AGENDA

Open Session
Public Session Called to Order

Roll Call
Mr. Richard Watters, Chair
Ms. Suzanne Lee Chan, Vice Chair
Mr. Greg Bonaccorsi, Member
Ms. Jan Giovannini-Hill, Member
Mr. Lance Kwan, Member
Ms. Vivien Larsen, Member
Dr. Rakesh Sharma, Member
Mr. Kevin Hamilton, Student Member

Announce Closed Session Items

Communications from the Public on Closed Session Items

Closed Session

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>BP*</th>
<th>BG**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conference with Labor Negotiator (Government Code 54957.6) Employee Groups: CSEA, SEIU, UFO Agency Designated Representatives: Chris Dela Rosa, Shairon Zingsheim</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Public Employee Evaluation (Government Code 54957) Title: Superintendent/President</td>
<td></td>
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</table>

Open Session
Report on actions taken in closed session

* = Board Policy, ** = Board Goal
Pledge of Allegiance

Approval of Minutes

<table>
<thead>
<tr>
<th>#</th>
<th>Item(s)</th>
<th>BP*</th>
<th>BG**</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Approval of Minutes – May 12, 2021 Meeting</td>
<td>2360</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Approval of Minutes – May 26, 2021 Workshop</td>
<td>2360</td>
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Agenda Modifications
(This item allows for items to be removed from the Agenda or for items to be considered in a different order than they are presented in the published document. It is also an opportunity for both the Trustees and the public to indicate an interest in pulling Items off the Consent Agenda to be considered separately. Items on the Consent Agenda are considered routine matters of business. The Board reserves the right to consider if an item on the Consent Agenda is pulled. If an item on the Consent Agenda has not been pulled by a Trustee on the Board, then the public may wish to consider speaking to that item under “Communications from the Public”.)

Communications from the Public – please submit requests in advance to sfoster@ohlone.edu
This item on the Agenda provides an opportunity for the public to address the Board of Trustees on any topic that is not on the Agenda or not pulled off the Consent Agenda.

By filling out a form, citizens can make known their interest in addressing the Board on matters of general district business. The Board may also hear any written correspondence addressed to the Trustees at this time. A five minute time limit will be allotted to each speaker, unless extended by the Board Chair. Thirty minutes shall be the maximum time allotted for public speakers on any one subject regardless of the number of speakers at the board meeting. The Board may undertake discussion only to provide clarification to the public or schedule a matter for a future meeting. As a reminder, members of the audience may also submit a form to address the Board of Trustees at any time prior to the Board’s consideration of a specific item on the agenda. This may be done by utilizing the Q&A or Webinar chat function within Zoom.

Ceremonial Items and to the Board for Discussion/Action

<table>
<thead>
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<th>#</th>
<th>Item</th>
<th>BP*</th>
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<tbody>
<tr>
<td>5</td>
<td>LGBTQIA+ Pride Month Proclamation</td>
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<td>6</td>
<td>Juneteenth Independence Day Proclamation</td>
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Consent Agenda

<table>
<thead>
<tr>
<th>#</th>
<th>Item(s)</th>
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<tr>
<td>7</td>
<td>Approval of May 2021 Payroll Warrants</td>
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<td>8</td>
<td>Approval of Personnel Actions</td>
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<td>9</td>
<td>Approval of Appointment of Representative on Bay Area Community College Districts JPA Board</td>
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<td>10</td>
<td>Establishment of 2021-2022 Appropriations Limit</td>
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<td>11</td>
<td>Resolution No. 34/20-21, Excused Absence for the May 26th, 2021 Board Workshop</td>
<td>2725</td>
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<td>12</td>
<td>CCCT Board Report</td>
<td>2740</td>
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<td>13</td>
<td>Equal Employment Opportunity Fund – Multiple Method Allocation Model Report and Certification Form, Fiscal Year 2020-2021 – Approval</td>
<td>3250</td>
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* = Board Policy, ** = Board Goal
# New Noncredit Courses and Programs for 2020-2021

New, Revised and Deactivated Courses and Programs for 2021-2022

Measure G Bond List Revision #25

Review of Purchase Orders

Measure G Project 6105A, Academic Core Buildings
Michael Henley and Company LLC – Amendment #7

Measure G Project 6114 Renovate Building-5
D.L. Falk Construction, Inc – Unilateral Change Order #2

Measure G Project 9101D – Geothermal Ground Loop Phase 2
Piazza Construction – Change Order #1

Ratification of Contracts

Authorization for the Disposal of Surplus Personal Property

Standing Reports

Report from Faculty Senate - No report

Report from Associated Students of Ohlone College (ASOC)

President’s Updates (report information will be made public at the meeting and included in the board packet index after the meeting)

To the Board for Discussion / Action

Approval of the 2021-2022 Tentative Budget

Consideration of Special Election or Provisional Appointment Process to Fill Area 1 Board Vacancy

To the Board Information Only

Accreditation Follow-up Report: 1st Reading

Reports and Announcements
This is an opportunity for the Trustees to report on college activities attended or to announce upcoming college-related events.

Agenda Items for Future Meetings
Report on Outcomes of Women’s Empowerment Program with Dr. Davidds
Analyzing COVID-19 Student Data
Career Education & Career Center

Adjournment
Any person with a disability may request this agenda be made available in an appropriate alternative format. A request for a disability-related modification or accommodation may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting to Shelby Foster, Assistant to the President/Board of Trustees - President’s Office, Ohlone College, Building 1, Room #1401, (510) 659-6200, from 8:00 a.m. to 5:00 p.m., at least 48 hours before the meeting.

* = Board Policy, ** = Board Goal
Ohlone Community College District Board Priorities for 2020-2021

Priority 1: Promote a culturally-competent college environment.
  Board Task 1.1: Support and review the identification and elimination of barriers, and creation of opportunities and equity measures for historically underrepresented and underserved students in all areas of the campus.
  Board Task 1.2: Monitor the implementation of an aggressive recruitment effort for students, faculty, staff, and administration that is reflective of our campus and community demographics.
  Board Task 1.3: Support and ensure efforts to gain cultural competence and equitable outcomes within the college community, and incorporate the Chancellor’s Call for Action recommendations.
  Board Task 1.4: Increase understanding and awareness of, and sensitivity to, diverse cultures and perspectives.
  Board Task 1.5: Continue to review board policies to eliminate/correct discriminatory measures and biased language that create barriers and prevent equity and inclusion.
  Board Task 1.6: Encourage efforts to host cultural campus-wide activities and recognize achievements of our diverse college community.
  Tasks align with College Strategic Goals #1 and #2.

Priority 2: Monitor and support student access and success.
  Board Task 2.1: Review and discuss presentations on student success on strategies for increasing access and success for historically underrepresented and underserved populations (non-marketing)
  Board Task 2.2: Review progress reports presented by faculty and/or staff on assessing student achievement and learning outcomes and discuss evidence of student learning.
  Board Task 2.3: Review and discuss disaggregated retention and persistence data to increase transfer and graduation rates of underrepresented and underserved students.
  Board Task 2.4: Monitor and review reports on workforce development and community education.
  Board Task 2.5: Review progress reports on math, science and English for historically underrepresented and underserved students.
  Tasks align with College Strategic Goals #1 and #4.

Priority 3: Continue to participate actively in Board professional development and support the new Superintendent/President.
  Board Task 3.1: Support and encourage participation in CCLC, ACCT, and ACCJC webinars, activities and events.
  Board Task 3.2: Build a cohesive team amongst the Trustees and the President through open communication and board workshops.
  Board Task 3.3: Assist in the acclimation of the new Superintendent/President to the campus and greater district community.
  Tasks align with College Strategic Goal #5.

Priority 4: Continue to oversee quality implementation of Measure G.
  Board Task 4.1: Monitor progress and review fiscal management, planning and implementation procedures and processes of bond projects.
  Task aligns with College Strategic Goal #3.

Priority 5: Advance initiatives that affect the Ohlone Community College District and its students through community outreach and advocacy.
  Board Task 5.1: Review CCLC and Chancellor’s office recommendations/resolutions and take action as appropriate.
  Board Task 5.2: Interact with local, state and federal legislators to promote Ohlone Community College District and advocate for community college initiatives.
  Board Task 5.3: Interact with individuals and local community organizations to promote Ohlone Community College District and to encourage their active involvement and engagement in our District Vision.
  Board Task 5.4: Support the Superintendent/President in a unified message advocating for the District.
  Board Task 5.5: Review Board Sub-Committee on Advocacy recommendations
  Tasks align with College Strategic Goal #2 and #5.

* = Board Policy, ** = Board Goal
Conference with Labor Negotiator (Government Code 54957.6)

Employee Groups: CSEA, SEIU, UFO
Agency Designated Representatives: Shairon Zingsheim, Chris Dela Rosa
Public Employee Performance Evaluation (Government Code 54957)

Title: Superintendent/President
Minutes of Board Meeting
May 12th, 2021

Members Present
Mr. Richard Watters, Chair
Ms. Suzanne Lee Chan, Vice Chair
Mr. Greg Bonaccorsi, Member
Ms. Jan Giovannini-Hill, Member
Mr. Lance Kwan, Member
Ms. Vivien Larsen, Member
Dr. Rakesh Sharma, Member
Ms. Megan Aves, Student Member

Management Present
Dr. Eric Bishop, Superintendent/President & Board Secretary
Dr. Chris Dela Rosa, Vice President of Administrative & Technology Services
Mr. Tony DiSalvo, Vice President of Academic Affairs/Deputy Superintendent
Dr. Milton Lang, Vice President of Student Services
Ms. Shairon Zingsheim, Vice President of Human Resources and Training

Open Session
Mr. Watters called the meeting to order at 6:00 p.m.

Roll Call
The roll was called. All were present.

Announce Closed Session Item

Communications from the Public on Closed Session Item
None

Closed Session Time: 6:01 p.m.
1. (No attachment) Public Employee Evaluation (Government Code 54957)
   Title: Superintendent/President
Minutes of Board Meeting
May 12, 2021
Page 2 of 5 Pages

Return to Open Session Time: 7:00 p.m.

Report on Actions Taken in Closed Session
No reportable action was taken during closed session.

Roll Call
The roll was called. All were present except Ms. Larsen.

Pledge of Allegiance
Mr. Watters led the pledge of allegiance.

Approval of Minutes (BP 2360)
2. (Attachment 2) Approval of Minutes (April 14th, 2021 Meeting)
Motion Approved Moved/Bonaccorsi/Seconded/Giovannini-Hill/Passed to approve minutes from the April 14th, 2021 board meeting. A roll call vote was taken: (Advisory Vote: Aye – Aves) Ayes: Bonaccorsi, Giovannini-Hill, Kwan, Sharma, Chan, Watters; Noes: 0; Abstain: 0; Absent: Larsen.

Agenda Modifications
None

Communications from the Public
None

Ceremonial Items/to the Board for Action
3. (Attachment 3) Asian American and Pacific Islander Heritage Month Proclamation
Motion Approved Moved/Kwan/Seconded/Giovannini-Hill/Passed to approve Resolution No. 30/20-21, honoring Asian American and Pacific Islander Heritage Month. A roll call vote was taken: (Advisory Vote: Aye – Aves) Ayes: Bonaccorsi, Giovannini-Hill, Kwan, Sharma, Chan, Watters; Noes: 0; Abstain: 0; Absent: Larsen.

4. (Attachment 4) Mental Health Awareness Month Proclamation
Motion Approved Moved/Sharma/Seconded/Giovannini-Hill/Passed to approve Resolution No. 31/20-21, recognizing Mental Health Awareness Month. A roll call vote was taken: (Advisory Vote: Aye – Aves) Ayes: Bonaccorsi, Giovannini-Hill, Kwan, Sharma, Chan, Watters; Noes: 0; Abstain: 0; Absent: Larsen.
Consent Agenda

BP 2015
5. (Attachment 5) Approval of Student Board Member Privileges for the 2021-2022 Term
BP 2200
6. (Attachment 6) Approval of April 2021 Payroll Warrants
7. (Attachment 7) Approval of Personnel Actions
8. (Attachment 8) Board Issues Advocacy Committee Legislative Recommendations
BP 2610
9. (Attachment 9) Side Letter – Ohlone Community College District and United Faculty of Ohlone (UFO) – One-time Pay to Cover Costs Associated with Working Remotely
10. (Attachment 10) Side Letter – Ohlone Community College District and California School Employees Association (Chapter #490) – One-time Pay to Cover Costs Associated with Working Remotely
11. (Attachment 11) Side Letter – Ohlone Community College District and Service Employees International Union (Local #1021) – One-time Pay to Cover Costs Associated with Working Remotely
12. (Attachment 12) Approval of the Tentative Agreement between Service Employees International Union, Local 1021 (SEIU) and the Ohlone Community College District – Contract duration: July 1, 2020 – July 30 2023
BP 2740
13. (Attachment 13) CCCT Board Report
BP 4020
14. (Attachment 14) Revised Credit Courses for 2021-2022
15. (Attachment 15) New Noncredit Courses and Programs for 2020-2021
BP 6330
16. (Attachment 16) Review of Purchase Orders
BP 6340
17. (Attachment 17) Measure G Project 6108J, Lots B & C Improvements – Tri-Valley Excavating Co., Inc.; Change Order #1
18. (Attachment 18) Measure G Project 6114, Renovate Building 5 – D.L. Falk Construction, Inc.; Unilateral Change Order #1
20. (Attachment 20) Fund 41 Project – Tennis Courts Walkway Repair Project - Agreement
21. (Attachment 21) Fund 41 Project – Tennis Courts Resurfacing Project - Agreement
22. (Attachment 22) Ratification of Contracts
BP 6550
23. (Attachment 23) Authorization for the Disposal of Surplus Personal Property

Motion Approved
Moved/Bonaccorsi/Seconded/Sharma/Passed to approve consent agenda items #5-23. A roll call vote was taken: (Advisory Vote: Aye – Aves) Ayes: Bonaccorsi, Giovannini-Hill, Kwan, Sharma, Chan, Watters; Noes: 0; Abstain: 0; Absent: Larsen.
Standing Reports
24. (Attachment 24) Report from Faculty Senate
Information item only.
25. (Attachment 25) Report from Associated Students of Ohlone College
Information item only.
26. (Attachment 26) President’s Updates
Information item only.

To the Board for Discussion and/or Action
Motion Approved Moved/Bonaccorsi/Seconded/Chan/Passed to accept the third quarter financial report and related budget changes. A roll call vote was taken: (Advisory Vote: Aye – Aves) Ayes: Bonaccorsi, Giovannini-Hill, Kwan, Sharma, Chan, Watters; Noes: 0; Abstain: 0; Absent: Larsen.

To the Board for Information Only
Information item only.
29. (Attachment 29) AB 1216: Rights of the Student Trustee Legislation
Information item only.
30. (Attachment 30) Measure G Quarterly Report
Information item only.

Reports and Announcements
Agenda Items for Future Meetings
How to Implement Board Priorities
Analyzing COVID-19 Data – how students are doing (June workshop)
Career Education & Career Center
Discussion of Parking Fees – Faculty/Staff, Monthly Permit
Student Housing (May workshop)

Adjournment Time: 8:46 p.m.

Eric Bishop, Ed.D.
Board Secretary
Minutes of Board Workshop
May 26th, 2021

Page 1 of 2 Pages

Members Present
Mr. Richard Watters, Board Chair
Ms. Suzanne Lee Chan, Vice Chair
Mr. Greg Bonaccorsi, Member
Ms. Jan Giovannini-Hill, Member
Dr. Rakesh Sharma, Member
Mr. Kevin Hamilton, Student Member

Management Present
Dr. Eric Bishop, Superintendent/President & Board Secretary

Open Session
Ms. Chan called the meeting to order at 7:05 p.m.

Ceremonial Item
1. (no attachment) Swearing In of 2021-2022 Student Trustee Kevin Hamilton

Kevin Hamilton was sworn in as student trustee for the 2021-2022 term.

Roll Call
The roll was called. All were present except Mr. Watters, Mr. Kwan, and Ms. Larsen. Mr. Watters arrived at the meeting at 7:16 p.m., and began chairing the meeting at 7:34 p.m.

Pledge of Allegiance
Mr. Hamilton led the pledge of allegiance.

Communications from the Public
Kelly Abreu, Re: Parking

To the Board for Information/Discussion
2. (Attachment 2) Student Housing

Information/discussion item only.
Adjournment

Time: 7:49 p.m.

_______________________
Eric Bishop, Ed.D.
Board Secretary
OHLONE COMMUNITY COLLEGE DISTRICT
RESOLUTION NO. 32/20-21
RECOGNIZING JUNE AS LGBTQIA+ PRIDE MONTH

WHEREAS, Ohlone College strives to model, advocate and promote the inclusive and respectful treatment of all our students, faculty and staff; and

WHEREAS, the month of June has become a symbolic month in which our lesbians, gay, bisexual, transgender, and questioning community and supporters come together in various celebrations of pride; and

WHEREAS, the month of June is an opportunity to celebrate the identities and contributions of the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (LGBTQIA+) community; and

WHEREAS, the Rainbow Flag designed by Gilbert Baker, commonly known as the gay pride flag or LGBT pride flag, is a symbol of LGBTQIA+ pride and LGBTQIA+ social movements; and

WHEREAS, sexual orientation and gender expression-biased bullying are among the most common forms of harassment in schools; and

WHEREAS, individuals who are gender non-conforming are more likely to be targets of harassment, bullying, and violence; and

WHEREAS, no one should ever be the target of harassment, bullying, or violence; and

WHEREAS, Ohlone College is committed to the safety of all students and staff of the LGBTQIA+ community and those that may be perceived as such; and

WHEREAS, Ohlone College strives to ensure that the school and community are safe and affirming spaces for all students, staff, and their families; and

WHEREAS, Ohlone College is committed to fostering a safe, respectful, and inclusive community culture; and

WHEREAS, education regarding LGBTQIA+ issues increases understanding and cultivates acceptance of and respect for members of our LGBTQIA+ community; and

WHEREAS, by recognizing Pride Month, the District supports policies, practices, and curriculum that honor and respect LGBTQIA+ students, staff, and their families.

NOW, THEREFORE BE IT RESOLVED that on this, the 9th of June, 2021, the Ohlone Community College Board of Trustees declare June as Pride Month and supports the recognition, creation and implementation of supportive policies, practices, and curricula that recognize and respect our LGBTQIA+ community.

PASSED AND ADOPTED on this 9th day of June, 2021.

________________________________
Secretary, Board of Trustees
Ohlone Community College District
County of Alameda, State of California
OHLONE COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 33/20-21

RECOGNIZING JUNETEENTH INDEPENDENCE DAY

WHEREAS, news of the end of slavery did not reach the frontier areas of the United States, in particular the State of Texas and the other Southwestern States, until months after the conclusion of the Civil War, more than 2 ½ years after President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863; and

WHEREAS, that on June 19, 1865, Union soldiers, led by Major General Gordon Granger, arrived in Galveston, Texas, with news that the Civil War had ended and the enslaved were free; and

WHEREAS, African Americans who had been slaves in the Southwest celebrated June 19, commonly known as “Juneteenth Independence Day,” as inspiration and encouragement for future generations; and

WHEREAS, African Americans from the Southwest have continued the tradition of observing Juneteenth Independence Day for more than 150 years; and

WHEREAS, Juneteenth Independence Day began as a holiday in the State of Texas and is now celebrated in 46 States and the District of Columbia as a special day of observance in recognition of the emancipation of all slaves in the United States; and

WHEREAS, Juneteenth Independence Day celebrations have been held to honor African-American freedom while encouraging self-development and respect for all cultures; and

WHEREAS, the faith and strength of character demonstrated by former slaves and the descendants of former slaves remain an example for all people of the United States, regardless of background, religion, or race; and

WHEREAS, slavery was not officially abolished until the ratification of the 13th Amendment to the Constitution of the United States in December 1865; and

WHEREAS, over the course of its history, the United States has grown into a symbol of democracy and freedom around the world.

NOW, THEREFORE BE IT RESOLVED that the Ohlone Community College Board of Trustees recognizes the historical significance of Juneteenth Independence Day to the United States and recognizes June 19, 2021 as “Juneteenth Independence Day,” and supports the celebration of Juneteenth Independence Day to provide an opportunity for the people of the Ohlone College community to learn more about the past and to better understand the experiences that have shaped the United States; and recognizes that the observance of the end of slavery is part of the history and heritage of the United States.

PASSED AND ADOPTED on this 9th day of June, 2021.

__________________________________________
Secretary, Board of Trustees
Ohlone Community College District
County of Alameda, State of California
The Board of Trustees is required to approve all payroll warrants issued by the District.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the attached payroll warrants for the month of May 2021.
OHLINE COMMUNITY COLLEGE DISTRICT
RECAPITULATION OF PAYROLL WARRANTS/DIRECT DEPOSIT ADVICES
May 1, 2021 - May 31, 2021

DISTRICT PAYROLL COST

Payroll Warrants: $6,057.55
Manual Payroll Warrants Issued: $0.00
Payroll Direct Deposits: $2,972,194.97
Adjustments/Cancellations: $0.00

TOTAL NET PAYROLL WARRANTS/DIRECT DEPOSITS ISSUED: $2,978,252.52

Payroll Warrants Issued:
47-064975 through 47-064987

Payroll Warrants Cancelled or Replaced:
Voiced Check# New Check# Check Date
n/a

Payroll Warrants Voided:
n/a

Payroll Advices Issued:
47-159071 through 47-159862

Payroll Advices Cancelled or Replaced:
Advice# New Check# Check Date
n/a

Payroll Direct Deposits Issued:

Payroll Direct Deposits Canceled or Replaced:

Payroll Direct Deposits Voided:
n/a

Approved: Farhad Sabit (May 26, 2021 14:42 PDT)

Date: May 26, 2021

Note: Taxes, voluntary deductions and Health and Welfare payroll costs are reported through the Accounts Payable WARRANTS.
The Board of Trustees is required to approve all personnel actions of the District.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the attached personnel actions.
### New Hires

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<th>Effective Date</th>
<th>End Date</th>
<th>Dept</th>
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<td>Cattivera</td>
<td>Kara</td>
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<td>Student Accessibility Services</td>
<td>Full-Time Faculty / Instructor, Student Accessibility Services Counselor</td>
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<td>Music</td>
<td>Full-Time Faculty / Assistant Professor, Music</td>
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<td>FitzClarke</td>
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<td>Career Center</td>
<td>Program Manager, Entrepreneurship and Employer Services</td>
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<td>Osorio</td>
<td>Cholyn</td>
<td>5/1/2021</td>
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<td>EOPS</td>
<td>Office Assistant III</td>
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<td>Tobias</td>
<td>8/23/2021</td>
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<td>Administration of Justice</td>
<td>Full-Time Faculty / Assistant Professor, Administration of Justice</td>
<td>100%/10 Mo</td>
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<td>Rajbir</td>
<td>Rai</td>
<td>6/1/2021</td>
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<td>One Stop Career Center</td>
<td>Employer and Entrepreneurship Services Advisor</td>
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### Status Changes

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### Leaves

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### Resignations/Retirements

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### Stipends

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<th>% FT/months per year</th>
<th>Categorical or Restricted Funding?</th>
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### New Adjunct Employment:

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<th>Extension of Management Contract</th>
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MEMORANDUM

TO: Board of Trustees
FROM: Dr. Eric Bishop
DATE: June 9, 2021
SUBJECT: Approval of Appointment of Representative on Bay Area Community College Districts JPA Board

As a member of the Bay Area Community College District Joint Power Authorities, the Board of Trustees appointed Dr. Chris Dela Rosa, Vice President, Administrative and Technology Services, as the District’s representative as of October 1, 2018. The District has the option of appointing an alternative representative should the current representative not be able to attend the JPA meeting.

Effective June 9, 2021, Mr. Farhad Sabit, Executive Director of Fiscal Services, will serve as the alternate representative with the Bay Area Community College District Joint Powers of Authority.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approves the appointment of Mr. Farhad Sabit to the Bay Area Community College Districts JPA as an alternate, effective June 9, 2021.
MEMORANDUM

TO: Board of Trustees
FROM: Dr. Eric Bishop
DATE: June 9, 2021
SUBJECT: Establishment of 2021-2022 Appropriations Limit

The Gann Initiative requires that expenditure limitations shall be established each year by every community college district, pursuant to Article XIII B of the California Constitution.

In accordance with Section 7910 of the Government Code, the governing body of each community college district shall determine its appropriations limit. Attached is the appropriations limit calculated by staff pursuant to Article XXI B of the constitution and information form provided by the State Chancellor’s office.

Staff has calculated the 2021-2022 Appropriations Limit to be $94,108,363 and calculated the 2021-2022 Appropriations, subject to the limit, to be $47,166,961. Therefore, the 2021-2022 Tentative Budget Appropriations are within the calculated limit.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approves the appropriations limit that has been determined by staff for the 2021-2022 fiscal year pursuant to Article XIII B of the California Constitution.
## I. 2021-22 Appropriations Limit:

### A. 2020-21 Appropriations Limit

- Amount: $83,630,737

### B. 2021-22 Price Factor:

- Factor: 1.0573

### C. Population factor:

- 2019-20: 1
- 2020-21: 1.0643

### D. 2020-21 Limit adjusted by inflation and population factors


### E. Adjustments to increase limit:

1. Transfers in of financial responsibility
2. Temporary voter approved increases

### F. Adjustments to decrease limit:

1. Transfers out of financial responsibility
2. Temporary voter approved increases

### G. 2021-22 Appropriations Limit


## II. 2020-21 Appropriations Subject to Limit

### A. State Aid

- Amount: $21,244,315

### B. State Subventions

- Amount: 64,593

### C. Local Property taxes

- Amount: 25,737,809

### D. Estimated excess Debt Service taxes

### E. Estimated Parcel taxes, Square Foot taxes, etc.

### F. Interest on proceeds of taxes

- Amount: 120,244

### G. Less: Costs for Unreimbursed Mandates

### H. 2021-22 Appropriations Subject to Limit

- Amount: $47,166,961

## III. District is within Appropriations Limit

- Amount: 46,941,402

---

1. Second period actual FTES corresponds to total resident FTES as reported on the second period CCFS-320 report.
2. Includes Unrestricted General Apportionment, Apprenticeship Allowance, Prop 55 Education Protection Account tax revenue, Full-Time Faculty, Part-Time Faculty Compensation, Part-Time Health Benefits, Part-Time Faculty Office Hours.
3. Home Owners Property Tax Relief, Timber Yield Tax, etc…
4. Local Appropriations for Unreimbursed State, Court, and Federal Mandates. This may include amounts of district money spent for unreimbursed mandates such as the federally-required Medicare payments and Social Security contributions for hourly, temporary, part-time, and student employees not covered by PERS or STRS.
MEMORANDUM

TO: Board of Trustees

FROM: Dr. Eric Bishop

DATE: June 9th, 2021

SUBJECT: Resolution No. 34/20-21, Excused Absence for the May 26th, 2021 Board Workshop (BP 2725)

Due to illness, Trustee Vivien Larsen was unable to attend the May 26th, 2021 Board Workshop. Board Policy 2725 states that her excused absence must be approved as a resolution by the board in order to be compensated.

RECOMMENDATION

The President/Superintendent recommends that the Board of Trustees approve Resolution No. 34-20-21 approving Trustee Vivien Larsen’s compensation for the May 26th, 2021 Board Workshop.
WHEREAS, California Education Code 72024 permits a Board member to be paid in any calendar year from which the member is absent if the Board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting from which the member is absent, the Board Member missed the meeting due to illness; and

WHEREAS, the Ohlone Community College Board of Trustees has determined that Vivien Larsen was unable to attend the workshop of May 26th, 2021 due to illness;

NOW, THEREFORE BE IT RESOLVED that the Ohlone Community College Board of Trustees authorizes payment to Vivien Larsen for the missed Board workshop of May 26th, 2021.

PASSED AND ADOPTED by the following called vote this 9th day of June, 2021.

AYES:

NOES:

ABSENT:

ABSTAIN:

________________________________
Secretary of the Board of Trustees
Ohlone Community College District
County of Alameda, State of California
OHLINE COMMUNITY COLLEGE DISTRICT

MEMORANDUM

TO: Board of Trustees
FROM: Richard Watters, Board Chair
DATE: June 9th, 2021
SUBJECT: CCCT Board Report

Trustee Suzanne Lee Chan, member of the CCCT Board, prepared a monthly report for the Ohlone Board of Trustees.

RECOMMENDATION

The Board Chair recommends that the Board of Trustees accept receipt of the attached report from Trustee Suzanne Lee Chan.
CCCT Trustee Report
Suzanne Lee Chan, Trustee
May 2021

• May 1 – Recognizing Asian Pacific Islander Heritage Month

• May 4
  o Initial Joint Meeting of the Trustees DEI Integration Group and the CEO Racial Equity & Inclusive Excellence Taskforce Report
    ▪ Discussion on how the 2 groups that previously have been working parallel in separate silos needs to begin collaboration to develop strategies for melding our work together for implementation of DEI recommendations, strategies, and best practices
  o DEI Steering Committee Meeting – planning of the Virtual Town Hall Meeting

• May 5-7 2021 Annual CCLC Trustee Conference
  o May 5 - Wednesday
    ▪ Welcome Session featuring Key Note Speaker – Dr. Joseph I. Castro, new Chancellor of the CSU System
    ▪ Board Evaluations – overview of Best Practices for Board Evaluations
      • Speakers: Diane McKay, Rita Cepeda, & Laura Schultkind
    ▪ Disaster Preparedness, Response, Recovery, and Resilience
      • Speakers: Frank Chong, George Haddow, Lee Dorey, Tom Downs, Dave Fulcher, and Casey De Strong
    ▪ Building a Symbiotic Relationships Between BOT & CEO: Successful Evaluation Ideas – balancing symbiotic relationship, accreditation, trustee orientation, communications and recognition of District roles and responsibilities of BOT & CEO; dysfunctional relationships, and examples of Code of Ethics for both CEO & Trustees
      • Speakers: Carole Goldsmith, Dianne Van Jook & Barbara Dunsheath
    ▪ African American CCC Trustees Caucus Meeting
  o May 6 – Thursday
    ▪ How to Prepare for Your First Campus Housing Project – many districts are considering campus housing for a variety of reasons: supporting institutional mission; alleviating housing insecurity; addressing financial realities of a competitive marketplace
      • Speakers: Frank Chong, Mary Hornbuckle, and Ann Volz
    ▪ Board/CEO Relationship – A Few Tips to Help the Board to Stay on Course – tips & techniques to effectively diffuse and redirect all trustees so that the work of the District is accomplished in a professional manner
• Speaker: Kevin Walthers and Laura Schulkind

  **Sustainable Fiscal Health for Your District, Both Short and Long Term** – having courage to insist that one-time windfalls should be carefully husbanded rather than spent. Learning why caution should be exercised.

• Speakers: Diane McKay, Mario Rodriguez, Andy Suleski, Lizette Navarette

**Asian Pacific Islander American Trustees & Administrators (APITA) Caucus Meeting**

  • **May 7**

  **DEI Workgroup Report: Year One of Forever (DEI)** – overview of Trustees DEI Work Groups

  • Speakers: Adrienne Gray, Sue Chan, Nan Gomez-Heitzeberg, Mark Evilsizer, and Cindi Reiss

  ![DEI Workshop Report: Year One of Forever](image)

  **AB 705: Early Results and Next Steps** – Discussion on the early results from implementation of AB 705; next steps; and the role Trustees play in supporting their district’s efforts to improve outcomes for all students by closing the equity gap

  • Speakets – Darla Cooper, Mallory Newell, and Loren Steck
COVID-19 One Year Later: Policy Concerns and Possible Legal Issues – how the Pandemic was a major disruption to colleges, changing nearly every aspect of college life – decreased enrollment, increased facility sanitation costs, COVID testing and vaccination; and return and recovery has raised concerns about potential policy and legal ramifications
  - Speakers: Carole Goldsmith, Meredith Karasch, Meredith Brown, and Marc LeForestier

Joint Caucus Meeting
- May 10 – Annual CCCT Business Meeting
  - Election of CCCT Officers for 2021-2022
  - Annual Report of the Association’s Work
  - Introduction of newly elected Board Members
  - Opportunity to provide direction to the CCCT Board on major issues facing local boards and their districts
- May 11 – DEI Steering Committee
- May 12 - DEI Virtual Town Hall Planning Meeting
- May 20 –
  - Courageous Leadership Webinar featuring Lake Tahoe CCD
  - Trustees Virtual Town Hall Meeting – Discussion of Passage of Joint DEI Resolution by June 30 and Breakout Groups
    - Dr. Eric Bishop and Sue Chan in attendance
- May 25 – DEI Steering Committee
TO: Board of Trustees
FROM: Dr. Eric Bishop
DATE: June 9, 2021
SUBJECT: Equal Employment Opportunity Fund – Multiple Method Allocation Model Report and Certification Form, Fiscal Year 2020-21 – Approval

In fiscal year 2015-16, the State Chancellor’s Office implemented a new fund allocation model for Equal Employment Opportunity (EEO) funds in accordance with Education Code, Section 87107. Prior to the new funding model, districts received EEO funds annually on a FTES basis with allocations ranging from approximately $3,000 to $32,000. On an average, Ohlone has received $7,000 - $20,000 annually depending on available funds.

This new funding method is more favorable as it is based on the college meeting the multiple methods as outlined by the Chancellor’s office. Additionally, the CCCCO requires that Ohlone report on activities completed in the prior fiscal year in order to qualify and receive annual EEO funds.

Ohlone received $50,000 in EEO funds for 2020-21. Funds for 2021-22 will again be based on Ohlone’s success in meeting the 9 Multiple Methods set forth by the State’s EEO and Diversity Advisory Task Force and CCCCO’s legal division office. Ohlone met all 9 Multiple Methods for all academic years since the new process was implemented.

The funds are restricted and may be used for (but not limited to):
- Outreach and recruitment
- In-service training on EEO
- Accommodations for applicants and employees with disabilities pursuant to Title 5
- Activities designed to encourage students to become qualified for, and seek employment as community college faculty or administrators, and
- Other activities to promote EEO

A draft report and attachments are enclosed for the Board of Trustees for a first reading and an opportunity for input and comments. A second reading and approval will be sought at the June 2021 Board meeting.

RECOMMENDATION:
The Superintendent/President recommends that the Board of Trustees approve the Equal Employment Opportunity Fund Multiple Method Allocation Report and Certification Form.
District Name: OHLONE COMMUNITY COLLEGE DISTRICT

Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding)

☑ Yes
☐ No

The district met at least 6 of the remaining 8 Multiple Methods. (Please mark your answers.)

☑ Yes
☐ No

☑ Method 2 (Board policies and adopted resolutions)
☑ Method 3 (Incentives for hard-to-hire areas/disciplines)
☑ Method 4 (Focused outreach and publications)
☑ Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
☑ Method 6 (Consistent and ongoing training for hiring committees)
☑ Method 7 (Professional development focused on diversity)
☑ Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
☑ Method 9 (Grow-Your-Own programs)

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda showing district EEO Advisory Committee’s certification of this report form.

Chair, Equal Employment Opportunity Advisory Committee
Name: Title:
Signature: __________________________ Date: __________________________

Chief Human Resources Officer
Name: Title:
Signature: __________________________ Date: __________________________

Chief Executive Officer (Chancellor or President/Superintendent)
Name: Title:
Signature: __________________________ Date: __________________________

President/Chair, District Board of Trustees
Date of governing board’s approval/certification: ________________, 2020
Name: Title: President/Chair, Board of Trustees
Signature: __________________________ Date: __________________________

Date Due at the Chancellor’s Office: June 1, 2021
Return to : form to EEOsubmissions@cccco.edu
California Community Colleges; 1102 Q Street, Ste. 4400, Sacramento, CA 95811
This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district’s success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference any attachment, please ensure it is attached to your submittal.

Nine (9) Multiple Methods

*Mandatory for Funding*

1. District’s EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

*Pre-Hiring*

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

*Hiring*

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

*Post-Hiring*

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

**SPECIAL NOTE**

*Weaving the DEI Integration Plan in 9 Multiple Methods report*

California Education Code section 87100 requires “a work force that is continually responsive to the needs of a diverse student population which may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.” Title 5 states that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort.” (Cal. Code Regs., tit. 5, § 53024.1.) These policies provide our students with the educational benefits of a diverse workforce.

To implement the Equal Employment Opportunity (EEO) policies contained in the Education Code and title 5, the Chancellor’s Office has established a Multiple Methods model for allocating the EEO Fund. In addition to compliance with Multiple Method 1, districts must also demonstrate compliance with at least 6 of the 8 remaining Multiple Methods to qualify for the receipt of EEO Funding.

Many will recall the outrage that spun from the racial injustices that occurred in June 2020 with the public killing of George Floyd. As this report is being considered for submittal, the trial of the officer responsible for the killing is in process. This, coupled with the hate and harm done to our Asian people and other ethnic groups continue to swirl around in our minds and permeates our daily lives.

In his letter to the community college system, Chancellor Oakley stated, “Most recently, our system and our students are hurting and they are outraged because of the systemic racial injustices that still exist in our country. In this moment, we need to use our positions of privilege, influence and power to make a difference….”
Chancellor Oakley and system leaders called for our system to actively strategize and act against structural racism. “We cannot say that we are equity champions and be afraid to have open dialogue about structural racism”. In the letter https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family, Chancellor Oakley called for action across six key areas. The one in particular, key area #5, that asks for specific action to shorten the implementation of the Diversity, Equity and Inclusion Integration Plan (DEI):

“In 2018, the Board of Governors of California’s Community Colleges (Board) mandated that our system create a plan to address diversity, equity and inclusion (DEI) in our workforce and learning environments. This work culminated in a unanimous vote September 2019 where the Board adopted a new system wide statement for DEI that impacts the mission of our system, the Equal Employment Opportunity (EEO) reports submitted by our districts and funding allocations for EEO funds. In addition to a new statement, the Board approved the DEI Integration Plan with a call to fully implement 68 recommendations over the next five years. Our system cannot afford to wait 5 years. The Chancellor calls for the Chancellor’s Office DEI Implementation Workgroup, the statewide representatives in the Consultation Council and campus leaders to mobilize to implement all tier 1 recommendations in the next 6 to 12 months and to act with urgency to implement tier 2 recommendations”.

Ohlone has made significant progress in most of the “Tier 1 recommendations and will prepare a separate report that is specific to the DEI-IP, but given that the 9-Multiple Methods intertwines with some of those efforts; where applicable, progress will be noted in this report.

**METHOD 1**

**Does the District meet Method #1?** (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance report for prior year)

☑ Yes
☐ No

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor’s Office. (Title 5, section 53003a).
- EEO Plans are considered active for three years from the date of when the district’s Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).

Please provide an explanation and evidence of meeting this Multiple Method, #1. (Submission of the EEO Plan; establishment of an EEO committee; submission of expenditure report for 2019-20.)

**Integration with DEI-IP: Strategy A: Tier 1 Activity:** Districts and colleges to adopt EEO plan as an action item in a public meeting. This has been the tradition at Ohlone. The EEO plan, after going through the participatory governance process was adopted at a public meeting of the Ohlone Board of Trustees in August 2020. The EEO Plan is effective and in place until June 30, 2023.
Submission of Equal Employment Opportunity (EEO) Plan:
The District has an EEO Plan that was approved by the Ohlone Board of Trustees in August 2020. The Plan was submitted to the State Chancellor’s office and is effective from July 1, 2020 to June 30, 2023. [https://www.ohlone.edu/sites/default/files/groups/Human_Resources_and_Training/eeo_plan_2020-2023.pdf](https://www.ohlone.edu/sites/default/files/groups/Human_Resources_and_Training/eeo_plan_2020-2023.pdf)

The Plan provides a framework for outreach, advertising, recruiting, training for screening committees, diversity training for staff, methods to address underrepresentation, and additional steps to remedy significant underrepresentation and the handling of complaints.

(1) Establishment of an EEO Advisory Committee:
In compliance with Title 5, Section 53005, the District has an established Equal Employment Opportunity committee named Ohlone’s Diversity and Inclusion Advisory Committee (ODIAC). The committee is advisory to the Superintendent/President. ODIAC has dual purposes: (1) act as an advisory body to the Superintendent/President on matters and efforts to promote understanding and support for equal opportunity and nondiscrimination policies and procedures; and (2) develop ways for the College to advance diversity and cultural competency via the coordination and promotion of campus events and trainings/workshops.

ODIAC assists in the review, update, and implementation of the Plan in compliance with State and Federal EEO regulations and guidelines. It monitors equal employment opportunity progress by reviewing applicant and employee data, and providing suggestions for Plan revisions every 3 years. ODIAC in collaboration with the District’s faculty and staff development committees, sponsors events, trainings, and other activities that promote equal employment opportunity, nondiscrimination, cultural competency and employee belonging.

Effective July 1, 2020, the founding faculty member stepped down from his role after five (5) years of service. The new faculty co-chair is Dr. Teresa Massimo. Dr. Massimo has been with the district for 20 years and has been a committee member since its formation.

This past year, after the Chancellor’s Office’s Call to Action, the committee reaffirmed its commitment to equity, inclusivity and diversity in a tangible way. The committee spent both fall 2020 and spring 2021 semesters doing professional development to better understand the role and responsibilities of an EEO committee. (Attachment A – names of committee members and list of EEO Trainings for 2020-21).

(2) Submission of Expenditure/Performance Reports:
Finally, the District complies with Title 5, Section 53034, which requires timely filing of an annual expenditure report on the use of EEO funds. The District submitted the annual report as required on September 30, 2020. EEO funds are spent on advertising, attending job fairs, paying for travel for applicants traveling from out of the area and employee training and development programs. The next report is due by September 30, 2021.

The District meets all of the requirements of Method #1 and is in full compliance with Title 5, sections 53003, 53005 and 53034.

To receive funding for this year’s allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

METHOD 2
Methods 2, 3 and 4: Pre-Hiring
Does the District meet Method #2? (Board policies and adopted resolutions)

☑ Yes
☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #2. (1) Board Policies and Resolutions; (2) Board of Trustees receives training on the elimination of bias in hiring and employment at least once every election cycle; (3) The District’s mission statement conveys its commitment to diversity and inclusion and recognition that a diverse inclusive workforce promotes its educational goals and values; (4) The District maintains updated curricula texts, and/or course descriptions to expand global perspective of the particular course, readings and discipline; (5) District addresses issues of inclusion/exclusion in a transparent and collaborative fashion; Section 53024.1g, k, n, o

(1) Board Policies and adopted resolutions:
The Board of Trustees complies and far exceeds this requirement in multiple ways. The Board’s monthly agenda lists the Board’s 2020-21 priorities https://www.ohlone.edu/sites/default/files/groups/Board_of_Trustees/00a-101420boardmeetingagenda.pdf

The Board makes clear its strong commitment to supporting the organization’s efforts of creating and maintaining an environment that values diversity, equity and inclusion, by making its first priority to promote a culturally competent college environment. This Priority has 6 tasks that properly align with the College’s Strategic Plan Goals 1 and 2.

The Board honors and encourages campus celebrations and recognition of heritage months by presenting proclamations to a student or a district employee at monthly public board meetings. Some of the heritage months recognized are: India Republic Day; Black History Month; César Chávez Day; Women’s History Month; Asian American Heritage Month; Deaf Awareness Month; Hispanic Heritage Month and National Disabilities Awareness Month; and Native American Heritage Month. Coinciding with the proclamations mentioned above and furthering the celebration and recognition of heritage months, ODIAC designed lawn signs with notable quotations and information about the particular heritage being celebrated. The signs are placed in various areas around the campus. Note: this project has been suspended for the 2020-21 academic year due to the pandemic and the campus functioning remotely.

In December 2017, the Board adopted a proclamation called “No Harassment” to reinforce its commitment to creating a “speak up” culture and a safe and harassment-free environment for all. https://www.ohlone.edu/sites/default/files/group-files/Board_of_Trustees/20172018/20171213/02a-noharassmentproclamation.pdf


In response to the murder of George Floyd, the Board adopted a resolution at its June 2020 board meeting, stating “we share the pain, anger and frustration of the whole nation caused by the killing of George Floyd and many other Black Americans...” https://www.ohlone.edu/sites/default/files/groups/Board_of_Trustees/2020/061020/02a-blacklivesmattersres33.pdf
In March 2021, the board affirmed Ohlone’s commitment to Diversity, Equity, and Inclusion by the adoption of a strong resolution that reaffirms and strongly supports diversity in faculty and staff hiring and laid out an expectation that “everyone in the Ohlone Community College District community, through their roles and responsibilities, to implement the District’s diversity initiatives and maintain a climate of respect, civility, and inclusion as part of the institution’s commitment to educational excellence...”

The Board of Trustees continue to show and demonstrate strong leadership in this area and should be recognized for its unwavering commitment and continued focus on maintaining a respectful environment that celebrates the college’s rich diversity. The District’s motto is “A World of Cultures United in Learning.” This is posted throughout the college campus and on Ohlone’s website. Ohlone’s vision statement is: Ohlone College will be known throughout California for our inclusiveness, innovation, and exceptional student success.

One of Ohlone’s seven values is Diversity and Inclusiveness. This is articulated in the following way: 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.

To reinforce Ohlone’s values, the Executive Team selects a group of employees who best demonstrate each value and recognizes them at the annual employee recognition ceremony held in May each year.

(2) The district’s Board of Trustees receives training on the elimination of bias in hiring and employment at least once every election cycle.

The Board of Trustees participated in official training on the elimination of bias in hiring and employment on May 27, 2020 (https://www.ohlone.edu/sites/default/files/groups/Board_of_Trustees/00a-052720workshopagenda.pdf). This training is provided to the Board every 3 years. The next training is due in spring 2023.

(3) The district’s mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce that promotes its educational goals and values:

Ohlone’s mission statement demonstrates Ohlone’s commitment to creating an inclusive environment. The mission statement is found on the district’s website at: https://www.ohlone.edu/planning/goalsojectives

An excerpt of the statement demonstrates the district’s commitment to diversity: “...in an inclusive, equitable and multicultural environment where student learning and achievement are paramount.”

(4) The district maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
Ohlone offers a wide variety of courses that specifically focus on diversity. Examples of a few are: Cultural Anthropology, Deaf Culture, Intercultural Communication, Sexual Identity and Communication, Teaching in a Diverse Society, and Introduction to Gender and Women’s Studies. The College offers Certificates of Accomplishments in the following areas: Cultural Anthropology, Gender and Women’s Studies, and Intercultural Communication, to name a few. The History Department offers courses in Chicana/o History, African American History, and the course “Bad Girls: Women in America from 1890.”

The Faculty Senate has had a number of workshops, professional development and discussions about Diversity, Equity and Inclusion integration and implementation. Below is a list of discussion topics that have come before Senate this spring.

- ASCCC Flex workshop “Diversity, Equity, and Inclusion: Linking Statewide and Local Efforts”
- Guided Pathways discussions (Senate subcommittee)
- Distance Education discussions (Senate subcommittee)
- AP 4230 Grading and Academic Records
- AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
- Statewide DEI Taskforce strategies discussion
- Brave Spaces discussion

https://www.ohlone.edu/faculty-senate/2020-2021-meeting-schedule-agendas-document-index-faculty-senate

Given the Vision for Success, DEI Task Force recommendations, faculty are involved in professional development specifically focused on developing syllabi and pedagogy with equity lenses. The district hired Lasana Hostep, who has provided equity-advancing consultation to academic institutions, community-based organizations, and corporations. Hostep is an antiracist/antisexist educator, writer, and equity-advancing executive coach. He writes and speaks globally about educational equity, anti-Blackness, and racial justice within organizations and society at-large. The following professional development cohorts have been scheduled for faculty and facilitated by Hostep:

- **IT’S IN THE SYLLABUS: Developing an Equity-Minded Syllabus;** Engage in activities designed to reimagine your syllabi through an equity-advancing framework that supports the goals of both faculty and students.
- **TRANSFORMATIVE PEDAGOGY: Teaching the Material & Teaching the Student;** Examine multiple teaching and learning methods that center on identity, culture, and the student experience.

For more information: (https://www.ohlone.edu/facultysenate/cohorts-equity)

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Integration with DEI-IP: Strategy E: Tier 1 Activity: Create a procedure for equivalence committees to receive the same training as hiring committees.

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The District recognizes the importance of equivalency in faculty hiring as part of our commitment to diversity, equity, and inclusion. A well-defined equivalency process provides the opportunity to consider applicants that may have taken non-traditional paths in acquiring the same knowledge base and skill set as those who have taken a more traditional approach to minimum qualifications. Long time faculty member Rob Smedfjeld took on the task of reviewing Ohlone's existing faculty hiring practices, researching equivalency processes and procedures at other CA community colleges, and reading reports and findings published by the statewide Academic Senate. Using this information, he has worked
Faculty and administrators have been engaged in thoughtful discussion about diversity, equity and inclusion in curricula over the past year. Below are links to the goals of the Curriculum Committee for 2020-21 and meeting minutes that is evidence of the discussion within these spaces.

- **Curriculum Committee Goals for 2020-2021** includes Goal #4 Anti-Racist Pedagogy and curriculum (https://www.ohlone.edu/sites/default/files/groups/Curriculum_and_Scheduling/Curriculum_Committee/documents/2020-2021/curriculum_committee_goals_2020-2021.pdf)

  “Item-4: Anti-racist pedagogy and curriculum. As per direction of the CCCCCO and Dr. Bishop, discuss the issue of Anti-racist pedagogy and the Curriculum Committee: incorporate topics of race and inequality into course content; teaching from an anti-racist pedagogical approach; anti-racist organizing within the campus and linking efforts to the surrounding community.”

- **Curriculum Committee Agenda** for March 1, 2021 and the follow-up Minutes from that meeting listed on March 15th. Dr. Melissa Cervantes, Exec. Dean of DEI presentation on Anti-Racist Pedagogy. (https://www.ohlone.edu/sites/default/files/groups/Curriculum_and_Scheduling/Curriculum_Committee/documents/2020-2021/minutes_curriculum_committee_march_1_2021_draft.pdf)

The District hired an Ethnic Studies instructor, who began in the fall 2017 term. The instructor’s responsibilities include teaching Ethnic Studies, overseeing the Ethnic Studies curriculum, and mentoring part-time Ethnic Studies instructors. Ethnic Studies at Ohlone College primarily consists of Chicano/Latino Studies, but also includes African American Studies, Asian American Studies, and Native American Studies. The Ethnic Studies position includes teaching Introduction to Ethnic Studies, Chicano Culture, Chicano History, Chicano Literature, Contemporary Chicana Issues, and Barrio Service Learning courses, as well as all current Ethnic Studies course offerings. Additional responsibilities include developing new Ethnic Studies courses, establishing an Ethnic Studies program, growing enrollment in Ethnic Studies, mentoring students in Ethnic Studies, and facilitating on-campus and off-campus equity and diversity activities. As of spring 2021, a new Ethnic Studies Program/Department was approved through the Curriculum Committee.

The Board approved that all employees receive one paid day each year designated as a diversity day that can be used by employees to celebrate their own diversity.

The Strategic Plan incorporates the goals and objectives of Ohlone’s major plans, such as the Equal Employment Opportunity Plan, the Student Equity Plan, and the Student Success and Support Plan. As such, the Board works to engage in activities to achieve their priorities and make progress towards achieving the goals identified in the College’s Strategic Plan. The Board receives frequent updates on the progress of the strategic plan during open public meetings.

The Board attends and supports events on campus aimed at creating opportunities of historically underrepresented and underserved students. The Board of Trustees has adopted several policies concerning Non-Discrimination; Equal
Employment Opportunity; Prohibition of Harassment; and Commitment to Diversity. The President/Superintendent has developed procedures for all of the board policies including Procedures for Handling Complaints of Unlawful Discrimination;

The District has an informational webpage Multicultural and International Programs which lists programs that are focused on providing a global perspective on education: (1) International Programs and Services; (2) English Language Institute (ELI); and (3) Study Abroad Program.

The District’s plans, such as the Strategic Plan, the Educational Master Plan, and the Technology Master Plan include diversity as an important objective. For example, the Technology Master Plan’s mission is “Ohlone Community College District serves and supports the college community by responding with innovative and state-of-the-art technology that enhances institutional effectiveness and efficiency while embracing diversity, equity, and inclusion” and the vision statement is: “Technology at Ohlone College will be intentionally focused on diversity, equity, and inclusion, and will be universal, state-of-the art, innovative, available, and continually assessed the needs of the college community.” https://www.ohlone.edu/sites/default/files/users/DGarza/technology_master_plan_20-25_final_1-14-21.pdf

The Education Master Plan https://www.ohlone.edu/sites/default/files/groups/Academic_Affairs/documents/2019/2020-2025_educational_master_plan_final.pdf includes in its guiding principles this statement: Facilitating a supportive and inclusive campus culture that recognizes diversity, encourages student expression and participation, and fosters a sense of belonging.

Goal 2 in the District’s 2020-2025 Strategic Plan’s is “Promote diversity and inclusion”. In order to achieve this goal, several objectives are listed. For example, Goal 2.4 is “By 2021, provide ongoing training that annually promotes diversity, inclusion, and awareness of implicit bias for all college employees, and Goal 2.5 states “By 2025, create an inclusive college climate, annually providing opportunities and venues to engage and build community.” Each goal has measurable outcomes. Groups responsible for ensuring that these goals are achieved regularly provides updates on progress at College Council meetings.

An excerpt of the Human Resources department’s mission is: “The department promotes the understanding and appreciation of the diversity of the students, staff, and the community. Human Resources Department The Human Resources (HR) team members participate on statewide organizations committed to diversity and inclusion such as Association of California Community College Administrators (ACCCA), Association of Chief Human Resources Officers/Equal Opportunity Officers (ACHRO/EEO), and Asian Pacific Americans in Higher Education (APAHE).

(5) The District addresses issues of inclusion/exclusion in a transparent and collaborative fashion.

The District is very transparent and overt in its commitment to equity and inclusion. Over the past year, several “Safe Spaces” were hosted by a number of departments including the Superintendent/President’s office; Human Resources and the Office of Professional Development, Employee Engagement and Onboarding. The Superintendent/President has developed a resource page called “Ohlone’s Call to Action.” Ohlone's Call to Action | Ohlone College, A World of Cultures United in Learning - Ohlone College, Fremont and Newark, California
The District’s Faculty Senate has demonstrated their commitment to the efforts in the Chancellor's “Call To Action” by commitment to a resolution entitled “Equity in Leadership at Ohlone.” faculty_equity_leadership_resolution_v3.pdf

Perhaps the biggest achievement for the college so far has been the district-wide engagement held on September 20, 2020 called “Leadership for Racial Equity Reimagining, Retooling and Rebuilding for Structural Change”, from which a report was produced. The report can be found here: https://www.ohlone.edu/sites/default/files/groups/President_s_Office_/ohlone_equity_leadership_retreat_final_report.pdf

So many opportunities have been provided to the college over the past year that it is literally impossible to highlight them all, but below are links to some key engagements and recommended resources made available for the college community:

**Anti-Racism Resource Guide (Pasadena College)**
https://docs.google.com/document/d/1chYDc8smuFCcw6p9SVB1oMIFaaubYEAurQntXwx3wTg/edit

**Making Equity the Ohlone Way Presentation**
https://www.ohlone.edu/sites/default/files/groups/President_s_Office_/documents/making_equity_the_ohlone_way.pdf

**Faculty Senate Resolutions** found in the Minutes, https://www.ohlone.edu/faculty-senate/2020-2021-meeting-schedule-agendas-document-index-faculty-senate

**Equity Leadership at Ohlone approved Sept. 2nd**
https://www.ohlone.edu/sites/default/files/users/JMacEwan/faculty_equity_leadership_resolution_vf.pdf

**Ethnic Studies Resolution approved Oct. 7th**
https://www.ohlone.edu/sites/default/files/users/JMacEwan/ethnic_studies_department_resolution_final.pdf

**Brave Spaces Guiding principles**
https://www.ohlone.edu/sites/default/files/users/SMyers/brave_definitions_v8_april_2021.pdf. This was also approved at College Council.

In response to the George Floyd killing and the Chancellor’s Call to Action, a powerful series of “Safe Spaces” was hosted called “Peaceful Protests”. https://www.ohlone.edu/peaceful-protest

Last but not least, the district committed to ongoing resources from the general fund and hired a full-time executive-level position dedicated to DEI. Dr. Melissa Cervantes, Executive Dean of Equity, Inclusivity, and Campus Diversity, reports to and advises the Superintendent/President and serves as a College’s Executive Team member. Having Dr. Cervantes as part of the executive team demonstrates a commitment by the college to prioritize and reinforce DEI objectives at all institutional levels. Furthermore, institutionalizing the Executive Dean of Equity, Inclusivity, and Campus as a direct report to the Superintendent/President initiates equity conversations at the leadership level. Also, it allows the executive dean to examine systemic roles and address DEI issues from an independent and analytical stance.

The Executive Dean’s responsibilities include building bridges, creating relationships within and outside of the college, and engaging all stakeholders to develop and implement a collective vision for equity, diversity, and inclusion for Ohlone College. The Executive Dean is also responsible for implementing and furthering the Vision for Success reforms with equity at the
core of the work facilitating structural change at the college. Dr. Cervantes works with all areas and constituents to build inclusive and shared visions and has knowledge and experience of creating equitable and anti-racist policies and procedures.

The District meets the requirements of Method 2 and therefore complies with Title 5, Section 53024.1 (g), (k), (n), (o).

**METHOD 3**

Does the District meet Method 3 (Incentives for hard-to-hire areas/disciplines)?

☑ Yes

☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #3.

(1) Incentives for hard-to-hire areas/disciplines and (2) The District conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination and discipline. Section 53024.1(q)

(1) Incentives for hard-to-fill areas/disciplines

For full-time faculty, the disciplines identified as being particularly hard-to-hire are Respiratory Therapy, Nursing, Computer Networking and Emerging Technologies, Interpreter Preparation Program, and some Career Education (CE) disciplines. Finally, for classified positions, finding applicants for information technology, application analysts, and instructional accessibility is very difficult.

Ohlone’s pay and benefits remain competitive among the Bay 10 community colleges, but the cost for housing in the Bay Area can be a barrier for potential applicants. In addition, professionals in the RT, Nursing, Information Technology, etc., can make considerably more money working in industry or high-tech companies.

Even so, Ohlone has been able to attract and retain talented employees. Some methods Ohlone utilizes to incentivize candidates to come for interviews are: (1) Paying for travel and accommodations for candidates traveling from outside of the area for both the initial and final interviews; (2) reimbursing moving expenses up to a reasonable amount for candidates hired from out-of-state or out-of-area; (3) using video conferencing to conduct initial interviews; (4) offering flexibility with scheduling initial interviews; and (5) listing the position as “Open Until Filled” to encourage continuous applications, allowing for regular review of applications. As the college was forced to conduct all interviews via zoom, committees began to get used to the format.

Identifying positions that are hard-to-hire beforehand allows the District to proceed with candidate pools that may be smaller than normal. For example, a recruitment for a hard-to-fill position might yield less than 10 candidates. The interviews are allowed to proceed through the process even though the pool is relatively small. In addition, the recruitment guidelines allow hard-to-hire positions to proceed to the final interview process with less than three candidates, which is the minimum number normally required for final interviews.

(2) The District conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination and discipline.
As required by Title 5, Section 53024.1(q), the district tracks and retains longitudinal analysis of hiring, promotion, retention, resignations, terminations and discipline. Analysis of this data is included in the EEO Plan and reviewed by the ODIAC committee annually. The Board of Trustees also reviews this data at least once every 3 years when approving the EEO plan.

The District meets Method 3 and therefore the requirements of Title 5, Section 53024.1(q).

METHOD 4

Does the District meet the requirements of Method 4? (Focused outreach and publications)?

☑ Yes
☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #4.

(1) Focused outreach and publications; (2) conducts surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys; (3) provides cultural awareness training to members of the campus community; (4) audits and maintains updated job descriptions; (5) publications and website convey its diversity and commitment to EEO; (6) Mission statement conveys commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.) Section 53024.1 a-k

(1) Focused outreach and publications

The District advertises widely for all recruitments. Open positions are posted to the District’s website and diverse job search sites and publication; in addition to email is sent internally. Some examples are ccccregistry.org; CalJobs.ca.gov; DiverseEducation.com; ChronicleVitae.com; ACCCA.org; InsideHigherEd.com; sfbay.craigslist.org; Indeed.com; CASBO.org; NACUBO.org; OpportunityKnocks.org; Philanthropy.com; Idealist.org; bridgespan.org; edjoin.org; LatinosinHigherEd.com; AsiansinHigherEd.com; Blacksinhighered.com; HispanicsinHigherEd.com; WomenAndHigherEd; LGBTinHigherEd.com; and NativeAmericansinHigherEd.com. The district works with an advertising agency that provides guidance on places to advertise.

Ohlone participates in one of the two annual Community Colleges of California (CCC) Registry Diversity job fairs. Ohlone’s Division Deans, faculty and HR staff attend the fair. The job fair focuses on full-time faculty positions; however, other employment opportunities can be included.

In addition to this annual fair, Ohlone participates in local diversity job fairs including Ohlone’s Career Center Job Fairs. This fair has been well attended by community members and job seekers from the surrounding neighborhood.

In the past, Ohlone has conducted hiring-oriented “Open Houses” where candidates are able to meet with Division Deans and learn more about adjunct opportunities and full-time positions. This event casts a wide net and attracts a very diverse group of interested candidates. Due to the COVID-19 pandemic, this open house was not held in 2020 or 2021. On account of declining enrollment the need to hire adjuncts was significantly reduced.
HR continues to host the annual “Adjunct to Full-Time” workshop. The event is well attended with an average of 65 attendees at each session. The workshop covers each phase of the recruitment process and provides samples of resumes and writing examples so that candidates will know what to expect during the hiring process. Newly hired tenure-track faculty participate on a panel to answer questions about their experience with the recruitment and hiring process. Faculty leaders discuss their experiences at Ohlone and encourage candidates to reach out to them if they have questions. Historically, 72% of Ohlone’s full-time faculty hires come from its adjunct ranks. This workshop was conducted virtually for 2021.

(2) The District conducts surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys.

Ohlone conducts a campus climate survey every two years. The results of the current surveys can be found here:

- 2019 Student Survey
- 2019 Faculty Climate Survey
- 2019 Staff Climate Survey

The responses to the climate surveys are reviewed by the college’s executive committee and shared through the shared governance process. For example, the College Council, the district’s main governance body reviewed the most recent surveys and used the responses as one source of input into the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis that helped inform the new 2020-25 strategic plan.

This year a special climate survey specific to Diversity, Equity, Inclusion was conducted for staff and faculty. An in-depth analysis is in progress and will be included in the report on DEI-IP progress.

(3) The district provides cultural awareness training to members of the campus community.

In the 2021-21 academic year, Ohlone employees engaged in a wide variety of cultural awareness symposiums, workshops, events, seminars, and other engagement. One of the questions asked in the diversity survey referred to earlier in this document, was “During the past year, have you participated diversity training or workshop”? 86.82% of 157 respondents indicated that they have participated in diversity trainings and/or workshop. This high level of participation is encouraging; however, participation may have increased for other reasons that the college should analyze. For example, 100% of trainings and workshops offered this past year was done via zoom. In addition, the “Call to Action” and the Vision for Success DEI Task Force strategies discussions could be a major factor in getting employees engaged at a deeper level in examining implicit biases and systemic barriers to student and employee success.

(4) The district has audited and/or maintains updated job descriptions and/or job announcements.

The District maintains updated and accurate job descriptions. Each time a vacancy occurs, the District uses that opportunity to review the job description and make changes if necessary. The District works closely with the respective unions when making changes to job descriptions and regularly brings the new or revised job descriptions to the Board for approval.
Currently all job announcements for positions list the following as a minimum requirement: Commitment to community college goals/objectives of providing quality programs and services for culturally, socio-economically, ethnically, and academically diverse students and students with disabilities; personal qualities to work effectively and with sensitivity in a multicultural environment; awareness of and commitment to the needs of non-traditional and/or re-entry students with diverse abilities and interests.

The District has just completed a full and comprehensive compensation and classification study. The results of the study are currently being negotiated with the respective unions and will be brought before the Board of Trustees after the unions have ratified.

All new job descriptions now include the following diversity, equity and inclusion requirements under job duties:

1. Demonstrate sensitivity to and respect for the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the District’s students, faculty, staff, and community;

2. Effectively engage and support historically minoritized groups by addressing issues of equity and improving culturally responsive service-oriented practices.

Additionally, under the minimum qualifications for all job descriptions, the following is required:

Must have evidence of responsiveness to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college employees and students, as these factors relate to the need for equity-minded practices.

(5) The district’s mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.

Ohlone is overt in its promotion and belief in its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values. This belief emanates from Ohlone’s vision; mission and values as well as its strategic goals. https://www.ohlone.edu/planning/goalsobjectives

Last spring the District adopted a tag line that is posted around campus, “Unity in Diversity”. There are large banners hanging around campus that has attracted comments from the community. One community member took the time to write the Superintendent/President stating “The slogan “Unity in Diversity” on the marquee on Mission Blvd. at the entrance of the campus caught my attention as I was walking by. It resonated with me…. I absolutely believe in the oneness of mankind, and I am encouraged to see this displayed so boldly ... thank you... “

Ohlone’s Mission statement is as follow:

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.

Excerpt of one of Ohlone’s stated values: 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.

*The District complies with Method 4 and is therefore in full compliance with 53024.1 (d) (f) (i) (k).*

**METHOD 5**

(Methods 5 and 6 focus on the hiring process)

**Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?**

☑ Yes
☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #5.

- (1) The district conducts exit interviews;
- (2) Timely and thoroughly investigates complaints;
- (3) Applicants are required to demonstrate sensitivity and understanding of the diverse community we serve;
- (4) The district gathers information from applicants who decline job offers.

**(I) Exit Interviews**

Human Resources conducts exit interviews with all employees who resign or retire from the district, maintains a database of exit interviews and analyzes the data to determine if certain patterns exist. That information is reviewed with the respective Vice President of the division.

**Integration with DEI-IP: Strategy D: Tier 1 Activity:** Districts and colleges to collect data from “those” exit interviews to inform strategies for improving retention, AND **Tier 1 Activity:** Chancellor’s Office and ACHRO to develop model language for exit interviews to assess perspectives on how the prevailing culture impacts diversity, attitudes towards diverse student and employee groups, awareness and success of diversity programs, likelihood of recommending districts to diverse job applicants, impact of current level of diversity on decision to leave.

The Integration plan asks that the Chancellor’s Office and ACHRO to develop model language for exit interviews etc., but this has not been done as yet. Therefore, Ohlone is developing its own language for exit interviews to assess perspectives on how the prevailing culture impacts diversity, attitudes towards diverse student and employee groups, awareness and success of diversity programs, likelihood of recommending districts to diverse job applicants, impact of current level of diversity on decision to leave. To that end, the District has revised its exit interview form and has begun to collect data. *(Attachment B – Draft of Exit Interview form)*.

As in past analysis, a review of exit interviews over 2020-21 indicates that managers continue to need more training on assisting new employees to integrate within their departments as well as within the organization. The duty to orient a new employee to the district rests mostly on the part of the supervisor. The HR department is able to provide a general overview of the college, but the real connection has to happen with the employee and his/her supervisor. Additionally, supervisors need assistance with setting job expectations and evaluating their employees. Finally, it should be noted that Ohlone’s attrition rate on average is approximately 3 – 7% with the higher number correlating with retirements.
In order to assist managers, the HR department facilitates a monthly “nuts and bolts” training/luncheon to assist managers with strengthening their management skills. The training began in summer 2019. Attendance decreased significantly when the district went to shelter-in-place in March 2020. The hope is that once the district returns on campus, attendance will increase.

**Integration with DEI-IP: Strategy B: Tier 1 Activity:** HR and respective committees to establish first-year experience support structures for employees.

To be more proactive, the district hired Sandy Bennett, in a newly created position as Manager, Professional Development, Onboarding and Employee Engagement. Among other duties, Ms. Bennett will be creating programs to assist all new employees to assimilate in the new environment. She has already begun plans to create a mentoring program for all managers and a buddy program for classified employees.

Every year, the district celebrates employees service milestones. It should be noted that employees of the district stay 10 years or more making Ohlone a place for their career.

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(2). The district timely and thoroughly investigates all complaints filed under this chapter, and all harassment and discrimination complaints under subchapter 5 (commencing with section 59300)

The Vice President of HR (VPHR) is the District-designated Complaint Officer and Title IX Coordinator. All complaints involving discrimination, harassment or other related concerns are processed through HR in accordance with Administrative Procedure 3435: Procedures for Handling Complaints of Unlawful Discrimination. If the complaint is of a nature that requires more resources, the VPHR engages independent investigators or the District’s lawyer to assist with the investigation. If a violation is found, appropriate corrective action is taken as appropriate. HR works closely with Division Deans, the Vice President of Academic Affairs, Vice President of Student Services and, if necessary, the Police Chief to gather information and makes recommendations for remedies while considering all aspects of the situation/complaint.

On an average, the HR office receives approximately 5-8 complaints per semester from students and staff combined for a variety of reasons ranging from unprofessional conduct to sexual harassment and discrimination. Approximately 98% of those complaints are remedied through the District’s internal processes, such as mediation. Less than 2% go beyond the internal informal or formal internal processes and filed or proceed to external agencies.

Another question from the DEI survey asked about the district’s timeliness in administrative responses to reports of discrimination or bias. 40% of the respondents indicated that they did not know, 8% indicated very dissatisfied, and 44.27% are satisfied, very satisfied or neutral.
This section in the survey revealed many comments that the district should explore with urgency. There are concerns that some constituent groups are held to a higher standard and are terminated for unprofessional conduct, while others are not. In addition, a few comments include statements about women feeling silenced.

Even so, work in this area is continual. It is not enough to conduct training and check the box that the district complies. All employee groups should engage in discussions and learn ways to resolve conflict at the lowest level. The employee groups need to partner with the district to create opportunities for employees to resolve conflicts and get resources to assist them to develop ways of improving the working environment.

This semester (Spring 2021), the Certificated Employer-Employee Relations Committee pulled together a group of employees including classified to engage in initial dialog about this concept. Ohlone can lead the way in creating a safe and respectful organization, recognizing that conflicts and other discourse will surface; but creating a space for open and honest conversation without repercussion may be a way to medicate these issues before they become more serious and complaints of discrimination or bias are made. At the College Council’s meeting on April 26th, 2021, the group presented a draft document describing the concept, referred to as Counsel for Peaceful Resolution. The group will be working on a draft administrative procedure that will go through the shared governance process. 
https://www.ohlone.edu/sites/default/files/groups/College_Council/cpr_draft.pdf. This process, if implemented, may very well be unique to Ohlone can could lead the way for other community colleges to find ways to resolve issues before they become complaints.

(3) The district's hiring procedures require applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.

Procedures for addressing diversity are woven throughout the various stages of the hiring process. Recruitment and Hiring Guidelines

Job announcements are reviewed to ensure that minimum requirements and desired requirements are broad, inclusive, and not restrictive. Applicants for all positions must demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position. The interview process includes a question or writing sample that seeks to assess applicants’ understanding of diversity and/or their ability to interact and work with people from varying backgrounds and abilities.

(4) The district attempts to gather information from applicants who decline job offers to find out why, records this information and utilizes it.

Candidates rarely decline job offers once extended by the district. Over the past 3 academic years, only 2 potential employees declined job offers. When this happens, the HR staff contacts the person and to determine if he/she is turning down the job for reasons that the district is able to accommodate. In at least one instance, after pursuing a candidate, HR learned that the person wanted to work at Ohlone but had family obligations that would cause a delay in start date. The person assumed that Ohlone would not be willing to wait. As it turned out, the department was able to adjust the person’s start date.

*The District meets the requirements of Method 5 and is therefore in full compliance with 53024.1 (b) (h) (f) (p)*

**METHOD 6**

Page 17
Does the District meet the requirements of Method 6? (Consistent and ongoing training for hiring committees.)

☑️ Yes
☒ No

Please provide an explanation and evidence of meeting this Multiple Method, #6. (1) Consistent and ongoing training for hiring committees; (2) The District provides training for the elimination of bias in hiring and employment; complies with AB 1825.) and includes all forms of harassment and discrimination in the training.

1. Consistent and ongoing training for hiring committees;

The District has adopted and follows Recruitment and Hiring Guidelines that requires on-going training for screening committees. The guidelines are comprehensive and provide details and guidance for each step in the recruitment process, including planning and approval process for positions, roles and responsibilities for screening committees, timelines, committee make-up, advertising, and training.

The Recruitment and Hiring Guidelines note the requirement that all members of the screening committees be formally trained at least every three years. The training is mandatory. Individuals who have not participated in the formal training are not permitted to serve on hiring committees.

The District hires Laura Schulkind of the law firm Liebert Cassidy Whitmore to conduct formal training in the elimination of bias in hiring practices once per year. Ms. Schulkind has been involved at the state level for many years and was instrumental in the changes to Title 5 in regards to Equal Employment Opportunity. She serves on the Chancellor’s Office EEO Advisory Committee. The training is comprehensive and is 3 hours in duration. Although faculty, staff and administrators are only required to attend the training every three years, many participate annually.

In order to be able to accommodate faculty members, the training is offered the week prior to the start of each spring term, during Learning College Week. The workshop is entitled “Hiring the Best while Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees.”

In addition to formal training, once a screening committee is convened, they must complete an on-line training prior to attending a mandatory orientation. See: Screening Committee Training. At their orientation meeting, members discuss elements of the training focused on diversity and inclusion and the application of what they learned to each phase of the hiring process.

The hiring process includes several methods for the screening committee to evaluate applicants’ cultural competence and this is continually evaluated for effectiveness. Currently, screening committees design questions that are actual scenarios where applicants have to demonstrate how they would handle themselves in various cross-cultural situations. All final interviews include a discussion about the final candidates’ views on serving the diverse population of community college students.

The Recruitment and Hiring guidelines are currently being reviewed to ensure alignment with the District’s DEI goals and strategies.

(2) The District provides training for the elimination of bias in hiring and employment; complies with AB 1825.) and includes all forms of harassment and discrimination in the training.
Finally, as mentioned in Method 7 below, Ohlone fully complies with the requirements of AB 1825 by providing training on the prevention of sexual harassment every two years for the entire management team. The training includes instruction on the prevention of all types of discrimination and harassment in the workplace. In addition, the district has expanded sexual harassment training to all employees in order to comply with Senate Bill (SB) 1343 that requires all employers to provide 2 hours of interactive sexual harassment prevention training to supervisory employees, and at least one hour of interactive sexual harassment training to nonsupervisory employees by January 1, 2020. The district is up-to-date with this requirement and continues to provide this training to all new employees during their on-boarding process.

_The District meets the requirements of Method 6 therefore complies with Title 5, Section 53024.1(c) and Section 53024.1(i) as well as AB 1825 and SB 1343._

**METHOD 7**

(Methods 7 and 8 focus on Post-Hiring)

Does the District meet the requirements of Method 7?  (Professional Development focused on diversity).

☑ Yes

☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #7? (1). Professional development focused on diversity; (2). The District maintains a variety of programs to support newly-hired employees such as mentoring, professional development and leadership opportunities; (3). The District timely complies with the requirements of Government Code Section 12950.1 (AB 1825) and includes all forms of harassment and discrimination in the training; (4) District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.

(1). Professional development focused on diversity

The District has several committees with components focused on professional development for all employee groups: **Classified Professional Development Committee** (CPDC) **Faculty Professional Development Committee** (FPDC), and **Managers and Confidential Professional Development Committee**.

Employee participation/attendance in events, trainings or workshops are recorded and logged in a database. Examples of some of the workshops, seminars and conferences employees participated in during 2020–21 that are specifically focused on diversity are listed below:

**August**

Making Equity the Ohlone Way

Black Minds Matter by Dr Luke Wood

**September**

Chats en Espanol…Nabeel Atique

Peaceful Protest Discussion
October:
Colegas: Latinx Webinar Series
Latinx in STEM
Chats en Español…Nabeel Atique
Peaceful Protest Discussion
People, Place and Power…Urban/Modern: Imitation and Rivalry at the Russia-China Border
Undocumented Student Support Week events: Oct 19-23
Sexual Harassment Training for ASOC and Student Services
52 Letters by Regina Evans

November:
Beloved-An Insistence, a community service project
Abolitionist Panel Discussion
Lead to Life Project by Bronte Velez
They Call Me Q by Qurrat Kadwani
For the Deaf Community, Ohlone is Not Just Another Community College by Thomas Holcomb
Crooked Arrows Presentation by Neal Powless
STEM Diversity Speaker Panel
Chats en Español…Nabeel Atique
EEO Hiring the Best Training for DDAS
Title IX Training for DDAS
ADA Requirements for DDAS
People, Place and Power: Apartheid Remains-Race, Space, Life and Struggle

December
People, Place, and Power: Revolution of the Soundwaves in Afghanistan
Too Much Woman For This World…Kyrishi Wigginton and Dr. Ayodele Nzinga
Franklin Covey: Unconscious Bias

January
Dr. Bertice Berry Presentation
Dr. Joy DeGruy Presentation

Safe Zone Training

Master Teacher Panel: Authentic Assessment. This workshop provided faculty with training and examples on using alternative assessment tools that enable students to highlight their knowledge and understanding through a growth mindset and emphasizes project-based work to demonstrate learning.

**February**

People, Place and Power

Movement for Liberation

HERStory: Black Women in US American History by Janice Jones

STEM: The African-American Journey

**March**

Forum on Race and the Law by Liebert Cassidy

EEO Hiring the Best

Women in STEM Mentoring Summit

Allyson Tintiangco Cubales presentation: Ethnic Studies Pedagogies

Choose to Challenge, Panel on Women in STEAM (Science, Technology, Engineering, Arts & Mathematics). AAPI Solidarity Healing Circle

People, Place and Power speaker-Taylor Levy, JD. Working on the border with refugees and asylum seekers and immigration law.

**April**

Multicultural Women’s Leadership Training

Intrusion by Qurrat Kadwani

Embrace: AAPI Solidarity

Cesar Chavez Celebration

CCC LGBTQ+ Summit

Women in Law Enforcement Symposium

Gender Sex Fair

Black Deaf and Proud – April 6th

Faculty Cohorts in Equity Series:

- Developing an Equity Minded Syllabus
The EEO funds received from the State Chancellor’s office greatly supports Ohlone’s ability to organize these workshops/events.

Several faculty lead a number of impactful projects, workshops, speaker series, symposiums, fairs and expositions. A few are listed below:

People, Place, and Power Speaker Series has brought a number of thought-provoking speakers and topics to Ohlone. A description of the program and its founders is found on their website

The speaker series called, People, Place, and Power brings together the diverse perspectives of Bay Area academics, practitioners, activists, and community stakeholders—exploring emerging issues across the social sciences. The co-collaborators of the project are Assistant Professor of political science, Katherine E. Michel, Ph.D. and Associate Professor of geography, Adam Levy Ph.D.  

“Our aim is to bring together diverse perspectives that consider a breadth of contemporary topics. As two academics with many years of colloquia experience in our respective fields, we hope to introduce Ohlone stakeholders to excellent, groundbreaking, motivating speakers. Bringing such scholars to our community college will challenge and expand students’ analytical perspectives about people and their powers to make and manage places like the Tri-Cities today.

The Lytton Center for Public Good: https://www.ohlone.edu/lyttoncenter is a platform directed by three faculty members: Dr. Kyle Livie, Professor of History at Ohlone College; Dr. Heather Jane McCarty Professor of History and Gender and Women’s Studies at Ohlone College and Dr. Katherine Michel an Assistant Professor of Political Science The Center’s mission is:

The Lytton Center considers ways that the study of the past can help shape the present and future; our mission is to inspire the Ohlone community to work for the public good through programming focused on access, equity, inclusion, justice, and service. The Lytton Center explores challenges facing our community and the world—past, present, and future—and fosters big ideas that will inspire and transform Ohlone and the larger community for the better. Through training, programming, and capacity building, the Lytton Center empowers students to advocate for a just and equitable world.

The Lytton Center continues to lead the way in bringing many incredible presenters, programming that are inspiring, thought-provoking to the college community.

The annual Gender Sex Fair made possible by the Communication Studies, History, and Gender and Women’s Studies students of COMM 118, HIST 116, and WS 108, in partnership with STEP Up Ohlone, ODIAC, and the Lytton Center for Public Good

The Gender Sex Fair is yet another example of the innovation and commitment from our faculty. The Gender Sex Fair an empowering, interactive, and transformative campus event that is a culmination of a semester long student project. This event is inspired by Communication Activism pedagogy, and seeks to equip and inspire students to be community advocates and invest in social justice activism. The event showcases student research, knowledge, and application of course concepts and theories while exploring, examining, and interrogating social, cultural, and political elements related to gender and sex. The event takes place in the month of April since April is Sexual Assault Awareness Month.
The College has brought together a variety of workshops, symposiums, seminars, and other interactive opportunities to build cultural capacity and awareness. It is impossible to list and describe all that the college has engaged in this year. The attached, PowerPoint captures just a few of the images or flyers advertising this years’ events. *(Attachment C – Events in Pictures).*

(2) *The District maintains a variety of programs to support newly-hired employees such as mentoring, professional development and leadership opportunities;*

The District has formal mentoring programs for faculty and administrators. New faculty and administrators are assigned a mentor for the first year of their employment. Both faculty and administrators have reported that the programs help to integrate them and speed up the socialization process. This mentorship program needs to be reviewed to ensure its effectiveness.

New classified employees participate in a daylong orientation process called “Orientation: The Sequel.” Members from key departments take turns in presenting information about their particular departments. The day is spent meeting with District employees and getting information on payroll, benefits, the employee health and wellness, professional development, the library, etc. In addition, the VPHR, discusses customer service expectation, employee evaluation process, leaves and other pertinent information.

New adjunct faculty participate in an “Informational Fair” specially designed to provide them with information about the District and services offered by various departments. Adjuncts receive professional development credit for attending.

(3) *The District timely complies with the requirements of Government Code Section 12950.1 (AB 1825) and includes all forms of harassment and discrimination in the training;*

Finally, Ohlone fully complies with the requirements of AB 1825 by providing training on the prevention of sexual harassment, every two years for the entire management team. The training includes instruction on the prevention of all types of discrimination and harassment in the workplace.

(4) *District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.*

Some employees are members of statewide organizations with a strong focus on diversity such as Asian Pacific Americans in Higher Education (APAHE) and the Association for Chief Human Resources Officers. Involvement in these associations allow for networking, supporting, and collaborating with other community college districts. Administrators who attend workshops off-site are required to provide a presentation of their learning to the management group upon their return.

*The District meets the requirements of Method 7 and is therefore in full compliance with Title 5, Section 53024.1 (e), (i) and (m).*

**METHOD 8**

Does the District meet the requirements of Method 8? Diversity included in criteria for employee evaluation and tenure review.

☑ Yes
☐ No
Please provide an explanation and evidence of meeting this Multiple Method, #8? (1). Diversity included in criteria for employee evaluation and tenure review; (2) Conduct exit interviews with employees who voluntarily leave the district, maintains a data base of exit interviews, analyzes for patterns, implements measures to utilize the information and (3) the district conducts longitudinal analysis of various employment events by monitored group status such as hiring, promotion, retention, voluntary resignations, terminations and discipline.) Section 53024.1 b and q.

(1) Diversity included in criteria for employee evaluation and tenure review

Before being hired all employees, have to demonstrate their understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

The United Faculty of Ohlone (UFO) have in their bargaining agreement the following examples of their expected professional duties that incorporate diversity:

18.7.2.1. Working with Students: (a) Challenging students and setting high expectations, while addressing the diversity of human qualities and learning styles … (c) Demonstrating sensitivity in working with students, across all aspects of diversity.

Since these are included in the duties for faculty, their supervisors include a review of this important competency during the evaluation process.

The District has updated the evaluation forms for unrepresented employees to include a section where each employee has to reflect on their goals for embracing diversity and how they have used and a description of at least two trainings they attended during the evaluation period.

The District has a Code of Ethics Institutional Code of Ethics for all employees and all employees are expected to abide by the standards. Some notable ones are:

- Embracing and supporting the District’s mission, vision, and values.
- Following all applicable laws, regulations, Board Policies, and Administrative Procedures.
- Cultivating and sustaining high academic and professional standards.
- Maintaining a working and learning environment free from harassment, discrimination, and retaliatory conduct.
- Demonstrating commitment to equal opportunity in employment and in educational programs and services. Maintaining the confidentiality of information about students, staff, and candidates for employment obtained in the course of District employment.

Notably, the District’s value statement highlights inclusiveness as a value, noting: “We actively reach out to and support students and employees from various backgrounds, socio-economic groups, ages, and abilities to explore their interests in order to define and fulfill their goals. We strive for a diverse workforce that honors and upholds the contributions of all.”
(2) Conduct exit interviews with employees who voluntarily leave the district, maintains a data base of exit interviews, analyzes for patterns, impacting particular monitored groups and implements concrete measures that utilize this information.

This is covered in Method 5

(3) The district conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.

As stated in Method 3, the HR department conducts annual analysis of various employment events by monitored group status such as hiring, promotion, retention, voluntary resignation, termination, and discipline. The data is reviewed annually by the ODIAC committee and included in the EEO Plan. The Plan specifies particular remedies should particular patterns exist or a particular group is adversely impacted.

The District meets Method 8 and therefore the requirements of Title 5, Section 53024 (b) and (q).

METHOD 9
(Focus on growing your own programs)

Does the District meet the requirements of Method 9? Grow Your Own Programs

☑ Yes
☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #9 (Grow your own; The district maintains a variety of programs to support newly-hired and current employees such as mentoring, professional development and leadership opportunities.) Section 53024.1e

1). Grow your own; the district maintains a variety of programs to support newly-hired and current employees such as mentoring, professional development and leadership opportunities.

The District has a very robust professional development program for its new and current employees to assist them in achieving their professional goals. Funding for professional development come from a variety of difference sources beyond general fund. Examples of other sources: Ohlone College Foundation, Student Equity and Achievement, EEO funds, and other similar grants.

The District recently hired a full-time management employee, Sandy Bennett, to focus on professional development, onboarding and employee engagement. This is a critical position as the role is specifically in place to focus on the district’s culture and feel, getting employees properly onboarded and socialized in the organization. Ms. Bennett is in the process of establishing a plan to build this new department and has already begun working with the Human Resources Director to create formal mentoring programs for managers. The work is being done with a focus on diversity, equity and inclusion at every step.

Sandy has been a champion for professional development for many years. She is the founder of the Classified Leadership Academy, now named after former President Browning. Sandy brought the Franklin Covey – Speed of Trust to the college and has led bi-weekly trust huddles. A group of employees meet every other Friday for 15 minutes
to review one of 13 foundation behaviors that contributes to developing trust. The group is made up of faculty, administrators and classified staff.

Here is a sample practice sent out to the group to prepare for a session:

- In the context of your daily work, where might you be using counterfeit behavior as it relates to DEMONSTRATE RESPECT?
- In the context of your daily work, what is your commitment for DEMONSTRATING RESPECT in the coming week?

The District encourages employees to continue their education and professional development by offering a variety of programs. Some are listed below:

**Enrollment Fee Waiver:**
Ohlone has an enrollment fee waiver for all employees and their families. Participation in this program has steadily increased since its adoption. Employees and their dependents can enroll and take Ohlone courses and have their enrollment fees waived.

**Tuition Reimbursement:**
Classified employees and managers are eligible for tuition reimbursement for cost of courses taken at an accredited institution. The employee is reimbursed for up to five (5) units at the maximum rate of the current California Community College resident rate per unit, per semester.

**Conferences and workshops:**
Full-time employees are eligible for $450.00 per year to attend conferences or workshops of their choice. Part-time employees are eligible for $250.00.

**Leave of Absence for retraining and/or furthering education:**
Classified employees and managers are eligible to take a leave of absence and receive 50% of their pay for the pursuit of general study, furthering their education, upgrading of their job skills, or retraining to keep up with technological or other changes applicable to their positions. The leave is for a total of one year and could be taken in 6-month increments.

**Professional Development Program:**
Classified employees have the opportunity to apply for certain temporary assignments such as filling in for vacancies, serving as a short-term or as a substitute for employees on leave and other special projects as part of a professional development program. The district determines which positions or projects are eligible for the program and advertises internally to all employees. Participation in the PDP are for employees seeking an opportunity to learn new skills and gain experience in another job classification. The assignments could last six or more months. Since this program started in 2015, 52 classified employees have participated and more than half successfully participated in open recruitments for the positions and were promoted. The program is a key contributor to the high rate of promotions at the college.

**Sabbatical Leave:**
Full-time faculty are eligible for sabbatical leave after six (6) consecutive years of full-time professional service. The objective of the sabbatical leave is professional improvement of the employee, which will benefit the College, the instructional program and specifically, the students of the College. A minimum funding for at
least two sabbatical leaves is included in the District’s budget each year. Pay for full-time faculty on sabbatical leave is 70 percent for a school year or 100 percent for one semester.

**Academic Leave:**
Full-time faculty are eligible for academic leave for the purpose of academic study or work experience related to their area of instruction for a period of one or two semesters. Faculty can bank instructional units to remain in paid status for a portion of this leave.

**Classified employees fill-in for vacation management positions:**
Classified employees have filled in as interim managers when a vacancy occurs or a manager is on leave. Over the years, classified employees have served in the following management roles: Director of Information Technology, Supervisor of Admissions and Records, Director of Facilities, Director of International Programs, as examples. In January 2021, four classified employees were promoted to interim management positions.

**Presidential Leadership opportunities:**
The Superintendent/President has kept up with the previous President’s commitment to continuous professional development. He continues to encourage employees to enroll in certificate programs and other leadership development opportunities. A couple of notable ones are listed below:

- **E-Cornell Diversity and Inclusion Leadership Certificate.** Three administrators are participating in this program currently. Relevant courses are: Improving Engagement, Counteracting Unconscious Bias; Diversity and Inclusion at Work and Fostering an Inclusive Climate.
- **Women’s Negotiations and Leadership Program.** 16 female employees applied for and were accepted into a prestigious program facilitated by Dr. Yasim Davidds [https://dryasmininstitute.com/](https://dryasmininstitute.com/). Courses taught: (1) Negotiating with Power and Grace; (2) Negotiating with Difficult People; and (3) Negotiating for Leadership Success.

Employees are encouraged to apply for and participate in statewide leadership and mentoring programs to further their career goals, such as: Chief Information Systems Officers Association (CISOA), Great Deans program by ACCCA, Asilomar Women’s Leadership conference, and ACCCA’s Admin 101 are some of the programs offered to employees annually.

**Promotions:**
Since July 1, 2017, fifty-six (56) employees have been promoted to higher-level positions within the district. Employees who have been promoted have to undergo and complete in an open recruitment processes alongside external employee.

**Faculty in leadership roles:**
Full-time faculty take on leadership roles as part of their responsibilities. In these assignments, such as co-chairing the College Council, Budget Committee, Professional Development, Technology, Facilities and Sustainability, Distance Education, Student Equity Workgroup, Curriculum, Guided Pathways, Faculty Prioritization, Academic Appeals, Sabbaticals and ODIAC, provide opportunities for faculty and administrators to work together and learn from each other as well as expand their skillsets. In addition, faculty serve as directors of certain allied health programs such as nursing, respiratory therapy, physical therapy.

**Career Counseling:**
The District’s Tri-City Career Center [https://www.ohlone.edu/careercenter](https://www.ohlone.edu/careercenter) provides career counseling to the community and students and they avail their services to all Ohlone’s employees.

**Learning Management Systems:**
Vision Resource Center: The California Community College Chancellor’s office launched a learning management system that is available to all California Community Colleges’ employees that can be accessed through the Vision Resource Center. The portal is dedicated to providing support needed to meet the goals and commitments of the Vision for Success through the Guided Pathways framework by offering unlimited access to *Linkedin Learning* (with Lynda.com) and *Skillsoft* at no cost.

**Keenan Safe Colleges**
Employees have unlimited access to courses offered through Keenan Safe Colleges LMS. The majority of the courses are compliance related.

**Franklin Covey portal**
The district has collaborated with Franklin Covey to give access to 50 employees to the Franklin Covey suite of course. Courses such *Leading with the Speed of Trust, 7 Habits of Highly Effective Leaders* are examples of the courses offered.

**Dr. Gari Browning Classified Leadership Academy:**
Classified employees leadership academy [https://www.ohlone.edu/professional-development/professional-development-events-and-workshops](https://www.ohlone.edu/professional-development/professional-development-events-and-workshops) was started by a classified employee, Sandy Bennett in fall 2017. Since its inception, 35 classified employees participated and graduated from the program. The program is 15 weeks long with employees attending during their lunch period. Learning outcomes for this annual academy include creating a program or a service that can benefit Ohlone College and the Fremont and Newark communities.

**Mentorship:**
Full-time faculty have an established mentorship program. As mentioned above, the newly hired Professional Development, Employee Onboarding and Engagement and the Human Resources Director will be launching a formal mentorship program of managers. Plans are underway for a “buddy” program for classified employees.

*The District meets the requirements of Method 9, therefore complies with Title 5, Section 53024.1(e)*

**Attachment A:** Names of committee members and list of EEO Trainings for 2020-21.
**Attachment B:** Draft of Exit Interview form
**Attachment C:** Events in Pictures
The District decided to set goals for improvement prior to the Chancellor’s office publishing the DEI Implementation Plan. This was a way to make incremental changes and progress towards improvement. Last year the district set the following goals:

1. **Review the membership of the ODIAC committee to ensure a broad representation of the college’s constituent groups.** *(Method #1)*
2. **Schedule and conduct training for the Board of Trustees by June 2020. The workshop will focus on the elimination of bias in hiring and employment as is required.** *(Method #2)*
3. **Develop a mentorship program for classified employees.** *(Method #9)*

### REPORT ON GOALS SET FOR 2020-21

1. **Review the membership of the ODIAC committee to ensure a broad representation of the college’s constituent groups.** *(Method #1)*

   When the founding faculty of ODIAC stepped down, a new faculty member became the co-chair of ODIAC. Since the majority of ODIAC members had served for 5 years, several decided to step down and seek other opportunities therefore a general call for membership was made. *(Attachment A)*. As a result, a new committee was formed. Membership is made up of 7 faculty; 5 administrators; 5 classified and 0 students. The committee focused on training for the fall 2020 and Spring 2021 year. The training will continue and the committee will focus on ensuring DEI goals are embedded in all EEO work. This includes clarifying the committee’s objectives and goals, rebranding the committee on campus to create an inclusive, equitable and embracing institution.

2. **Schedule and conduct training for the Board of Trustees by June 2020. The workshop will focus on the elimination of bias in hiring and employment as is required.** *(Method #2)*

   The Board of Trustees participated in a workshop in May 2020 entitled “Board Training – Elimination of Bias in Hiring and Employment. [https://www.ohlone.edu/sites/default/files/groups/Board_of_Trustees/00a-052720workshopagenda.pdf](https://www.ohlone.edu/sites/default/files/groups/Board_of_Trustees/00a-052720workshopagenda.pdf)

3. **Develop a mentorship program for classified employees – by Fall 2020** *(Method #9)*

   The hiring of a new Manager of Professional Development, Onboarding and Employee Engagement is in the process of developing a mentorship program for employees. This goal should be included in new goals for 2021-22.
• Discuss and present the sections of 9-Multiple Methods to EEO committee on March 19 - *Completed*
• Send initial draft to TM/GM by April 2 and second draft by April 11 - *Completed*
• Send draft to EEO committee and ask for comments by April 16 – *Completed*
• College Council first reading – April 26 - *Completed*
• EEO review at meeting at April 27 -EEO Committee meeting - *Completed*
• Faculty Senate for information on May 5 - *Completed*
• SEA Committee on May 7 - *Completed*
• College Council on May 10th for endorsement - *Completed*
• Board of Trustees – May 12 (SZ) - *Completed*
• Board for final reading on June 9 (SZ) - *Completed*
ACTIVE EEO Fall 2020- Spring 2021 Committee List

**Classified Members**
Jackie Dumont
Leticia Perez
Shawn Domingo
Alexandria Eoff
Delphyne Rollins

**Management**
Shairon Zingsheim (co-chair)
Sandy Bennett
Dr. Ghada Al-Masri
Dr. Andree Thomas

**Faculty**
Dr. Teresa Massimo (Co-Chair)
Dr. Janice Jones
Jassi Kaur
Dr. Maha Jacobs
Sima Sarvari
Carmen Madden
Katherine Velasco

**Fall 2020-Spring 2021 Committee Meeting Dates**
9/25  Agenda- General Information Meeting
10/30  First EEO training workshop with Dr. Lisa Norman
11/20  Second EEO training workshop with Dr. Lisa Norman
12/6   Cancelled to attend the Unconscious Bias Workshop by many committees.
1/29   Third EEO Training workshop with Dr. Lisa Norman
2/26   Agenda- Discussion of EEO goals/Check-in
3/19   Agenda- Multiple Methods Report Form Discussion
4/27   Agenda- Review and discussion of Multiple Methods Report Draft
5/17   Agenda- Final Approval of Multiple Methods Reports and discussion of 21/22 EEO objectives
Thank you for taking the time to complete the Ohlone College Exit Interview form. This information will assist us in collecting data to inform strategies for improving retention; assess perspectives on how Ohlone’s prevailing culture impacts diversity; attitudes towards diverse student and employee groups; awareness and success of diversity programs; likelihood of recommending districts to diverse job applicants; impact of current level of diversity on your decision to leave.

**NAME:**

**JOB TITLE:**

**DEPARTMENT:**

1. WHAT ARE YOUR REASONS FOR LEAVING?

2. WHAT HAS BEEN GOOD/ENJOYABLE/SATISFYING FOR YOU DURING YOUR TIME WITH US?

3. WHAT HAS BEEN FRUSTRATING/DIFFICULT/UPSETTING TO YOU DURING YOUR TIME WITH US?

4. WERE YOU GIVEN ADEQUATE TRAINING TO PERFORM YOUR JOB? HOW WOULD YOU ASSESS THE QUALITY OF THAT TRAINING? WHAT ARE SOME OF THE AREAS FOR IMPROVEMENT?

5. DID YOUR JOB RESPONSIBILITIES AND DEMANDS MATCH YOUR EXPECTATIONS FOR YOUR JOB?

6. HOW HAS OHLONE COLLEGE HELPED ADVANCE YOU AS A PROFESSIONAL AND/OR HELPED YOU SECURE YOUR NEW EMPLOYMENT (IF APPLICABLE)?

7. WHAT CAN YOU SAY ABOUT COMMUNICATIONS WITHIN OHLONE/YOUR DEPARTMENT?

8. WAS THE MANAGEMENT/SUPERVISION A FACTOR IN YOUR LEAVING? IF SO, PLEASE EXPLAIN.

9. DID YOU RECEIVE FEEDBACK FROM YOUR SUPERVISOR?

10. IF YOU COULD TELL YOUR SUPERVISOR ONE THING, WHAT WOULD IT BE?

11. WHAT IMPROVEMENT DO YOU THINK CAN BE MADE TO CUSTOMER SERVICE, INTERACTIONS, AND RELATIONS AT THE DISTRICT?

12. HOW WOULD YOU DESCRIBE THE CULTURE OR “FEEL” OF THE DISTRICT?
13. DO YOU BELIEVE THAT OHLONE EMBRACES DIVERSITY AND INCLUSION? ANY IDEAS FOR IMPROVEMENT?

14. WHILE AT OHLONE, DO YOU BELIEVE YOU EXPERIENCED DISCRIMINATION BASED ON A PROTECTED CLASS OR RETALIATION? IF YES, DID YOU SHARE YOUR CONCERN WITH HR? HOW CAN OHLONE IMPROVE?

15. WAS YOUR DECISION TO LEAVE IMPACTED BY THE COLLEGE’S CURRENT LEVEL OF DIVERSITY?

16. DID YOU HAVE SUFFICIENT FEEDBACK ABOUT YOUR PERFORMANCE BETWEEN PERFORMANCE REVIEW PERIODS?

17. WOULD YOU RECOMMEND OHLONE COLLEGE TO YOUR FAMILY AND FRIENDS?

18. WHAT SUGGESTIONS DO YOU HAVE FOR US TO ATTRACT DIVERSE JOB APPLICANTS?

19. HOW COULD THE HUMAN RESOURCES DEPARTMENT IMPROVE SERVICES FOR EMPLOYEES?

20. WHAT PROMPTED YOU TO SEEK OTHER EMPLOYMENT?

21. WOULD YOU CONSIDER RETURNING TO OHLONE IF A POSITION WERE AVAILABLE IN THE FUTURE?

22. WOULD YOU LIKE TO ADD ANY OTHER INFORMATION THAT YOU THINK WILL ASSIST OHLONE IN RETAINING DIVERSE EMPLOYEES?

23. ON A SCALE OF 1 – 10, with 1 = strongly disagree; 10 = strongly agree, how would you rate your overall experience working at Ohlone:

   1  2  3  4  5  6  7  8  9  10

   Explain (optional): __________________________________________________________

24. MAY WE CONTACT YOU IN THE FUTURE TO SEE HOW YOU ARE DOING IN YOUR NEW JOB, RETIREMENT ETC.? IF YES, PLEASE PROVIDE YOUR CONTACT INFORMATION.

25. WE WOULD LIKE TO SHARE YOUR RESPONSES WITH THE FOLLOWING PERSONS, PLEASE CHECK THE BOX OR BOXES BELOW INDICATING WHO WE CAN SHARE YOUR RESPONSES WITH:

   ☐ Direct Supervisor
Attachment B

DRAFT EXIT INTERVIEW FORM – CONFIDENTIAL
– April 2021
Ohlone Community College District – Human Resources Office

☐ Division Vice President
☐ Superintendent/President
☐ Please keep this information confidential

OPTIONAL

WHAT IS YOUR GENDER IDENTITY?

☐ GENDER QUEER/GENDER NON-CONFORMING
☐ MAN
☐ NON-BINARY/GENDER FLUID
☐ TRANSGENDER
☐ WOMAN

WHAT IS YOUR SEXUAL ORIENTATION?

☐ ASEXUAL
☐ BISEXUAL
☐ GAY
☐ LESBIAN
☐ PANSEXUAL
☐ QUEER
☐ STRAIGHT/HETEROSEXUAL

WHAT IS YOUR ETHNICITY? SELECT ALL THAT APPLY

☐ BLACK/AFRICAN AMERICAN
☐ EAST ASIAN
   ○ Chinese
   ○ Japanese
   ○ Korean
   ○ Taiwanese
☐ FILIPINO
☐ LATINX
☐ MIDDLE EASTERN
☐ NATIVE AMERICAN
☐ PACIFIC ISLANDER, NATIVE HAWAIIAN
☐ SOUTH ASIAN
   ○ Indian
   ○ Pakistani
   ○ Nepalese
   ○ Sri Lankan
Attachment B

DRAFT EXIT INTERVIEW FORM – CONFIDENTIAL
– April 2021
Ohlone Community College District – Human Resources Office

☐ SOUTHEAST ASIAN
   ☐ Cambodian
   ☐ Vietnamese
   ☐ Hmong

☐ OTHER ASIAN

☐ WHITE

HUMAN RESOURCES USE ONLY

SUPERVISOR’S NAME AND TITLE:

DEPARTMENT:

EMPLOYEE TYPE:
A COLLAGE OF WORKSHOPS, SEMINARS AND OTHER ENGAGEMENTS FOCUSED ON DEI

2020-2021

A CALL TO ACTION
Introductory Message from Dr. Bishop

Ohlone College is committed to serving each and every student with equity at the forefront of all that we do and recognize the need for a systematic approach to reviewing how we are working toward this goal. Inspired by the California Community College Chancellor’s Call to Action, we, as an institution, are united in taking a close look at how we can better serve our students through the lens of equity and humanity.

Incidents of racism are not new to our country and have long been dismissed and ignored. Years of racial discrimination, violence, and injustice have tainted a country which claims to provide “liberty and justice for all.” With recent headlines involving the killing of black people by police—the very people meant to protect and serve our communities—we can no longer stand silent as bystanders to racial discrimination.

As an educational institution, we must lead the charge in creating change and teaching the next generation but we must first take every effort to create that very shift within.

Useful Resources

- Ohlone College Equity Leadership Retreat Report by Dr. Regina Stanback Stroud
- Making Equity the Ohlone Way by Dr. Frank Harris III & Dr. J. Luke Wood
- Ohlone College Student Equity Plan 2019-2022, with Budget
THE STORY OF PEACEFUL PROTEST
Making Equity the Ohlone Way: From Margin to Center

Presented at the Ohlone College Fall 2020 Flex Day

Drs. Frank Harris III and J. Luke Wood
San Diego State University
Leadership for Racial Equity

Reimagining, Retooling and
Rebuilding for Structural Change

A Report of the Ohlone College Leadership Retreat
September 4, 2020
A Great Place to Work

In an exercise to practice using Stormboard before the retreat, the team members answered a few fun questions.

- Why is Ohlone College a great place to work?
- If you could change one thing about Ohlone College, what would it be?
- Who or what at Ohlone College most influences you?

The Storm revealed an overwhelming appreciation for the college, its geographical setting, the community it serves and the people who serve. By far, the humanity that Ohlone College encompasses (Students – People – Faculty) was acknowledged in the exercise.

The question about a change prompted responses related to the need for increased equity and inclusion with faculty and staff, professional development to keep up with the demands on the job, the need for more and transparent communication and real shared (participatory) governance, changes to address
resources (fiscal, time, etc.) to support DITly impacted students.

g. including budgeting processes, and
will be transparent and keep students,
DI students, at the center of our

decisions of those whose needs aren’t met at
all of their decisions. They make sure
best link in order to strengthen that

are the primary point of
including their academic needs, their
and well-being.

the why behind the things we decide and plan to do.

g. including budgeting processes, and communication will be transparent
its, and specifically DI students, at the center of our decisions.

is grounded in equity, then individual people and communities can
dom, choice, and empowerment over the course of their lives.

order to be more literate and match what I believe to truly, honestly
its and community.

tents

be provided the best we can be as mentors and educators.

one with equal respect and as you would expect to be treated Pro-active
yard students of color, while trying to avoid the appearance of favoritism

s when I take a step back to consider the effects my thoughts, actions and
have on others.

rs as I want to be treated, not as to how I am treated

through my intentional listening with empathy. Not
y own experiences but rather through the lens of
nd me (students, staff, faculty, colleagues)

‘I equally for processes

one with equal respect and as you would expect to

but always open to learning.

and/or not speaking up is contributing

s deserve access to a high quality job that provides a living-wage. I try to
rk that moves this idea forward, but I am not intentional enough about this.

r equity and inclusion stems from my own personal and professional
s and desire to provide safety and a voice for everyone.

as an opportunity

ould be provided the opportunities that meet their particular needs.

ust have an opportunity to succeed.
ODiAC (Ohlone Diversity and Inclusion Advisory Committee) invites you to

“Chats en Español”

You are invited to an opportunity to practice Spanish in a conversational group. Everyone is invited regardless of their level – your Spanish proficiency can be nil or expert. With such a diverse group of faculty and staff, this is an opportunity to learn not only about a different language, but also about different cultures.

If you cannot make it for the whole hour, then feel free to drop in for as long as you can!

SEPTEMBER 17

3-4 pm

https://cccconfer.zoom.us/j/97439630341
ODIAC CELEBRATES AND RECOGNIZES OUR DEAF STUDENTS, FACULTY AND STAFF.
JOIN US FOR A SPECIAL PRESENTATION BY OUR OWN DR. THOMAS K. HOLCOMB

“For the Deaf Community, Ohlone is Not Just Another Community College”

October 13, 2020 – 12:00 – 1:00 PM
https://cccconfer.zoom.us/j/94077954713
Celebrating LatinX History Month

Friday, October 23, 2020
11:30am-12:30pm
FREE Virtual EVENT
Open to the public.

A STEM DIVERSITY SPEAKER PANEL
Cultural Humility

PANELISTS

BIANCA McCARTT
Technical Career Development Leader, Supply Chain Division
GE Aviation

IVELISSE DEL VALLE FIGUEROA
Manager Hardware Engineering, Design Layout Technology & Product Integrity Engineering
Northrup Grumman

DENISE SORIA
Water Resource Control Engineer, Water Resources Control Board
State of California

ADOLFO TAVERA
Founder & CEO
SVAHEAD

THIS EVENT IS SPONSORED BY:
Society of Women Engineers, Ohioloe College Collegiate Interest Group
A’Pi Club, Ohioloe College Student Club Promoting Diversity in STEM
The events of January 6, 2021 rattled the nation to its core as thousands stormed the Capitol in a planned attempt to unturn the results of a democratic election and to siege elected officials. In the wake of this insurrection, the nation’s college and university leaders are contemplating how to respond. The extreme ideologies that led to the insurrection at the capitol are reflective of radicalized ideological and theological perspectives that are evident in larger society and on college campuses. Within this context, this webinar will examine the viewpoints and perspectives that led to the insurrection at the Capitol. The speakers will also offer recommendations for college and university leaders on how to advocate for justice and reconciliation in on our campuses and in our nation.
WOMEN IN ENGINEERING, COMPUTER SCIENCE & TECHNOLOGY

Mentoring Summit

March 5, 2021
11:30am – 1:30pm, PST

A VIRTUAL EVENT connecting future women engineers, computer scientists and technologists to industry mentors!

IN CELEBRATION OF 2021 International Women’s Day, Ohlone College is excited to host our annual mentoring summit with a theme of Take Your Place! The lineup of inspiring speakers and “Mentoring Coals” provides the opportunity for intentional and impactful mentoring. Learn from speakers as they share how to shape your career and life choices so you can “Take Your Place.”

KEYNOTE SPEAKER:

Kay Firth-Butterfield
Head of AI & Machine Learning
and Executive Committee Member,
World Economic Forum

SPEAKER PANEL:

Dr. Malsha Gray-Diggs
Senior Director
Talent Acquisition,
Twitter

Dr. Jayshree Seth
Corporate Scientist
and Chief Science
Advocate, 3M

FREE EVENT for community college students
and industry professionals

AT THIS EVENT YOU WILL:

- Network with professional women in engineering, computer science and technology
- Mentor/Get Mentored and discuss academic, career decisions and options through Mentoring Coals
- Benefit from a free Inspiring book
- Enjoy listening to inspiring speakers on how to “Take Your Place”

SPONSORS:

Ohlone College Student Equity & Achievement Initiative and Ohlone College Society for Women Engineers (SWW) Collegiate Interest Group (CIG)

CONTACT AN EVENT HOST FOR MORE DETAILS:

Dr. Rose-Margaret Cheng-Pau, Professor of Engineering, rcm@ohlone.edu or Professor Lia Pearl, Professor of Mathematics, ljpearl@ohlone.edu

REGISTER VIA EVENTBRITE
https://tinyurl.com/WE-Mentors1
Black History Month

HerStory:
Silenced in the Land of the Free and the Home of the Brave

Lecture & Conversation with Dr. Janice Jones
Professor of History and Childhood Education, Ohlone College

Tuesday, February 16th
2-3 PM
Zoom ID: 93165231404

Dr. Jones will lecture on notable periods in U.S. history and share her lived experience as a Black woman.
THE LYTON CENTER FOR HISTORY AND THE PUBLIC GOOD PRESENTS

IN WHOSE WORDS?:
19TH CENTURY LATINAS,
(AUTO)BIBLIOGRAPHY AND AUTHORITY

DR. MARIA VILLASEÑOR
PROFESSOR OF CHICANX-LATINX STUDIES
CALIFORNIA STATE UNIVERSITY, MONTEREY BAY
LYTTON CENTER SCHOLAR IN RESIDENCE
Why History Matters: How Slavery Helped Develop American Gynecology

Dr. Deirdre Cooper Owens
The Charles and Linda Wilson Professor in the History of Medicine and Director of Humanities in Medicine, University of Nebraska, Lincoln
WOMEN IN ENGINEERING, COMPUTER SCIENCE & TECHNOLOGY

Choose to Challenge

PANEL

March 31, 2021
3:30 - 5:00pm, PST

A VIRTUAL EVENT
Women overcoming obstacles but “Choose To Challenge”
to remain in a male dominated field and the continuing struggle!

IN CELEBRATION OF 2021 International Women’s Day and Women’s History Month, employees in STEAM, who work at Ohlone College, will provide an intimate look into their paths and continued struggles to “Choose to Challenge.”
The experiences of women in STEAM can be invisible and often a collection of seemingly subtle, inconsequential quick comments or actions that appear to be unintentional, can cause job burnout, health issues, and may lead to discouraging others to pursue their passions.

PANEL MEMBERS

Dr. Rose-Marie Iwao
Professor, Engineering

Dr. Lori Silverman
Associate Dean, STEM

Dr. Laurie Esaki-Tamura
Professor, Biotechnology

Ms. Isbell Reichert
Assistant Professor, Multimedia

FREE VIRTUAL EVENT
OPEN TO THE PUBLIC

No registration needed. Use Zoom link below on day and time of the event.

PANEL MODERATORS

JEFF O’CONNELL
Professor, Mathematics

SNAZERI ZINSZER
Vice President, Human Resources and Training

SPONSORS:
Ohlone Diversity Scholarship
Advise Committee (ODAC)

Ohlone College Society for Women Engineers (OWE)

CONTACT AN EVENT HOST FOR MORE DETAILS:
Jeff O’Connell, Ohlone, Mathematics, jeffrey đòiohlone.edu
Snazieri Zinszer, VP of Human Resources, zinszeri@ohlone.edu

ZOOM LINK
www.ohlone.edu/choosetochallenge
Dr. Allyson Tintiangco-Cubales

Ohlone College for a discussion about her journey that included her attending Ohlone College and her path to a Pr
Asian American Studies at San Francisco State University.

TUESDAY, MARCH 30, 2021
1-2 PM

https://cccconfer.zoom.us/j/99630489051
AT THE INTERSECTIONS: RACE, RELIGION & SEXUALITY INTERTWINED

DR. JOSHUA MOON JOHNSON
DEAN OF STUDENT SERVICES
AMERICAN RIVER COLLEGE
THE LYTON CENTER FOR HISTORY
AND THE PUBLIC GOOD PRESENTS

WHAT STREETDANCE CAN TELL US ABOUT
INTERSECTIONAL & TRANSNATIONAL
COALITION BUILDING

DR. IMANI KAI JOHNSON
Assistant Professor of Critical Dance Studies
University of California, Riverside
Isidore Niyongabo

Black Deaf and Proud

Isidore Niyongabo is the current President of National Black Deaf Advocates, the founder and Executive Director of International Deaf Education, Advocacy, and Leadership (IDEAL), and Director of Employment Relations at Convo Communications. Most recently, Isidore was appointed, for the second time in a row, to serve as the Co-chair for the 4th term of the Federal Communication Commission’s Disability Advisory Committee.

Originally from Burundi, Isidore’s world changed when he contracted and survived spinal meningitis. He started his journey as a Deaf person.

After overcoming the challenges and obstacles in accessibility during his early education in Burundi, Isidore moved to California to pursue higher education. His accessible and inclusive education in the U.S started at Ohlone College, California where he graduated in 2008 with an Associate’s degree in Liberal Arts concentration in social sciences. Further, Isidore holds a Bachelor’s degree in Psychology from San Francisco State University, and a Master’s degree in Peace and Justice Studies from the University of San Diego with concentration in International Human Rights and Development.

While not in his office, he continues to advocate for access to education and a better quality of life for deaf children and youth in sub-saharan Africa and globally through IDEAL. In addition, Isidore travels the world inspiring thousands of people through his story filled with examples of perseverance, self-reliance, courage, and hope while advocating for an equitable, diverse, inclusive, and accessible world for Deaf and hard of Hearing people.

April 6, 2021 | 5PM-6PM

https://cccconfere.zoom.us/j/91561715224?
pwd=WnREdkEvS3BkcmJZGJ5StSUGpJJUT09
Password: -3c7zsvGAa

Lynton Center
UndocuWelcome & Application Workshop

Get assistance on registering for Ohlone College from our UndocuAlly Team! At this event, you will learn the process of how to register for Ohlone College as a DACA/Undocumented student.

FREE VIRTUAL EVENT
April 23, Friday, 1PM - 5PM

Zoom Link:

For any questions or ASL translation needs please contact: ediazsanchez@ohlone.edu

GENDER
SEX
FAIR
APRIL 12TH - 16TH, 2021
AN INTERSECTIONAL PERSPECTIVE
#OHLONEGENDERSEXFAIR2021
Faculty Cohorts in Equity  SPRING 20-
FREE Professional Development Opportunities

Supporting Equity, Diversity & Inclusion in the Classroom

TWO PROFESSIONAL DEVELOPMENT
Virtual WORKSHOPS

Ohlone College faculty are invited
to take part in a FREE professional development
which includes the following workshops:

IT’S IN THE SYLLABUS:
Developing an Equity-Minded Syllabus
Engage in activities designed to reimagine your syllabi through
an equity-advancing framework that supports the goals of both
faculty and students.

TRANSFORMATIVE PEDAGOGY
Teaching the Material & Teaching the Student
Examine multiple teaching and learning methods that center
identity, culture, and the student experience.

<table>
<thead>
<tr>
<th>COHORT #1</th>
<th>COHORT #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2 FRIDAY</td>
<td>April 23 FRIDAY</td>
</tr>
<tr>
<td>9-11AM</td>
<td>9-11AM</td>
</tr>
<tr>
<td>It's In The Syllabus</td>
<td>It's In The Syllabus</td>
</tr>
<tr>
<td>April 16 FRIDAY</td>
<td>April 30 FRIDAY</td>
</tr>
<tr>
<td>9-11AM</td>
<td>9-11AM</td>
</tr>
<tr>
<td>Transformative Pedagogy</td>
<td>Transformative Pedagogy</td>
</tr>
</tbody>
</table>

FAQs?
CONTACT: Susan Myers
smyers@ohlone.edu

MAXIMUM 35 PARTICIPANTS PER COHORT
The Administration of Justice Program’s
Women in Law Enforcement Symposium 2021

April 8, 2021 from 2-4 PM

Join us for a virtual event featuring panelists of women in law enforcement. See how women can make a difference in a traditionally male-dominated field.

Gina Anderson
Chief of Police, Newark

Sgt. Jennifer Grasso
Los Angeles PD - SWAT

Sgt. Christina Serrano
San Francisco PD

Sgt. Shannon Todd
Newark PD

Officer Tiffany Huff
California Highway Patrol

CSO April Hulse
Santa Cruz PD
Ohlone Alumni

Officer Thania Balcort
Fremont PD

Prof. Kara Jovalousky
Moderator

FBI

Special Agent Marty Parker
FBI

Prof. Marie Ver Haar
Moderator
MODERATOR

Betty Yu
KTVU Reporter & Ohlone College Mentor

PANEL

Dr. Eric Bishop
Ohlone College Superintendent/President

Carol Dutra-Vernac
City of Union City Mayor

Lily Mei
City of Fremont Mayor

Al Napp
City of Newark Mayor

FREE, OPEN TO THE PUBLIC VIRTUAL EVENT

Live ON ZOOM

Thursday, April 8, 2021
11:30am-12:30pm, PST

JOIN OHLONE COLLEGE Superintendent/President
Dr. Eric Bishop as he hosts an open dialogue with Fremont
AAPI SOLIDARITY
HEALING CIRCLE

Hosted by: Ohlone's Student Life Dept, Student Health Center, & Student Wellness Ambassadors

MON. 3/29/2021 @ 1:00PM

Please join us in a community space of unity, allyship, & support where Asian students and allies can connect in a safe environment. This event is open to all Ohlone community members and will feature support from Mental Health professionals & ambassadors.

"In light of the ongoing violence toward our Asian communities, locally and across the country, this message is to strongly condemn such acts and to remind us that we stand in solidarity and community with each other.”

-Dr. Eric Bishop, Superintendent/President of Ohlone College

https://cccconfer.zoom.us/s/97025145894
Join us for ASL Club's 3rd workshop - Embracing Your True Self on April 22 at 3 PM. Come and join us at our ASL Club’s upcoming Intersectionality of the Deaf Experience workshop with Sarah Young Bear-Brown, an artist, activist, Deaf Native American on Thursday, April 22 at 3:00 PM. This workshop is sponsored by the Lytton Center for History and the Public Good. Interpreters will be provided.
98% of rapists back then never spent a single day in jail or prison.

INTRUSION.....
Rape culture
Open!

CCC LGBTQ+ SUMMIT 2021
April 28 & 29
A Virtual Event!

Beyond Rainbows:
Building the will and the skills to serve and affirm our diverse queer and trans students.

EVENT ORGANIZED BY CALIFORNIA COMMUNITY COLLEGES’ FACULTY, STAFF AND STUDENTS.

To register visit: https://cvent.me/8
CAT BROOKS WITH DR. CRYSTALLEE CRAIN: I AM SHE / OHLONE COLLEGE

Thursday, May 6, 2021
3:00 PM – 5:00 PM
Online
Pacific Time, Oakland, CA 94606, USA (map)

5TH ANNUAL SOCIAL JUSTICE, EQUITY & INCLUSION SYMPOSIUM
Radical resistance, Radical imagination

Cat Brooks in collaboration with Dr. Crystallee Crain
I am SHE
A new theater work about the history of racialized violence against Black women in America from the 1600s to the present day.

MAY 6, 2021 3-5pm PT
Virtual performance excerpts & a conversation
5th ANNUAL SOCIAL JUSTICE, EQUITY & INCLUSION SYMPOSIUM

Radical resistance, Radical Imagination

I am SHE

A new theater work about the history of racialized violence against Black women in America from the 1600s to present day

MAY 6, 2021 3-5 P.M. PT
VIRTUAL PERFORMANCE EXCERPTS & A CONVERSATION

Featuring
Cat Brooks
in collaboration with Dr. Crystallee Crain
THE LYTTON CENTER FOR HISTORY AND THE PUBLIC GOOD PRESENTS

PROTEST NATION: ANTI-U.S. BASE STRUGGLE IN POST-WAR JAPAN

APRIL 29, 2021
2:00 - 3:30 PM

Dr. Dustin Wright
Assistant Professor of Japanese Culture and Language
CSU Monterey Bay

Join the talk here:
We Belong Week!

• Click for Flipbook
  • https://flipbookpdf.net/web/site/09b10e361f7974d029e6e41a0551671eca0abfda202104.pdf.html
TO: Board of Trustees
FROM: Dr. Eric Bishop
DATE: June 9, 2021
SUBJECT: New Noncredit Courses and Programs for 2020-2021

The new noncredit courses and programs listed on the following memorandum were approved by the Curriculum Committee for implementation in the 2020-2021 academic year.

RECOMMENDATION

The Superintendent/President recommends approval of the following curriculum items.
The following new noncredit courses were approved by the Curriculum Committee:

**Environmental Studies**
- ENVS-902 Introduction to Permaculture I
- ENVS-903 Introduction to Permaculture II

**Multimedia**
- MM-904 Visual and Interaction Design
- MM-906 Advanced Interaction Design for Web and Mobile
- MM-907 Developing Websites Using WordPress
- MM-913 Mobile Application Development

The following new noncredit programs were approved by the Curriculum Committee:

**Environmental Studies**
- Introduction to Permaculture, Design, and Entrepreneurship Certificate of Competency

**Multimedia**
- Web and User Interface Design Certificate of Completion
THE revised credit courses listed on the following memorandum were approved by the Curriculum Committee for implementation in the 2021-2022 academic year.

RECOMMENDATION

The Superintendent/President recommends approval of the following curriculum items.
OHLONE COMMUNITY COLLEGE DISTRICT

MEMORANDUM

TO: Dr. Eric Bishop, Superintendent/President

FROM: Anthony DiSalvo, Vice President, Academic Affairs/Deputy Superintendent

DATE: June 9, 2021

SUBJECT: New, Revised, and Deactivated Credit Courses and Programs for 2021-2022

The following new credit courses were approved by the Curriculum Committee:

Environmental Studies
- **ENVS-113** Public Policy and the Environment

Health
- **HLTH-102** Introduction to Public Health
- **HLTH-103** Health and Social Justice
- **HLTH-109** Nutrition

The following course was approved for reactivation by the Curriculum Committee:

- **ART-112** Watermedia Painting

The following revised credit courses were approved by the Curriculum Committee:

- **American Sign Language**
  - **ASL-150** Linguistics of ASL

- **Arabic**
  - **ARBC-101A** Elementary Arabic
  - **ARBC-101B** Elementary Arabic

- **Art**
  - **ART-105B** Advanced Glass Fabrication

- **Chemistry**
  - **CHEM-102** Preparation for General Chemistry
Chinese
CHIN-101A  Elementary Mandarin Chinese I
CHIN-101B  Elementary Mandarin Chinese II

English
ENGL-125A  British Literature: From the Middle Ages to the Restoration/18th Century

Fire Technology
FT-150A5  Emergency Medical Technician

Geography
GEOG-102  Cultural Geography
GEOG-105  California Geography
GEOG-121  Introduction to Geographic Information Systems (GIS)

Multimedia
MM-121A  3D Modeling
MM-121B  3D Animation

Music
MUS-369  Jazz, Rock, Pop, Blues Piano

The following credit courses were approved by the Curriculum Committee for deactivation as the courses are no longer being offered.

Administration of Justice
AJ-245A1  Citizen Police Academy
AJ-26015  Skills and Knowledge Modular Training
AJ-260A3  Skills and Knowledge Modular Training
AJ-260A35 Skills and Knowledge Modular Training
AJ-260A4  Skills and Knowledge Modular Training
AJ-261  Skills and Knowledge Modular Training
AJ-276  Rural Crime School

Chemistry
CHEM-106A  Principles of Chemistry I
CHEM-106B  Principles of Chemistry II

Consumer Family Sciences
CFS-201  Special Projects
CFS-203  Special Projects

Fire Technology
FT-241  Confined Space Rescue
The following new credit programs were approved by the Curriculum Committee:

Environmental Studies

**Environmental Health and Safety Technician Certificate of Achievement**

**Goals and Objectives:**
- The Certificate of Achievement Environmental Health and Safety Technician prepares students for the front line of implementing policy and equipment that contribute towards general environmental quality. Using existing organizational policy, students will better learn and understand how compliance, policy, and management are used to provide a safe and healthy workplace. Students will learn to understand and keep up with modern developments in environmental health & safety, and engineering. With a broad foundation across the natural, physical and biological sciences, students will better understand the interrelated nature of environmental and social systems. This program is designed to equip students with the skills and tools to successfully use the scientific method while studying and solving environmental problems.
- **Master Planning:** The field of environmental studies addresses various interdisciplinary relationships by providing the flexibility necessary for students to explore the social, cultural, and scientific issues pertaining to the environment. As such, the program at Ohlone College tries to prepare students in a variety of introductory social science, humanities, and natural science courses. This certificate fits into Ohlone’s master plan by allowing students to complete general education requirements. Students will learn the importance of balancing human needs with the preservation of a functional biosphere. To minimize human impact and move toward more sustainable practices, students will learn to understand the causes of environmental change and the complex interactions within ecosystems.
- **Resources:** The following resources are available to support this program: library and media center resources; facilities and equipment; financial support; and faculty.

**Environmental Science and Technology Associate in Science**

**Goals and Objectives:** Completion of the requirements for the Associate in Science in Environmental Science and Technology prepares a student for transfer to a university of their choice to further engage in work towards a baccalaureate degree in Environmental Science, or to enter the job market. As an interdisciplinary and multidisciplinary course of study, students will be prepared to further their studies in ecological and biological principles, environmental health and safety, environmental epidemiology, environmental chemistry, resource conservation and management solutions, environmental justice, industrial hygiene, and applied ecology, all aimed to better understand the interrelationships between organisms and their environment. Through laboratory intensive curriculum, students will also learn quantitative skills in utilizing analytical tools.

**Master Planning:** The field of Environmental Science is a multidisciplinary field that focuses on documenting the impacts that people have on the environment, on reducing the harmful effects of these impacts, and on restoring aspects of the environment to benefit both nature and people. This program is a perfect blend of both physical and biological sciences, and it includes an emphasis on their interactions with life. As such, the program at Ohlone College tries to advance an in-
depth reflection on how the planet’s fauna and flora and its citizens are intertwined, interactive, and how they operate across a broad range of experience. Students will learn that environmental scientists analyze environmental issues and develop practical solutions, all aimed at help to provide a more equitable and socially just world for all. They look to repair and prevent damage caused by climate change, overpopulation, loss of biodiversity and other crises. They're protectors of the planet, champions of clean energy and self-admitted tree huggers. This certificate fits into Ohlone’s master plan by allowing students to complete general education requirements.

- Resources: The following resources are available to support this program: library and media center resources; facilities and equipment; financial support; and faculty.

The following revised credit programs were approved by the Curriculum Committee:

**English**
- English for Transfer Associate in Arts

**Environmental Studies**
- Environmental Studies Certificate of Achievement
- Environmental Studies Associate in Arts

**Ethnic Studies**
- Ethnic Studies Certificate of Accomplishment

**Geography**
- Geographic Information Systems (GIS) Certificate of Accomplishment

The following program has been approved for deactivation as it has been replaced by the CCCCO with another Business Administration for Transfer Associate in Science:

**Business Administration**
- Business Administration for Transfer Associate in Science

The Business Administration Department continues to offer two associate degrees for transfer (Business Administration 2.0, Economics), one associate degree (Business), one certificate of achievement (Accounting), one certificate of accomplishment (Business Information Worker, Introductory), and two noncredit certificates (Entrepreneurial Business Advanced for Food Services; Entrepreneurial Business Basics).
MEMORANDUM

TO: Board of Trustees
FROM: Dr. Eric Bishop
DATE: June 9, 2021
SUBJECT: Measure G Bond List Revision #25

This revision is required to implement project planning efforts on behalf of the Bond Management Team to plan and prioritize project scopes and funding.

Bond List Revision #25 transfers funding out of the following sources:

<table>
<thead>
<tr>
<th>PROJECT NO.</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>9500</td>
<td>Catastrophic Contingency (budget only for use on projects with identified need).</td>
<td>- $350,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>- $350,000</td>
</tr>
</tbody>
</table>

Funding is transferred into the following projects:

<table>
<thead>
<tr>
<th>PROJECT NO.</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 7107</td>
<td>Newark Cashier Window and security camera</td>
<td>$60,000</td>
</tr>
<tr>
<td>* 7108</td>
<td>Newark Grounds office and equipment storage</td>
<td>$90,000</td>
</tr>
<tr>
<td>6108</td>
<td>Parking, road and site improvements</td>
<td>$100,000</td>
</tr>
<tr>
<td>* 9118</td>
<td>New marquee signs at the Fremont and Newark Campuses</td>
<td>$100,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$350,000</td>
</tr>
</tbody>
</table>

* = new bond list project

Bond List Revision #25 updates scope/description for the following projects:

<table>
<thead>
<tr>
<th>PROJECT NO.</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
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</thead>
<tbody>
<tr>
<td>6108</td>
<td>Add new ADA pathways as required</td>
<td>See above</td>
</tr>
<tr>
<td>9106</td>
<td>Add “FFE for ACB swing space restoration”</td>
<td>$0</td>
</tr>
</tbody>
</table>

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve Bond List Revision #25.
## Bond List Revisions Approval Request

**Measure G Bond Program**

Revision Request #25 (Board Date: 6/9/2021)

<table>
<thead>
<tr>
<th>Category/Project</th>
<th>Approved Budget</th>
<th>Proposed Budget</th>
<th>Proposed Revision</th>
<th>Reason</th>
</tr>
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<tbody>
<tr>
<td><strong>Fremont Projects</strong></td>
<td></td>
<td></td>
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<tr>
<td>6101 Athletic Fields</td>
<td>$14,581,839</td>
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<tr>
<td>6102 Roof Repair/Replacement</td>
<td>$1,002,311</td>
<td>$1,002,311</td>
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<tr>
<td>6103 Field House</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>6104 Site Utility Infrastructure Improvements</td>
<td>$13,647,495</td>
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<tr>
<td>6105 Academic Core Buildings</td>
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<tr>
<td>6108 Parking, Road and Site Improvements</td>
<td>$2,627,292</td>
<td>$2,727,292</td>
<td>$100,000</td>
<td>Budget transfer in the amount of $100,000.00 from Project 9500 - Catastrophic Contingency to accommodate added scope. Scope update to accurately reflect intent of project. See back pages for scope details.</td>
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<tr>
<td>6109 Pathways and Irrigation Improvements</td>
<td>$337,677</td>
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<td>6110 Parking Structures</td>
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<td>6114 Renovate Building 5</td>
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<td>6121 Renovate Building 9</td>
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<td>6131 Site Lighting Upgrades</td>
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<td>6132 Hazardous Material Abatement and Removal</td>
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<td>6133 Bird (Swallow) Environmental Alternatives</td>
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<td>6134 Site Security Systems</td>
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<td>6137 Wetland Living/Learning Environment</td>
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<td>6138 Campus Way-finding Signage</td>
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<td>6139 Campus Entry Improvements</td>
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</table>
# Bond List Revisions Approval Request

## Measure G Bond Program

Revision Request #25 (Board Date: 6/9/2021)

<table>
<thead>
<tr>
<th>Category/Project</th>
<th>Approved Budget</th>
<th>Proposed Budget</th>
<th>Proposed Revision</th>
<th>Reason</th>
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<tbody>
<tr>
<td><strong>Fremont Projects</strong></td>
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<tr>
<td>6142 Hyman Hall Renovations</td>
<td>$1,998,002</td>
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<td>6143 Small Capital Improvements</td>
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<td>6144 Building 4 Renovation</td>
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<td><strong>Newark Projects</strong></td>
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<tr>
<td>7102 Newark Additional Parking (300 spaces)</td>
<td>$884,911</td>
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<td>7105 Newark Greenhouse Project</td>
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<td>7106 Newark Site Security Systems</td>
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<td>7107 Newark Cashier Window and Security Camera</td>
<td>$0</td>
<td>$60,000</td>
<td>$60,000</td>
<td>New Project. Budget transfer in the amount of $60,000.00 from Project 9500 - Catastrophic Contingency to fund new project. See back pages for scope details.</td>
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<tr>
<td>7108 Newark Grounds Office and Equipment Storage Space</td>
<td>$0</td>
<td>$90,000</td>
<td>$90,000</td>
<td>New Project. Budget transfer in the amount of $90,000.00 from Project 9500 - Catastrophic Contingency to fund new project. See back pages for scope details.</td>
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<tr>
<td><strong>District-wide Projects</strong></td>
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<tr>
<td>9101 Renewable Energy Generation</td>
<td>$33,875,987</td>
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<td>9104 Information Technology Infrastructure Upgrades</td>
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<tr>
<td>9105 Instructional Technology (Computers, LCDS, Flat Screens, etc) - (PH 1)</td>
<td>$1,502,868</td>
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<tr>
<td>9106 FFE for Academic Core Project</td>
<td>$1,604,537</td>
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<td>Scope update to accurately reflect intent of project. See back pages for scope details.</td>
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<tr>
<td>9107 Quick Fix: Imminent Failure</td>
<td>$4,791,057</td>
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<tr>
<td>9108 Quick Fix: Safety and Accessibility</td>
<td>$2,557,327</td>
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<tr>
<td>9109 Quick Fix: Way-finding and Landscape</td>
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### District-wide Projects

<table>
<thead>
<tr>
<th>Category/Project</th>
<th>Approved Budget</th>
<th>Proposed Budget</th>
<th>Proposed Revision</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>9111 Instructional Technology (Computers, LCDS, Flat Screens, etc) - (PH 2)</td>
<td>$1,560,000</td>
<td>$1,560,000</td>
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<td>9112 FFE for Athletic Fields</td>
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<tr>
<td>9113 Instructional Technology (Computers, LCDS, Flat Screens, etc) - (PH 3)</td>
<td>$1,341,394</td>
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<td>9114 FFE for Hyman Hall</td>
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<td>9115 Energy Efficiency Projects</td>
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<td>9116 FFE for Building 5</td>
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<td>9117 FFE for Building 9</td>
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<tr>
<td>9118 New Marquee Signs at the Fremont and Newark Campuses</td>
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<td>$100,000</td>
<td>$100,000</td>
<td>New Project. Budget transfer in the amount of $100,000.00 from Project 9500 - Catastrophic Contingency to fund new project. See back pages for scope details.</td>
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<tr>
<td>9500 Catastrophic Contingency</td>
<td>$1,593,581</td>
<td>$1,243,581</td>
<td>$350,000</td>
<td>Budget transfer in the amount of $350,000.00 to Projects 6108 - Parking, Road and Site Improvements ($100,000.00), New Project 7107 - Newark Cashier Window and Security Camera ($60,000.00), New Project 7108 - Newark Grounds Office and Equipment Storage Space ($90,000.00) and New Project 9118 - New Marquee Signs at the Fremont and Newark Campuses ($100,000.00) to accommodate budget needs.</td>
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<td>9600 Program Contingency</td>
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<td>9999 Program Mgmt, Planning and Support</td>
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### Consolidated Projects

<table>
<thead>
<tr>
<th>Category/Project</th>
<th>Approved Budget</th>
<th>Proposed Budget</th>
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<tbody>
<tr>
<td>6106 Renovate Building 1</td>
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<td>6107 New Parking Lot L</td>
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<tr>
<td>6111 &quot;Main Street&quot; Improvements -- South Side</td>
<td>$0</td>
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# Bond List Revisions Approval Request

## Measure G Bond Program

Revision Request #25 (Board Date: 6/9/2021)

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<th>Proposed Revision</th>
<th>Reason</th>
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<td><strong>Consolidated Projects</strong></td>
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<tr>
<td>6112</td>
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<tr>
<td>Hillside Image and Accessibility Improvements (PH 1)</td>
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<tr>
<td>Hillside Image and Accessibility Improvements (PH 2)</td>
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<td>Relocate Soccer Field</td>
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<tr>
<td>Multipurpose Soccer Practice Field</td>
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<td>6117</td>
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<td>Open Anza Pine Road at Hillside:</td>
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<td>6118</td>
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<td>Construct North/South Road Behind Mission Boulevard Frontage Development</td>
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<tr>
<td>Softball Field Improvements</td>
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<tr>
<td>Soccer/Softball Field House</td>
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<td>Hillside Image and Accessibility Improvements (PH 3)</td>
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<td>&quot;Library Plaza&quot; Improvements -- North Side</td>
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<td>North Parking Structure</td>
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<td>Building 3 and 4 Replacement</td>
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<tr>
<td>&quot;Main Street&quot; Improvements -- North Side</td>
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<td>$0</td>
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<td>6128</td>
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<tr>
<td>Café/Event/Drop Off Structure</td>
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<td>6129</td>
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<td>Road Repair, Resurfacing and Replacement</td>
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<td>6130</td>
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<td>Roof Replacement Bldgs 12, 19, and 22</td>
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<td>6135</td>
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<tr>
<td>Sidewalk, Ramp and Plaza Repairs/Replacement</td>
<td>$0</td>
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</tbody>
</table>
## Bond List Revisions Approval Request

**Measure G Bond Program**

Revision Request #25 (Board Date: 6/9/2021)

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<tr>
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<tbody>
<tr>
<td><strong>Consolidated Projects</strong></td>
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<tr>
<td>6136 Enhance environment around the upper pond</td>
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<tr>
<td>6140 Campus-Wide Landscape Repairs and Upgrades, Tree Removal and Replacement, Erosion Control</td>
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<td>6141 Bus Stop Concrete &quot;Skid&quot; Pads</td>
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<td>9102 Newark Renewable Energy Generation</td>
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<td>9103 Renewable Energy Generation (PH 2)</td>
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<tr>
<td>9110 Planning Assessments and Program Management</td>
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<td><strong>CIDSPM</strong></td>
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<td>Contingency, Inflation, District Support &amp; Project Mgmt</td>
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<td><strong>Totals:</strong></td>
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<td><strong>$354,919,464</strong></td>
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**Notes:**
# Summary of Current Changes

## Measure G Bond Program

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<table>
<thead>
<tr>
<th>Project#/Rev</th>
<th>Description</th>
<th>Change Amount:</th>
<th>Reason</th>
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<tbody>
<tr>
<td>6108</td>
<td>Parking, Road and Site Improvements</td>
<td>$100,000.00</td>
<td>Budget transfer in the amount of $100,000.00 from Project 9500 - Catastrophic Contingency to accommodate added scope.</td>
</tr>
<tr>
<td></td>
<td>Budget (Bond)</td>
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<tr>
<td></td>
<td>From: $2,627,291.54</td>
<td></td>
<td>Reason: Budget transfer in the amount of $100,000.00 from Project 9500 - Catastrophic Contingency to accommodate added scope.</td>
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<tr>
<td></td>
<td>To: $2,727,291.54</td>
<td></td>
<td>Reason:</td>
</tr>
<tr>
<td></td>
<td>Repair damage (cracks, uneven pavement, etc.) and restripe existing parking lots and adjacent pathways/crosswalks. Address damage to campus roadways resulting from cars, busses and age. Reconfigure parking lots to increase efficiency of space usage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7107</td>
<td>Newark Cashier Window and Security Camera</td>
<td>$60,000.00</td>
<td>New Project. Budget transfer in the amount of $60,000.00 from Project 9500 - Catastrophic Contingency to fund new project.</td>
</tr>
<tr>
<td></td>
<td>Budget (Bond)</td>
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<td>Reason:</td>
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<tr>
<td></td>
<td>From: $0.00</td>
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<td>Reason: New Project. Budget transfer in the amount of $60,000.00 from Project 9500 - Catastrophic Contingency to fund new project.</td>
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<tr>
<td></td>
<td>To: $60,000.00</td>
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<td>Reason:</td>
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<tr>
<td></td>
<td>Install a new cashier window and security camera at the Newark Campus.</td>
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<tr>
<td>7108</td>
<td>Newark Grounds Office and Equipment Storage Space</td>
<td>$90,000.00</td>
<td>New Project. Budget transfer in the amount of $90,000.00 from Project 9500 - Catastrophic Contingency to fund new project.</td>
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<td>Budget (Bond)</td>
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<td></td>
<td>To: $90,000.00</td>
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<td>Reason: New Project. Budget transfer in the amount of $90,000.00 from Project 9500 - Catastrophic Contingency to fund new project.</td>
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<tr>
<td></td>
<td>Install an engineered portable office for the Newark Grounds position and a storage building for Newark equipment.</td>
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</tbody>
</table>
### Summary of Current Changes

**Measure G Bond Program**

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<thead>
<tr>
<th>Project#/Rev</th>
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<tbody>
<tr>
<td>9106</td>
<td>FFE for Academic Core Project</td>
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<td><strong>Scope/Description</strong></td>
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<tr>
<td></td>
<td><strong>From:</strong> Purchase FFE for the Academic Core project</td>
</tr>
<tr>
<td></td>
<td><strong>To:</strong> Purchase FFE for the Academic Core project and FFE for ACB swing space restoration.</td>
</tr>
<tr>
<td></td>
<td><strong>Reason:</strong> Scope update to accurately reflect intent of project.</td>
</tr>
<tr>
<td>9118</td>
<td>New Marquee Signs at the Fremont and Newark Campuses</td>
</tr>
<tr>
<td></td>
<td><strong>Budget (Bond) Change Amount:</strong> $100,000.00</td>
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<tr>
<td></td>
<td><strong>From:</strong> $0.00</td>
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<tr>
<td></td>
<td><strong>To:</strong> $100,000.00</td>
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<tr>
<td></td>
<td><strong>Reason:</strong> New Project. Budget transfer in the amount of $100,000.00 from Project 9500 - Catastrophic Contingency to fund new project.</td>
</tr>
<tr>
<td></td>
<td><strong>Scope/Description</strong></td>
</tr>
<tr>
<td></td>
<td><strong>From:</strong> Provide and install new marquee signs at the Fremont and Newark campuses.</td>
</tr>
<tr>
<td></td>
<td><strong>To:</strong> Provide and install new marquee signs at the Fremont and Newark campuses.</td>
</tr>
<tr>
<td>9500</td>
<td>Catastrophic Contingency</td>
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<tr>
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<td><strong>Budget (Bond) Change Amount:</strong> ($350,000.00)</td>
</tr>
<tr>
<td></td>
<td><strong>From:</strong> $1,593,581.05</td>
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<tr>
<td></td>
<td><strong>To:</strong> $1,243,581.05</td>
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<tr>
<td></td>
<td><strong>Reason:</strong> Budget transfer in the amount of $350,000.00 to Projects 6108 - Parking, Road and Site Improvements ($100,000.00), New Project 7107 - Newark Cashier Window and Security Camera ($60,000.00), New Project 7108 - Newark Grounds Office and Equipment Storage Space ($90,000.00) and New Project 9118 - New Marquee Signs at the Fremont and Newark Campuses ($100,000.00) to accommodate budget needs.</td>
</tr>
</tbody>
</table>
TO: Board of Trustees
FROM: Dr. Eric Bishop
DATE: June 9, 2021
SUBJECT: Review of Purchase Orders

Board Policy 6330 delegates to the President/Superintendent “…the authority to purchase supplies, materials, apparatus, equipment and services as necessary to the efficient operation of the District.” Both Policy and Education Code Section 81656 state such purchases shall be reviewed by the governing board every sixty days.

The purchase order and blanket purchase order reports are attached. Purchase Orders (PO) are typically issued for single transactions of materials to be delivered at one time, such as computers, office supplies, etc. Blanket Purchase Orders (BPO) are usually issued for annual procurements of goods or services that will be provided at various or on-going times throughout the year, such as utilities, emergency auto parts, maintenance agreements, etc. Both types of transaction have been issued in compliance with administrative processes. Funding for every PO and BPO has been identified from a Board approved budget account, authorized by the budget manager, reviewed by appropriate administrative offices (i.e. Facilities, Information Technology, etc.), and verified by the professional staff in the Purchasing and Contracts Department before being issued. There is a three step check and balance system by separate individuals to prevent fraud or misappropriation, consisting of transaction review at the time of order, receipt, and payment.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees signifies review of the purchases on the attached page(s) by majority vote.
## List of Purchase Orders

**Period:** April 1 to 30, 2021

<table>
<thead>
<tr>
<th>PO #</th>
<th>Vendor Name</th>
<th>PO Date</th>
<th>PO Amount</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>P0019950</td>
<td>Ebsco Subscription</td>
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<td>P0019952</td>
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<td>P0019955</td>
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<td>P0019956</td>
<td>Imani K. Johnson</td>
<td>4/7/2021</td>
<td>$1,500.00</td>
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<tr>
<td>P0019957</td>
<td>Center Stage Software</td>
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<td>Solutions Office Interiors</td>
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<td>$10,446.57</td>
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<td>P0019977</td>
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<td>Vendor</td>
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<td>Amount</td>
<td>Description</td>
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<td>Joshua M. Johnson</td>
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<td>SwagUp LLC</td>
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<td>San Francisco's Balloon Magic,</td>
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<td>P0020012</td>
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<td>4/30/2021</td>
<td>$3,895.86</td>
<td>GRADUATION REGALIA FACULTY</td>
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~Nothing Follow~
## List of Blanket Purchase Orders

**Period: April 1 to 30, 2021**

<table>
<thead>
<tr>
<th>PO #</th>
<th>Vendor Name</th>
<th>PO Date</th>
<th>PO Amount</th>
<th>Description</th>
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<tr>
<td>B0009844</td>
<td>Ojo Technology</td>
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<td>AMAG LOCKDOWN READER UPGRADE FOR NEWARK</td>
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<td>B0009847</td>
<td>Interact Communications, Inc</td>
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<td>MEDIA PREFERENCE SURVEY</td>
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<td>B0009848</td>
<td>Aria Printing &amp; Graphics</td>
<td>4/6/2021</td>
<td>$1,500.00</td>
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<td>B0009849</td>
<td>John N. Zorich Jr</td>
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<td>B0009850</td>
<td>Verde Design Inc.</td>
<td>4/7/2021</td>
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<td>CAMPUS PATHWAY IMPROVEMENTS</td>
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<td>B0009853</td>
<td>Harrison Lok</td>
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<td>Dannis Woliver Kelley</td>
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<td>B0009856</td>
<td>Pacific Impressions</td>
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<td>Thyssen Krupp Elevator Corp</td>
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<td>ELEVATOR REPAIR/ PUSH BUTTON</td>
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<td>Dormatech Mechanical Systems, Inc</td>
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<td>B0009860</td>
<td>Rebtabko Design</td>
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<td>4/30/2021</td>
<td>$643.61</td>
<td>BANNERS F/GRADUATION</td>
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<td>B0009864</td>
<td>Royal Ambulance</td>
<td>4/30/2021</td>
<td>$2,375.00</td>
<td>AMBULANCE SERVICE GRADUATION</td>
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</table>

- nothing follows -
In July 2015, the Board of Trustees approved a Consultant Services Agreement with Michael Henley and Company LLC for Project Inspection Services for the Academic Core Buildings. The original contract value plus amendments is $3,381,929.

Amendment #7 is issued in the amount of $18,000 for Michael Henley and Company to provide additional inspection services due to extension in the project schedule for the emergency responder radio system and the new glass wall for security at the library level in building 3.

The revised contract amount is $3,399,929.

Funding will be provided from Fund 43 – Measure G funds.

RECOMMENDATION

The Superintendent/President recommends the Board of Trustees approves Amendment #7 in the amount of $18,000 to the agreement with Michael Henley and Company.
AMENDMENT NO. 7 TO
CONSULTANT AGREEMENT FOR PROJECT INSPECTION SERVICES
BY AND BETWEEN
OHLONE COMMUNITY COLLEGE DISTRICT AND
Michael Henley and Company LLC

This Amendment No. #7 to consultant agreement for Project Inspection Services (hereinafter referred to as the "Amendment"), is made and entered into this 9th day of June, 2021, by and between the OHLONE COMMUNITY COLLEGE DISTRICT (hereinafter "District") and Michael Henley and Company LLC (hereinafter "Consultant") (jointly, the "Parties") as follows:

RECITALS

WHEREAS, the Parties entered into a Consultant Agreement for Project Inspection Services dated July 8th, 2015 ("Consultant Agreement") relative to the Inspection of the project(s) for the District’s Academic Core Project, and at this time desire to amend and supplement the Agreement.

NOW, THEREFORE, the parties agree as follows:

Section 1. Amendment of Agreement.

The scope of work identified in the Consultant Agreement as “Project” is amended and supplemented to include the scope of work described in Amendment #7 Exhibit 1, attached hereto and incorporated herein as Exhibit “1.” Furthermore, the payment of consideration to Consultant as provided in the Fee Proposal shall be full compensation for all Inspection Services incurred in the performance of the scope of work described in the Fee Proposal.

Section 2. Other Provisions Reaffirmed

All other provisions of the Consultant Agreement shall remain in full force and effect and are reaffirmed. If there is any conflict between this Amendment and any provision of the Consultant Agreement relating to scope of work, the provisions of this Amendment shall control.

IN WITNESS WHEREOF, the Parties have executed and entered into this Agreement as of the date herein above set forth.

Dated: _________________________, 2021

OHLONE COMMUNITY COLLEGE DISTRICT

By: ____________________________
Print Name: _____________________
Print Title: ______________________

Michael Henley and Company LLC

Dated: _________________________, 2021

By: ____________________________
Print Name: _____________________
Print Title: ______________________
Amendment No. #7 to the Agreement for Project Inspection Services dated July 8th, 2015 between Ohlone Community College District and Michael Henley and Company LLC.

DATE OF REVISION:
June 9th, 2021

SCOPE:
Additional inspection services due to extension in the project schedule for the emergency responder radio system and the new glass wall for security at the library level in building 3.

COMPENSATION:
Compensation changes due to this amendment:
1. Project Inspections $18,000

SCHEDULE:
Term is extended to November 1, 2021.

OTHER:
All other contract terms are to remain in place per the agreement referenced above.
In July 2020, the Board of Trustees approved a Contract with D.L. Falk Construction, Inc to provide construction services for the Renovate Building-5 project at the Fremont campus. The original contract value is $8,824,000.

Change Order #2 was previously approved by the Board of Trustees. The contractor is unwilling to sign the change order as originally agreed and per contract requirements. In an effort to maintain progress and ensure timely payments, the District will convert Change Order #2 to a unilateral change order to the construction agreement.

Funding will be provided from Fund 43 - Measure G.

RECOMMENDATION

The Superintendent/President recommends the Board of Trustees approve conversion of this document to a unilateral change order to the contract with D.L. Falk Construction, Inc.
# CHANGE ORDER (UNILATERAL)

**6114 - Renovate Building 5**

**BPO No.: B1162101**

Date: 5/12/2021

The following parties agree to the terms of this Change Order:

**Owner:** Ohlone Community College District  
43600 Mission Boulevard  
Fremont CA 94539

**Contractor:** D.L. Falk Construction, Inc.  
3526 Investment Blvd  
Hayward CA 94545

**Architect:** LPAS Architecture + Design  
2484 Natomas Park Drive, Suite 100  
Sacramento CA 95833-2938

<table>
<thead>
<tr>
<th>Reference</th>
<th>Description</th>
<th>Cost</th>
<th>Days Ext.</th>
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<tr>
<td>PCO# 10</td>
<td>COR 14r - RFI 38 - Replace existing corroded sanitary piping under kitchen</td>
<td>$21,769.00</td>
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<td>PCO# 17</td>
<td>COR 13.1r - RFI 23, 44 Replace (8) existing corroded floor drains.</td>
<td>$20,600.00</td>
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<td>PCO# 18</td>
<td>COR 24.1 - RFI 29, 170, 170.1, 171, 171.1, CCD2 - Relocate existing fire hose cabinet and repair fire water line leak</td>
<td>$12,478.00</td>
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<td>PCO# 23</td>
<td>COR 10.2 - RFI #68 - Replace existing corroded sanitary piping under 2nd floor restrooms</td>
<td>$11,514.00</td>
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Contract time will be adjusted as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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<tr>
<td>Original Contract Amount:</td>
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<td>Previous Completion Date:</td>
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<td>0 Calendar Days Extension (zero unless otherwise indicated)</td>
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<td>Amount of This Change Order:</td>
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<td>5/11/2021</td>
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The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price, specified for each item and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be in violation of the False Claims Act set forth under Government Code section 12650, et seq.

This change order is subject to approval by the governing board of this District and must be signed by the District. Until such time as this change order is approved by the District's governing board and executed by a duly authorized District representative, this change order is not effective and not binding.

It is expressly understood that the compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project. Any costs, expenses, damages or time extensions not included are deemed waived.

This unilateral change order shall not constitute a waiver by the District of any right or remedy under the Contract. THE DISTRICT HEREBY RESERVES ALL RIGHTS AND REMEDIES UNDER THE CONTRACT, IN LAW OR IN EQUITY.

Signatures:

District:

Ohlone Community College District

43600 Mission Boulevard

Fremont CA 94539

Contractor:

D.L. Falk Construction, Inc.

3526 Investment Blvd

Hayward CA 94545

UNILATERAL

Architect:

LPAS Architecture + Design

2484 Natomas Park Drive, Suite 100

Sacramento, CA 95833-2938

Name ___________________________ Date ___________________________

05/25/2021

END OF DOCUMENT
In September 2020, the Board of Trustees approved a Contract with Piazza Construction to provide construction services for the Geothermal Ground Loop Phase 2 project at the Fremont Campus. The original contract value is $1,541,255.

Change Order #1 includes additional asphalt removal and a credit for the existing construction fence. This change also extends the final completion date of the project to June 30, 2021.

The amount of this change order is $12,378 and the revised contract amount is $1,553,633.

Funding will be provided from Fund 43 – Measure G funds.

RECOMMENDATION

The Superintendent/President recommends the Board of Trustees approves Change Order #1 in the additive amount of $12,378 to the contract with Piazza Construction.
Change Order

9101D - Fremont Geothermal Ground Loop Phase-2
BPO No.: B1672101

Date: 6/9/2021

DSA File No.: 
DSA Appl. No.: 

The following parties agree to the terms of this Change Order:

**Owner:** Ohlone Community College District
43600 Mission Boulevard
Fremont CA 94539

**Contractor:** Piazza Construction
43600 Mission Boulevard
Fremont CA 94539

**Architect:** BKF Engineers

<table>
<thead>
<tr>
<th>Reference</th>
<th>Description</th>
<th>Cost</th>
<th>Days Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCO# 1:</td>
<td>Deductive change order for fencing contracted through District.</td>
<td>($6,845.00)</td>
<td></td>
</tr>
<tr>
<td>Requested By:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performed By:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason:</td>
<td>District Change</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| PCO# 10:  | Additional work to bring Lot C to grade.                                   | $19,223.00 |           |
| Requested By: |                                                                     |            |           |
| Performed By: |                                                                    |            |           |
| Reason:    | Field Condition                                                            |            |           |

| PCO# 11:  | The contract milestones listed in the Agreement for Construction Services dated September 10, 2020 are increased by ninety-one (91) calendar days. | $0.00      | 91        |
| Requested By: |                                                                     |            |           |
| Performed By: |                                                                    |            |           |
| Reason:    | District Change                                                           |            |           |
Contract time will be adjusted as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Contract Amount</td>
<td>$1,541,255.00</td>
</tr>
<tr>
<td>Previous Completion Date</td>
<td>3/31/2021</td>
</tr>
<tr>
<td>Amount of Previously Approved Change Order(s)</td>
<td>$0.00</td>
</tr>
<tr>
<td>Amount of This Change Order</td>
<td>$12,378.00</td>
</tr>
<tr>
<td>Contract Amount</td>
<td>$1,553,633.00</td>
</tr>
<tr>
<td>Current Completion Date</td>
<td>6/30/2021</td>
</tr>
</tbody>
</table>

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price, specified for each item and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be in violation of the False Claims Act set forth under Government Code section 12650, et seq.

This change order is subject to approval by the governing board of this District and must be signed by the District. Until such time as this change order is approved by the District's governing board and executed by a duly authorized District representative, this change order is not effective and not binding.

It is expressly understood that the compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project. Any costs, expenses, damages or time extensions not included are deemed waived.

Signatures:

District:                  Contractor:
Ohlone Community College District    Piazza Construction
43600 Mission Boulevard        43600 Mission Boulevard
Fremont CA  94539            Fremont CA  94539

Name  Date  Name  Date

Architect:
BKF Engineers

Name  Date

END OF DOCUMENT
TO: Board of Trustees

FROM: Dr. Eric Bishop

DATE: June 9, 2021

SUBJECT: Ratification of Contracts

Board Policy 6340 delegates to the President/Superintendent “the authority to enter into contracts on behalf of the District and to establish administrative procedures for contract awards and management…” Both District Policy and Education Code Section 81655 state that any such contract is not a valid or enforceable obligation against the District until it is approved or ratified by the Board.

In the past, most contracts have been ratified by inclusion in the warrant report, which provided information on checks that have already been written. To make contract reporting more transparent, the District is now providing contract information for the Board in the attached format. This will allow the Board to take action prior to payments being made.

As before, where a specific contract requires prior Board approval or where the nature of the contract warrants specific action, these transactions will continue to be separated out and placed on the action or consent agenda for individual consideration.

Funding for each contract has been verified from the appropriate fund account or grant.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees ratifies the contracts on the attached page(s).
<table>
<thead>
<tr>
<th>No.</th>
<th>Contractor</th>
<th>Description</th>
<th>Amount</th>
<th>Account</th>
<th>For</th>
</tr>
</thead>
<tbody>
<tr>
<td>2352101</td>
<td>EMSI</td>
<td>Economic Impact Study</td>
<td>$16,500.00</td>
<td>Fund 10</td>
<td>District</td>
</tr>
<tr>
<td>2362101</td>
<td>Sustainable Agriculture Education (SAGE)</td>
<td>100+ Jobs to Feed People &amp; Sustain the Planet Program</td>
<td>$126,000.00</td>
<td>Fund 21</td>
<td>District</td>
</tr>
<tr>
<td>2372101</td>
<td>AssetWorks USA</td>
<td>Asset Management Software Subscription, Service and Maintenance- AssetMaxx</td>
<td>$10,155.00</td>
<td>Fund 10</td>
<td>District</td>
</tr>
<tr>
<td>2382101</td>
<td>Fremont Hospital</td>
<td>Clinical Agreement</td>
<td>n/a</td>
<td>n/a</td>
<td>District</td>
</tr>
<tr>
<td>2392101</td>
<td>Pacific Crest Landscaping and Maintenance</td>
<td>Additional Landscaping Maintenance During COVID</td>
<td>$63,504.00</td>
<td>Fund 21</td>
<td>Fremont</td>
</tr>
<tr>
<td>2402101</td>
<td>Lew Edwards Group</td>
<td>Consultant Services for Potential Local Education Funding</td>
<td>$14,000.00</td>
<td>Fund 10</td>
<td>District</td>
</tr>
<tr>
<td>2412101</td>
<td>Fairbank, Maslin, Maullin</td>
<td>Public Opinion Research Services for Local Education Funding</td>
<td>$30,000.00</td>
<td>Fund 10</td>
<td>District</td>
</tr>
<tr>
<td>2432101</td>
<td>Growth Sector</td>
<td>Northern CA Engineering Technologist Apprenticeship Program- 1st of 3 Years</td>
<td>$25,000.00</td>
<td>Fund 21</td>
<td>District</td>
</tr>
<tr>
<td>2442101</td>
<td>Public Health Institute</td>
<td>Aim 2 Study for Community College Smoke Free Policies, Disparities, Contexts and Strategies Program</td>
<td>$29,715.00</td>
<td>Fund 21</td>
<td>District</td>
</tr>
<tr>
<td>2452101</td>
<td>Dryco Construction</td>
<td>Tennis Court Resurfacing Project</td>
<td>$89,275.00</td>
<td>Fund 41</td>
<td>Fremont</td>
</tr>
<tr>
<td>2462101</td>
<td>Dryco Construction</td>
<td>Tennis Courts Walkway Repair Project</td>
<td>$84,000.00</td>
<td>Fund 41</td>
<td>Fremont</td>
</tr>
<tr>
<td>1621301</td>
<td>Cannon Design</td>
<td>CO #39- Cannon Design to Develop &amp; Provide Design for the New Glass Wall at ACB Bldg. 3 Level 5 for Added Library Security and To Provide Construction Administration &amp; Closeout Services</td>
<td>$30,510.00</td>
<td>Fund 43</td>
<td>Fremont</td>
</tr>
</tbody>
</table>

Note: Fund 10 = General Fund
      Fund 12 = Program Distribution (Other Income)
      Fund 13 = Community Education
      Fund 18 = Special Projects
      Fund 21 = Grant Funding
      Fund 41 = Capital Outlay (State or Redevelopment Funding)
      Fund 42 = Measure A Bond
      Fund 43 = Measure G Bond
      Fund 69 = Internal Services Fund
      Fund 71 = ASOC
      Fund 79 = Trust & Agency Accounts
## OHLONE COMMUNITY COLLEGE DISTRICT
### Contract List
#### June 9, 2021

<table>
<thead>
<tr>
<th>No.</th>
<th>Contractor</th>
<th>Description</th>
<th>Amount</th>
<th>Account</th>
<th>For</th>
</tr>
</thead>
<tbody>
<tr>
<td>1162101</td>
<td>DL Falk</td>
<td>CO #1 (unilateral) - Costs to Deliver the Air Handling Unit in Three Pieces, Revisions to the Kitchen Grease Duct System and Kitchen Equipment Electrical Locations, Changes to Third Floor Restroom Wall Framing, and the Addition of Condensate Drain Piping Air-Gap Equipment. This Change Order was Previously Approved by the Board of Trustees in April. The Contractor is Unwilling to Sign the Change Order as Originally Agreed and Per Contract Requirements. In an Effort to Maintain Progress and Ensure Timely Payments, the District will Convert Change Order #1 to a Unilateral Change Order to the Construction Agreement.</td>
<td>$212,203.00</td>
<td>Fund 43</td>
<td>Fremont</td>
</tr>
</tbody>
</table>

**Note:**
- Fund 10 = General Fund
- Fund 12 = Program Distribution (Other Income)
- Fund 13 = Community Education
- Fund 18 = Special Projects
- Fund 21 = Grant Funding
- Fund 41 = Capital Outlay (State or Redevelopment Funding)
- Fund 42 = Measure A Bond
- Fund 43 = Measure G Bond
- Fund 69 = Internal Services Fund
- Fund 71 = ASOC
- Fund 79 = Trust & Agency Accounts
To: Board of Trustees
From: Dr. Eric Bishop
Date: June 9, 2021
Subject: Authorization for the Disposal of Surplus Personal Property

The District’s Director of Purchasing, Contracts, and Auxiliary Services is designated as the person responsible for identifying District personal property as surplus and is responsible for the sale, donation or disposal of such property as prescribed in Education Code 81450/81452. The following Department(s) identified personal property that is not required for school purposes, is unsatisfactory, is not suitable for school use, or should be disposed of for the purpose of replacement, per the attached inventory sheet(s): Respiratory Therapist

Each listed asset, regardless of Department, is classified by a surplus code. The surplus codes are as follows:

1. Damaged – Asset cannot be used due to condition
2. Obsolete – Asset out of date and out of general use
3. Manufacture Warranty – Asset replacement due to Manufacturer defect
4. Equipment Replacement – Asset replaced by another with same or enhanced functionality
5. Equipment Donated – Asset donated to another public entity
6. Equipment Stolen – Asset unable to be located
7. No Longer Needed – Useable asset no longer in use by Program
8. Other: Please Specify

For most items, the value of this property is insufficient to defray the cost of conducting a formal public bid. By law, a finding to this effect, by a unanimous vote of the members present, will allow the District to dispose of items not sold at auction and will help prevent this obsolete surplus equipment from accumulating in the warehouse and maintenance yard.

RECOMMENDATION

The Superintendent/President recommends that, by unanimous vote of the members present, the Board of Trustees authorizes the designee to surplus property as specified above and find the value of the item(s) listed to be less than $5000 and of insufficient value to defray the cost of arranging a public bid.
### Request to Surplus District Owned Equipment

**From:**
- Department: Facilities
- Contact Person: Michael Sewell
- Extension: x6105
- Date of Request: 4/20/21

**Send Request To:**
- Original to: Purchasing Office
- Copy to: Warehouse

**Location of equipment:** Ceramics Department - ACB → moved to Storage Container on Pine Street.

**Please add the following items to surplus inventory:**

<table>
<thead>
<tr>
<th>Asset Number</th>
<th>Qty</th>
<th>Item Description</th>
<th>Manufacturer</th>
<th>Model Number</th>
<th>Serial Number</th>
<th>Surplus Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>Ceramic Dept. - Maple Hardwood Tables - 96x30</td>
<td>Installed by Gilotti</td>
<td>n/a</td>
<td>n/a</td>
<td>4</td>
</tr>
</tbody>
</table>

*Surplus Codes:*
1. Damaged
2. Obsolete
3. Manufacture Warranty
4. Equipment Replaced
5. Equipment Donated
6. Equipment Stolen
7. No longer needed-working condition
8. Other: Please specify

**Comments:** There are no asset tags on these tables. Tables are being taken to Warehouse.

**Instructions:** Itemize each item to be surplussed. Please provide as much information as possible and/or feasible. Use the appropriate Surplus Codes provided to describe the reason the item is being removed from the District Property listing. Approval of the I.T. Department and Budget Manager is required for all I.T. related assets. Complete and route the original electronic form to Purchasing/Contracts office and a scanned photocopy to the Warehouse staff. Warehouse staff will arrange pickup of the asset once approved by the Board of Trustees. Any questions about the surplussing of assets should be directed to extension 7567 or email purchasing@ohlone.edu. Any questions about the pickup and storage should be directed to the Warehouse at extension 6014 or email warehouse@ohlone.edu.

**Signature of I.T. manager**

**Signature of Budget manager**

**Oscar Guillon**
TO: Board of Trustees
FROM: Dr. Eric Bishop
DATE: June 9th, 2021
SUBJECT: Report from Faculty Senate (no report)

Note – there will be no report on June 9th.

RECOMMENDATION
Standing report for information only.
TO: Board of Trustees
FROM: Dr. Eric Bishop
DATE: June 9th, 2021
SUBJECT: Report from the Associated Students of Ohlone College (ASOC)

The Associated Students of Ohlone College (ASOC) will provide a brief report to the Board of Trustees.

RECOMMENDATION

Standing report for information only.
The Superintendent/President will provide the Board of Trustees with updates.

RECOMMENDATION

Information item only.
The District’s Tentative Budget is based on a set of fiscal assumptions at a given point in time. The Tentative Budget has been developed prior to the enactment of a 2021-22 State Budget. Apportionment revenue projections are based on information received from the California Community College Chancellor’s Office, predicated on the Governor’s 2021-22 May Revision to his January 2021-22 Budget proposals.

The District’s third quarter financial (Q3) review, program review process, analyses of Federal and State economic conditions and historical fiscal trends provide the foundation for other revenue projections and expenditure assumptions.

The General Fund Unrestricted (Fund 10) revenue is budgeted at $60,573,127, which includes State Apportionment funding at the 2017-18 funding level adjusted by COLA (Cost of Living Allowance) in each subsequent year, also called hold-harmless funding under the new funding formula.

The General Unrestricted Fund (Fund 10) expenditures are budgeted at $60,478,545, which includes salary adjustments for step, column and longevity as well as increases to the employer’s contribution to the pension plans.

The District projects a surplus (i.e., revenue exceeding expenditures) in the General Fund/Fund 10 of $94,581 in fiscal year 2021-22. The Tentative Budget assumes maintenance of the State recommended 5% contingency reserve for Economic Uncertainty and its Rainy Day Reserves.

In addition to the Unrestricted & Restricted General Purpose Fund (Funds 10 through 26), All Other Funds of the District are presented to the Board of Trustees for review and approval. These include Bond, Capital Outlay, Enterprise, Fiduciary and Trust Funds.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the 2021-22 Tentative Budget(s).
TENTATIVE BUDGET

FISCAL YEAR 2021-2022

OHZONE COMMUNITY COLLEGE DISTRICT

43600 Mission Blvd., Fremont, CA 94539
39399 Cherry St., Newark, CA 94560
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   Narrative .......................................................................................................................... 27
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Governor Newsom released his revised 2021-2022 fiscal year budget on Friday, May 14, 2021. The State budget is based on the assumption that the nation and California have both started on the path of economic recovery a year after the unprecedented economic losses induced by the COVID-19 pandemic. The Governor’s May Revise projects $75.7 billion in General Fund surplus for fiscal year 2021-22 compared to about $15 billion of surplus estimated in the initial January 2021 budget proposal. Funding education is one the state budget’s top priorities, which is a welcoming news for the California Community College system.

The May Revise proposes $93.70 billion in Proposition 98 funding for K-14 in 2021-22 compared to $92.80 billion in 2020-21 fiscal year. Community Colleges are expected to receive the traditional 10.93% of the total Proposition 98 funding. The Budget includes a 4.05% compounding Cost of Living Adjustment (COLA) on General Apportionment, a 0.5% enrollment growth, expanding current and proposing a number of new student – centered categorical programs to address college affordability and student basic needs in the post COVID-19 environment. However, the budget does not include a base increase or one-time discretionary funding to address the impact of rising operating cost for community colleges.

Major Highlights of the May Revision Include:

- 4.05% Cost of Living Adjustment on General Apportionment.
- 0.5% of enrollment growth.
- Retiring all apportionment deferrals that was enacted as part of 2020-21 Budget.
- A 5% increase to the Strong Workforce and Student Equity & Achievement Programs funding.
- $564 million, both federal and state funds, for Deferred Maintenance & Instruction Equipment - one time.

Now that the May Revision has been released, the legislature will consider the proposals it includes in the 2021-22 state budget. As you can tell, the May Revise, with over $75 billion in surplus revenue, is a cause for celebration, especially when compared to last year where there was anxiousness about a potential 10% cut to apportionment revenues in addition to billions of dollars in deferred payments. However, the implementation of the student centered funding formula and declining enrollment trends continue to significantly impact Ohlone’s financial resources, especially when the hold-harmless funding provision expires in 2024-25. Nevertheless, be assured that the College is actively working to maintain student access, retention, and success.
In line with the three-pronged budget plan launched two years ago, the District continues to strive to grow its enrollment, increase both apportionment and non-apportionment revenues while reducing expenditures, and advocate for changes in the funding formula that will benefit Ohlone College. As part of the budget philosophy for this year’s budget, we are planning to avoid a structural deficit and striving to maintain a balanced budget in order to ensure the fiscal solvency of the College. Despite the fiscal challenges, it is critical for Ohlone to keep the doors open to our students and the community we serve to enable them to meet their educational and career goals.

I look forward to another great year for Ohlone College focusing on servingness as we continue to institutionalize equity, inclusivity, and campus diversity.

Eric B. Bishop, Ed.D.
Superintendent/President
GENERAL INFORMATION

About the District

The Ohlone Community College District is a multi-campus, single college district located in the southern portion of the San Francisco Bay in California. Serving almost 17,000 students per year, the College has a main campus in the City of Fremont and a center in the City of Newark.

Ohlone College is an ethnically diverse institution that promotes innovation and continuous improvement in departments and divisions. The College is named from the native population living in the area when Mission San Jose was founded. The Fremont campus is located just south of the historical Mission. The Newark center is located near Interstate 880 and emphasizes programs in health, environment, and technology.

On December 7, 1965, Fremont and Newark voters approved the creation of the Fremont Newark Junior College District and elected a seven-member Board of Trustees. Ohlone College was established to serve the cities of Fremont and Newark.

Ohlone College opened for classes on September 25, 1967 at a temporary site in the former Junipero Serra, St. Mary of the Palms School for Girls at 650 Washington Boulevard in Fremont.

Ohlone College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.
The Fremont campus opened in September 1974 and is located on a beautiful 534-acre hillside in the southeast area of Alameda County between Highways 680 and 880, just south of historical Mission San Jose. With 300 acres reserved for open space, the campus offers a peaceful learning environment for students. Natural features including black oak, chaparral, and seasonal springs dominate the landscape and welcome wildlife alongside the academic environment. Additions to the Fremont campus are new Academic Core Building (which opened in 2020); the fine and performing arts center, the Gary Soren Smith Center for the Fine and Performing Arts (1995); the business and technology center, the Morris and Alvirda Hyman Center for Business and Technology (2002); and the Student Services Center (2009).

The Newark Center for Health Sciences and Technology (NCHST) opened in January 2008. The Newark campus is located on Cherry Street west of Highway 880 on a 31-acre site adjacent to the San Francisco Bay. Awarded LEED Platinum Certification, the highest achievable level of sustainability, from the U.S. Green Building Council, the campus serves as a model for other colleges to follow.
Our Vision, Mission, and Values

Vision
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.

Our 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 & 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, 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 campus 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 campus 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 campus community by advocating for a healthy campus environment, and leveraging comprehensive support services.
Governing Board

Richard Watters, Ed.D., Board Chair
Suzanne Lee Chan, Board Vice Chair
Greg Bonaccorsi
Jan Giovannini-Hill
Lance Kwan
Vivien Larsen
Rakesh Sharma, M.D.
Kevin Hamilton, Student Trustee

Executive Administration

Eric Bishop, Ed.D.
Superintendent/President

Anthony DiSalvo
Vice President, Academic Affairs/Deputy Superintendent

Christopher Dela Rosa, D.M.
Vice President, Administrative and Technology Services

Milton Lang, Ed.D.
Vice President, Student Services

Shairon Zingsheim
Vice President, Human Resources and Training

Budget Development

Farhad Sabit, Executive Director, Fiscal Services
Desire Andjou, Accounting Manager
Alisa Omeragic, Budget and Payroll Manager
Each year, to coincide with budget deadlines, the College engages in a process to determine a prioritized list of improvements it would like to undertake to achieve college objectives. This progress engages all programs and services by asking that they submit Program Improvement Objectives (PIOs) that are the products of their program reviews. These PIOs are accompanied by action plans and resource needs. The College prioritizes the objectives according to how effectively they contribute to college objectives and uses the list for determining resource allocation. Because the list includes all college programs and services, the result is an annual representation of needed college improvements. PIOs that have institutional wide impacts rise to become Institutional Improvement Objectives (IIOs) along with other initiatives or priorities that moves the College to further achieve its goals and objectives.
DISTRICT FUNDS OVERVIEW

All District Funds

Unrestricted General Fund

Restricted General Fund

Fund 10: Unrestricted General Fund

Board Designated Funds

Fund 12: Program Distribution

Fund 13: Community Education

Fund 14: Contract Education

Fund 15: Smith Center

Fund 18: Auxiliary Services/Rentals

Fund 20: Categorical

Fund 21: Grants

Fund 25: Parking

Fund 26: Health Services

Fund 41: Capital Outlay

Fund 42: Revenue Bond GO Bond Measure A

Fund 43: Revenue Bond GO Bond Measure G

Fund 69: Internal Services

Fund 74: Financial Aid

Fund 76: Investment Trust Fund
AUXILIARY FUNDS OVERVIEW

Fiduciary Fund

ASOC

Fund 79 - Other Trust and Agency Fund

Foundation

Fund 71 - Associated Student Body Fund

Fund 81 - Trust and Scholarship Fund

Fund 83 - Operating Fund

Fund 88 - Restricted Fund

Fund 89 - Endowment Fund
COMBINED GENERAL FUND

Narrative

The District’s General Fund is a combination of the Unrestricted and Restricted general-purpose operating funds. The District has established several funds in each of these categories to assist the District’s budget managers, to enhance fiscal transparency, and to add an additional level of oversight to the District’s internal accounting controls.

The Funds have been established to comply with the California Community Colleges’ Budget and Accounting Manual (BAM) Fund definitions and to follow the hierarchy of Generally Accepted Accounting Principles (GAAP).

Governmental accounting is founded upon the same basic concepts and conventions that underlie the accounting discipline as a whole. However, governmental accounting focuses on the sources and uses of resources to attain the institution’s objectives rather than on profit or loss.

A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities, expenditures and residual equities or fund balances. The Funds under the General Fund umbrella are categorized by revenue source and related expenditures.
UNRESTRICTED GENERAL FUNDS

Narrative

Unrestricted General Funds are those resources that are available for the general operation and support of the District’s educational programs. It is used to account for those transactions that, in general, cover the full scope of operations of the district (instruction, administration, student services, and maintenance and operations). There are three major sources of revenue available to the district for this fund. These include local property taxes, enrollment fees, and state apportionment. The remaining revenue sources include interest income, mandated costs, State unrestricted Lottery funds, International Student Program, and other local fees. There are six major categories to record the district’s expenditures that include academic salaries, classified salaries, benefits, supplies, other expenses and services, and capital outlay.

The Board of Trustees may designate unrestricted monies for specific operating purposes and establish separate funds. The Board retains discretionary authority to re-designate these funds. The current funds are as follows:

- Unrestricted General Operating Fund Fund 10
- Board Designated General Funds:
  - Program Distribution Fund 12
  - Community Education Fund Fund 13
  - Contract Education Fund Fund 14
  - Smith Center Operations Fund 15
  - Auxiliary Fund Fund 18
UNRESTRICTED GENERAL FUND (FUND 10)

**Major Revenue Assumptions**

- Under the Student Centered Funding Formula (SCFF) model, the District’s target\(^1\) for FY 2021-2022 are listed below:

<table>
<thead>
<tr>
<th></th>
<th>Est. Targets</th>
<th>Est. Growth in 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit FTES(^2)</td>
<td>5,736</td>
<td>2%</td>
</tr>
<tr>
<td>CDCP FTES</td>
<td>42</td>
<td>2%</td>
</tr>
<tr>
<td>Non-Credit FTES</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Special Admit FTES (Dual Enrollment)</td>
<td>583</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total FTES Target</strong></td>
<td><strong>6,363</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Supplemental Allocation (Headcount)**

<table>
<thead>
<tr>
<th>Headcount used for 2021-22</th>
<th>Est. 2020-21</th>
<th>Growth Est. in 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant recipient</td>
<td>1,482</td>
<td>2%</td>
</tr>
<tr>
<td>California College Promise Grant recipient</td>
<td>3,449</td>
<td>2%</td>
</tr>
<tr>
<td>AB 540 Fee Waiver recipient</td>
<td>66</td>
<td>2%</td>
</tr>
</tbody>
</table>

\(^1\) Estimated targets are subject to change  
\(^2\) In 2020-21, the District borrowed summer 2021 FTES. Credit FTES is funded in the SCFF based upon a rolling 3-year average.
### Student Success Allocation (Headcount)

<table>
<thead>
<tr>
<th>All Students:</th>
<th>Est. 3-Year Avg. Headcount</th>
<th>Growth Est. in 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate degree for transfer</td>
<td>298</td>
<td>2%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>358</td>
<td>2%</td>
</tr>
<tr>
<td>Credit certificate (16 or more units)</td>
<td>144</td>
<td>2%</td>
</tr>
<tr>
<td>Transfer-level Math and English</td>
<td>586</td>
<td>2%</td>
</tr>
<tr>
<td>Transfer to a four-year university</td>
<td>652</td>
<td>2%</td>
</tr>
<tr>
<td>Nine or more CTE units completed</td>
<td>903</td>
<td>2%</td>
</tr>
<tr>
<td>Achieved Regional Living Wage</td>
<td>1,139</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Bonus for Pell Grant recipients:

<table>
<thead>
<tr>
<th></th>
<th>Est. 3-Year Avg. Headcount</th>
<th>Growth Est. in 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate degree for transfer</td>
<td>124</td>
<td>2%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>131</td>
<td>2%</td>
</tr>
<tr>
<td>Credit certificate (16 or more units)</td>
<td>40</td>
<td>2%</td>
</tr>
<tr>
<td>Transfer-level Math and English</td>
<td>134</td>
<td>2%</td>
</tr>
<tr>
<td>Transfer to a four-year university</td>
<td>182</td>
<td>2%</td>
</tr>
<tr>
<td>Nine or more CTE units completed</td>
<td>229</td>
<td>2%</td>
</tr>
<tr>
<td>Achieved Regional Living Wage</td>
<td>132</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Bonus for Promise Grant recipients:

<table>
<thead>
<tr>
<th></th>
<th>Est. 3-Year Avg. Headcount</th>
<th>Growth Est. in 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate degree for transfer</td>
<td>174</td>
<td>2%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>212</td>
<td>2%</td>
</tr>
<tr>
<td>Credit certificate (16 or more units)</td>
<td>58</td>
<td>2%</td>
</tr>
<tr>
<td>Transfer-level Math and English</td>
<td>229</td>
<td>2%</td>
</tr>
<tr>
<td>Transfer to a four-year university</td>
<td>308</td>
<td>2%</td>
</tr>
<tr>
<td>Nine or more CTE units completed</td>
<td>406</td>
<td>2%</td>
</tr>
<tr>
<td>Achieved Regional Living Wage</td>
<td>283</td>
<td>2%</td>
</tr>
</tbody>
</table>
Major Assumptions Used to Develop the District’s 2021-2022 Budget:

- 4.05% Cost of Living Adjustment (COLA) is assumed.

- The SCFF provides an opportunity for Districts to use “hold harmless funds”, which guarantees that each district will receive its 2017-18 Total Computational Revenue (TCR) Apportionment dollars adjusted by COLA (Cost of Living Allowance) in each subsequent year.

- Lottery revenue is estimated at $150 per FTES in unrestricted and $49 per FTES in Restricted funds.

- Interest income on cash held with Alameda County Treasury is projected at $200,000.

- Regular Enrollment Fees of $46 per unit, which is the same as in 2020-2021.

- Assumes a 10% increase in the International Students Program revenue.

- The District will continue to charge an electronic access fee of $5 per student, per semester.

- Assumes $20,000 in commission from the Bookstore, which is currently operated by a third party.

- $204,699 of Parity funding, which supports adjunct faculty salaries.

- Ohlone College Foundation reimbursement to the District is estimated at $95,000.

- Mandate Block Grant of $30.16 per FTES in lieu of submitting claims for various mandated programs.

- Transfer $150,000 from Fund 69 to Fund 10 to help cover the District’s obligation related to STRS and PERS pension plans. This is the third draw down on the $4.6 million set-aside to cover the escalating employer cost of STRS and PERS. In 2019-2020 District was able to replenish $640,283 of first draw-down.
### Revenue Sources

<table>
<thead>
<tr>
<th>Description</th>
<th>2020-2021 Revised Budget</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Apportionment Sources:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State General Apportionment</td>
<td>14,238,528</td>
<td></td>
<td>14,238,528</td>
</tr>
<tr>
<td>Cost of Living Adjustment (COLA)</td>
<td>-</td>
<td>2,094,611</td>
<td>2,094,611</td>
</tr>
<tr>
<td>Education Protection Account (EPA)</td>
<td>8,108,141</td>
<td></td>
<td>8,108,141</td>
</tr>
<tr>
<td>Property Tax</td>
<td>24,965,143</td>
<td></td>
<td>24,965,143</td>
</tr>
<tr>
<td>Enrollment Fees (98%)</td>
<td>4,406,981</td>
<td></td>
<td>4,406,981</td>
</tr>
<tr>
<td>Deficit Factor</td>
<td>(441,634)</td>
<td>441,634</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total State Apportionment</strong></td>
<td>51,277,159</td>
<td>2,536,245</td>
<td>53,813,404</td>
</tr>
<tr>
<td><strong>Other Sources:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandate Block Grant Funding</td>
<td>212,400</td>
<td>14,105</td>
<td>226,505</td>
</tr>
<tr>
<td>Lottery Revenue</td>
<td>1,182,750</td>
<td>(164,566)</td>
<td>1,018,184</td>
</tr>
<tr>
<td>Bookstore Commission</td>
<td>80,000</td>
<td>(60,000)</td>
<td>20,000</td>
</tr>
<tr>
<td>Interest Income</td>
<td>200,000</td>
<td></td>
<td>200,000</td>
</tr>
<tr>
<td>Enrollment Fee (2%)</td>
<td>87,855</td>
<td></td>
<td>87,855</td>
</tr>
<tr>
<td>Enrollment Fee (Audit)</td>
<td>3,000</td>
<td></td>
<td>3,000</td>
</tr>
<tr>
<td>Electronic Access Fee</td>
<td>95,000</td>
<td></td>
<td>95,000</td>
</tr>
<tr>
<td>Student Transcripts Fee</td>
<td>10,000</td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>Non Resident Out of State Tuition</td>
<td>550,000</td>
<td></td>
<td>550,000</td>
</tr>
<tr>
<td>International Enrollment Fee</td>
<td>1,680,840</td>
<td>274,207</td>
<td>1,955,047</td>
</tr>
<tr>
<td>International Application and Mailing Fee</td>
<td>10,000</td>
<td>(5,000)</td>
<td>5,000</td>
</tr>
<tr>
<td>Student Transportation Fee</td>
<td>-</td>
<td>65,000</td>
<td>65,000</td>
</tr>
<tr>
<td>Other Miscellaneous Revenue</td>
<td>100,000</td>
<td>45,000</td>
<td>145,000</td>
</tr>
<tr>
<td>Full Time Faculty Funding</td>
<td>303,530</td>
<td></td>
<td>303,530</td>
</tr>
<tr>
<td>Part Time Faculty Funding</td>
<td>204,699</td>
<td></td>
<td>204,699</td>
</tr>
<tr>
<td>Transfer In</td>
<td>200,000</td>
<td>(50,000)</td>
<td>150,000</td>
</tr>
<tr>
<td><strong>Total Other Sources</strong></td>
<td>4,920,074</td>
<td>118,746</td>
<td>5,038,820</td>
</tr>
<tr>
<td><strong>Total State and Other Sources Revenues</strong></td>
<td>56,197,233</td>
<td>2,654,992</td>
<td>58,852,225</td>
</tr>
<tr>
<td>CalSTRS On-Behalf Payment</td>
<td>1,720,902</td>
<td></td>
<td>1,720,902</td>
</tr>
<tr>
<td><strong>Grand Total Revenue</strong></td>
<td>57,918,135</td>
<td>2,654,992</td>
<td>60,573,127</td>
</tr>
</tbody>
</table>
Major Expenditure Assumptions

- Budget does not include 2020-2021 or 2021-2022 negotiated settlements.

- Compensation changes related to class, step advances, and longevity result in an increase of $373,655 and is included in the budget.

- The Budget includes impact of the 2020-21 classification study related to management only.

- Assumes 119 funded full-time faculty positions.

- Part-time faculty budget is decreased by $340,848 compared to 2020-2021 budget.

- The budget fully funds the agreements with South Bay Regional Public Safety Training Consortium and Public School Districts for dual enrollment programs.

- Medical benefits are budgeted as follows:
  - Full-time Faculty = $1,200/month
  - Confidential Employees = $1,200/month
  - Managers = $1,200/month
  - CSEA & SEIU Employee hired prior to 7/1/2016 = $1,493/month
  - CSEA & SEIU Employees hired after 7/1/2016 = $1,200/month

- Dental, vision, and life insurance benefit premiums for all full-time employees are fully covered by the district and are built in the budget.

- The General Fund’s support to the DSPS program is projected at $1,000,000 in 2021-2022.

- Part time faculty office hours for $150,000 is included in the budget.

- Parking Fund backfill is projected at $300,000 for 2021-2022.
• The employer paid portion of mandatory benefits is budgeted as follows:

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRS</td>
<td>16.15%</td>
<td>16.92%</td>
</tr>
<tr>
<td>PERS</td>
<td>20.70%</td>
<td>22.91%</td>
</tr>
<tr>
<td>OASDI (employer rate)</td>
<td>6.20%</td>
<td>6.20%</td>
</tr>
<tr>
<td>Medicare</td>
<td>1.450%</td>
<td>1.450%</td>
</tr>
<tr>
<td>SUI</td>
<td>0.11%</td>
<td>1.29%</td>
</tr>
<tr>
<td>Workers Compensation</td>
<td>1.235%</td>
<td>1.235%</td>
</tr>
</tbody>
</table>

• Assumes required match of $88,713 to other district programs such as College Work Study, SEOG and Student Financial Aid.

• The District suspends contribution to the OPEB Trust in 2021-2022, but will continue to fund the retiree health benefits, also called pay-as-you, which is projected at $268,540.

• Institutional Improvement Objectives (IIOs) funded:
  
  o Institutional Marketing, Outreach, and Advertising = $50,000
  
  o Supporting College Infrastructure and Processes = $20,000
Reserve Assumptions

Assigned by the Board of Trustees:

- The District will maintain a 5% Contingency Reserve, which is calculated on Unrestricted General Fund Expenditures (Fund 10) as delineated in California Code of Regulations Title V.

- The Rainy Day Reserve = $4,000,000.

- Institutional Improvement = $768,236.

- Sabbaticals = $140,000.

Unassigned:

- Unassigned balance = $2,517,840
# Three-Year Budget Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apportionment per SCFF</td>
<td>43,597,888</td>
<td>45,222,885</td>
<td>983,169</td>
<td>46,206,054</td>
</tr>
<tr>
<td>Hold Harmless Funding</td>
<td>8,120,905</td>
<td>6,495,908</td>
<td>1,111,442</td>
<td>7,607,350</td>
</tr>
<tr>
<td>Deficit Factor</td>
<td>(491,409)</td>
<td>(441,634)</td>
<td>441,634</td>
<td>-</td>
</tr>
<tr>
<td>Other Sources of Revenue</td>
<td>6,225,208</td>
<td>4,920,074</td>
<td>118,746</td>
<td>5,038,820</td>
</tr>
<tr>
<td>CalSTRS On-Behalf Payment</td>
<td>1,844,603</td>
<td>1,720,902</td>
<td>-</td>
<td>1,720,902</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>59,297,195</strong></td>
<td><strong>57,918,135</strong></td>
<td><strong>2,654,992</strong></td>
<td><strong>60,573,127</strong></td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Academic Salaries</td>
<td>15,625,115</td>
<td>18,226,768</td>
<td>(1,695,658)</td>
<td>16,530,910</td>
</tr>
<tr>
<td>Part Time Academic Salaries</td>
<td>8,991,665</td>
<td>7,674,834</td>
<td>(241,075)</td>
<td>7,433,760</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>13,516,312</td>
<td>14,822,189</td>
<td>(1,305,877)</td>
<td>13,770,044</td>
</tr>
<tr>
<td>Benefits</td>
<td>11,482,174</td>
<td>12,705,509</td>
<td>(387,335)</td>
<td>12,318,221</td>
</tr>
<tr>
<td>CalSTRS On-Behalf Payment</td>
<td>1,844,603</td>
<td>1,720,902</td>
<td>-</td>
<td>1,720,902</td>
</tr>
<tr>
<td>Supplies</td>
<td>375,796</td>
<td>413,685</td>
<td>22,791</td>
<td>436,476</td>
</tr>
<tr>
<td>Operating Expense</td>
<td>5,773,388</td>
<td>7,510,990</td>
<td>67,612</td>
<td>7,578,602</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>24,440</td>
<td>88,307</td>
<td>(55,869)</td>
<td>32,418</td>
</tr>
<tr>
<td>Interfund Transfer Out</td>
<td>1,657,133</td>
<td>723,540</td>
<td>(66,287)</td>
<td>657,253</td>
</tr>
<tr>
<td>Temporary Exp. Reductions</td>
<td>-</td>
<td>(5,313,912)</td>
<td>5,313,912</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>59,290,626</strong></td>
<td><strong>58,572,810</strong></td>
<td><strong>1,905,735</strong></td>
<td><strong>60,478,545</strong></td>
</tr>
<tr>
<td><strong>Net Activity</strong></td>
<td><strong>6,568</strong></td>
<td>(654,675)</td>
<td>749,257</td>
<td><strong>94,581</strong></td>
</tr>
<tr>
<td><strong>Beginning Fund Balance</strong></td>
<td>11,003,529</td>
<td>11,010,097</td>
<td>(654,675)</td>
<td>10,355,422</td>
</tr>
<tr>
<td><strong>Ending Fund Balance</strong></td>
<td><strong>11,010,097</strong></td>
<td><strong>10,355,422</strong></td>
<td><strong>94,581</strong></td>
<td><strong>10,450,003</strong></td>
</tr>
</tbody>
</table>

% of Fund Balance to Exp. 18.57% 17.68% 17.28%

**Budget does not include negotiated settlements or the Impact of Classification Study for the bargaining units.**
## Components of Ending Fund Balance

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assigned to:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5% Contingency Reserve</td>
<td>2,964,531</td>
<td>2,928,641</td>
<td>95,287</td>
<td>3,023,927</td>
</tr>
<tr>
<td>Rainy Day Reserve</td>
<td>4,000,000</td>
<td>4,000,000</td>
<td>-</td>
<td>4,000,000</td>
</tr>
<tr>
<td>Institutional Improvement</td>
<td>768,236</td>
<td>768,236</td>
<td>-</td>
<td>768,236</td>
</tr>
<tr>
<td>Sabbaticals</td>
<td>140,000</td>
<td>140,000</td>
<td>-</td>
<td>140,000</td>
</tr>
<tr>
<td><strong>Unassigned:</strong></td>
<td></td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3,137,330</td>
<td>2,518,545</td>
<td>(706)</td>
<td>2,517,840</td>
</tr>
<tr>
<td><strong>Total Fund Balance:</strong></td>
<td>11,010,097</td>
<td>10,355,422</td>
<td>94,581</td>
<td>10,450,003</td>
</tr>
</tbody>
</table>
PROGRAM DISTRIBUTION (FUND 12)

Narrative

This Fund is designed to account for internal program distributions.

Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>45,374</td>
<td>17,679</td>
<td>(2,679)</td>
<td>15,000</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>54,353</td>
<td>116,941</td>
<td>(101,941)</td>
<td>15,000</td>
</tr>
<tr>
<td>Net Activity</td>
<td>(8,979)</td>
<td>(99,261)</td>
<td>99,261</td>
<td>-</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>108,241</td>
<td>99,261</td>
<td>(99,261)</td>
<td>-</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>99,261</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
COMMUNITY EDUCATION (FUND 13)

Narrative

As authorized by Education Code section 78300, the District has established a Community Education fund. This code section allows the District to establish a wide range of fee-based classes that are not part of the apportionment funding.

*Ohlone for Kids* summer program and the *English Learning Institute* (ELI) are two of the most popular programs. Other programs include music ensembles, fitness and wellness classes, sports camps, and online classes through Ed2GO.

These programs must be self-supporting. Any available funds can be distributed to the District programs through Fund 12.

The minimum established reserve is $200,000.
## Fund 13 Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Education Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>45,582</td>
<td>110,000</td>
<td>-</td>
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</tr>
<tr>
<td>Expenditures</td>
<td>59,146</td>
<td>102,200</td>
<td>-</td>
<td>102,200</td>
</tr>
<tr>
<td>Net Activity</td>
<td>(13,564)</td>
<td>7,800</td>
<td>-</td>
<td>7,800</td>
</tr>
<tr>
<td><strong>Employee fit and well</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>6,810</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Net Activity</td>
<td>6,810</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>English Language Institute</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>303,515</td>
<td>300,000</td>
<td>(50,000)</td>
<td>250,000</td>
</tr>
<tr>
<td>Expenditures</td>
<td>328,950</td>
<td>438,596</td>
<td>(34,854)</td>
<td>403,742</td>
</tr>
<tr>
<td>Net Activity</td>
<td>(25,436)</td>
<td>(138,596)</td>
<td>(15,146)</td>
<td>(153,742)</td>
</tr>
<tr>
<td><strong>Ohlone for Kids</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>612,308</td>
<td>1,050,000</td>
<td>-</td>
<td>1,050,000</td>
</tr>
<tr>
<td>Ohlone for Kids</td>
<td>609,792</td>
<td>1,002,500</td>
<td>(20,000)</td>
<td>982,500</td>
</tr>
<tr>
<td>Net Activity</td>
<td>2,517</td>
<td>47,500</td>
<td>20,000</td>
<td>67,500</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>968,215</td>
<td>1,460,000</td>
<td>(50,000)</td>
<td>1,410,000</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>997,888</td>
<td>1,543,296</td>
<td>(54,854)</td>
<td>1,488,442</td>
</tr>
<tr>
<td><strong>Total Net Activities</strong></td>
<td>(29,673)</td>
<td>(83,296)</td>
<td>4,854</td>
<td>(78,442)</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>431,920</td>
<td>402,248</td>
<td>(83,296)</td>
<td>318,952</td>
</tr>
<tr>
<td><strong>Ending Fund Balance</strong></td>
<td>402,248</td>
<td>318,952</td>
<td>(78,442)</td>
<td>240,510</td>
</tr>
</tbody>
</table>

**Limited to:**

- **Reserve Available for Distribution**: 202,248 (78,442) 40,510
- **Board Approved Reserve**: 200,000 200,000 - 200,000

**Total Reserve**: 402,248 318,952 (78,442) 240,510
As authorized by Education Code 78300 and 55170, the District has established a Contract Education program. This code section allows for a wide range of corporate sponsored courses.

The District utilizes this fund to track all corporate sponsored courses, trainings, and professional development programs.

These programs are fee-based and must be self-supporting. Any available funds can be distributed to the District programs through Fund 12.

The minimum established reserve is **$50,000**.
# Fund 14 Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>-</td>
<td>105,000</td>
<td>145,000</td>
<td>250,000</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>2,300</td>
<td>95,000</td>
<td>76,925</td>
<td>171,925</td>
</tr>
<tr>
<td><strong>Net Activity</strong></td>
<td><strong>(2,300)</strong></td>
<td><strong>10,000</strong></td>
<td><strong>68,075</strong></td>
<td><strong>78,075</strong></td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>400,619</td>
<td>398,319</td>
<td>10,000</td>
<td>408,319</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td><strong>398,319</strong></td>
<td><strong>408,319</strong></td>
<td><strong>78,075</strong></td>
<td><strong>486,394</strong></td>
</tr>
</tbody>
</table>

Limited to:

- Reserve for Operations: 348,319 358,319 78,075 436,394
- Board Approved Reserve: 50,000 50,000 - 50,000

**Total Reserve:** 398,319 408,319 78,075 486,394
SMITH CENTER (FUND 15)

Narrative

The primary purpose of the Smith Center is to promote the instructional programs of the Division of Kinesiology, Athletics, and Arts. This is achieved through a combination of student performances and labs as well as Professional Artist’s performances and residencies. The use of the center is primarily educational. However, the facility is rented to the public when not in use for campus purposes.

The Gary Soren Smith Center for the Fine and Performing Arts houses: the Jackson Theatre (405 seats), the NUMMI Studio Theatre (50 to 200 seats), the Louie-Meager Art Gallery, an outdoor Amphitheatre (726 seats), a dance studio, television studios, and a radio station.

The Smith Center Fund accounts for the following activities:

- Instructional Performances
- The Professional Artist Series
- Theatre Operations
- House Management
- Box Office
- Concessions
- Facility Rentals
- Costume Rentals
# Fund 15 Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>248,173</td>
<td>279,000</td>
<td>1,000</td>
<td>280,000</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>242,455</td>
<td>268,900</td>
<td>7,100</td>
<td>276,000</td>
</tr>
<tr>
<td>Net Activity</td>
<td>5,718</td>
<td>10,100</td>
<td>(6,100)</td>
<td>4,000</td>
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<td>Beginning Fund Balance</td>
<td>71,361</td>
<td>77,079</td>
<td>10,100</td>
<td>87,179</td>
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<tr>
<td>Ending Fund Balance</td>
<td>77,079</td>
<td>87,179</td>
<td>4,000</td>
<td>91,179</td>
</tr>
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</table>
AUXILIARY SERVICES/RENTALS (FUND 18)

Narrative

The Board has established Auxiliary Services Fund (Fund 18) to account for various fee based programs such as facility rentals, Pay-for-Print programs, Cafeteria operations and Verizon/Comcast leases.

Civic Center: Fund 18 accounts for the facility rental revenues charged for the outside use of the District’s facilities including parking lots, classrooms, the gym, the swimming pool, and athletic fields. Charges include maintenance, utilities, and salaries related to operating the facilities on both campuses as well as indirect costs.

Student Printing: This is a web-based student print solution program, which helps students print/copy their study materials on the college campuses.
# Fund 18 Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Printing</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>7,517</td>
<td>6,000</td>
<td>-</td>
<td>6,000</td>
</tr>
<tr>
<td>Expenditures</td>
<td>9,609</td>
<td>6,000</td>
<td>-</td>
<td>6,000</td>
</tr>
<tr>
<td><strong>Net Activity</strong></td>
<td>(2,092)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Local Education Information Awareness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenditures</td>
<td>45,417</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Civic Center</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>91,682</td>
<td>176,000</td>
<td>47,000</td>
<td>223,000</td>
</tr>
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<td>Expenditures</td>
<td>56,641</td>
<td>120,900</td>
<td>96,343</td>
<td>217,243</td>
</tr>
<tr>
<td><strong>Net Activity</strong></td>
<td>35,042</td>
<td>55,100</td>
<td>(49,343)</td>
<td>5,757</td>
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<tr>
<td><strong>Cafeteria</strong></td>
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<tr>
<td>Revenues</td>
<td>413</td>
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<td>-</td>
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</tr>
<tr>
<td>Expenditures</td>
<td>2,660</td>
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<tr>
<td><strong>Net Activity</strong></td>
<td>(2,247)</td>
<td></td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Street Fair</strong></td>
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</tr>
<tr>
<td>Revenues</td>
<td>2,254</td>
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<tr>
<td>Expenditures</td>
<td>103,279</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Net Activity</strong></td>
<td>(101,026)</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Verizon Wireless:</strong></td>
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<td></td>
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<tr>
<td>Revenues</td>
<td>45,701</td>
<td>38,000</td>
<td>(1,000)</td>
<td>37,000</td>
</tr>
<tr>
<td>Expenditures</td>
<td>24,485</td>
<td>38,000</td>
<td>(1,000)</td>
<td>37,000</td>
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<tr>
<td><strong>Net Activity</strong></td>
<td>21,216</td>
<td></td>
<td>-</td>
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<tr>
<td><strong>Comcast</strong></td>
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</tr>
<tr>
<td>Revenue</td>
<td>30,000</td>
<td></td>
<td>31,827</td>
<td></td>
</tr>
<tr>
<td><strong>Net Activity</strong></td>
<td>30,000</td>
<td></td>
<td>31,827</td>
<td></td>
</tr>
<tr>
<td>Total Revenues</td>
<td>177,567</td>
<td>250,000</td>
<td>47,827</td>
<td>297,827</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>242,092</td>
<td>164,900</td>
<td>95,343</td>
<td>260,243</td>
</tr>
<tr>
<td><strong>Total Net Activities</strong></td>
<td>(64,525)</td>
<td>85,100</td>
<td>(47,516)</td>
<td>37,584</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>919,966</td>
<td>855,441</td>
<td>85,100</td>
<td>940,541</td>
</tr>
<tr>
<td><strong>Ending Fund Balance</strong></td>
<td>855,441</td>
<td>940,541</td>
<td>37,584</td>
<td>978,125</td>
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</tbody>
</table>
## UNRESTRICTED GENERAL FUND SUMMARY

<table>
<thead>
<tr>
<th>Description</th>
<th>Fund 10 Unrestricted General</th>
<th>Fund 12 Program Distribution</th>
<th>Fund 13 Community Education</th>
<th>Fund 14 Contract Education</th>
<th>Fund 15 Smith Center</th>
<th>Fund 18 Civic Center Rentals</th>
<th>Total Unrestricted General Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>60,573,127</td>
<td>15,000</td>
<td>1,410,000</td>
<td>250,000</td>
<td>280,000</td>
<td>297,827</td>
<td>62,825,954</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>60,478,545</td>
<td>15,000</td>
<td>1,488,442</td>
<td>171,925</td>
<td>276,000</td>
<td>260,243</td>
<td>62,690,155</td>
</tr>
<tr>
<td><strong>Net Activity</strong></td>
<td>94,581</td>
<td>-</td>
<td>(78,442)</td>
<td>78,075</td>
<td>4,000</td>
<td>37,584</td>
<td>135,798</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>10,355,422</td>
<td>-</td>
<td>318,952</td>
<td>408,319</td>
<td>87,179</td>
<td>940,541</td>
<td>12,110,413</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>10,450,003</td>
<td>-</td>
<td>240,510</td>
<td>486,394</td>
<td>91,179</td>
<td>978,125</td>
<td>12,246,211</td>
</tr>
</tbody>
</table>

17.28% 19.53%
RESTRICTED GENERAL FUND (FUNDS 20 – 26)

Narrative

The Restricted General Funds are established for programs funded by external sources, including federal, state, and local government grants. These programs are regulated by granting agencies and/or through state laws or mandated requirements.

The Restricted General Funds for 2021-2022 consist of the following:

- Categorical Fund 20
- Grants Fund 21
- Parking Fund 25
- Health Services 26
Fund 20 was established to account for restricted programs funded through General Apportionment by Federal and State sources. The appropriate Chancellor’s Office department regulates these categorical programs. The Federal and State programs in this fund are formula-driven and received by virtually all community colleges.

These budgets are updated throughout the year, as entitlements are revised and approved by the granting sources. Subsequent changes to this budget are submitted to the Board of Trustees for approval on a quarterly basis.

Some programs such as DSPS and EOPS receive backfill or match contribution from the District’s Unrestricted General Fund (Fund 10) to maintain current level of services and a balanced budget.

- Institutional Improvement Objectives (IIOs) funded:
  - Supporting Instructional Improvements. Funded by Instructional Equipment Grant, Student Equity and Achievement = $30,900
  - Supporting Student Success. Funded by AB19 = $1,700
  - Supporting Enrollment. Funded by Immediate Action Package = $75,000
# Fund 20 Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>6,683,566</td>
<td>12,434,998</td>
<td>(3,158,505)</td>
<td>9,276,493</td>
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<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>6,688,250</td>
<td>12,434,998</td>
<td>(3,158,505)</td>
<td>9,276,493</td>
</tr>
<tr>
<td><strong>Net Activity</strong></td>
<td><strong>(4,684)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>6,543</td>
<td>1,858</td>
<td></td>
<td>1,858</td>
</tr>
<tr>
<td><strong>Ending Fund Balance</strong></td>
<td><strong>1,858</strong></td>
<td>1,858</td>
<td></td>
<td><strong>1,858</strong></td>
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</tbody>
</table>
# Fund 20 Categorical Programs Listing

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TANF</td>
<td>31,820</td>
<td>30,582</td>
<td>-</td>
<td>30,582</td>
</tr>
<tr>
<td>CTE Transitions</td>
<td>40,404</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Covid-19 Block Grant (Federal)</td>
<td>-</td>
<td>359,098</td>
<td>(359,098)</td>
<td>-</td>
</tr>
<tr>
<td>Perkins/VTEA</td>
<td>55,997</td>
<td>146,619</td>
<td>5,211</td>
<td>151,830</td>
</tr>
<tr>
<td><strong>Total Federal:</strong></td>
<td>128,221</td>
<td>536,299</td>
<td>(353,887)</td>
<td>182,412</td>
</tr>
<tr>
<td><strong>State:</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>California Promise AB19 (prior years)</td>
<td>-</td>
<td>1,308,439</td>
<td>(1,308,439)</td>
<td>-</td>
</tr>
<tr>
<td>California Promise AB19 (2021-22)</td>
<td>-</td>
<td>-</td>
<td>400,000</td>
<td>400,000</td>
</tr>
<tr>
<td>CAEP (prior years)</td>
<td>184,533</td>
<td>153,549</td>
<td>(153,549)</td>
<td>-</td>
</tr>
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<td>CAEP (2021-2022)</td>
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<td>80,961</td>
<td>80,961</td>
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<td>Articulation</td>
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<td>1,232</td>
<td>(1,232)</td>
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<td>BOG Fee Waivers Admin</td>
<td>59,151</td>
<td>57,312</td>
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<td>57,312</td>
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<td>CAL WORKS</td>
<td>144,257</td>
<td>158,763</td>
<td>(11,743)</td>
<td>147,020</td>
</tr>
<tr>
<td>CalFresh Outreach</td>
<td>-</td>
<td>29,651</td>
<td>(29,651)</td>
<td>-</td>
</tr>
<tr>
<td>Campus Safety/Sexual Awareness</td>
<td>4,387</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>CARE</td>
<td>48,521</td>
<td>75,538</td>
<td>(16,551)</td>
<td>58,987</td>
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<td>Classified Staff Development Grant</td>
<td>24,033</td>
<td>9,608</td>
<td>(9,608)</td>
<td>-</td>
</tr>
<tr>
<td>Covid-19 Block Grant (State)</td>
<td>-</td>
<td>440,797</td>
<td>(96,797)</td>
<td>344,000</td>
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<tr>
<td>DSPS</td>
<td>1,795,868</td>
<td>1,680,143</td>
<td>28,562</td>
<td>1,708,705</td>
</tr>
<tr>
<td>EOPS</td>
<td>420,211</td>
<td>469,988</td>
<td>(12,181)</td>
<td>457,807</td>
</tr>
<tr>
<td>Equal Employment Opportunity</td>
<td>44,896</td>
<td>50,000</td>
<td>-</td>
<td>50,000</td>
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<tr>
<td>Financial Aid Technology Grant</td>
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<td>219,155</td>
<td>(164,155)</td>
<td>55,000</td>
</tr>
<tr>
<td>Guided Pathways</td>
<td>60,790</td>
<td>531,876</td>
<td>(457,968)</td>
<td>73,908</td>
</tr>
<tr>
<td>Hunger Free Campus</td>
<td>30,273</td>
<td>58,594</td>
<td>(58,594)</td>
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<tr>
<td>Instructional Equipment*</td>
<td>6,189</td>
<td>177,250</td>
<td>1,761,970</td>
<td>1,939,220</td>
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<tr>
<td>Mental Health Service</td>
<td>142,836</td>
<td>398,811</td>
<td>(398,811)</td>
<td>-</td>
</tr>
<tr>
<td>Mental Health Services Grant</td>
<td>45,509</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nursing Program</td>
<td>90,263</td>
<td>126,915</td>
<td>(17,648)</td>
<td>109,267</td>
</tr>
<tr>
<td>Retention and Enrollment Outreach</td>
<td>-</td>
<td>101,951</td>
<td>(101,951)</td>
<td>-</td>
</tr>
<tr>
<td>Strong Workforce</td>
<td>810,461</td>
<td>2,275,509</td>
<td>(1,506,372)</td>
<td>769,137</td>
</tr>
<tr>
<td>Student Financial Aid Admin</td>
<td>245,730</td>
<td>216,210</td>
<td>-</td>
<td>216,210</td>
</tr>
<tr>
<td>Student Equity and Achievement</td>
<td>2,376,255</td>
<td>3,184,293</td>
<td>(575,445)</td>
<td>2,608,848</td>
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<tr>
<td>Undocumented Resource Liaisons</td>
<td>-</td>
<td>44,750</td>
<td>(44,750)</td>
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</tr>
<tr>
<td>Veterans Resource Center Funding</td>
<td>487</td>
<td>128,363</td>
<td>(110,664)</td>
<td>17,699</td>
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<td>Prior Years Adjustments</td>
<td>4,684</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total State:</strong></td>
<td>6,560,029</td>
<td>11,898,699</td>
<td>(2,804,618)</td>
<td>9,094,081</td>
</tr>
<tr>
<td><strong>Total Restricted Categorical Fund:</strong></td>
<td>6,688,250</td>
<td>12,434,998</td>
<td>(3,158,505)</td>
<td>9,276,493</td>
</tr>
</tbody>
</table>

*2021-22 budget split 50/50 between Deferred Maintenance & Instr. Equipment. Amount subject to change.
GRANTS FUND (FUND 21)

Narrative

Fund 21 was established to account for grant programs funded through external sources, including Federal, State and local governments and other agencies. These grants are regulated by the appropriate agency. Budgets are updated throughout the year as entitlements are revised and approved by the granting sources. Subsequent changes to this budget are submitted to the Board of Trustees for approval on a quarterly basis.

The grants in this fund are primarily competitive and secured only by active effort on the part of the College staff.

Workforce Investment Act is a program that provides the foundation for Ohlone’s Career Center. Students and the community can get assistance with a whole array of interview and job seeking techniques.

Ohlone College also hosts the western regional department office for Gallaudet University. The office provides support programs for the hearing impaired students and faculty.
## Fund 21 Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>9,717,009</td>
<td>15,765,580</td>
<td>(12,387,658)</td>
<td>3,377,922</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>9,624,923</td>
<td>17,458,212</td>
<td>(14,080,290)</td>
<td>3,377,922</td>
</tr>
<tr>
<td>Net Activity</td>
<td>92,087</td>
<td>(1,692,632)</td>
<td>1,692,632</td>
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<td>Beginning Fund Balance</td>
<td>1,600,546</td>
<td>1,692,632</td>
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<td>-</td>
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<tr>
<td>Ending Fund Balance</td>
<td>1,692,632</td>
<td>-</td>
<td>-</td>
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</table>
# Fund 21 Grants Listing

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CaresAct - Institutional</td>
<td>488,481</td>
<td>9,865,610</td>
<td>(9,865,610)</td>
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</tr>
<tr>
<td>Gallaudet Center</td>
<td>150,912</td>
<td>190,658</td>
<td>(38,158)</td>
<td>152,500</td>
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<tr>
<td>NSF Grant</td>
<td>104,309</td>
<td>438,689</td>
<td>(438,689)</td>
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<tr>
<td>SBDC</td>
<td>249,907</td>
<td>352,898</td>
<td>(102,989)</td>
<td>250,000</td>
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<tr>
<td>SBA Cares Act</td>
<td></td>
<td>178,171</td>
<td>(178,171)</td>
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<tr>
<td>Workforce Investment</td>
<td>428,535</td>
<td>421,773</td>
<td>993,227</td>
<td>1,415,000</td>
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<tr>
<td><strong>Total Federal</strong></td>
<td><strong>1,422,145</strong></td>
<td><strong>11,447,799</strong></td>
<td>(9,630,299)</td>
<td><strong>1,817,500</strong></td>
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<tr>
<td><strong>State:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CAI - California Apprenticeship Initiative</td>
<td></td>
<td>499,644</td>
<td>(499,644)</td>
<td>-</td>
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<tr>
<td>CENIC</td>
<td>22,386</td>
<td>26,115</td>
<td>(26,115)</td>
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<tr>
<td>Child Development Consortium</td>
<td>8,610</td>
<td>4,236</td>
<td>(3,374)</td>
<td>3,500</td>
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<tr>
<td>CIP</td>
<td>57,987</td>
<td>99,873</td>
<td>(41,886)</td>
<td>75,000</td>
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<tr>
<td>CTE Data Unlocked</td>
<td>13,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Deputy Sector Navigator</td>
<td>188,784</td>
<td>274,087</td>
<td>(85,303)</td>
<td>200,000</td>
</tr>
<tr>
<td>HHREC - Navigator Training Program</td>
<td>14,709</td>
<td>30,000</td>
<td>15,291</td>
<td>60,000</td>
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<tr>
<td>HHREC - Student Advocacy</td>
<td></td>
<td>18,000</td>
<td>22,000</td>
<td>40,000</td>
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<tr>
<td>Health Services - Mini grant</td>
<td>243</td>
<td>9,757</td>
<td>(9,757)</td>
<td>-</td>
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<tr>
<td>Mental Health Equity Scholars Program</td>
<td></td>
<td>40,000</td>
<td>(40,000)</td>
<td>-</td>
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<tr>
<td>IEPI - SCCCD</td>
<td>17,917</td>
<td>60,079</td>
<td>(42,162)</td>
<td>75,000</td>
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<td>IEPI - SCCCD</td>
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<td>200,000</td>
<td>(200,000)</td>
<td>-</td>
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<tr>
<td>Prop 20 Lottery</td>
<td>370,834</td>
<td>1,885,089</td>
<td>(1,514,255)</td>
<td>332,612</td>
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<td>Strong Workforce Regional</td>
<td>610,258</td>
<td>1,287,939</td>
<td>(677,680)</td>
<td>573,025</td>
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<tr>
<td>STRS Contribution</td>
<td>103,673</td>
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<tr>
<td>TAEP</td>
<td>110,632</td>
<td>238,379</td>
<td>(127,747)</td>
<td>165,000</td>
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<td><strong>Total State</strong></td>
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<td><strong>4,673,198</strong></td>
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<td><strong>1,449,137</strong></td>
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<td><strong>Local:</strong></td>
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<tr>
<td>Aurora Project</td>
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<td>353</td>
<td>(353)</td>
<td>-</td>
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<tr>
<td>California Learning Lab</td>
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<td>8,285</td>
<td>8,285</td>
<td>-</td>
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<tr>
<td>Capital Campaign</td>
<td>32,311</td>
<td>16,234</td>
<td>(16,082)</td>
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<tr>
<td>Chemistry</td>
<td>516</td>
<td>23,851</td>
<td>(23,335)</td>
<td>10,000</td>
</tr>
<tr>
<td>Deaf-Centered Interpreter Prep Prog.</td>
<td></td>
<td>-</td>
<td>-</td>
<td>1,500</td>
</tr>
<tr>
<td>Distance Ed - Caption</td>
<td>1,870</td>
<td>-</td>
<td>-</td>
<td>1,500</td>
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<tr>
<td>Early Childhood Studies</td>
<td></td>
<td>2,699</td>
<td>(2,699)</td>
<td>-</td>
</tr>
<tr>
<td>Eco-Behavior</td>
<td></td>
<td>10,000</td>
<td>(10,000)</td>
<td>-</td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td>1,196</td>
<td>(1,196)</td>
<td>-</td>
</tr>
<tr>
<td>Faculty and Staff Development</td>
<td></td>
<td>500</td>
<td>(500)</td>
<td>-</td>
</tr>
<tr>
<td>FETA</td>
<td></td>
<td>90,000</td>
<td>(90,000)</td>
<td>-</td>
</tr>
<tr>
<td>Language, Comm &amp; Academic Success</td>
<td></td>
<td>9,909</td>
<td>(9,909)</td>
<td>-</td>
</tr>
<tr>
<td>Lytton Center for History</td>
<td>47,725</td>
<td>130,475</td>
<td>(82,750)</td>
<td>90,000</td>
</tr>
<tr>
<td>Foundation (ACB FF&amp;E)</td>
<td>6,450,505</td>
<td>639,394</td>
<td>(639,394)</td>
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<tr>
<td>ICT - DSN</td>
<td>611</td>
<td>2,037</td>
<td>(1,426)</td>
<td>-</td>
</tr>
<tr>
<td>JASS</td>
<td>1,942</td>
<td>9,643</td>
<td>(9,643)</td>
<td>-</td>
</tr>
<tr>
<td>Kaiser Grant</td>
<td>412</td>
<td>28,112</td>
<td>(27,700)</td>
<td>-</td>
</tr>
<tr>
<td>Larry Weiner Grant</td>
<td>41,394</td>
<td>17,160</td>
<td>(24,234)</td>
<td>-</td>
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<tr>
<td>Math, Science &amp; Engineering</td>
<td>500</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mission ROP</td>
<td>95,974</td>
<td>201,600</td>
<td>(105,626)</td>
<td>-</td>
</tr>
<tr>
<td>Multi Media</td>
<td></td>
<td>394</td>
<td>(394)</td>
<td>-</td>
</tr>
<tr>
<td>Sorenson</td>
<td>876</td>
<td>1,015</td>
<td>(1,015)</td>
<td>-</td>
</tr>
<tr>
<td>Stop Waste</td>
<td></td>
<td>4,092</td>
<td>(4,092)</td>
<td>-</td>
</tr>
<tr>
<td>UC/Puente</td>
<td>1,627</td>
<td>2,500</td>
<td>(873)</td>
<td>1,500</td>
</tr>
<tr>
<td>UMOJA</td>
<td>6,276</td>
<td>49,974</td>
<td>(43,698)</td>
<td>-</td>
</tr>
<tr>
<td>Valley Foundation/Morgan Family</td>
<td>1,206</td>
<td>87,793</td>
<td>(86,587)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Local</strong></td>
<td><strong>6,683,745</strong></td>
<td><strong>1,337,215</strong></td>
<td>(5,346,530)</td>
<td><strong>111,285</strong></td>
</tr>
<tr>
<td><strong>Total Restricted Categorical Fund</strong></td>
<td><strong>9,624,922</strong></td>
<td><strong>17,458,212</strong></td>
<td>(14,483,290)</td>
<td><strong>3,377,922</strong></td>
</tr>
</tbody>
</table>
PARKING FUND (FUND 25)

Narrative

As provided in Section 76360 of the Education Code, the Ohlone College Board of Trustees charge a fee for the use of District Parking facility. Fund 25 accounts for the revenue and expenditures related to the College parking facilities. The parking fees can be expended only for the purchase, construction, operations, maintenance, enforcement, or improvement of parking facilities, and for purposes of reducing the costs of using public transportation to the college.

REVENUE:

The Ohlone Board of Trustees took action in its April, 2021 meeting to increase the parking fee rates effective Fall 2021. Updated fee rates are as follows:

- Daily parking permit per vehicle = $4

Semester parking permit fee:
- Vehicle (Fall, Spring Term) = $50
- Vehicle (Summer Term) = $25
- CA College Promise Grant students per vehicle = $25
- Motorcycle (Fall, Spring Term) = $20
- Motorcycle (Summer Term) = $10

Parking fees are still relatively low compared with other community colleges in the area. Citation costs is the same level as the cost of the semester parking permit.

EXPENDITURES

This fund supports 60% of the District Security personnel cost, while the other 40% is funded by General Fund (Fund 10). The parking machines at Newark were replaced in 2012-2013 with new solar powered machines with credit card capability. The ongoing cost of the credit card fees and the wireless connections are also included in the budget. Due to declining enrollment, parking fund has been experiencing budget deficit in recent years, which has to be backfilled by General Fund (Fund 10). This backfill is projected at $300,000 for 2021-2022.
### Fund 25 Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>762,675</td>
<td>865,000</td>
<td>14,354</td>
<td>879,354</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>762,675</td>
<td>903,100</td>
<td>43,802</td>
<td>946,902</td>
</tr>
<tr>
<td>Net Activity</td>
<td>-</td>
<td>(38,100)</td>
<td>(29,448)</td>
<td>(67,548)</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>271,737</td>
<td>271,737</td>
<td>(38,100)</td>
<td>233,637</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>271,737</td>
<td>233,637</td>
<td>(67,548)</td>
<td>166,089</td>
</tr>
</tbody>
</table>
HEALTH SERVICES FUND (FUND 26)

Narrative

Fund 26 accounts for the revenue and expenditures of the Student Health Center at the College. A health fee of $22.00 per student per semester for Fall and Spring terms and $18.00 for summer term is charged, which supports the Student Health Center Program.

The program is administered through a contract with Washington Hospital. The services include:

- Primary Care
- First Aid
- Referral Services
- Health education for Ohlone students

REVENUE ASSUMPTIONS:
Fees are projected at $355,000.

EXPENDITURE ASSUMPTIONS:
The contract between Ohlone College and Washington Hospital is budgeted at $226,795.
## Fund 26 Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>356,919</td>
<td>355,000</td>
<td>-</td>
<td>355,000</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>387,500</td>
<td>301,321</td>
<td>(11,372)</td>
<td>289,949</td>
</tr>
<tr>
<td>Net Activity</td>
<td>(30,581)</td>
<td>53,679</td>
<td>11,372</td>
<td>65,051</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>-</td>
<td>53,679</td>
<td>65,051</td>
<td>118,730</td>
</tr>
</tbody>
</table>
# Health Center Expenditures Detail

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Year 2021-2022</th>
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<tbody>
<tr>
<td>Full Time Employee</td>
<td>37,788</td>
</tr>
<tr>
<td>Health and Welfare Benefits</td>
<td>9,863</td>
</tr>
<tr>
<td>Mandated Benefits</td>
<td>12,503</td>
</tr>
<tr>
<td>Other Non-Instructional Supplies</td>
<td>3,000</td>
</tr>
<tr>
<td>Other Contract Services (Washington Hospital Contract)</td>
<td>226,795</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>289,949</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revenues</th>
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</thead>
<tbody>
<tr>
<td>Fund 26</td>
<td>355,000</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Projected Net Activity</th>
<th>65,051</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Reserve Balance</td>
<td>53,679</td>
</tr>
<tr>
<td><strong>Ending Reserve Balance</strong></td>
<td><strong>118,730</strong></td>
</tr>
</tbody>
</table>
RESTRICTED GENERAL FUND SUMMARY

<table>
<thead>
<tr>
<th>Description</th>
<th>Fund 20 Categorical</th>
<th>Fund 21 Grants</th>
<th>Fund 25 Parking</th>
<th>Fund 26 Health Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>9,276,493</td>
<td>3,377,922</td>
<td>879,354</td>
<td>355,000</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>9,276,493</td>
<td>3,377,922</td>
<td>946,902</td>
<td>289,949</td>
</tr>
<tr>
<td>Net Activity</td>
<td>-</td>
<td>-</td>
<td>(67,548)</td>
<td>65,051</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>1,858</td>
<td>-</td>
<td>233,637</td>
<td>53,679</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>1,858</td>
<td>-</td>
<td>166,089</td>
<td>118,730</td>
</tr>
</tbody>
</table>

GENERAL FUND SUMMARY

Unrestricted and Restricted Fund Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Restricted General Fund</th>
<th>Total Unrestricted General Fund</th>
<th>Total General Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>13,888,769</td>
<td>62,825,954</td>
<td>76,714,722</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>13,891,266</td>
<td>62,690,155</td>
<td>76,581,421</td>
</tr>
<tr>
<td>Net Activity</td>
<td>(2,497)</td>
<td>135,798</td>
<td>133,301</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>289,174</td>
<td>12,110,413</td>
<td>12,399,587</td>
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<tr>
<td>Ending Fund Balance</td>
<td>286,677</td>
<td>12,246,211</td>
<td>12,532,888</td>
</tr>
</tbody>
</table>
ALL OTHER FUNDS (FUNDS 41 – 74)

Narrative

Funds 41-74 account for all activities that are not reported in the General Fund including retiree benefit program, student Financial Aid and capital outlay projects such as scheduled maintenance, facility construction, and General obligation bond projects. These funds are described in the following pages.
RESTRICTED CAPITAL OUTLAY (FUND 41)

Narrative

The Capital Outlay Projects Fund accounts for the accumulation and expenditure of monies for the acquisition or construction of significant capital outlay projects, scheduled maintenance and special repairs projects. In general, this fund shall be established and maintained in the appropriate county treasury and shall be used only for capital outlay purposes.

In addition, the governing board, by formal resolution, may provide for the accumulation of monies over a period of years for specific capital outlay purposes (including the district match for scheduled maintenance projects through inter-fund transfers as defined in Education Code Section 84660).

Institutional Improvement Objectives (IIOs):

- Preventative Maintenance Program to restore equipment to its original intended efficiency and function = $150,000
- Supporting College Infrastructure and Processes = $120,000
# Fund 41 Financial Summary

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues (Including Transfers-In)</strong></td>
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</tr>
<tr>
<td><strong>Expenditures (Including Transfers-Out)</strong></td>
<td>337,211</td>
<td>446,803</td>
<td>1,842,417</td>
<td>2,289,220</td>
</tr>
<tr>
<td><strong>Net Activity</strong></td>
<td>(59,830)</td>
<td>(272,720)</td>
<td>(32,280)</td>
<td>(305,000)</td>
</tr>
<tr>
<td><strong>Beginning Fund Balance</strong></td>
<td>3,990,990</td>
<td>3,931,159</td>
<td>(272,720)</td>
<td>3,658,439</td>
</tr>
<tr>
<td><strong>Ending Fund Balance</strong></td>
<td>3,931,159</td>
<td>3,658,439</td>
<td>(305,000)</td>
<td>3,353,439</td>
</tr>
</tbody>
</table>
## Major Project Listings

<table>
<thead>
<tr>
<th>Major Projects</th>
<th>Revenue</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deferred Maintenances (2021-22)*</td>
<td>1,939,220</td>
<td>1,939,220</td>
</tr>
<tr>
<td>Capital Outlay Fee</td>
<td>15,000</td>
<td>-</td>
</tr>
<tr>
<td>Preventive Maintenance</td>
<td>-</td>
<td>350,000</td>
</tr>
<tr>
<td>Interest</td>
<td>30,000</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Capital Projects:</strong></td>
<td><strong>1,984,220</strong></td>
<td><strong>2,289,220</strong></td>
</tr>
</tbody>
</table>

*2021-22 budget is split 50/50 between Instructional Equipment, & Deferred Maintenance. Amount subject to change.*
GENERAL OBLIGATION - MEASURE G (FUND 43)

Narrative

This fund is designated under the provisions of Education Code Section 81901 for the deposit of proceeds from the sale of all Community College Revenue Bonds authorized under the provisions of Education Code Section 81901. These deposits are used to meet the costs of acquisition and/or construction of voter-approved General Obligation Bond Measure G projects.

General Obligation Bond Measure G for $349 million was passed in the Fall of 2010.

The amount of Series A issuance was $80 million and was sold in two parts. The first issuance was $70 million. The second issuance, in the amount of $10 million, created a Technology Endowment, which was set up under the guidelines designated by IRS regulations. The proceeds from the Technology Endowment (principal plus interest) must be spent on the voter approved Measure G projects.

Measure G, Series B in the amount of $75 million was issued on August 1, 2014 pursuant to a Board resolution adopted on May 14, 2014. In addition, Measure G, Series C in the amount of $155 million was issued on April 26, 2017 pursuant to the Board resolution No. 18/15-16 adopted on February 10, 2016.
Measure G, Series D in the amount of $39 million was issued on March 28, 2019 pursuant to the Board resolution No. 14/18-19 as adopted on February 26, 2019. Proceeds from Series D are reflected in Fund 43. Series D Bonds are the final installment of the $349 million Measure G bond program.

The Ohlone Community College District recently locked in savings of $8 million for local taxpayers by refinancing existing general obligation bonds. The District had similarly refinanced prior bonds from 2010 through 2019, which saved taxpayers over $29.1 million. The combined savings from all of the refinancing now totals over $37.1 million, which will be realized by District taxpayers in the form of lower property tax bills.

Prior to the bond sale, the District received an affirmation of its strong ‘Aa1’ Moody’s credit rating. This high-grade credit rating helped attract a broad investor base, which included insurance companies, money managers, banks, and bond funds.

The construction of the Frank DiMino Academic Core Complex was completed in early 2020. The new buildings provide a modern and innovative learning environment for the Ohlone College students.
### Fund 43 Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>985,050</td>
<td>150,000</td>
<td>-</td>
<td>150,000</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>41,761,413</td>
<td>29,105,877</td>
<td>(28,955,877)</td>
<td>150,000</td>
</tr>
<tr>
<td><strong>Net Activity</strong></td>
<td>(40,776,363)</td>
<td>(28,955,877)</td>
<td>28,955,877</td>
<td>-</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>69,732,241</td>
<td>28,955,877</td>
<td>(28,955,877)</td>
<td>-</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>28,955,877</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
INTERNAL SERVICES FUND (FUND 69)

Narrative

The Internal Services Fund is established to account for various retirement benefits such as retiree health benefits, contribution to the Other Post-Employment Benefits (OPEB) trust, and employees Section 125 withholdings. Every year funds are transferred from General Fund (Fund 10) to Fund 69 in accordance with Actuarial study to cover the cost of retiree health benefits, also called Pay-As-You-go, as well as contribution to the OPEB trust. Funds transferred from General Fund (Fund 10) is treated as an expense to the General Fund and as revenue to the Internal Services Fund (Fund 69).

The Section 125 Program allows employee to set aside a portion of their annual earnings on a before-tax basis to pay for eligible healthcare and dependent care expenses that they incur during the year.

In compliance with GASB 43/45, as replaced by GASB 74/75 in 2015, Ohlone College performs actuarial valuation through an external consultant every other year to determine its current and future year’s obligation related to retiree health benefits.

Valuations performed since 2007 have estimated total OPEB liability as follows:

- 2007 = $4,124,684
- 2009 = $5,175,598
- 2011 = $5,818,135
- 2013 = $7,250,590
- 2015 = $7,381,848
- 2017 = $6,082,262
- 2019 = $5,865,049

The latest actuarial study performed as of December 31, 2020 estimated total OPEB liability at $6,317,000. The portion of this liability that has already been funded and set aside in Other Post Employment Benefit (OPEB) Trust was $6,120,497 with a net OPEB liability of $196,481. This means that total OPEB liability was 97% funded as of December 31, 2020.

For fiscal year 2021-2022, the District suspends contribution to the OPEB Trust, but will continue to fund the retiree health benefits, which is projected at $268,540 in 2021-2022.
Fund 69 also accounts for the $4.6 million of General Fund money that the Board of Trustees set aside in 2017-2018 to cover the rising cost of the STRS, PERS and OPEB for the next few years. The District spent $908,962 of it to cover STRS and PERS cost increases in fiscal year 2018-19 but replenished the funds by transferring $640,283 from Fund 10 to Fund 69 in 2019-20. The District plans to spend another $150,000 in 2021-22.
# Fund 69 Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>1,355,333</td>
<td>268,540</td>
<td>-</td>
<td>268,540</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>632,774</td>
<td>468,540</td>
<td>(50,000)</td>
<td>418,540</td>
</tr>
<tr>
<td>Net Activity</td>
<td>722,559</td>
<td>(200,000)</td>
<td>50,000</td>
<td>(150,000)</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>3,787,944</td>
<td>4,510,504</td>
<td>(200,000)</td>
<td>4,310,504</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>4,510,504</td>
<td>4,310,504</td>
<td>(150,000)</td>
<td>4,160,504</td>
</tr>
</tbody>
</table>
FINANCIAL AID FUND (FUND 74)

Narrative

This fund was established to account for the monies received from the federal and state governments in support of student Financial Aid Programs. Financial Aid programs available to students are as follows:

- Pell Grants are available to eligible undergraduate students who are enrolled in degree or certificate programs, and meet program eligibility requirements including financial needs.

- SEOG funds are designated for undergraduate students with financial needs who have not yet received a bachelor’s degree or a first professional degree. When selecting SEOG recipients, a school must make awards first to applicants who receive Federal Pell Grants. Students are not required to repay SEOG funds.

- Cal Grant is administered by the State of California through the Student Aid Commission. To qualify, a student must be a California resident and U.S. citizen or permanent resident, an undergraduate, and attending an eligible college.

- College Work Study is a student support program funded by the Department of Education. It is designed to allow low-income students achieve real work experience at no cost to the District.

- Direct Federal Loan provided by the U.S. Department of Education to eligible community college Students.

- The California College Promise Grant (formerly known as the BOG Fee Waiver), helps eligible students cover the cost of enrollment fee for the academic year. This program is available to California residents only, or students who qualify under AB 540 regulations.

- AB 19 - The California College Promise Free Tuition and Book Grant Program is available for first time, full-time students for the first two academic years of their academic program.

- Further information available at https://www.ohlone.edu/finaid
# Fund 74 Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>9,035,299</td>
<td>14,383,125</td>
<td>(7,143,246)</td>
<td>7,239,879</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>9,041,047</td>
<td>14,383,125</td>
<td>(7,143,246)</td>
<td>7,239,879</td>
</tr>
<tr>
<td>Net Activity</td>
<td>(5,748)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>95,097</td>
<td>89,349</td>
<td>-</td>
<td>89,349</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>89,349</td>
<td>89,349</td>
<td>-</td>
<td>89,349</td>
</tr>
<tr>
<td>Spendable:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid Reserve</td>
<td>89,349</td>
<td>89,349</td>
<td>-</td>
<td>89,349</td>
</tr>
<tr>
<td>Total Reserve:</td>
<td>89,349</td>
<td>89,349</td>
<td>-</td>
<td>89,349</td>
</tr>
</tbody>
</table>
## Major Financial Aid Programs Listing

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cal Grant</td>
<td>607,038</td>
<td>520,000</td>
<td>(10,000)</td>
<td>510,000</td>
</tr>
<tr>
<td>California College Promise</td>
<td>426,605</td>
<td>318,584</td>
<td>81,416</td>
<td>400,000</td>
</tr>
<tr>
<td>CARES/Financial Aid</td>
<td>1,277,994</td>
<td>6,573,572</td>
<td>(6,573,572)</td>
<td>-</td>
</tr>
<tr>
<td>College Work Study</td>
<td>105,080</td>
<td>138,049</td>
<td>(10,349)</td>
<td>127,700</td>
</tr>
<tr>
<td>Direct Loan - Subsidized</td>
<td>156,843</td>
<td>175,000</td>
<td>-</td>
<td>175,000</td>
</tr>
<tr>
<td>Direct Loan - Unsubsidized</td>
<td>155,981</td>
<td>200,000</td>
<td>-</td>
<td>200,000</td>
</tr>
<tr>
<td>Disaster Relief Emergency</td>
<td>-</td>
<td>55,083</td>
<td>(55,083)</td>
<td>-</td>
</tr>
<tr>
<td>Emergency Financial Assistance</td>
<td>-</td>
<td>357,737</td>
<td>(357,737)</td>
<td>-</td>
</tr>
<tr>
<td>Foundation</td>
<td>48,877</td>
<td>10,600</td>
<td>(10,600)</td>
<td>-</td>
</tr>
<tr>
<td>Pell</td>
<td>5,486,453</td>
<td>5,000,000</td>
<td>-</td>
<td>5,000,000</td>
</tr>
<tr>
<td>SEOG</td>
<td>84,200</td>
<td>166,896</td>
<td>(28,430)</td>
<td>138,466</td>
</tr>
<tr>
<td>SSCG-Student Success Completion</td>
<td>691,976</td>
<td>867,604</td>
<td>(267,604)</td>
<td>600,000</td>
</tr>
<tr>
<td>Transfer In</td>
<td>-</td>
<td>-</td>
<td>88,713</td>
<td>88,713</td>
</tr>
<tr>
<td><strong>Total Financial Aid</strong></td>
<td><strong>9,041,047</strong></td>
<td><strong>14,383,125</strong></td>
<td><strong>(7,143,246)</strong></td>
<td>7,239,879</td>
</tr>
</tbody>
</table>
INVESTMENT TRUST FUND (FUND 76)

*Narrative*

The Investment Trust Fund is used to account for any cash that the District wishes to invest and is not required for immediate need of the district. This fund is for investment purposes only. In order to expend the funds, any principal and earnings must be returned to the fund from which the principal came.

This fund is established to account for the investment instruments as defined by the Board approved investment policy, adopted through Resolution No. 06/11-12. The policy is governed by IRS Regulations.

The Board approved two issuances of GO Bond debt on October 19, 2011. Series A-1 was a $10,000,000 issuance defined as a Technology Endowment. The proceeds of that issuance were deposited into the approved Trustee, US Bank. These funds were subsequently invested in qualified permitted investment instruments as defined in the investment policy with maturities ranging from one to ten years. The accounting of the principal, earnings, amortization of premiums and market fluctuations occur in Fund 76 and is reported to the Board of Trustees on a quarterly basis.

Since these funds are part of the General Obligation Bond Measure G program, total proceeds (principal plus interest) must be spent on the voter approved Measure G Bond projects.
# Fund 76 Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2019-2020 Actual</th>
<th>2020-2021 Estimated Actuals</th>
<th>Changes</th>
<th>2021-2022 Tentative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>266,140</td>
<td>150,000</td>
<td>-</td>
<td>150,000</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>21,912</td>
<td>125,000</td>
<td>-</td>
<td>125,000</td>
</tr>
<tr>
<td>Net Activity</td>
<td>244,228</td>
<td>25,000</td>
<td>-</td>
<td>25,000</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>849,456</td>
<td>1,093,684</td>
<td>25,000</td>
<td>1,118,684</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>1,093,684</td>
<td>1,118,684</td>
<td>25,000</td>
<td>1,143,684</td>
</tr>
<tr>
<td>Spendable:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>1,093,684</td>
<td>1,118,684</td>
<td>25,000</td>
<td>1,143,684</td>
</tr>
<tr>
<td>Total Reserve:</td>
<td>1,093,684</td>
<td>1,118,684</td>
<td>25,000</td>
<td>1,143,684</td>
</tr>
</tbody>
</table>
# TOTAL ALL OTHER FUNDS SUMMARY

<table>
<thead>
<tr>
<th>Description</th>
<th>Special Revenue</th>
<th>Trust and Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fund 41 Capital Projects</td>
<td>Fund 43 Revenue Bond Measure G</td>
</tr>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>1,984,220</td>
<td>150,000</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>2,289,220</td>
<td>150,000</td>
</tr>
<tr>
<td>Net Activity</td>
<td>(305,000)</td>
<td>-</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>3,658,439</td>
<td>-</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>3,353,439</td>
<td>-</td>
</tr>
</tbody>
</table>

# ALL FUNDS SUMMARY

<table>
<thead>
<tr>
<th>Description</th>
<th>Total General Funds (Unrestricted and Restricted)</th>
<th>Total All Other Funds</th>
<th>Total All Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues (Including Transfers-In)</td>
<td>76,714,722</td>
<td>9,792,639</td>
<td>86,507,362</td>
</tr>
<tr>
<td>Expenditures (Including Transfers-Out)</td>
<td>76,581,421</td>
<td>10,222,639</td>
<td>86,804,060</td>
</tr>
<tr>
<td>Net Activity</td>
<td>133,301</td>
<td>(430,000)</td>
<td>(296,699)</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>12,399,587</td>
<td>9,176,976</td>
<td>21,576,563</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>12,532,888</td>
<td>8,746,976</td>
<td>21,279,864</td>
</tr>
</tbody>
</table>
As outlined in BP 2110, Vacancies on the Board, the board must decide to fill a vacancy by special election or a provisional appointment process. The board has a pending vacancy in Area 1, representing the City of Newark and Fremont and Union City precincts designated as within the boundaries of the district. This vacancy is the result of Vivien Larsen’s resignation for the purpose of retirement. For the board’s reference, the following items are attached:

1. Proposed Vacancy Timeline – Appointment or Election Process
2. BP 2110, Vacancies on the Board
3. AP 2110, Vacancies on the Board

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees vote to fill the pending board vacancy by either appointment or election.
Proposed Timeline for Board Vacancy Process:

June 9, 2021: Board determines whether to fill the pending vacancy by appointment or election.

June 10, 2021: Effective date of board vacancy

July 28, 2021: Vacancy filled by appointment or decision to hold election via vacancy (within 60 days after effective date of vacancy).

A. If Vacancy is filled by Appointment -

Potential Timeline:

Week of June 14, 2021: Posting of vacancy and application information in district newspaper of general circulation, as well as Ohlone website.

June 21 – July 8, 2021: Applications available. Deadline for submission is 4:00 pm, Thursday, July 8.


July 20, 2021: Candidates notified of special meeting/interview.

July 22, 2021: July 28th special meeting announced for interview and vote on appointed candidate, agenda and candidate application materials are posted on the Ohlone website.

July 28, 2021: Special meeting for interview, vote on appointed candidate

B. If Vacancy is filled by Election -

The election shall be held on the next regular election date not less than 130 days after the occurrence of the vacancy.

November 2, 2021: Next established election date (represents 145 days)
BP 2110  Vacancies on the Board

Board Approved:  04/13/05
Reviewed and Reapproved: 01/16/19
Amended: 03/11/09

Vacancies on the Board may be caused by any of the events specified in Government Code Section 1770 or any applicable provision in the Elections Code, or by a failure to elect. Resignations from the Board shall be governed by EC 5090.

Within sixty days of the vacancy or filing of a deferred resignation, the Board shall either order an election or make a provisional appointment to fill the vacancy.

If an election is ordered, it shall be held on the next regular election date not less than 130 days after the occurrence of the vacancy.

If a provisional appointment is made, it shall be subject to the conditions in EC 5091. The person appointed to the position shall hold office only until the next regularly scheduled election for district governing board members, when the election shall be held to fill the vacancy for the remainder of the unexpired term.

The provisional appointment will be made by a majority public vote of the Board members at a public meeting.

The President/Superintendent shall establish administrative procedures to solicit applications that assure ample publicity to and information for prospective candidates. The Board will determine the schedule and appointment process, which may include interviews at a public meeting.

See Administrative Procedures #2110.
Vacancies on the Board

Reference:

Education Code Section 5090 et seq.; Government Code Section 1770, 6061

**Vacancy Filled by Election**

When the Board determines to fill the vacancy by election, the election shall be held on the next regular election date not less than 130 days after the occurrence of the vacancy.

**Vacancy Filled by Appointment**

When the Board determines to fill the vacancy by appointment, the President/Superintendent shall assure that there is ample publicity to and information for prospective candidates. Publicity shall include posting in three public places in the District and publication in a newspaper of general circulation.

The posted notice of vacancy shall include directions regarding applications or nominations of legally qualified candidates. Persons applying or nominated must meet the qualifications required by law for members of the Board.

Persons applying for appointment to the Board shall receive a letter from the President/Superintendent containing information about the District and the Board, and including a candidate information sheet to be completed and returned by a specific date.

The Board may request personal interviews with candidates. Interviews will be conducted in a public hearing scheduled for that purpose.

Each Board member will review all candidate information sheets, with final selection made by a majority vote of the Board members at a public meeting called for that purpose. The appointment would be considered provisional at this time.

Whenever a provisional appointment is made, the Board shall, within 10 days of the provisional appointment, post notices of both the actual vacancy or the filing of a deferred resignation and the provisional appointment in three public places in the District. It shall also publish a notice in a newspaper of general circulation.

The notice shall state the fact of the vacancy or resignation and the date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation. It shall also contain the full name of the provisional appointee to the board, the date of appointment, and a statement that unless a petition calling for a special election, containing a sufficient number of signatures, is filed in the office of county superintendent of schools within 30 days of the date of the provisional appointment, it shall become an effective appointment.

A provisional appointment confers all powers and duties of a governing board member upon the appointee immediately following his or her appointment.
**Term of Office**

A person appointed to fill a vacancy shall hold office only until the next regularly scheduled election for governing board members. An election shall be held to fill the vacancy for the remainder of the unexpired term.

A person elected at an election to fill the vacancy shall hold office for the remainder of the term in which the vacancy occurs or will occur.

*Adopted: April 2011*
OHLONE COMMUNITY COLLEGE DISTRICT

MEMORANDUM

TO:       Board of Trustees
FROM:     Dr. Eric Bishop
DATE:     June 9th, 2021
SUBJECT:  Accreditation Follow-Up Report – 1st Reading

The Accreditation Follow-Up Report will be presented to the board by the Vice President of Academic Affairs, Anthony DiSalvo.

RECOMMENDATION

The Follow-Up Report is for 1st reading, and therefore for discussion only.
Institutional Follow-up Report

Submitted by

Ohlone College
43600 Mission Boulevard
Fremont, CA 94539

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

May 2021
Draft, March 12, 2021(formatted)
To: Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

From: Eric Bishop, Ed.D., Superintendent/President
Ohlone College
43600 Mission Boulevard
Fremont, CA 94539

I certify there was broad participation/review by the college community, and I believe this report accurately reflects the nature and substance of this institution.

Signatures:

__________________________  ____________________________
Eric Bishop, Superintendent/President  Date

__________________________  ____________________________
Richard Watters, Chair, Board of Trustees  Date

__________________________  ____________________________
Jeffrey Roberts, Chair, College Council  Date

__________________________  ____________________________
Susan Myers, President, Faculty Senate  Date

__________________________  ____________________________
Tony DiSalvo, Vice President, Academic Affairs/Deputy Superintendent  Date

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Michael Bowman, Accreditation Liaison Officer  Date
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This report was written with input from the eCampus team, including faculty, staff, and administrators. The report was shared with the participatory governance committees, including college council, faculty senate, and distance education (DE) committee in spring 2021.
Summary Response to the Commission Action Letter

In the last year Ohlone College has taken several steps to improve its policies and processes to ensure online instructors consistently provide regular and substantive interaction between faculty and students and among students in response to the Commission Recommendation and Peer Review Team findings as outlined below.

Commission Recommendation

“In order to meet the standard and Commission Policy, the team recommends that the College review and revise its existing processes and policies to ensure that faculty teaching online consistently provide regular and substantive interaction between students and faculty (Distance Education Policy, II.A.2).”

Peer Review Team Findings

“The College has a clear policy on regular and effective contact and offers training for faculty teaching online. However, of the online courses reviewed by team members during the team visit, a substantial percentage did not meet the College’s definition of regular and substantive interaction (see Standard II.A.2).”  (Checklist, p 15)

“A review of 15 randomly selected online courses showed that a significant number did not meet the standard for substantive interaction, with courses ranging from having robust and engaging instructor presence to very minimal faculty interaction with students.”  p. 27

“The team confirmed that there is no specific required training and it falls to the deans’ right of assignment to determine which faculty teach online. While there is some accessibility training available for faculty teaching online, courses are not reviewed for accessibility.”  p. 27

The following diagram (Figure 1) outlines the continuous improvement model the College is using to ensure compliance with Commission Standards, Recommendations, and Policy regarding Distance Education (DE). The model depicts the policy and process steps taken by the College to ensure compliance with Commission Standards, including Standard II.A.

Standard II.A.2.

Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.
The following Figure 2 checklist outlines policy and process changes that have occurred since March 2020.

**Figure 2 Summary of New Process and Policy Changes, March 2020 – March 2021**

- Distance Education (DE) Course Review
- Contractually Required training for DE faculty
- Professional development
  - Regular opportunities for professional development
  - Voluntary peer review
  - Regular communication to faculty with teaching tips
  - Revised eCampus website with resources for faculty
  - Staff support for accessibility review
- Faculty evaluation online classroom observation reporting form (new)
- Revised college strategic planning metrics and action items

Each step in the process for ensuring regular and substantive interaction in online classes at the College is further described below. Evidence supporting the changes are included in attachments to this document.

**Distance Education (DE) Course Addendum Review**

In spring 2020, the DE committee revised the DE addendum used to review and approve a course to be taught online to accommodate the synchronous DE format and align with the revised Administrative Procedure (AP) 4105. Attachment 1 outlines the changes. The committee reviews the addendum, which represents how the content will be delivered in the online environment. The form requires explanation from faculty as to how the course will meet
requirements for instructor-to-student contact, student-to-student contact, student learning outcomes, accessibility, and course quality, including how images used will reflect the College’s diverse students (see Attachment 1). Figure 3 depicts key questions from the addendum.

**Figure 3 Selected Questions from the DE Addendum**

*Instructor-to-Student Contact*

What tools and strategies will all instructors that teach this course use to initiate interaction with all students?

How many times per week will the instructors that teach this course initiate interaction with all students?  
- 1-2
- 3-4
- 5 or more

*Student-to-Student Contact*

What tools and strategies will all instructors that teach this course use to facilitate student-to-student interaction?

How many times per week will the instructors that teach this course initiate interaction with all students?  
- 1-2
- 3-4
- 5 or more

How will the Student Learning Outcomes/Objectives be met through an online format?

Accessibility is built into the course using which of the following?

*Course Quality, including:*

Materials and images used in the course will reflect the cultural diversity of Ohlone College students.

Faculty acknowledge that the DE version of their course is the "virtual equivalent" of an in-person course and commit to clear expectation for online engagement and the inclusion of multicultural images and materials that reflect the rich cultural diversity of Ohlone College.

All courses that are taught online are required to have local approval of a separate addendum outlining plans for instructor-to-student and student-to-student contact, as well as formal acknowledgement of and commitment to accessibility criteria. This addendum is reviewed and approved by the DE committee. From March 2020 to December 2020, 634 course addenda were reviewed, and the courses were subsequently approved for delivery through distance education.

A database for addenda was created to ensure local approval is in place for all courses delivered by DE.

DE addenda are reviewed every six years for each course. Changes to the addendum are made as needed to improve the collection of appropriate data and to ensure that specific criteria are met.
In spring 2021, the academic deans received training on the seven elements of accessibility to use as they evaluate faculty teaching online. In late spring 2021, the academic deans will be able to encourage faculty to work directly with the instructional accessibility specialist to address concerns identified in the evaluation.

As part of the DE addendum, beginning spring 2021, consideration will be given to asking for examples of student-to-student contact, instructor to student contact, and frequency of interaction. Additionally, consideration will be given to encouraging faculty to revise policies and syllabi to include more humanistic and equity-based policies, which are all important in creating a sense of community and belonging for diverse learners.

**Required Training**

The second step in the process to ensure regular effective contact and substantive interaction in approved DE courses is required training for faculty teaching in an online delivery format. Major changes to required, optional, and continual local training and professional development activities have been implemented.

Following AP 4105 on DE (Attachment 2) approved in spring 2019 which states “DE Instructors shall be trained to teach in the specific distance education delivery method” the College negotiated with the faculty union for required training that began in June 2020: “In order to teach an online or hybrid course, all instructors must demonstrate that they have undergone training...”

Ohlone Online Instructor Minimum Qualifications Training (MQT) was created, implemented, and tracked. The training covers the basic use of Canvas, accessibility criteria, and the use of tools to promote regular effective contact and regular substantive interaction in both synchronous and asynchronous online courses (see Figure 4 for more detail). From June through November 2020, 24 MQT sessions were offered, and 452 faculty completed training. All faculty are required to complete this training before teaching online at the College.

**Figure 4 Ohlone Online Instructor Minimum Qualifications Training (MQT)**

Ohlone Online Instructor Minimum Qualifications Training (MQT) consists of six hours of synchronous training required prior to teaching online at Ohlone College.

MQT exposes participants to 1) effective practices for teaching online and compliance with regulatory requirements for effective teacher-student and student-student contact; 2) effective practices for meeting all legislative and regulatory requirements regarding accessibility, and 3) practical use of Canvas.

This is an ongoing requirement for new faculty and continuing faculty must attend training every three years.
Regular Opportunities for Professional Development

With the addition of a full-time faculty distance education coordinator and a .75 staff coordinator to support the district’s full-time Instructional Designer, the eCampus team is providing regular opportunities for professional development (see Attachment 3).

Professional Development

Professional development opportunities, in addition to MQT, are included during Learning College Week (LCW)--held the week prior to the start of the fall and spring semesters--and throughout each term. During fall 2020, there were 18 themed sessions ranging from using Canvas Studio to creating groups in Canvas. There were three @ONE-adopted courses, each course lasting four weeks, and one capstone course offered to faculty. In January 2021, prior to the start of LCW, there were four intensive courses offered lasting four days each. Figure 5 provides a detailed list of professional development activities.

eCampus and various departments and/or committees (faculty professional development, academic affairs, etc.) will continue to work collaboratively to plan and host on-going various professional development opportunities for faculty and staff beyond the 2020-2021 academic year.

Figure 5 Summary of Professional Development for Online Faculty

- LCW fall 2020: 14 professional development sessions dealing with effective delivery of and best practices for online education ranging from Canvas Basics and Zoom to accessibility and course design
  - 387 total attendees; 143 unduplicated head count
  - 79 percent took more than one session
  - 22 percent took four or more sessions

- Optional trainings: Developed targeted mini-workshops to improve understanding of regular effective contact/regular substantive interaction (REC/RSI) in synchronous and asynchronous online learning
  - Between June and December 2020, 15 sessions devoted to REC/RSI were held, with 111 attendees

- September 2020 through January 2021: OEI adopted trainings offered
  - September: Assessment in digital learning; seven faculty completed
  - October: Creating accessible course content; five faculty completed
  - November: Humanizing online teaching; eight faculty completed
  - December: Introduction to online teaching and learning capstone; seven faculty completed

- November and December 2020: Departmental outreach to address questions, provide suggestions for REC/RSI and authentic assessment; Social Sciences Division and Math Department
• Winter Camp during January 2021: Four different intensive retreats, each lasting for four days and focused on the effective use of Canvas and Canvas tools, tips for humanizing online learning, maximizing Zoom tools for REC/RSI, and use of accessibility checkers; 42 faculty completed (30 faculty unduplicated count)

• LCW spring 2021: Offered sessions in Microsoft 365, OneDrive, and Sharepoint to empower faculty with options for group work and collaboration (student-student interaction)

• Bi-weekly workshops are held with hands-on learning opportunities to improve online teaching and learning.

• Weekly drop-in office hours (including Sundays) are provided for hands-on help for faculty.

Voluntary Peer Review Process

The DE committee is also developing a plan for the implementation of a voluntary peer review process for course shells. Language has been added to the faculty contract that supports this action:

“Instructors can request additional support to teach online from the district’s Instructional Designer. The Instructional Designer will review an instructor’s online course structure and materials in the College’s chosen course management system using the online course observation form …”

Faculty have been invited to complete professional development with the end result of submitting their coursework to the California Virtual Campus – Online Education Initiative (CVC-OEI). By the end of fall 2020 seven faculty completed the core coursework and the final capstone course. This shows faculty commitment to improving online delivery and meeting the high standards of the OEI rubric. The eCampus team is also working on the development and implementation of a local peer online course review team to assist faculty in meeting the CVC-OEI Rubric criteria and preparation for course submission to CVC for badging.

Consistent Communication to Faculty

Professional development has also included consistent communication to faculty with online teaching tips. An eCampus Newsletter (see logo below in Figure 6) includes information to support teaching online and is published weekly, along with a corresponding weekly update of the eCampus website.
Revised eCampus Website with Resources for Faculty

Starting in summer 2020 the eCampus website has been revised to include resources for faculty and students. The website includes weekly update of workshops, trainings, office hours, and technology tips. Also available is a repository of past eCampus Weekly Update publications which provide suggestions for syllabus language; welcome letters; explanation and exploration of the Peralta Course Equity Rubric; and suggestions for humanizing policies and course delivery.

The eCampus team is planning and developing a robust website or Canvas course that will organize all online teaching resources that will include, but is not limited to, how-to resources, best practices, research, examples, and templates to support ongoing faculty professional development opportunities and student success.

The eCampus team--including an administrative system analyst/application administrator, an IT student support technician, and an academic dean--also provide support for Canvas. A tracking form for faculty questions has been implemented and widely used for timely faculty support. For example, as noted in Figure 7, in January 2021 alone the following requests were addressed:

*Figure 7 Canvas Support for Faculty - January 2021*

- Total Requests = 167, some had multiple items such as office hours and consent
- Flyers to promote upcoming course offerings = 4
- Canvas Features/Course Building = 34
- Zoom questions and issues = 7
- Student Consent to Record form embedded into courses = 45
- Office Hour Shell to improve instructor to student interaction = 83
- 1 on 1 support = 5
- Other = 2 (merged shell and account issues)
- Note: this does not include additional email or IT ticket requests

Staff Support for Accessibility Review

The College continues to support efforts towards accessibility. An accessibility specialist is planned to be hired in spring 2021 to support faculty professional development and compliance with accessibility requirements. (See Attachment 4 for job description.) In addition, a Voluntary Product Accessibility Template (VPAT) review process is used to review tools that are used for distance education. See technology website for more information.
Faculty Evaluation Online Classroom Observation Reporting Form (New)

In spring 2020, a new form (Faculty Evaluation Online Classroom Observation Reporting Form, see Attachment 5) was agreed to with the faculty union and was in use beginning fall 2020. The form includes sections relevant for online courses. Training on the criteria expectations included in the form was provided to both faculty and academic deans in fall 2020 and spring 2021. Additional training on the seven key elements of accessible digital content has been provided to the academic deans to help improve the consistency applied to the review for accessibility of online courses during faculty evaluations.

The form has been used to provide suggestions for improvement to faculty on topics ranging from course navigation and organization; delivery of instructional content; and student engagement and inclusiveness. The form includes accessibility as a component of the evaluation. Figure 8 below highlights one of the sections.

**Figure 8 Faculty Online Observation Form – Selected Section**

Student Engagement and Inclusiveness

- Opportunities for student-initiated interaction with other students and instructor are clearly available and encouraged.
- Frequency of student-to-student contact occurs weekly.
- Frequency of instructor-initiated contact occurs weekly (e.g. weekly emails or announcements, online office hours, feedback on student work, etc.).
- Makes various contact methods for communicating with the instructor available to students (e.g. email, chat, virtual office hours, etc.).

Between fall 2020 and spring 2021, about 140 full- and part-time faculty were evaluated using the Online Observation form. The academic deans have used this process to provide suggestions to strengthen online teaching (see Attachment 6 for examples).

**Revised College Strategic Planning Metrics and Action Items**

Assessment of distance education activities has been included as revised college strategic planning metrics and action items that are tracked annually. The assessments will be discussed with College participatory governance groups and used to inform course review and professional development activities. See Attachment 7 for a complete list of objectives and action items. Figure 9 below lists one objective as an example.

**Figure 9 Selected eCampus College Strategic Planning Objections and Action Items**

By Fall 2024, eliminate disproportionate impact in success rates for student groups enrolled in asynchronous online courses.

a) By Fall 2021, provide training on syllabus redesign.

b) By Fall 2021, provide online course material accessibility training opportunities for 100% of faculty and hands-on support to a minimum of 25% of online faculty each term.
c) By Fall 2021, at least 50 faculty will successfully complete the CVC-OEI course Equity & Culturally Responsive Teaching & Learning, including faculty participating in programs serving special populations such as Summer Bridge, First Year Experience, Multicultural Student Center, Umoja, Puente, OMG, EOPS.

d) By Fall 2021, gather qualitative data from students regarding online success and persistence. Based on this data, develop a plan to address the areas of weakness.

e) By Summer 2021, advocate to hire additional staff to complete these initiatives aimed at improving online student success and time to completion.

f) Explore an organizational structure that includes representation for academic affairs, student services and IT, to reduce and remove barriers to student success in the online environment.

g) By Fall 2022, provide online information sessions that are attended by a minimum of 50% of new to Ohlone College online students.

h) By Fall 2022, implement a voluntary review process for fully online (asynchronous) sections that includes the evaluation of regular effective contact and accessibility in course shells.

In addition to the metrics included in the College’s strategic plan, the research and planning office has provided information of drop and success rates (see Attachments 8 and 9). A survey of students was conducted in summer 2020 to assess the online experience in order to inform faculty practice. The survey results were shared in the Campus weekly and presentations to constituent groups.

Program review is being revised to include additional data elements as well as a peer review process that will incorporate discussion of different teaching modalities. The final institutional innovation and effectiveness plan - integrated program and services review calls for the inclusion of disaggregated data for DE.

Summary

The College has created a continuous improvement process to systematically ensure effective and substantive student contact per ACCJC Standards and Policy. The College strategic plan provides a vehicle for assessment and reflection to strengthen the process each year. Mandatory training and specific revisions to the addendum and online course evaluation processes have been put in place to improve compliance with REC/RSI requirements, and accessibility laws and standards.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Old Form (pre-2018)</th>
<th>New Form (2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Hybrid Only; Fully Online and Hybrid</td>
<td>Hybrid Only; Fully Online and Hybrid; Fully Online in State of Emergency Only</td>
</tr>
<tr>
<td>Effective Contact-Instructor-to-Student</td>
<td>Online and hybrid classes must demonstrate and document regular and substantive interaction between students and faculty. Substantive interaction includes timely and documented feedback for student work, as well as methods of student engagement. Please describe the NATURE and FREQUENCY of Instructor-to-Student interactions.</td>
<td>Any portion of the course that is taught online requires regular substantive contact. This includes the online portion of hybrid/PO coursework. Regular and effective/substantive interaction includes timely and documented feedback for student work, as well as methods of student engagement such as regular announcements, discussion boards with appropriate instructor feedback, email, live chat, web conferencing, blogs/wikis, etc.</td>
</tr>
<tr>
<td>Frequency</td>
<td>Built in to item above</td>
<td>How many times per week will the instructors that teach this course initiate interaction with all students? (Drop down menu includes 1-2, 3-4, 5 or more)</td>
</tr>
<tr>
<td>Effective Contact Student-to-Student</td>
<td>Online and hybrid classes must demonstrate and document regular and substantive interaction between students. Please describe the NATURE and FREQUENCY of student-to-student interactions.</td>
<td>Regular and effective/substantive interaction between students may include discussion boards, web conferencing, live chat rooms, email, blogs/wikis, student groups, student collaborations, study forums, etc. What tools and strategies will all instructors that teach this course use to facilitate student-to-student interaction?</td>
</tr>
<tr>
<td>Frequency</td>
<td>Built in to item above</td>
<td>How many times per week will the instructors that teach this course initiate interaction with all students? (Drop down menu includes 1-2, 3-4, 5 or more)</td>
</tr>
<tr>
<td>Criteria</td>
<td>Old Form (pre-2018)</td>
<td>New Form (2019)</td>
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</tr>
<tr>
<td>Effective Contact Policy</td>
<td>This online course meets the Effective Contact Policy as defined in the attached document - link to document with check box.</td>
<td>Not included</td>
</tr>
<tr>
<td>Integrity of Student Work</td>
<td>Explain methods used to address cheating and plagiarism and to promote academic honesty.</td>
<td>What methods do all instructors that teach this course use to promote academic honesty and prevent cheating and plagiarism? Examples of plagiarism and cheating deterrents include plagiarism check software like TurnItIn, randomizing quiz and test questions, smaller assignments that allow instructors to identify uniqueness of student's voice, etc.</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Not addressed</td>
<td>All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. (Examples of potential challenges include educational materials, labs, models, presentations, requirements to present in front of a live audience, field trips, requirements to attend a live performance, or other.) Please list any uniquely challenging SLO and how it will be achieved in the online format. State the SLO, identify the potential challenge that exists in the online format, and indicate how you will meet that challenge. (Check box) Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).</td>
</tr>
<tr>
<td>Criteria</td>
<td>Old Form (pre-2018)</td>
<td>New Form (2019)</td>
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<tr>
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</tr>
<tr>
<td>Accessibility</td>
<td>This online course meets the (incorrect link - links to Effective Contact Policy rather than Accessibility Policy) as defined in the attached document.</td>
<td>In accordance with Title 5 (link) and AP4105 (link), instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794d). Accessibility is built into the course using which of the following? Drop down menu:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Simple, logical, uncluttered course design (module structure)</td>
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<tr>
<td></td>
<td></td>
<td>• Use of Header and Paragraph styles on longer pages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Font formatting, rather than color, for emphasis in text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transcripts of audio clips</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Captions for video clips</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Alt tags on graphics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Descriptive URL links</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tables accessible to screen readers (tables should only be used for simple data and have row and column headers and tables should not be used for course layout)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Directions for accessing support services available for students are clearly posted</td>
</tr>
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<td></td>
<td></td>
<td>• Other, please specify</td>
</tr>
<tr>
<td>Course Quality</td>
<td>Verify that the online section meets the same standard of course quality as the traditional face-to-face class in the following areas:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course objectives and content have not changed.</td>
<td></td>
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<tr>
<td></td>
<td>Outside assignments and assessments meet the same standard of course quality.</td>
<td>All DE courses are the &quot;virtual equivalent&quot; of the in-person sections of the course. Verify by clicking the box that the online section meets the same standard of course quality as the traditional face-to-face class in the following areas:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course objectives and content have not changed.</td>
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<td>Criteria</td>
<td>Old Form (pre-2018)</td>
<td>New Form (2019)</td>
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<td></td>
<td>• Method of instruction meets the same standard of course quality.</td>
<td>• Outside assignments and assessments meet the same standard of course quality.</td>
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<td></td>
<td>• Serves manageable number of students per section as determined by faculty in the department.</td>
<td>• Method of instruction meets the same standard of course quality.</td>
</tr>
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<td></td>
<td>• Required texts meet the same standard of course quality.</td>
<td>• Serves manageable number of students per section as determined by faculty in the department.</td>
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<td>• Specific expectations will be posted for students with respect to a minimum amount of time per week for student and homework assignments (1 unit = 3 hours of class and study time).</td>
<td>• Required texts meet the same standard of course quality.</td>
</tr>
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<td></td>
<td>• Specific expectations will be posted regarding class policies and procedures, including logging in and completing work.</td>
<td>• Specific expectations will be posted regarding class policies and procedures, including logging in and completing work.</td>
</tr>
<tr>
<td>Technology</td>
<td>Will you be using any of the following methodologies or technologies for instruction?</td>
<td>• Materials and images used in the course will reflect the cultural diversity of Ohlone College students</td>
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<tr>
<td></td>
<td>• Other Technology Description:</td>
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<td></td>
<td>• Wikis and/or Blogs</td>
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<td>• Third-Party Software</td>
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<td>• Images (jpeg, gif, etc.)</td>
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<td></td>
<td>• Chat Rooms, Skype, CCCConfer, etc.</td>
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<td></td>
<td>• Multimedia (streaming, video, audio, etc)</td>
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<td>• Discussion Boards</td>
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<td></td>
<td>• Email</td>
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<tr>
<td>Section not included</td>
<td>Technology changes. Methods to achieve REC and RSI are documented in Effective Contact sections above.</td>
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<td>Technology changes. Methods to achieve REC and RSI are documented in Effective Contact sections above.</td>
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<td>LMS</td>
<td>Anticipated course management software:</td>
<td>Anticipated course management software:</td>
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<td>• Canvas</td>
<td>• Canvas</td>
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<td>• Other Management Software Description:</td>
<td>• Other Management Software Description:</td>
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<td>Integrity of Student</td>
<td>Explain methods used to address cheating and plagiarism and to promote academic</td>
<td>What methods do all instructors that teach this course use to promote academic</td>
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<td>Work</td>
<td>honesty.</td>
<td>honesty and prevent cheating and plagiarism? Examples of plagiarism and</td>
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<td>cheating deterrents include plagiarism check software like TurnItIn, randomizing</td>
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<td>quiz and test questions, smaller assignments that allow instructors to identify</td>
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<tr>
<td>Training</td>
<td>If the instructor does not have a certificate in online education, what combination</td>
<td>Not included</td>
</tr>
<tr>
<td></td>
<td>of the following will the department accept as qualification to teach online?</td>
<td>Mandatory training was negotiated and implemented.</td>
</tr>
<tr>
<td></td>
<td>Check all that may apply.</td>
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<tr>
<td></td>
<td>• Mentoring</td>
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<td></td>
<td>• e-Campus Group Workshops</td>
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<td></td>
<td>• One-on-one sessions with e-Campus staff</td>
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<td>• Course work in online instruction</td>
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<td>• @ONE desktop seminars</td>
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<td>• Experience as an online student</td>
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<td>• Pedagogical reading on online education</td>
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<td>• Faculty completion of an online academic course</td>
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<td></td>
<td>• Other:</td>
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<tr>
<td>Additional Resources</td>
<td>State if any additional college resources will be needed and/or additional costs</td>
<td>State if any additional college resources will be needed and/or additional costs</td>
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<td></td>
<td>will be incurred to implement Distance Education sections.</td>
<td>will be incurred to implement Distance Education sections.</td>
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</tbody>
</table>
1. **Definition**: Distance education (DE) is a mode of education and instruction which uses one or more technologies to deliver course content to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously.

2. **Authentication**: Consistent with federal regulations pertaining to federal financial aid eligibility, the District authenticates and verifies that the student who registers in a DE course is the same student who participates in and completes the course or program and receives the academic credit. At the time of registration, the District provides each student with a statement of the process in place to protect student privacy.

   The office of Academic Affairs utilizes one or more of the following to authenticate or verify the student's identity:

   - Secure Credentialing/Login and Password:
     - Students are issued a specific 7-digit ID and Password.
     - Students access DE courses through the colleges Course Management System using a static URL link.
   - Proctored Examinations:
     In addition to the authentication login students in the Nursing Program are required to take online exams in person with a faculty member present as a proctor.

3. **Accessibility**: The College adheres to all state and federal rules and regulations regarding accessible content.

4. **Separate Course Approval**: (§55206) When any portion of the instruction in a newly proposed or existing course or course section is designed to be provided through distance education an addendum to the official course outline of record will be required. The addendum documents that the online section meets the same standard of course quality as the traditional face-to-face class with respect to:
   - course objectives and content;
   - assignments and assessments;
   - methods of instruction;
   - student to faculty ratio;
   - required textbook;
   - posted expectations for student time commitment; and
posted policies and procedures, including frequency of logging in and expectations for completion of work.

All DE courses approved by the college distance education committee (a subcommittee of the Curriculum Committee) under this procedure will continue to be in effect unless there are substantive changes of the course outline.

5. **Instructor Contact**: All DE courses at Ohlone College, whether hybrid or fully online, will include regular effective contact and substantive interaction as described below. The course will be designed in a manner that will ensure regular contact is maintained throughout the instructional term.

   - **Initiated Instructor-to-Student Interaction**: Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Frequency of instructor-to-student contact in distance education courses is comparable to a corresponding face-to-face class. Formats and tools suggested to facilitate this kind of contact include regular announcements (text, audio/video, weekly updated home page, etc.), discussion boards (with appropriate instructor participation), web conferencing, live chat, email, electronic versions of class lectures or other classroom presentations (written, audio or video recorded) authored by the instructor, timely feedback on student work, and other collaboration tools.

   - **Initiated Student-to-Student Interaction**: Instructors will regularly initiate and/or facilitate interaction between students. Frequency of student-to-student contact in distance education courses is comparable to a corresponding face-to-face class. Formats and tools suggested to facilitate this kind of interaction include discussion boards, web conferencing, live chat rooms, email, blogs/wikis, group projects, and other student collaboration tools.

6. **Faculty Preparation**: DE Instructors shall be trained to teach in the specific distance education delivery method in alignment with all state and federal rules, regulations, and negotiated agreements.

Recommended by Academic Senate on April 17, 2019

Adopted April 24, 2019
Attachment 3 – Professional Development Activities

Item 1: INFORMATION – #13

OHLINE COMMUNITY COLLEGE DISTRICT
MEMORANDUM

TO: Board of Trustees
FROM: Eric Bishop
DATE: October 14, 2020
SUBJECT: Accreditation Update

The Vice President of Academic Affairs will provide the Board of Trustees with an accreditation update including steps taken that address the ACCJC finding around distance education. The presentation will focus on the progress made in training faculty in effective pedagogy when teaching at a distance as well as the number of faculty having completed Minimum Qualification Training (MQT) over the summer. The college continues to allocate resources to support instructional accessibility and in providing Online Teaching Certification programs to Ohlone College faculty.

RECOMMENDATION: Item for information only.
Note. Documents shared with the Board can be found at Ohlone.edu

Item 2: eCampus Accomplishments: March through October 2020 as of October 7, 2020

March 13 - Immediate mobilization

- Training sessions held for faculty on ConferZoom and Canvas 8:00 – 12:00
- Develop training materials (tutorials, student and faculty FAQs, training sessions)
- eCampus email initiated with 24/7 coverage

March 17 –20 – Triage Help Provided

- Over 40 online group help sessions and office hours were offered

March 23 – 27

- Over 24 online group help sessions and office hours were offered

April

- Revised DE addendum in CurricUNET adding sections for accessibility and SLOs
- Developed Basic Training Module for Online Teaching Certification (40 hour training)

May

- 12 DE Addendum Trainings offered (ongoing through summer)
- Continue to develop faculty guides for online instruction
- Developed and ran Minimum Qualifications Training (MQT) program (6 hours)
• eCampus Help Ticket created
• Facilitated 3 Basic Training sessions (40 hours)
  o 33 faculty received certificate for completing all components of course

Summary: Implemented for summer 2020

• Developed and implemented new faculty trainings.
• Emails from eCampus-Team to Faculty with reminders and tips for engaging students.
• Website redesign with a student focus.
• Students (ASOC led) developed welcome video for other students.
• Live information zoom sessions (5) attended by over 600 students.
• Separate support for OFK and noncredit students.
• Conducted a survey of summer students on online access

June - August

• 22 MQT sessions administered
• 435 faculty, staff, admin completed the MQT training (unduplicated head count)
• 47 Make it Take it sessions run with 284 participants (duplicated head count)
• Website enhanced with student and faculty resources
• eCampus Weekly Update initiated (12 editions to date)
• eCampus website updated weekly
• Learning College Week (LCW) – Two days devoted to eCampus/ Online Teaching and Learning
  o Canvas LCW Course shell developed as repository
  o 8 sessions on Monday; 6 sessions on Tuesday regarding online teaching and learning
  o 378 participants (duplicated head count)
    ▪ Most popular sessions: Humanizing Online Learning (43); Create an Orientation Video (34); Master Teacher Panel (52); Canvas Studio (56) and Tools for Regular Effective Contact (42)
• Created sample welcome letters and equity-based syllabi to serve as examples for faculty
• Created tutorials and video with instructions for how to create and complete the DE addendum
• Created Zoom settings and best practices guides
• Weekly eCampus Dean email communications to SU20 faculty

September

• Open office hours scheduled first week of classes for faculty help – 13 sessions; second week of classes – 4 scheduled sessions
• One on one help available daily – averaging 4-8 faculty per day, including weekend hours
• Launched ‘Nuggets’ – one-page emails with important information such as Zoom updates
• Launched “Inspirations” – one hour workshops every week with topic alternating every other week
Show and Tell sessions for faculty to share what is working

• Launched 3-week CVC-OEI course – Assessment in Digital Learning (8 participants completed)
• DE Addendums approved: 245 March-September. Anticipate another 150-200 by end of December.

October

• Inspirations continue
  o Gradescope
  o Turned on Discussion Boards
  o Rethinking Assessment
• Offer 3-week CVC-OEI course – Creating Accessible Course Design (begins 10/12)
• Provided training to Deans on online evaluations.
• Planned MQT sessions for November given the college decision to be online in spring 2021
• Provided training sessions (2) to faculty scheduled for evaluation regarding the evaluation criteria

New Software Implemented

• Canvas Studio
• Labster
• Edfinity
• GradeScope
• Pope Tech
• ConferZoom
• Pisces
• Gizmos
• Proctorio
• RedShelf
Item 3: Operational Metrics/Goals: Reduce Drops (net) from Opening Day to Census.

<table>
<thead>
<tr>
<th></th>
<th>Online classes</th>
<th>Asynchronous classes</th>
<th>Not-Online classes</th>
<th>Synchronous classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollments first day of class</td>
<td>5,358 100%</td>
<td>7,514 100%</td>
<td>17,754 100%</td>
<td>14,336 100%</td>
</tr>
<tr>
<td>Enrollments at census</td>
<td>4,854 91%</td>
<td>7,001 93%</td>
<td>17,202 97%</td>
<td>13,742 96%</td>
</tr>
<tr>
<td>Drops prior to census</td>
<td>-736 -14%</td>
<td>-755 -10%</td>
<td>-2,123 -12%</td>
<td>-1,444 -10%</td>
</tr>
<tr>
<td>Adds, reinstatements prior to census</td>
<td>232 4%</td>
<td>242 3%</td>
<td>1,571 9%</td>
<td>850 6%</td>
</tr>
<tr>
<td>Net Drops (Drops minus Adds)</td>
<td>-504 -9%</td>
<td>-513 -7%</td>
<td>-552 -3%</td>
<td>-594 -4%</td>
</tr>
</tbody>
</table>

Fall 5-Oct-20
Drop rates prior to census declined fall to fall in both formats, adds rates also declined.

Synchronous or Zoom classes had a lower drop rate in fall 2020 compared to fall 2019 but also a lower add rate than classes that were not fully online in fall 2019.

Fall enrollment on the first day dropped from 23,112 to 21,850 (-5.5%).

The percentage of fully online (asynchronous) classes on the first day increased from 23% to 34% from fall 2019 to fall 2020.

Summer 22-Jun-20
The summer saw higher rates of course adds prior to census in both formats, as compared to fall.

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<td></td>
<td>2019SU</td>
<td>2020SU</td>
<td>2019SU</td>
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</tr>
<tr>
<td>Enrollments first day of class</td>
<td>3,207 100%</td>
<td>3,920 100%</td>
<td>2,632 100%</td>
<td>3,245 100%</td>
</tr>
<tr>
<td>Enrollments at census</td>
<td>2,872 90%</td>
<td>3,760 96%</td>
<td>2,640 100%</td>
<td>3,152 97%</td>
</tr>
<tr>
<td>Drops prior to census</td>
<td>-491 -15%</td>
<td>-383 -10%</td>
<td>-328 -12%</td>
<td>-343 -11%</td>
</tr>
<tr>
<td>Adds, reinstatements prior to census</td>
<td>156 5%</td>
<td>223 6%</td>
<td>336 13%</td>
<td>250 8%</td>
</tr>
<tr>
<td>Net Drops (Drops minus Adds)</td>
<td>-335 -10%</td>
<td>-160 -4%</td>
<td>8 0%</td>
<td>-93 -3%</td>
</tr>
</tbody>
</table>

Source: Research and Planning
excludes consortium and dual enrollment

Item 4: Support faculty development of fully online asynchronous classes.
Item 5: The eCampus Team from Across the College

Ghada Al-Masri serves as the academic dean representative on the DE committee. She helped with the initial in-person training in March 2020 when the pandemic hit, and has led the student support team for eCampus, organizing and hosting student Canvas information sessions attended by hundreds of students during summer and fall 2020.

Mariah Garza serves as an IT student support technician and started in September 2020. Mariah works directly with students to answer their questions about getting started with Canvas.

Lynn Hickson is the manager, information technology support and services, and has helped solve both student and faculty issues regarding access to Canvas and ConferZoom from multiple devices.

Padmapriya Krishnamurthy is a biotechnology lab technician on assignment to support faculty requests to caption short videos.

Alison Kuehner served as the equity committee chair in 2018-2019 and then afterwards completed a sabbatical in 2019-2020 where she went through OEI training and developed new online course materials. During summer 2020 she helped facilitate MQT and other learning sessions for faculty.

Robin Kurtori is on 100% release time in 2020-2021 and has been the faculty DE committee chair since fall 2019. She is responsible for developing and facilitating faculty senate endorsement for the college’s DE policy on effective contact. She also led the revision of the DE addendum to include emergency approval as well as an equity-related question; organized the review of DE addendums; and worked with Governet to make revisions to the College’s CurricUNET system. She created and manages the database tracking system for DE addenda approvals. In addition, she helped organize professional development activities around online learning for LCW and helped to facilitate MQT training.

Andrew LaManque is the executive dean, academic affairs and the Newark center, and serves as the administrator of eCampus, providing coordination of staffing and planning of support activities.

Quan Nguyen is an administrative system analyst/application administrator overseeing the Canvas software. He supports the creation of faculty Canvas shells and the integration of new software into Canvas. He works with both faculty and students to ensure access to Canvas.

Jacqlyn Vetter has completed OEI training and has taught online courses for over ten years. Jacqlyn helped facilitate MQT sessions, often working one-on-one with faculty to solve their unique challenges. Starting April 2020 she works 75% time supporting faculty individually and in online training sessions.

Mary Wilhelm-Chapin has been the instructional designer since summer 2019. She is responsible for developing a series of online courses for OEI certification starting fall 2020. She designed the MQT module and has provided assessment of and training on new technology to be
used by faculty. She facilitated the technology and training used to set up tutoring as well as interpreters on zoom meetings.

**Instructional accessibility specialist** is a new position that will provide technical assistance, training, and resource materials to faculty in the areas of accessible online education and accessible digital media.

**Item 6: eCampus Support Path**
CLASS TITLE: INSTRUCTIONAL ACCESSIBILITY SPECIALIST

BASIC FUNCTION:

Under the general direction of the Executive Dean of Academic Affairs & the Newark Center, provide expertise in universal design application and assist faculty and other instructional staff with ensuring that documents and other materials are accessible using universal design techniques.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Designs and delivers training and course materials for faculty and staff in the areas of online accessibility.
- Advises and assists faculty and staff in learning management system(s) and other technology to create content that integrate with assistive technology.
- Maintains database that tracks course reviews and progress towards accessibility compliance; interfaces with internal and external resources to support captioning needs.
- Perform live trainings for employees on universal design.
- Perform complete audits and validation testing on software and documents, based upon Section 508 and/or W3C WCAG 2.1 accessibility guidelines.
- Maintain current knowledge of emerging trends related to accessibility of information and communications technology.
- Work in collaboration with Information Technology Services, Student Accessibility Services, Distance Education, and other related departments to plan, coordinate and educate the college community about the importance of universal design.
- Identify and recommend areas where existing policies and procedures require change, or where new ones need to be developed, especially as it relates to information and communications technology accessibility.
- Participates in conferences and activities related to technology and accessibility.
- Write detailed findings to document identified issues and recommend potential solutions and best practices for remediation of accessibility violations.
- Work with third-party service providers, vendors, and serve as a liaison for information and communications technology accessibility services.
- Monitor and advise on new or changing laws and technical standards related to technology accessibility.
- Prepare and conduct training on accessibility related topics.
- Assist in making complex documents accessible and recommend solutions for future reference.
- Develop training materials and guides - to make various documents accessible such as manuals, training videos, and quick tips.
- Inspect documents manually to ensure the accuracy of automatic accessible checkers.
OTHER DUTIES: Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Fundamentals and techniques of creating and producing online forms, and digital media;
- Development, assessment, and remediation of accessible web pages;
- Accessibility testing tools;
- Web accessibility laws and web standards, including ARIA and HTML 5 and WCAG 2.0;
- Use of latest methods for progressive enhancement and responsive/adaptive design;
- Current technology including web development tools, computer graphics packages, courseware authoring tools and/or learning management systems, content management systems, with particular expertise in accessibility features of MS Word and Adobe Acrobat software;
- Teaching and or presentation experience;
- Experience with course or program development;
- Information and Communications Technology (ICT) and Instructional Material Accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973, in accordance with California Government Code §7405.

ABILITY TO:

- Work collaboratively and effectively communicate with faculty and staff
- Solve problems and provide recommendations and solutions
- Plan and organize work
- Prepare for and conduct training sessions
- Serve as a technical resource for ICT accessibility to faculty and staff
- Interpret, apply, and explain rules, regulations, policies and procedures
- Establish and maintain cooperative and effective working relationships with others
- Operate a computer and assigned office equipment
- Meet schedules and timelines
- Work in a team
- Maintain records and files
- Differentiate colors and provide guidance on color contrast requirements that meet WCAG standards
- Prepare comprehensive narrative and reports
- Provide services at both Fremont campus and Newark Center.
- Effectively and independently lead projects to completion

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Bachelor’s degree with significant coursework in computer science, instructional design, instructional technology, digital arts, or related field; one year experience with accessibility compliance techniques and testing tools in creation and repairing of documents.
Attachment 5 – On-Line Classroom Observation Reporting Form

Ohlone College On-Line Classroom Observation Reporting Form (*reformatted for report*)

Faculty Name: ____________________  Observer: __________________________

Online Class Observed: ___________________________________________________

Date of Observation: _________ Total Observation Time (Minimum 45 minutes): ______

**General Directions:** Observations of online courses should be conducted with the faculty member being evaluated so that they can “show” their course and any possible license restricted third party programs. This can be done in person or via Zoom, Skype, or some other video conferencing tool that allows for screen sharing.

**Brief Observation Overview:** (e.g. “I began my observation on the course home page. I observed the overall course navigation and structure. I observed effective contact between the students and instructor. I focused in depth on week 5, reviewing a variety of instructional assignments.”)

---

**OBSERVATION:** Please be aware that all of the items listed below may not be observed in any one course.

<table>
<thead>
<tr>
<th>COURSE NAVIGATION and ORGANIZATION:</th>
<th>COMMENTS:</th>
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<tbody>
<tr>
<td>• Navigation and content flow are easily determined by the user.</td>
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<tr>
<td>• Provides orientation to course and its structure.</td>
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<tr>
<td>• Content is presented in visibly distinct learning units or modules that are consistently structured.</td>
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<thead>
<tr>
<th>DELIVERY of INSTRUCTIONAL CONTENT:</th>
<th>COMMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning activities are varied and target multiple learning styles (textual, visual, auditory learners).</td>
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<tr>
<td>• Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explain the purpose of external resource, etc.).</td>
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</tr>
<tr>
<td>• Multiple types of assessments are used (research project, objective test, discussions, etc.)</td>
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</tr>
<tr>
<td>• Clearly organizes and explains online assignments and related due dates.</td>
<td></td>
</tr>
<tr>
<td>• Clearly presents expectations and grading policies (e.g. grading rubrics and examples).</td>
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</tbody>
</table>
### KNOWLEDGE of SUBJECT:
- Content of the course is current and consistent with the Course Outline of Record.
- Effective use of Canvas technology.

### STUDENT ENGAGEMENT and INCLUSIVENESS:
- Opportunities for student-initiated interaction with other students and instructor are clearly available and encouraged.
- Frequency of student-to-student contact occurs weekly.
- Frequency of instructor-initiated contact occurs weekly (e.g. weekly emails or announcements, online office hours, feedback on student work, etc.).
- Makes various contact methods for communicating with the instructor available to students (e.g. email, chat, virtual office hours, etc.).

### OTHER DISCIPLINE SPECIFIC CRITERIA OBSERVED:

### FACULTY MEMBER STRENGTHS:
This feedback should focus on ways that the faculty member was most successful in course organization, teaching methods, instructional delivery, student-to-student and student-to-instructor effective contact, etc.:

### AREAS FOR IMPROVEMENT:
This feedback should focus on ways for the faculty member to improve course organization, teaching methods, instructional delivery, student-to-student and student-to-instructor effective contact, etc.:

### POSTMEETING:
Verification that the observation form and suggestions have been read and discussed.

Observer’s Signature: ___________________________ Date: ________________

Faculty Signature: ___________________________ Date: ________________

(Signature indicates only that this form has been reviewed and does not indicate agreement with its contents by the instructor.)
Attachment 6 – Online Faculty Evaluation Suggestions for Improvement

I offer the following suggestions:

- To improve navigation, it would be helpful to have a clear “start here” or “next” link so that students don’t have to back out of each component of the module to link back to the next part of the module lesson. I also recommend using a welcome video that orients students to the course structure/organization and how to most effectively navigate through the materials. All videos used in Canvas must be closed captioned and accessible. Please refer to the eCampus website for faculty resources on accessibility and closed captioning.
- To help clarify expectations on specific assignments, I recommend using a grid-style rubric as a supplement to your written instructions and guidelines.
- For students who may not have regular access to Wi-Fi, I also recommend you provide a downloadable link to a pdf version of the syllabus. This will enable students to refer to it without needing wifi connection.
- I also encourage them to reach out to our eCampus team and Ohlone’s instructional designer to continue his professional development in online instruction.

To support them in continued development, I offer the following suggestions:

1. Try using the Announcement feature in Canvas to share information with the entire class, rather than an email to all students. The announcements are then listed in one place in Canvas rather than students having to search through emails. Also, the announcements can be listed on the course homepage so students are certain to see it rather than over email where it could be overlooked. I encourage you to explore the eCampus Instructor Resources page where there are short “how-to” videos on using the announcement feature.
2. I encourage you to continue developing your online teaching skills and possibly explore developing fully online asynchronous courses. I think this is a positive step and I encourage you to explore this further through working with our Instructional Designer and eCampus support team for further training and development opportunities.

To support them in continued development, I offer the following suggestions:

1. Create grid-style rubrics so students can clearly identify what you are looking for in each assessment and the associated point value. This helps students be clear about expectations. If more effective, rather than rubrics, offering students an example or sample of an excellent assignment can help students understand what they need to aim for and include before submitting for grading.
2. You are enrolled in @One training for effective online instruction, and you shared with me that you would like to use more videos of yourself providing mini-lectures or having a podcast. I think this is a positive step and I encourage you to explore this further. If you need support in this area, please work with our eCampus team and our Instructional Designer for additional resources.
Attachment 7 – eCampus Strategic Plan Objectives

December 2, 2020

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

Measurable Outcomes and Action Plans

2) By Fall 2022 reduce the net drop rate from opening day to census for full-length academic term asynchronous classes to under 3%.
   a) By Fall 2021, provide training on syllabus redesign.
   b) By Fall 2021, eCampus staff will collaborate with Outreach to provide information about taking courses through eCampus.
   c) By Fall 2022, provide online information sessions that are attended by a minimum of 50% of new to Ohlone College online students.
   d) By Fall 2022, implement a voluntary review process for fully online (asynchronous) sections that includes the evaluation of regular effective contact and accessibility in course shells.
   e) Explore an organizational structure that includes representation from academic affairs, student services and IT, to reduce and remove barriers to student success in the online environment.

3) By Fall 2021, a minimum of 75% of course shells to be voluntarily published the week before regular term classes start.
   a) Provide training and support to faculty on best practices for publishing fully online/asynchronous course shells.
   b) By Fall 2021, eCampus will establish and implement a communication plan that will proactively inform instructors of essential dates and responsibilities.
   c) Explore an organizational structure that includes representation from academic affairs, student services and IT, to reduce and remove barriers to student success in the online environment.

4) By 2024, achieve alignment of at least 20% of online courses or sections based on the CVC-OEI Course Design Rubric.
   a) By Summer 2021, strongly advocate hiring additional staff to complete these initiatives aimed at improving online student success and time to completion.
   b) By Fall 2021, provide training on syllabus redesign.
   c) By Fall 2021, provide online course material accessibility training opportunities for 100% of faculty and hands-on support to a minimum of 25% of online faculty each term.
   d) By Spring 2022, develop and adopt a peer online course review plan.
   e) By Fall 2022, implement a voluntary review process for fully online (asynchronous) sections that includes the evaluation of regular effective contact and accessibility in course shells.

5) By Fall 2024, eliminate disproportionate impact in success rates for student groups enrolled in asynchronous online courses.
a) By Fall 2021, provide training on syllabus redesign.
b) By Fall 2021, provide online course material accessibility training opportunities for 100% of faculty and hands-on support to a minimum of 25% of online faculty each term.
c) By Fall 2021, at least 50 faculty will successfully complete the CVC-OEI course Equity & Culturally Responsive Teaching & Learning, including faculty participating in programs serving special populations such as Summer Bridge, First Year Experience, Multicultural Student Center, Umoja, Puente, OMG, EOPS.
d) By Fall 2021, gather qualitative data from students regarding online success and persistence. Based on this data, develop a plan to address the areas of weakness.
e) By Summer 2021, advocate to hire additional staff to complete these initiatives aimed at improving online student success and time to completion.
f) Explore an organizational structure that includes representation for academic affairs, student services and IT, to reduce and remove barriers to student success in the online environment.
g) By Fall 2022, provide online information sessions that are attended by a minimum of 50% of new to Ohlone College online students.
h) By Fall 2022, implement a voluntary review process for fully online (asynchronous) sections that includes the evaluation of regular effective contact and accessibility in course shells.

Summary of Action Plans

1. By fall 2021, provide training on syllabus redesign.
2. By Fall 2021, provide online course material accessibility training opportunities for 100% of faculty and hands-on support to a minimum of 25% of online faculty each term.
3. By Fall 2021, eCampus staff will collaborate with Outreach to provide information about taking courses through eCampus.
4. By Fall 2021, at least 50 faculty will successfully complete the CVC-OEI course Equity & Culturally Responsive Teaching & Learning, including faculty participating in programs serving special populations such as Summer Bridge, First Year Experience, Multicultural Student Center, Umoja, Puente, OMG, EOPS.
5. By Summer 2021, hire additional staff to complete these initiatives aimed at improving online student success and time to completion.
6. By Fall 2022, provide online information sessions that are attended by a minimum of 50% of new to Ohlone College online students.
7. By Fall 2022, implement a voluntary review process for fully online (asynchronous) sections that includes the evaluation of regular effective contact and accessibility in course shells.
8. Provide training and support to faculty on best practices for publishing fully online / asynchronous course shells.
9. By Fall 2021 gather qualitative data from students regarding online success and persistence. Based on this data, develop a plan to address the areas of weakness.
10. By Summer 2021, strongly advocate to hire additional staff to complete these initiatives aimed at improving online student success and time to completion.
11. Explore an organizational structure that includes representation from academic affairs, student services and IT, to reduce and remove barriers to student success in the online environment.
Tony, please find attached information on our course success rates for last fall.

We had a great discussion with the Research and Planning Office and Data Coaching teams that provided input into the observations included in the memo.

The data show that there was not much difference in overall success rates between modalities of teaching, whether fully online or via zoom or hybrid, and that differences in success rates between ethnic groups can be found regardless of teaching method.

Our fully online enrollment increased by more than 30% from fall 2019 to fall 2020, and while the overall success rate went up (even with the addition of faculty who had not previously taught online) the difference between groups remained.
## Attachment 9 – Student Drops by Teaching Modality

### Fall
5-Oct-20

<table>
<thead>
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<td>7,001</td>
<td>17,202</td>
<td>13,742</td>
</tr>
<tr>
<td>Drops prior to census</td>
<td>-730</td>
<td>-755</td>
<td>-2,123</td>
<td>-1,944</td>
</tr>
<tr>
<td>Adds, reinstatements prior to census</td>
<td>232</td>
<td>242</td>
<td>1,571</td>
<td>850</td>
</tr>
<tr>
<td>Net Drops (Drops minus Adds)</td>
<td>-504</td>
<td>-513</td>
<td>-552</td>
<td>-594</td>
</tr>
</tbody>
</table>

Drop rates prior to census declined fall to fall in both formats, adds rates also declined.

Asynchronous or Zoom classes had a lower drop rate in fall 2020 compared to fall 2019 but also a lower add rate than classes that were not fully online in fall 2019.

**Fall enrollment on the first day dropped from 21,112 to 21,650 (2.6%).**

The percentage of fully online (asynchronous) classes on the first day increased from 23% to 24% from fall 2019 to fall 2020.

### Summer
22-Jun-20

<table>
<thead>
<tr>
<th></th>
<th>Online classes</th>
<th>Asynchronous</th>
<th>Not-Online classes</th>
<th>Synchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019SU</td>
<td>2020SU</td>
<td>2019SU</td>
<td>2020SU</td>
</tr>
<tr>
<td>Enrollments first day of class</td>
<td>3,207</td>
<td>3,920</td>
<td>2,632</td>
<td>3,245</td>
</tr>
<tr>
<td>Enrollments at census</td>
<td>2,872</td>
<td>3,760</td>
<td>2,640</td>
<td>3,152</td>
</tr>
<tr>
<td>Drops prior to census</td>
<td>-491</td>
<td>-383</td>
<td>-328</td>
<td>-343</td>
</tr>
<tr>
<td>Adds, reinstatements prior to census</td>
<td>156</td>
<td>223</td>
<td>336</td>
<td>250</td>
</tr>
<tr>
<td>Net Drops (Drops minus Adds)</td>
<td>-335</td>
<td>-160</td>
<td>8</td>
<td>-93</td>
</tr>
</tbody>
</table>

The summer saw higher rates of course adds prior to census in both formats, as compared to fall.

### Source
Research and Planning

Excludes consortium and dual enrollment