Initial Draft
2020-2025 Strategic Plan
“Planning for Continued Excellence”

04/10/2020
A Word from the President

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

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Word from the President</td>
<td>2</td>
</tr>
<tr>
<td>Vision, Mission, and Values Statements</td>
<td>4</td>
</tr>
<tr>
<td>Strategic Planning Cycle</td>
<td>6</td>
</tr>
<tr>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td>Assessment: Environmental Scan</td>
<td>6</td>
</tr>
<tr>
<td>Assessment: Gap Analysis</td>
<td>7</td>
</tr>
<tr>
<td>Assessment: Current Goals</td>
<td>7</td>
</tr>
<tr>
<td>Assessment: Program and Services Review Results</td>
<td>7</td>
</tr>
<tr>
<td>Setting Goals: Assessment and Review of College Mission and Values</td>
<td>7</td>
</tr>
<tr>
<td>Setting Goals: Proposed Goals and Objectives</td>
<td>7</td>
</tr>
<tr>
<td>Implementation</td>
<td>8</td>
</tr>
<tr>
<td>Strategic Planning Timeline</td>
<td>8</td>
</tr>
<tr>
<td>Annual Planning Cycle</td>
<td>8</td>
</tr>
<tr>
<td>Annual Planning Calendar</td>
<td>10</td>
</tr>
<tr>
<td>Integration of College Planning</td>
<td>10</td>
</tr>
<tr>
<td>Strategic Plan Recommendations</td>
<td>11</td>
</tr>
<tr>
<td>Student Learning, Achievement, and Experience</td>
<td>11</td>
</tr>
<tr>
<td>Diversity and Inclusion</td>
<td>14</td>
</tr>
<tr>
<td>Re-envisioning use of Resources</td>
<td>16</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>18</td>
</tr>
<tr>
<td>Communication</td>
<td>18</td>
</tr>
<tr>
<td>Objectives</td>
<td>20</td>
</tr>
<tr>
<td>Summary of Recommendations</td>
<td>26</td>
</tr>
</tbody>
</table>
Vision Statement

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

Mission Statement

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

Values

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

• Diversity & 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 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.

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

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

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

- An environmental scan (community needs and college outcomes in meeting those needs, expressed in a data-oriented document),
- Accreditation planning agendas from the most recent Self Study,
- Results of Program and Service Reviews,
- A collegewide analysis of strengths, weaknesses, opportunities, and threats, and
- A thorough evaluation of the status of the college goals and objectives from the cycle that is concluding.

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

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

Planning Cycle

Step One--Assessment
a. Environmental Scan

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

To complement the statistical information contained in the Scan, a series of meetings with community groups and leaders is undertaken utilizing the President’s Advisory Committee. At each meeting participants are provided basic information about Ohlone and its mission. Using an open discussion format, questions are posed to the committee and feedback is generated, giving
constant input on the ability of Ohlone to address the perceived needs of the community. The information collected in the community meetings is used in creating the vision for the future.

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

c. Current Goals
Another key element in the assessment phase of the strategic planning cycle is a thorough evaluation of the goals and objectives of the current strategic plan. The research office reviews research and other findings regarding progress on or completion of the strategic goals and objectives. Using this preliminary analysis, the Executive Dean of Research and Planning completes an initial assessment and prepares a report for review by College Council. The assessment is also presented in the State of the College speech at the start of the spring semester one year prior to the completion of the strategic plan. A college-wide Strategic Planning Summit is conducted in the spring semester and faculty, staff, and students are surveyed.

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

Step Two-- Setting Goals
a. Assessment and Revision of the College Mission and Values
As part of the Strategic Plan preparation, every five years a task force appointed by the College Council reviews the mission statement and values and brings recommendations back to the Council. Proposed changes are reviewed by the college community and ultimately approved by the Board. The College Council considers and discusses the college mission statement in tandem with the review of proposed college goals to ensure every goal and objective is consistent with the statement. Goals are established to reflect college values and are grouped accordingly. Visioning for the college future occurs at this point in the strategic process.

b. Proposed goals and objectives
Using the strategic assessment of the previous goals, input generated through the President’s Advisory Committee and a collegewide summit, the review of the Environmental Scan by the Institutional Effectiveness Committee, and the review of the college mission, vision, and values, the President and College Council propose a set of goals to be accomplished in the next five-year cycle. The goals are comprehensive and offer all departments of the college an opportunity for involvement in improvement. For each goal, the college community identifies a limited number of objectives that are most effective in achieving the goal. These objectives are stated in measurable terms and include timelines for completion, allowing for the goal to be broken down into annual increments. The College Council may identify specific programs and services to address the objectives. Direction for collegewide improvement from the college community is provided in this manner. The Board of Trustees reviews and approves the new plan at its June meeting.
Ohlone has several focused plans, as required by the California Community College Chancellor’s Office, including an Educational Master Plan, a Facilities Master Plan, Student Equity and Achievement Plan, and an Information Technology Plan, among others. Goals, objectives, and action plans from these focused plans are included within the goals, objectives, and action plans of the Strategic Plan. The Strategic Plan also integrates the systemwide Vision for Success. By integrating these area plans into the institution’s strategic plan, the college has a holistic approach to college improvement focused on improving student learning.

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

Strategic Planning Timeline

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>June through December</td>
<td>Collection of current data for an environmental scan</td>
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<td>November through January</td>
<td>Assessment of current goals and objectives</td>
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<td>SWOT analysis</td>
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<td>Analysis of Environmental Scan</td>
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<td>Review of PIOs derived from annual program reviews</td>
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<tr>
<td>January</td>
<td>Assessment of planning agendas</td>
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<td>Approve revisions to mission statement, vision, goals</td>
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<td>Proposed goal topics from College Council retreat</td>
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<td>Input on goals from PAC and Board</td>
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<td>February</td>
<td>College summit endorsing goals and identifying objectives</td>
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<td>February through March</td>
<td>Refine and prioritize objectives, including metrics, timelines, and responsible parties</td>
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<td>April</td>
<td>Writing of new strategic plan</td>
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<td>May</td>
<td>Endorsement of strategic plan by College Council and Faculty Senate</td>
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<td>June</td>
<td>Board approval of the strategic plan</td>
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</tbody>
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Annual Planning Cycle

**Annual Planning:** Annual planning is the means by which Ohlone College achieves its strategic goals. Annually, coinciding with budget deadlines, the college engages in a process to determine a list of priority improvements it needs to undertake in order to achieve the college objectives. This process engages all programs and services through the annual submission of PIOs. These PIOs are accompanied by action plans, resource needs, and assessment methods.
Each year, an analysis is done of all PIOs using agreed-upon rubrics to determine which of the PIOs focus on program improvement and which contribute more broadly to achieving college goals and improving key processes across programs and services. The Executive Team scores those that have college-wide impact according to a set of criteria and proposes a top twenty list of improvements for resource consideration for the next fiscal year.

The Budget Committee, a subcommittee of College Council, reviews requests for augmented budgets and helps to analyze and set priorities for efficient use of resources. The committee proposes the top twenty, unranked, for allocation of resources based on their impact on college goals. College Council reviews the list and can make changes in the recommended list, which is sent to President. Each year all PIOs and resource requests go through the process regardless of their inclusion on the previous year’s list. The list is used by the Foundation for funding consideration. This is not a decision-making process but is designed instead as a recommendation to the President, who considers the recommendations and includes available resources for PIOs in the budget. The PIOs are implemented according to their action plans, and their effectiveness is assessed at the point of their completion along with their contribution to the college objectives.

Given the human resource intensiveness of teaching and learning, educational institutions typically commit most of their resources to personnel. Over 90% of a public college budget is likely to be directed toward personnel and fixed costs. As a result, educational budgets have limited flexibility in how they may allocate money to meet college goals. Decisions about how time and talent are used are therefore critical in achieving college improvement goals. Managers, faculty and staff determine how time is devoted to achieving PIOs on a practical, day-to-day basis.

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

**Annual Assessment:** Each semester the President, in consultation with the College Council, assesses progress on identified college objectives. In the State of the College speeches in August and January, the President reports to the college community the status of the objectives.
Annual Planning Calendar

August
- Assessment of progress on college objectives
- Assessment of progress on PIOs
- Assessment of annual planning processes and Program and Services Review process

September-December
- Program and Services Review updates

September-July
- Implementation of objectives and PIOs from previous year; assessments

December-January
- Resource analysis

January -February
- PIO and action plan analysis

January-April
- Budget review by activity center managers

April-May
- Budget preparation and resource allocation

June
- Board approval of tentative budget

Integration of College Planning

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Plan (SP)</td>
<td>2015-20</td>
<td>Strategic Plan</td>
<td>Environmental Scan (ES)</td>
<td>Major plans updated</td>
<td>2020-25 Strategic Plan</td>
<td>ES Update</td>
<td>ES Update</td>
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<td></td>
</tr>
<tr>
<td>Accreditation Cycle</td>
<td></td>
<td></td>
<td>Self-Study</td>
<td>Site visit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Midterm report</td>
</tr>
<tr>
<td>Program Review</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
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</tr>
<tr>
<td>Budget Planning</td>
<td>Annual</td>
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Strategic Plan Recommendations
Responding to Data: Meeting Needs, Promoting Success

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

One function of a strategic plan is to give a vision and hope for what the college will be like in the future. For some, a hopeful vision can be equated with an unrealistic vision, given current economic situations, enrollment trends, or other crises, but difficult times will not persist forever. Realism may dictate that in the beginning stages of implementing this plan, the goal will be to focus on the college’s core mission, be good stewards of the resources currently available, and maintain the current levels of programs and services. Part of ongoing planning is annual assessment, and it may be that the strategic plan will require some adjustment; however, the plan also incorporates the vision and hope for greater achievement and student success that inspires and motivates even in the most difficult of times.

1. **Student Learning, Achievement, and Experience**

   As the district’s population age and ethnicity mix changes, programs and services will need to adapt. The numbers of high school graduates and college-age residents within the district is declining. There will be an increase in retirement-aged adults seeking personal enrichment opportunities. In addition to their declining numbers, middle-aged, working adults will find the pressures of the economy, family, work, and transportation a hindrance to college attendance. Educational expectations among ethnic groups will be wide-ranging. The college will be challenged when developing its curriculum and student services to appropriately balance the tension among university transfer, career entry, and personal enrichment and to navigate between systemwide expectations that transfer level English and math are quickly completed and under-prepared students who no longer have access to a robust basic skills curriculum. Both recruitment and retention strategies will have to address priorities within the college’s mission, and instructional methods, student services, educational programs, and scheduling must accommodate student needs.
Much of the employment growth in the district and in the greater Silicon Valley is in computer, electronic, and technical services; computer and semiconductor manufacturing industries are in decline, reflecting increased outsourcing of those industries. Despite a possible retreat from outsourcing, it is unlikely that manufacturing jobs will return to an area with such a high cost of living. Jobs in management and in service industries continue to rank as the highest areas of employment for district residents. The expected emergence of jobs in biotechnology and green technologies has been slow to develop; some growing industries have more area completers than job openings.

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

**Planning Assumptions**
- The college will be held accountable for student success rates in course completions, degree And certificate completions, and transfer
- Online courses and programs will increase, as will their scrutiny
- Curriculum and student services must focus on both the college-prepared students and find new ways to support those who come to college unprepared
- As CSUs and UCs open their doors for more students, and high schools graduate more CSU/UC-prepared students, the applicant pool for community colleges will decline
- Part time students will require the same student services as full time students
- Full time students are more inclined to remain in school, taking less time to degree, and will require more offerings of degree-essential courses
- Students are better prepared for and more inclined to do college work when there are successful partnerships and pathways among K-12 schools, community colleges, and universities
- Some traditional programs will become increasingly irrelevant in the 21st century, but new opportunities may present themselves through noncredit, dual enrollment, and career education
• An associate degree is appropriate education for many entry-level jobs in mid-wage vocations
• College programs should align with area employment needs and with emerging industries

Recommendations to enhance student success

Students are more technologically savvy and expect learning to take place in their time, in their space, and in their network. Instruction by arrangement will be virtual, and faculty will be expected to excel online as well as in the classroom. Likewise, students will be expected to succeed in the virtual classroom. Despite highly successful course completion rates in online instruction, the COVID crisis of 2020 revealed areas of needed improvement:

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

Student improvement rates in ESL courses are not sufficiently high and in some areas are in decline and below community college and peer group averages. The college’s ESL curriculum does not take second language students through college-level English, so some students are lost during the transition to mainstream English courses.

• Continue transitioning lower level ESL courses to noncredit
• Develop ESL courses in transfer level composition

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

• Identify and implement strategies that increase the number of students transferring and completing degree and certificate programs
• Increase class offerings in general education and lower division major preparation courses to meet the needs of transfer-directed students and their degree requirements
• Embrace the capabilities of Student Planning and concentrate efforts to be proactive in supporting students in setting goals and creating educational plans
• Increase services that better enable students to enroll full time
• Align career education programs with current workforce needs and ensure the relevancy and currency of courses and programs

Successful classroom achievement and a supportive college experience require a vital and effective student services program that addresses the myriad needs—academic, social, emotional, health, and aesthetic—of students. The culture of the college must continue to encourage and support student success, and while some support services are favorably acknowledged by students, others are over-whelmed or under-utilized.
• Promote and increase vital student services characterized by support and empowerment of students, consistent with the goals of the student services curriculum
• Maintain a vigorous program that addresses the educational and social needs of international students
• Develop and maintain services that lead to improved rates of transfer
• In response to the Student Centered Funding Formula, become more proactive in meeting the financial aid awareness and financial aid needs of students, particularly to enable the enrollment of under-represented groups and to enable currently enrolled part time students to become full time
• Increase student services at Newark that focus on outreach, recruitment, and enrollment to increase college participation rates among under-represented groups in Newark and Union City
• Increase services available to students enrolled in the evening, online, and at Newark

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

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

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

Demographic Assumptions

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

Planning Assumptions

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

Recommendations to enhance college equity

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

One of the hallmarks of the college is that it is a world of cultures, united in learning; however, there is more that staff and students could learn about understanding cultures different from their own. Being diverse is not the same as understanding diversity and survey results reveal that some students and staff do not feel as though they, or their cultures, are understood or are treated equitably.

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

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

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

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

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

Planning Assumptions
• Human resources cannot be overlooked amidst changes to facilities and technology, nor can attention to human resource needs be driven entirely by finances
• The high cost of living in the District hinders recruitment and retention of employees
• The college has met with resistance—both from within and from without—to efforts to increase non-apportionment revenue via commercial endeavors
• The business of the college will be administered collegewide in a way that fosters effectiveness and efficiency in college operations
• Students will bring high expectations for what “state of the art” technology will look like and will measure our overall “excellence” by how we compare technologically to neighboring CCCs, CSUs, and UCs
• Section efficiency (WSCH/FTEF) has been in decline and is below the efficiency benchmark of 535
• The college will have to be wise in establishing priorities for meeting educational and personal enrichment goals of constituents because declining resources and increased restrictions will prevent the college from completely meeting all the aspects within its mission

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

• Create a strategic budget plan, responsive to the realities of the SCFF, aimed at addressing the gap between available revenue and resources needed for the future to fulfill the strategic plan
• Realistically assess revenue opportunities and re-create a college appropriate to those parameters
• Enact sustainable practices when making resource decisions
• Become good stewards of resources with an effective deferred maintenance plan
• Capitalize on the location and convenience of the Newark Center to attract more out-of-district and “edge-of-district” enrollments
• Increase technology services, resources, and training to support a growing E-college
• Secure additional non-apportionment resources to allow the college to increase services and fulfill its vision to be inclusive, innovative, and educationally superior despite a difficult economy
• Consistently review current departments, services, and programs for enrollment and efficiency declines to prevent resources from being depleted unnecessarily

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

**Demographic Assumptions**
- 30% of classified staff and managers report a lack of engagement in professional development
- The high cost of living in the district will restrict the college’s ability to attract and retain qualified employees

**Planning Assumptions**
- Physical changes to the college will promote a more engaging environment among both students and staff, but ongoing change within the college will also produce increased uncertainty and discomfort as the college re-sizes
- Re-sizing will be a slow, costly, and frustrating process; it will be approached with trepidation and anxiety. Voluntary separations left unfilled will create non-strategic staffing patterns
- Staff are more productive and efficient when trusted and given the tools to work more independently

**Recommendations to enhance a supportive environment for staff and students**
- Provide training and resources to faculty to continue to encourage and support professional development in pedagogical skills, collaboration, and/or technology-assisted instruction in order to better engage students and provoke critical thinking
- Offer professional development opportunities to staff to help them become more current and self-reliant
- Make “good customer service” a characteristic of college services by providing necessary staff training

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

**Planning Assumptions**

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

**Recommendations to enhance communication**

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

- Maintain a dynamic assessment and planning cycle that engages faculty, staff, and students and provides incentives and assessment necessary to self-perpetuate the cycle
- Increase the awareness of, and involvement in, the planning and budgeting process for all interested/concerned employees
- Design and implement communication processes across the campus to promote inclusive sharing of information and collaborative decision-making
- Expand and maintain processes that solicit and evaluate feedback from constituent groups, both internal and external to the college, so the college can continually assess its relevance in programs and services and make sure it is meeting the needs of the District
- Ensure staffing and hiring decisions are collegially made and clearly communicated
- Consistently assess the educational needs of the student body and the district to develop and maintain appropriate programs and services
- Employ marketing strategies that raise the awareness of, and satisfaction with, Ohlone College
Objectives

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

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

Objectives:
1. By spring 2022, complete Guided Pathways curricular mapping for all degrees, including student supports and career planning components
   Measureable outcomes:
   a. By 2022, complete curricular maps for all degree programs
   b. By fall 2025 the college retention rate will not reflect disproportionate impact among any groups.
   c. By 2022, revise Colleague to capture students’ current educational goals
   Coordinator: Guided Pathways committee chair
2. By 2025, increase retention among targeted groups so as to remove disproportionate impact.
   Measureable outcomes:
   a. By fall 2025 the college retention rate will not reflect disproportionate impact among any groups.
   b. By spring 2022, complete Guided Pathways curricular mapping for all degrees, including student supports and career planning components
   Coordinator: Student Equity and Achievement committee chair
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
   Measureable 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 2025, the rate of students in an annual cohort transferring within six years will increase to 52%, over the current baseline of 47.9%
   Coordinator: Dean of Counseling
4. By 2022, improve the student experience through comprehensive and reliable support services, regardless of location, time, or mode of course delivery
   Measureable 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.
By 2025, evaluate and identify program completion barriers and bottlenecks in order to increase degree and certificate attainment.

Measureable outcomes:
   a. By 2023, all programs with less than 5 completers in the five years prior to 2019 will be revised to be more efficient and current or will be deactivated.
   b. By 2025, all active programs will have five or more completers in the three years prior to 2025.

Coordinator: Vice President, Academic Affairs

Increase opportunities for relevant educational readiness and job training for in demand jobs by 2023.

Measureable outcomes:
   a. The number of students achieving a living wage, as reflected in the Student Centered Funding Formula metrics, will increase 25% over the 2018-19 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 of the Strong Workforce Program

By 2025, increase course completion among targeted groups so as to remove disproportionate impact.

Measureable outcomes:
   a. By fall 2025 the college course completion rates, will not reflect disproportionate impact among any groups including course completion in distance education.

Coordinator: Dean of Counseling

By 2022, decrease by 5% below the 2019 baseline the average number of units accumulated by degree-seeking students earning an associate degree, consistent with the goals of the Vision for Success initiative.

Measureable outcomes:
   a. The number of students in 2022 attaining degrees and certificates will increase by 10% over the 2019 baseline.

Coordinator: Vice President, Student Services

By 2025, increase innovative educational opportunities.

Measureable outcomes:
   a. By 2024, dual enrollments will increase by 20% over the 2019 baseline.
   b. By 2024, noncredit enrollments will increase to 100 FTES.
   c. By 2024, international program enrollment will increase by 20% over the 2019 baseline.
   d. By 2022, increase distance education enrollment by 10% over the 2019 baseline.
   e. By 2021, all instructors using distance education will complete appropriate and comprehensive distance education training.

Coordinator: Student Equity and Achievement committee chair

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.

Measureable outcomes:
   a. The number of students in 2022 attaining degrees and certificates will increase by 10% over the 2019 baseline.

Coordinator: Student Equity and Achievement committee chair

By 2022, increase the fall-to-spring persistence rate among targeted groups so as to remove all disproportionate impact by 2024.

Measureable outcomes:
   a. By 2024 the college fall-to-spring persistence rate will not reflect disproportionate impact among any groups.

Coordinator: Dean of Counseling
Measureable outcomes:
  a. By 2022, degree-seeking students will accumulate, on average, 89 units or less in completing an associate degree
  b. By 2025, the accumulated units completed by degree-attaining students will meet the statewide average
Coordinator: Dean of Counseling

12. By 2022, increase by 10% over the 20129 baseline the percentage of career education students employed in their field of study, consistent with the goals of the Vision for Success initiative
Measureable 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 of the Strong Workforce program

GOAL 2: Promote diversity and inclusion
Objectives:
  1. By 2023, improve access to enrollment by identifying and removing unnecessary enrollment barriers
Measureable outcomes:
  a. By 2023 the rate of applications completed compared to applications started will increase by 10% over the 2019 baseline.
  b. By 2023 the rate of students enrolling compared to completed applications will increase by 10% over the 2019 baseline.
  c. By 2023, increase the application yield rate for disproportionately impacted groups so as to remove disproportionate impact
Coordinator: Dean of Enrollment Services

  2. By 2022, increase the retention rates for underrepresented students by 2% over the fall 2019 baseline, consistent with the goals of the Vision for Success initiative
Measureable outcomes:
  a. By 2022, the retention rate for African American students will be 85.4%.
  b. By 2022, the retention rate for Hispanic/Latinx students will be 85.7%.
Coordinator: Student Equity and Achievement committee chair

  3. By 2022, increase the course completion rates of underrepresented students by 3% over the 2019 baseline, consistent with the goals of the Vision for Success initiative
Measureable outcomes
  a. By 2022, the course completion rate for African American students will be 69.2%
  b. By 2022, the course completion rate for Hispanic/Latinx students will be 71.8%
  c. By 2025, eliminate disproportionate impact in course completion rates for underrepresented students
Coordinator: Student Equity and Achievement committee chair

  4. By 2021, provide ongoing training that promotes diversity, inclusion, and awareness of implicit bias for all college employees
Measureable outcomes:
  a. By 2021, employee training promoting diversity, inclusion, and awareness of implicit bias will be established as an annual employee expectation.
  b. By 2022, all employees will have completed training promoting diversity, inclusion, and awareness of implicit bias
Coordinator: Vice President, Human Resources and Training
5. By 2025, create an inclusive college climate, regularly providing opportunities and venues to engage and build community
   Measureable outcomes:
   a. In spring 2025 the employee and student satisfaction surveys will show a 5% increase in satisfactory responses to issues of inclusion and community over the spring 2019 employee surveys
   b. In spring 2025, community surveys will show an increase in satisfactory responses to issues of college awareness and responsiveness to community needs
   Coordinator: Vice President, Human Resources and Training

6. By 2023, increase the level of support available to meet the needs of vulnerable students
   Measureable outcomes:
   a. By 2023, increase by 50% the number of students seeking access to support through mental health services.
   b. By 2023, increase by 20% the number of students utilizing the Student Health Center
   Coordinator: Vice President, Student Services

GOAL 3: Re-envision the College through effective use of resources
Objectives:
1. By fall 2022, address the gaps in the Student Centered Funding Formula
   Measureable outcomes:
   a. Financial aid student numbers for Pell and Promise grants will increase by 5% annually, beginning 2021.
   b. The number of students completing degrees and certificates will increase 5% annually beginning 2022
   c. By 2022, FTES will increase by 5% over the 2019-20 baseline.
   d. Noncredit enrollment will increase to 100 FTES by 2024.
   e. By 2024, dual enrollment will increase by 20% over the 2019 baseline
   Coordinator: Vice President, Academic Affairs; Vice President, Student Services

2. By 2025, increase employee retention
   Measureable outcomes:
   a. By 2025, the rate of employees voluntarily leaving the College employ will decrease by 20% compared to the 2019 baseline
   Coordinator: Vice President, Human Resources and Training

3. By 2023 employ the effective use of technology to improve student learning and success
   Measureable outcomes:
   a. By 2022, implement Student Planning.
   b. By 2022, convert from WebAdvisor to Colleague Self-Service.
   c. By 2021, implement the Nuventive program review platform.
   d. By 2020, implement CCCApply for noncredit applications.
   e. By 2022, implement Chosen Name for all systems and applications.
   f. By 2023, implement a data warehouse capable of generating daily reports essential to enrollment management and data mining
   Coordinator: Vice President, Administrative and Technology Services

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

Coordinator: Vice President, Administrative and Technology Services

5. By 2025, increase non-apportionment revenue to support collegewide operations

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

Coordinator: Vice President, Administrative and Technology Services

GOAL 4: Ensure a supportive learning and working environment

Objectives:

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

Measureable outcomes:
  a. By 2021, create and begin implementation of a comprehensive professional development plan

Coordinator: Vice President, Human Resources and Training

2. By 2023, create a college environment that ensures and promotes physical and mental health, safety, civility, and equity for all

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

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

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

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

Coordinator: Vice President, Human Resources and Training

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

Objectives:

1. By 2021, increase transparency of decision making and build a culture of participation

Measureable outcomes:
  a. By 2021, revise and implement the Planning and Decision Making Handbook.
  b. By 2022, ensure that all employees are appropriately represented and participating in College Council and Faculty Senate committees.
  c. By 2021, document, update, and communicate a collegewide PIO/IIO process

Coordinator: College Council co-chair; Faculty Senate president

2. By 2021, improve communication and access to information across the College

Measureable 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 2022, implement and provide training on available data resources

Coordinator: College Council co-chair; Faculty Senate president

3. By 2025, raise the college profile in the community
Measureable 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, Foundation, Community Relations, and Marketing

4. By 2023, increase access and awareness to college resources and data to support systematic planning and informed decision making

Measureable outcomes:
   a. By 2021, implement training for data coaches.
   b. By 2023, create and implement systems and training for interactive data access for all employees.
   c. By 2021, create and implement regular communication with students explaining the purpose of, and access to, all available student services.
   d. By 2023, implement a data warehouse capable of generating daily reports essential to enrollment management and data mining

Coordinator: Executive Dean, Research and Planning
### 5. Summary of Recommendations

<table>
<thead>
<tr>
<th>Areas of Strategic Focus</th>
<th>Recommendations</th>
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<tbody>
<tr>
<td>Goal #1: Student Learning, Achievement, and Experience</td>
<td>1.1 Implement an electronic educational planning tool that facilitates program completion and supports effective enrollment management</td>
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<td>1.2 Provide students with clear, efficient curricular maps, mitigating confusion and excess time to completion</td>
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<td>1.3 Proactively encourage student completion of educational plans and tracking of program completion</td>
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<td>1.4 Meet the scheduling constraints of working adults, employing weekend, evening, online, and noncredit class opportunities, keeping program-required courses within those restraints</td>
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<td>1.5 Increase the College Connection and dual enrollment programs to mitigate declining high school graduation rates within the district and encourage college-going</td>
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<td>1.6 Maximize opportunities to provide and support completion of career education programs, leveraging the Strong Workforce grant</td>
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<td>1.7 Design programs with intermediate markers of success to promote accomplishment and motivate completion</td>
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<td>1.8 Build upon Career Center success in supporting career exploration, internships, and career placement for students</td>
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<td>1.9 Identify and implement strategies that increase the number of students completing degree and certificate programs</td>
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<td>1.10 Align program requirements with the expectations outlines within the Guided Pathways framework</td>
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<td>1.11 Evaluate the efficacy of high-unit courses and programs for cost/benefit advantage</td>
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<td>1.12 Develop and implement a class scheduling plan that addresses student demand while remaining responsive to the college mission and goals</td>
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<td>1.13 Review programs and implement strategies designed to mitigate declining course completion rates in career technical education classes</td>
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<td>1.14 Proactively identify students close to a degree or certificate and support completion of an educational program</td>
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<td>1.15 Ensure all students have equitable access to high quality support services</td>
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<td>1.16 Increase services that better enable students to enroll full time</td>
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<td>1.17</td>
<td>Increase opportunities for personal enrichment, basic skills, and short term vocational training through noncredit offerings</td>
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<td>1.18</td>
<td>Promote and increase vital student services characterized by support and empowerment of students, consistent with the goals of the student services curriculum</td>
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<td>1.19</td>
<td>Develop and maintain a vigorous program that addresses the educational and social needs of international students</td>
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<td>1.20</td>
<td>Respond proactively and supportively to students who withdraw, providing a link to support</td>
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<td>1.21</td>
<td>Provide excellence in online instruction, ensuring exceptional training opportunities for instructors</td>
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<td>1.22</td>
<td>Become more proactive in meeting the financial aid awareness and financial aid needs of students, particularly to enable the enrollment of under-represented groups and to enable currently enrolled part time students to become full time</td>
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<td>1.23</td>
<td>Increase student services at the Newark Center that focus on outreach, recruitment, and enrollment to increase college participation rates among under-represented groups in Newark and Union City</td>
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<td>1.24</td>
<td>Increase services available to students enrolled in the evening, online, and on weekends</td>
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<td>1.25</td>
<td>Partner with the Career Center to experiment with modular, year-around class offerings in programs that attract working adults or displaced workers</td>
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<td>1.26</td>
<td>Increase across the curriculum attention to “soft skills”—teamwork, communication, resume writing, interviewing—that will help students succeed in the workplace</td>
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<td>1.27</td>
<td>Align vocational programs with current and emerging employment trends in the district and in the greater Silicon Valley, especially targeting mid-wage career employment opportunities</td>
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<td>1.28</td>
<td>Create advisory committee(s) not aligned with current programs to address the employment and training needs of emerging industries within the district and the greater Silicon Valley</td>
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<td>1.29</td>
<td>Become more proactive with contract education and partner with area industries to provide on-the-job training</td>
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<td>Goal #2 Diversity and Inclusion</td>
<td>2.1 To ensure students an immediate, reliable point of contact and to reduce communication barriers that hinder enrollment, a consistently staffed help desk will be established within student services</td>
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<td>2.2 To minimize enrollment and registration barriers for late-deciding prospects, off-schedule, last minute orientations will be offered</td>
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<td>2.3 To assist in understanding and responding to the needs of disproportionately impacted students, professional development training for faculty will regularly be available</td>
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<td>2.4 Tutors will purposely be sought who identify with disproportionately impacted students</td>
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<td>2.5 Staff training on recognizing and avoiding implicit bias will be regularly provided</td>
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<td>2.6 Successful programs fostering diversity and inclusion—ODIAC, for example—will be increasingly supported and expanded</td>
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<td>2.7 In order to utilize less visible student services—mental health, health center, TOP, veterans center, as examples—students will require a higher level of awareness about those available services</td>
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<td>2.8 The impact of AB705 will have a more pronounced negative affect on underrepresented student groups who already struggle with math and/or English</td>
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<td>2.9 At risk and vulnerable students must feel safe in order to reveal their vulnerabilities to support service personnel, so safe spaces must be created</td>
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<td>Goal #3: Re-envisioning the College</td>
<td>3.1 Efforts to inform and recruit students eligible for financial aid will increase, particularly targeting Newark and Union City</td>
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<td>3.2 Dual enrollment opportunities will be expanded in Newark and New Haven school districts</td>
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<td>3.3 Non-apportionment-generating high school programs—2+2, for instance—will convert to an apportionment-generating model</td>
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<td>3.4 Noncredit course and program offerings will be significantly expanded</td>
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<td>3.5 The College will strategically reorganize at multiple levels to reduce the workforce in response to declining enrollment and revenue</td>
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<td>3.6 To reduce instances of employee burnout and increase employee retention, the College will work more efficiently and will develop realistic expectations of what traditional tasks can still be completed</td>
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<td>3.7 New technologies will be implemented to increase efficiency and effectiveness of currently outdated or manual processes</td>
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<td>3.8 Responsiveness from primary student contact offices—A&amp;R, financial aid, counseling—will be characterized by immediacy, concern, and helpfulness</td>
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<td>3.9 The College will be innovative, aggressive, and diligent in its pursuit of non-apportionment revenue</td>
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<td>Goal #4: Supportive Learning and Working Environment</td>
<td>4.1 In order to support the professional growth of all employees, the College will create and implement a comprehensive professional development plan.</td>
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<td>4.2 Beyond supporting excellence in teaching and learning, the College will proactively support students’ and employees’ mental and physical health</td>
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<td>4.3 Make “good customer service” a characteristic of college services by providing necessary staff training</td>
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<td>4.4 Offer professional development opportunities to staff to help them become more current and self-reliant with technology and software</td>
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<td>4.5 Encourage and enable opportunities for faculty and staff to serve as leaders and provide training and support to facilitate success</td>
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<td>4.6 The College will ensure that all policies and practices related to staffing and hiring are equitable and transparent</td>
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<td>4.7 The College will be a safe place, free of physical harm, judgmental attitudes, bias, and discrimination</td>
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| Goal #5: Increased Communication | 5.1 To ensure transparency in decision making, the Planning and Decision Making Handbook will be revised, thoroughly vetted, and precisely followed |
|  | 5.2 Collegial decisions will be made about the collegewide understanding of shared or participatory governance, and committees will align with those decisions |
|  | 5.3 With a smaller faculty and staff, all college employees will share in some administrative or committee responsibilities |
|  | 5.4 Through the use of data coaches and expanded data resources, decision makers and planners will have widespread access to increased data |
|  | 5.5 To increase collegewide awareness of issues and actions, colloquial summaries of governance groups will be widely distributed, apart from required minutes |
|  | 5.6 Extensive engagement with the broader District community will inform and create alliances with the College |
|  | 5.7 Develop and maintain a dynamic assessment and planning cycle that engages faculty, staff, and students and provides incentives and assessment necessary to self-perpetuate the cycle |
|  | 5.8 Increase the awareness of, and involvement in, the planning and budgeting process for all interested/concerned employees |