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

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

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

   Coordinator: Guided Pathways task force co-chairs

   Action Plans:
   1) By spring 2021, increase collaboration across and between departments on a degree review process to review programs for overlap and redundancy, with a view to revise or deactivate programs that are not currently viable.
   2) By fall 2020, relaunch program review aligned with the Guided Pathways framework and conduct regular course review, addressing low-enrolled courses and courses that have not been offered.
   3) By spring 2021, complete curricular maps for all ADTs.
   4) By spring 2022, complete curricular maps for all associate degrees.
   5) By fall 2022, complete First Year Experience curricular maps for interest areas.
   6) By fall 2021, work with Counseling and Student Services to align degrees and programs with interest areas.

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

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

   Coordinators: Student Equity and Achievement task force co-chairs

   Action Plans:
   1) By spring 2021, conduct environmental scans and outreach efforts to engage students in the District the College may not already serve.
   2) By fall 2021, implement a Summer Bridge and First Year Experience workgroup.
   3) By fall 2021, open a Multicultural Center.
   4) By fall 2021, increase the number of students served by the Puente and Umoja programs.
   5) By spring 2021, explore the feasibility of establishing an Honors Program (focusing on DI students?).
6) By spring 2021, increase outreach for financial aid programming.
7) By spring 2021, implement student coaches to assist students with academic and financial challenges.
8) By fall 2021, offer professional development training on the creation of equitable syllabi.

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

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

   Coordinator: Dean, Counseling, Student Support, and Success

   Action Plans:
   1) By spring 2021, create curricular maps for all ADTs.
   2) By fall 2021, create curricular maps for all associate degrees.
   3) By fall 2021, explore means to align counseling and student support services with interest areas.
   4) By spring 2021, expand Student Planning pilot, an electronic educational planning tool.
   5) By 2025, ensure the propriety of required units in high-unit majors.
   6) By 2023, align non-ADT transfer-intent degrees with UC Pathways.

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

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

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

   Action Plans:
1) Beginning spring 2021, regularly contact students who have not attended orientation to inform them of available student services.

2) Beginning spring 2021, proactively contact students who have not scheduled or kept a recent counseling appointment.

3) Beginning fall 2021, proactively contact online-only, evening-only, and weekend-only students to inform them of available student services.

4) By fall 2021, explore opportunities to extend student service hours to accommodate evening and weekend students.

5) By fall 2021, solicit feedback from students to improve chatbot FAQs.

6) Regularly host forums to engage dual enrollment and early college students and parents with faculty and student services staff.

7) By fall 2021, implement a First Year Experience program.

8) Beginning fall 2021, address the scheduling restraints of working adults by primarily scheduling program-applicable courses on weekend and evenings.

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

   Measurable outcomes:

   a. By fall 2022 reduce the net drop rate from opening day to census for full length academic term asynchronous classes to under 3%.

   b. By fall 2021, a minimum of 75% of course shells to be voluntarily published the week before regular term classes start.

   c. By 2024, achieve alignment of at least 20% of online courses or sections based on the CVC-OEI Course Design Rubric.

   d. By fall 2024, eliminate disproportionate impact in success rates for student groups enrolled in asynchronous online courses.

Coordinator: Distance Education coordinator

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) By fall 2022, provide training and support to faculty on best practices for publishing fully online / asynchronous course shells.
9) As online enrollment grows post pandemic, by fall 2023, advocate for additional staffing and an organizational structure that supports shorter time to degree for students taking courses online.
10) 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.
11) By summer 2021, strongly advocate to hire additional staff to complete these initiatives aimed at improving online student success and time to completion.
12) By fall 2021, 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.

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

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

Coordinator: Vice President, Academic Affairs

Action Plans:
  1) By fall 2022, develop curricular maps that lead to stackable certificates after the first year.
  2) By spring 2023, revise programs and create schedules that ensure all degree-and certificate-required courses are offered every two years.
  3) By fall 2021, implement program review software and include review of degrees and certificates as a part of program review.
  4) Beginning fall 2021, address the scheduling restraints of working adults by primarily scheduling program-applicable courses on weekend and evenings.
  5) By 2022, develop a method for enhanced, ongoing analysis of student scheduling needs. (QFE)
  6) By spring 2021, develop and implement data coach training. (QFE)
  7) By spring 2021, use program completion data to identify improvements within the curriculum development and schedule building processes to guide the development of program mapping. (QFE)

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

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

Coordinator: Director, Strong Workforce and Career Pathways

Action Plans:
1) By the end of fall 2021, 25% of students engage with the Career Center through the Handshake platform.
2) By spring 2022, increase the Career Center presence on the Fremont campus.
3) By spring 2022, increase student participation in work-based learning, including internships, apprenticeships, and work experience (WEX).
4) By fall 2021, explore additional noncredit career education courses and programs aligned with in-demand careers.

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

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

Coordinators: Student Equity and Achievement task force co-chairs:

Action Plans:
1) Beginning Fall 2021, implement a survey for students who withdraw in order to follow up and address their needs or concerns.
2) By fall 2021, develop protocols and accountability measures for regular updating of website content and accessibility.
3) By fall 2021, support faculty to refer at-risk students to counseling services by providing training and creating a quick reference guide to available support services.
4) By fall 2022, explore student advising synergies among counseling, career services, and academic affairs. (GP)
5) By fall 2022, design or revise programs to include intermediate markers of success to promote accomplishment and motivate completion.

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

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

Coordinator: Vice President, Academic Affairs

Action Plans:
1) By fall 2022, increase districtwide dual enrollment and College Connection enrollment by 25%.
2) By fall 2021, actively encourage high schools to convert 2+2 programs to dual enrollment.
3) By fall 2021, increase marketing and support of noncredit and develop partnerships beyond adult education.
4) By fall 2022, establish a dual enrollment orientation that includes students, parents, high school counselors and principals, and faculty.
5) By fall 2022, increase recruitment opportunities among international students.
6) By fall 2022, implement an Enrollment Management Plan.
7) By fall 2022, increase online class offerings by 10%

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

   Coordinators: Student Equity and Achievement task force co-chairs

   Action Plans:
   1) By fall 2021, implement the Summer Bridge program.
   2) By fall 2021, implement the First Year Experience
   3) By fall 2021, open the Multicultural Center.
   4) By fall 2022, use technology to identify students unsure of their major and target them for specific support services.

11. By 2022, increase the number of students attaining degrees and certificates by 10% over the 2019 baseline, consistent with the goals of the Vision for Success initiative.
   Measurable outcomes:
   a. Increase the number of students in 2022 attaining degrees and certificates by 10% over the 2019 baseline.

   Coordinator: Dean, Counseling, Student Support and Success

   Action Plans:
   1) By spring 2021, create curricular maps for all ADTs.
   2) By fall 2021, create curricular maps for all associate degrees.
   3) By fall 2021, explore means to reorganize the College around interest areas.
   4) By spring 2021, expand the Student Planning pilot, an electronic educational planning tool.
   5) By 2025, ensure the propriety of required units in high-unit majors.
   6) By 2023, align non-ADT transfer-intent degrees with UC Pathways.

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

Coordinator: Director, Strong Workforce and Career Pathways

Action Plans:
1) By spring 2022, increase student participation in work-based learning, including internships, apprenticeships, and work experience education (WEX).
2) By spring 2022, increase career advisement services for pathways from high school to post-AA study.
3) Continually improve career education program quality by investing in facilities, equipment, instructional materials, and professional development (SWF).
4) By fall 2021, explore ways to revise or create short-term vocational certificates that can be completed within one year.

GOAL 2: Promote diversity and inclusion

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

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

Coordinator: Dean, Enrollment Services; Dean, Counseling, Student Support and Success

Action Plans:
1) By mid-fall 2021, increase opportunity for face-to-face contact and phone interaction through a consistently-staffed help desk (both physical and virtual) staffed by peer mentors.
2) By summer 2021, develop “how to” videos on how to complete the CCCApply application and how to register for classes.
3) By spring 2022, create intentional late start programming to support students completing uninterrupted educational and transfer goals.
4) By spring 2022, provide one-on-one or small group direct financial aid assistance and support during the application period.
5) By fall 2021, explore reducing the late add period by one week from current period, beginning in fall 2022, to support later-registering DI students.
6) By fall 2021, develop a process to analyze the onboarding process to identify and remove barriers on an every-semester basis.

2. By 2022, increase the retention rates for underrepresented students by 2% over the fall 2019 baseline, consistent with the goals of the Vision for Success initiative.
Measurable outcomes:
   a. By 2022, increase the retention rate for African American students to 85.4%.
   b. By 2022, increase the retention rate for Latinx students to 85.7%.

Coordinators: Student Equity and Achievement task force co-chairs

Action Plans:
   1) By spring 2021, hire Tutoring Director to develop a plan to recruit and hire African American and Latinx student tutors and to increase the retention and success rates of DI students.
   2) By fall 2021, implement strategic inreach efforts to African American and Latinx students to advertise support programs and services.
   3) By fall 2021, provide training for faculty to equitize curriculum to address disproportionate impact and sense of belonging in the classroom.
   4) By fall 2021, develop and implement a marketing plan to advertise Chicanx Studies, Ethnic Studies, and African American Studies courses and support programs.
   5) By fall 2022, develop student mentorship program with emphasis on staff and community members of color.
   6) By fall 2021, develop new ways to support Umoja and black students.
   7) By fall 2022, implement additional supports for African American and Latinx students.

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

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

Coordinators: Student Equity and Achievement task force co-chairs

Action Plans:
   1) By spring 2021, hire Tutoring Director to develop a plan to recruit and hire African American and Latinx student tutors and to increase the retention and success rates of DI students.
   2) By fall 2021, implement strategic inreach efforts to African American and Latinx students to advertise support programs and services.
   3) By fall 2021, provide training for faculty to equitize curriculum to address disproportionate impact and sense of belonging in the classroom.
   4) By fall 2021, develop and implement a marketing plan to advertise Chicanx Studies, Ethnic Studies, and African American Studies courses and support programs.
   5) By fall 2022, develop student mentorship program with emphasis on staff and community members of color.
   6) By fall 2021, develop new ways to support Umoja and black students.
   7) By fall 2022, implement additional supports for African American and Latinx students.
4. By 2021, provide ongoing training that annually promotes diversity, inclusion, and awareness of implicit bias for all college employees.
   Measurable outcomes:
   a. By 2021, establish employee training promoting diversity, inclusion, and awareness of implicit bias as an annual college event during Learning College Week.
   b. By 2022, ensure all employees actively participate in training that promotes diversity, inclusion, and awareness of implicit bias.

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

    Action Plans:
    1) By fall 2021, implement a collegewide equity, diversity, and inclusion training day.
    2) By fall 2021, create year-round, collegewide trainings that promote diversity, inclusion, and awareness of implicit bias.
    3) By spring 2021, continually promote and encourage classified staff to attend trainings and events.

5. By 2025, create an inclusive college climate, annually providing opportunities and venues to engage and build community.
   Measurable outcomes:
   a. By spring 2025, increase the employee and student satisfaction survey results to show a 5% increase to issues of inclusion and community over the spring 2019 employee surveys.
   b. By spring 2025, increase community survey results for issues of college awareness and responsiveness to community needs.

   Coordinator: Vice President, Human Resources and Training

   Action Plans:
   1) By fall 2022, create and implement activities for employees of underrepresented groups to share experiences, to learn strategies for coping, and to engage and socialize in a safe space.
   2) By spring 2022, collaborate with student groups to implement student panels during Learning College Week where students can share their personal experiences on and off campus with college personnel.
   3) By fall 2022, provide institutional support the current speaker series to address issues of equity, diversity, and inclusion.

6. By 2023, increase the level of support available to meet the needs of vulnerable students through the creation of, or access to, innovative need-focused support services.
   Measurable outcomes:
   a. By 2021, open a multicultural student center.
   b. By 2021, offer a Summer Bridge program focused specifically on at-risk and vulnerable students.
c. By 2022, provide a comprehensive First Year Experience program.

d. By 2023, increase by 50% the number of students seeking access to support through mental health services.

e. By 2023, increase by 20% the number of students utilizing the Student Health Center.

f. By 2023, increase by 20% the number of students who are regularly utilizing Academic and Personal Counseling services.

Coordinator: Vice President, Student Services

Action Plans:

1) By spring 2021, hire a Multicultural Student Center coordinator and furnish the Multicultural Student Center.

2) By spring 2021, create a plan to work with local high schools to recruit and retain students for the First Year Experience and Summer Bridge programs.

3) By spring 2021, develop a plan to hire a Summer Bridge/FYE coordinator.

4) By fall 2021, increase student awareness of, and access to, available auxiliary services.

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

Objectives:

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

   Measurable outcomes:

   a. Beginning 2021, increase financial aid student numbers for Pell and Promise grants by 5% annually.

   b. Beginning 2022, increase the number of students completing degrees and certificates by 5% annually.

   c. By 2022, increase FTES by 5% over the 2019-2020 baseline.

   d. Increase noncredit enrollment to 100 FTES by 2024.

   e. By 2024, increase dual enrollment by 20% over the 2019 baseline.

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

   Action Plans:

   1) By fall 2021, deliver multiple financial aid workshops at district high schools.

   2) By fall 2021, imbed student services representatives at district high schools and adult schools to deliver financial aid and enrollment support.

   3) By spring 2022, ensure all district high schools have an active CCAP agreement.

   4) By spring 2022, increase the number of noncredit certificates offered by 50% over the fall 2020 baseline.

2. By 2025, increase employee retention.

   Measurable outcomes:

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

   Coordinator: Vice President, Human Resources and Training

   Action Plans:
1) By spring 2022, develop and implement a robust professional development program for all employees.
2) By spring 2022, develop an intentional new employee orientation program.
3) By spring 2022, develop a conceptual employee competency plan.

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

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

Coordinator: Vice President, Administrative and Technology Services

Action Plans:

1) By fall 2021, create a new template for program and services review.
2) By fall 2021, implement a platform for program and services review, such as Nuventive.
3) By fall 2023, implement a data warehousing system and train users in generating reports essential to program review, enrollment management, and data mining.
4) By fall 2022, implement a user-friendly platform to improve the student experience in application, registration, advising, and degree planning, including training materials and tutorials.
5) By spring 2021, implement CCCApply for noncredit applications.
6) By fall 2022, use the “chosen name” feature in Colleague for all systems and applications.
7) By fall 2021, complete website updates to include the implementation of Guided Pathways efforts.
8) By fall 2021, implement changes to CCCApply to reflect Guided Pathways’ areas of interest.

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

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

Coordinator: Vice President, Administrative and Technology Services

Action Plans:
1) By fall 2021, provide a consistently-staffed help desk for A&R, financial aid, and counseling.
2) By fall 2021, establish policies, procedures, and forms for electronic submission.
3) By fall 2021, develop and implement a Total Cost of Ownership plan (ACCJC).
4) By spring 2022, document all college business processes, identify technological gaps, and recommend means to address the gaps.
5) By fall 2021, review, update, document, and communicate a collegewide program review process.

5. By 2025, increase non-apportionment revenue by 20% over the 2019 baseline to support collegewide operations.
   Measurable outcomes:
   a. By 2025, increase total non-apportionment revenue from all sources by 20% over the 2019 baseline (excluding the exceptional gift from Mr. Frank DiMino).
   Coordinator: Vice President, Administrative and Technology Services
   Action Plans:
   1) By 2022, explore the feasibility of establishing retail options to augment services on campus and generate non-apportionment revenue.
   2) By 2023, increase international student recruitment.
   3) By 2023, offer personal enrichment noncredit classes for older adults and specific cultural groups.
   4) By 2025, increase civic center rentals availability and marketing.
   5) By 2024, explore the feasibility of leasing Newark property, aligned with the mission of the College.
   6) By 2022, explore the feasibility of developing student housing to recruit and retain at-risk and non-resident students.
   7) By 2022, host regular video game tournaments for the community.

GOAL 4: Ensure a supportive learning and working environment

Objectives:
1. By 2024, create and improve ongoing professional development for all employees.
   Measurable outcomes:
   a. By 2021, create and begin implementation of a comprehensive professional development plan.
   Coordinator: Vice President, Human Resources and Training
   Action Plans:
   1) By fall 2021, develop a website that is integrated and has all the professional development offerings linked from one page.
   2) By spring 2022, develop individual professional development pathways, providing employees with choices for their own professional development.
   3) By fall 2023, launch a cross-functional leadership development program.
   4) By fall 2023, create a formal mentoring program for new classified employees.
   5) By fall 2022, develop a succession plan.
2. By 2023, facilitate a supportive and inclusive college culture that recognizes diversity; promotes equity; encourages student expression and participation; fosters a sense of belonging and
wellness; and ensures effective citizenship, as measured by student, staff, and faculty satisfaction surveys (GP).

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

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

Action Plans:
  1) By spring 2021, revise student and employee surveys to include satisfaction levels about mental health and campus civility.
  2) By fall 2022, implement educational wellness programs for employees that can be completed during the workday.
  3) By spring 2022, develop modules for employee understanding of civility, implicit bias, respectful workplace, anti-racism, and bullying.
  4) By spring 2023, increase the provided spaces for employee reflection within a quiet and calm environment.

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

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

Coordinator: Vice President, Human Resources and Training

Action Plans:
  1) By spring 2021, revise student and employee surveys to include satisfaction levels with staffing and hiring practices.
  2) By fall 2023, develop a series of customer service modules for employees that instill equity and empathy and are specific to serving a community college.
  3) By fall 2021, develop deliberate opportunities for all employee groups to understand how their individual work connects with the greater whole.
  4) By spring 2021, develop a staffing plan that creates consistent and transparent processes for new positions across all units of the campus. (IEPI-PRT)

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

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

Measurable outcomes:
  a. By 2021, ensure that planning and decision-making policies and procedures are current.
  b. By 2022, ensure that all employees are appropriately represented and participating in College Council committees.
  c. By 2022, ensure that all faculty are appropriately represented and participating in Faculty Senate committees.
Coordinators: College Council co-chair; Faculty Senate President

Action Plans:

1) By fall 2021, review, revise, vet, and follow the Planning and Decision-Making Handbook.
2) Beginning fall 2021, confirm that all governance committees are appropriately represented through their membership and that active participation is instilled across all constituents.
3) Beginning fall 2021, confirm with Faculty Senate that all senate committees have appropriate representation and participation from faculty.
4) By fall 2021, revise the faculty senate constitution and by laws to provide an appropriate succession plan for the Faculty Senate President.

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

Measurable outcomes:

a. By 2021, ensure that regular and appropriate updates of information and actions of governing groups are available to all college employees.

b. By 2021, establish a process ensuring that the college website is consistently updated and addresses constituent information needs.

c. By 2021, provide regular announcements/newslettersUpdates to ensure regular and responsive communication to students.

d. By 2022, implement and provide training on available data resources.

Coordinators: College Council co-chair; Faculty Senate President

Action Plans:

1) By fall 2021, review shared governance committee websites to ensure management and posting of committee minutes.
2) By fall 2021, institute a process to ensure funding decisions are consistently communicated across the District.
3) By fall 2021, implement a website review taskforce to review content and make recommendation for updates and improvements to content managers.
4) By spring 2021, implement a monthly newsletter to be distributed to all members of the college community.
5) By spring 2021, identify and train data coaches.
6) By fall 2021, data coaches begin supporting faculty by interest area.

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

Measurable outcomes:

a. Annually increase community encounters with the college brand, be those encounters face-to-face or through various media; develop outcome success metrics and set annual goals.

b. By 2025, set and achieve targets for developing business relation employment opportunities that generate student internships, on-site training, noncredit course offerings, or alternative revenue opportunities.
Coordinator: Executive Director, College Foundation, Community Outreach, and Marketing

Action Plans:
1) By fall 2021, complete a media survey and use the results to target prospective students and the community through marketing and advertising.
2) By fall 2022, increase the number of advertising impressions by 10% through diverse advertising efforts, targeting both current and prospective students.
3) By spring 2021, implement a community newsletter to inform the external community about the College.
4) By spring 2021, increase college brand encounters among the public through monthly press releases to the media.
5) By fall 2022, increase by 20% outreach to the public through planned engagements with community- and faith-based organizations, public and private K-12 institutions, and local government agencies.
6) By fall 2021, work with local employers to develop “World of Work” workshops.
7) By spring 2022, work with local workforce development organizations and local employers to implement paid micro-internships for students.
8) By fall 2023, interact with over 5000 local businesses and entrepreneurs annually to promote credit certificate programs, noncredit courses, and on-site training.
9) By fall 2023, engage 200 new employers and offer 1000 job and internship opportunities annually to students.
10) By fall 2024, generate $100,000 annually in alternative revenue through grants, on-site training, and fee-based services.

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

Measurable outcomes:

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

Coordinator: Executive Dean, Research and Planning

Action Plans:
1) Beginning fall 2021, every semester provide data training during flex week.
2) Beginning spring 2021, the Office of Research and Planning will provide regular office hours for faculty and staff.