways framework
	1.11 Evaluate the efficacy of high-unit courses and programs for cost/benefit advantage
	1.12 Develop and implement a class scheduling plan that addresses student demand while remaining responsive to the college mission and goals
	1.13 Review programs and implement strategies designed to mitigate declining course completion rates in career technical education classes
	1.14 Identify proactively students close to a degree or certificate and support completion of an educational program
	1.15 Ensure all students have equitable access to high quality support services
	1.16 Increase services that better enable students to enroll full time

	1.17 Increase opportunities for personal enrichment, basic skills, and short term vocational training through noncredit offerings
	1.18 Promote and increase vital student services characterized by support and empowerment of students, consistent with the goals of the student services curriculum
	1.19 Develop and maintain a vigorous program that addresses the educational and social needs of international students
	1.20 Respond proactively and supportively to students who withdraw, providing a link to support
	1.21 Provide excellence in online instruction, ensuring exceptional training opportunities for instructors
	1.22 Become more proactive in meeting the financial aid awareness and financial aid needs of students, particularly to enable the enrollment of under-represented groups and to enable currently enrolled part time students to become full time
	1.23 Increase student services at the Newark Center that focus on outreach, recruitment, and enrollment to increase college participation rates among under-represented groups in Newark and Union City
	1.24 Increase services available to students enrolled in the evening, online, and on weekends
	1.25 Partner with the Career Center to experiment with modular, year-around class offerings in programs that attract working adults or displaced workers
	1.26 Increase across the curriculum attention to “soft skills”—teamwork, communication, resume writing, interviewing—that will help students succeed in the workplace
	1.27 Align vocational programs with current and emerging employment trends in the district and in the greater Silicon Valley, especially targeting mid-wage career employment opportunities
	1.28 Create advisory committee(s) not aligned with current programs to address the employment and training needs of emerging industries within the district and the greater Silicon Valley
	1.29 Become more proactive with contract education and partner with area industries to provide on-the-job training

Goal #2 Diversity and Inclusion	2.1 Establish a consistently staffed help desk within student services to ensure students an immediate, reliable point of contact and to reduce communication barriers that hinder enrollment
	2.2 Offer off-schedule, last minute orientations to minimize enrollment and registration barriers for late-deciding prospects
	2.3 Provide professional development training for faculty to assist in understanding and responding to the needs of disproportionately impacted students
	2.4 Seek purposely tutors who identify with disproportionately impacted students
	2.5 Provide regularly collegewide training on recognizing and avoiding implicit bias
	2.6 Support and expand successful programs fostering diversity and inclusion—ODIAC, for example
	2.7 Utilize less visible student services—mental health, health center, TOP, veterans center, as examples—so students will have a higher level of awareness about those available services
	2.8 Respond to the impact of AB705, which will have a more pronounced negative affect on underrepresented student groups who already struggle with math and/or English
	2.9 Create safe spaces so at risk and vulnerable students will feel safe to reveal their vulnerabilities to support service personnel,

Goal #3: Re-envisioning the College	3.1 Increase efforts to inform and recruit students eligible for financial aid, particularly targeting Newark and Union City
	3.2 Expand dual enrollment opportunities in Newark and New Haven school districts
	3.3 Convert non-apportionment-generating high school programs—2+2, for instance—to an apportionment-generating model
	3.4 Expand significantly noncredit course and program offerings
	3.5 Strategically reorganize at multiple levels to reduce the workforce in response to declining enrollment and revenue
	3.6 Work more efficiently and develop realistic expectations of what traditional tasks can still be completed to reduce instances of employee burnout and increase employee retention,
	3.7 Implement new technologies to increase efficiency and effectiveness of currently outdated or manual processes
	3.8 Characterize the responsiveness from primary student contact offices—A&R, financial aid, counseling—by immediacy, concern, and helpfulness

	3.9 Be innovative, aggressive, and diligent in pursuit of non-apportionment revenue
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Goal #4: Supportive Learning and Working Environment	4.1 Create and implement a comprehensive professional development plan in order to support the professional growth of all employees
	4.2 Proactively support students' and employees' mental and physical health, beyond supporting excellence in teaching and learning
	4.3 Make "good customer service" a characteristic of college services by providing necessary staff training
	4.4 Offer professional development opportunities to staff to help them become more current and self-reliant with technology and software
	4.5 Encourage and enable opportunities for faculty and staff to serve as leaders and provide training and support to facilitate success
	4.6 Ensure that all policies and practices related to staffing and hiring are equitable and transparent
	4.7 Ensure the College will be a safe place, free of physical harm, judgmental attitudes, bias, and discrimination

Goal #5: Increased Communication	5.1 Revise, thoroughly vet, and precisely follow the Planning and Decision Making Handbook to ensure transparency in decision making
	5.2 Make collegial decisions about the collegewide understanding of shared or participatory governance, and align committees with those decisions
	5.3 Ensure that with a smaller faculty and staff, all college employees will share in some administrative or committee responsibilities
	5.4 Provide decision makers and planners widespread access to increased data through the use of data coaches and expanded data resources
	5.5 Distribute colloquial summaries of governance groups, apart from required minutes, to increase collegewide awareness of issues and actions
	5.6 Facilitate extensive engagement with the broader District community to inform and create alliances with the College
	5.7 Develop and maintain a dynamic assessment and planning cycle that engages faculty, staff, and students and provides incentives and assessment necessary to self-perpetuate the cycle
	5.8 Increase the awareness of, and involvement in, the planning and budgeting process for all interested/concerned employees