OHLONE COLLEGE

STRATEGIC PLAN
2015-2020

Approved by the Board of Trustees on June 10, 2015

A World of Cultures United in Learning

A Word from the President

Strategic planning provides a 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 participatory, 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 2015-2020 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.

Gari Browning

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President/Superintendent
Ohlone Community College District

Table of Contents

Vision Statement

Ohlone College will be known throughout California for our inclusiveness, innovation, and exceptional student success.

Mission Statement

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.

The tenets of the mission statement are the roots from which the college goals and objectives grow, intimately and organically connected. The goals and objectives exhibit the characteristics of the mission and give the college its unique identity. Ohlone College's identity is that of a learning college, and it is characterized as a college that:

1. Creates substantive change in individual learners;
2. Engages learners as full partners in the learning process;
3. Creates and offers as many options for learning as possible;
4. Assists learners to form and participate in collaborative learning activities;
5. Defines the roles of learning facilitators by the needs of the learners; and
6. Succeeds only when improved and expanded learning can be documented for its learners.

Value Statements

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

Inclusiveness
We actively reach out to and support students and employees from various backgrounds, socio-economic groups, ages, and abilities to explore their interests in order to define and fulfill their goals. We strive for a diverse workforce that honors and upholds the contributions of all.

Innovation
We strive to be risk-takers in order to generate new ideas in college planning and the curriculum that inspire students, faculty, and staff to optimize student learning. We endeavor to meet the entrepreneurial and technological needs of the college community to serve and support students.

Integrity

We practice transparent communication, emphasizing respect, trust, and honesty among students, employees, and the communities we serve in a climate where everyone feels heard and engaged.

Stewardship

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

Success

We provide the necessary tools and support to assist students and employees in defining goals, and measuring their success by the attainment of those goals.

Strategic Goals

Consistent with its vision, mission, identity, and values, the college pursues the following goals for 2015-2020:

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

GOAL 2
Provide relevant sustainable Career and Technical Education (CTE) that is responsive to student needs, supports student academic success, and prepares students to meet industry needs.

GOAL 3
Increase college and community understanding and awareness of, and sensitivity to, diverse cultures and perspectives.

GOAL 4
Create an understanding of, and commitment to, equity across the college that ensures access and success for underrepresented and disproportionately impacted students.

GOAL 5
Ensure the college provides access to high quality courses and programs that meet the diverse educational needs of the community.

GOAL 6
Use human, fiscal, technological, and physical resources responsibly, effectively, efficiently, and sustainably to maximize student learning and achievement, using established planning processes.

GOAL 7
Strengthen institutional effectiveness through the engagement of all members of the college community in innovation, participation, communication, improvement, compliance, and continual assessment.

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 and gap analysis (community needs and college outcomes in meeting those needs, expressed in a data-oriented document);
- A thorough evaluation of the status of the college goals and objectives from the cycle that is concluding;
- Results of Program and Service Reviews in the form of Student Learning Outcomes (SLOs), Program Improvement Objectives (PIOs) and district-level Institutional Improvement Objectives (IIOs);
- Accreditation Actionable Improvement Plans and Accreditation Recommendations from the most recent comprehensive self evaluation and visit;
- Community and college input gathered through meetings, surveys, and a college-wide Planning Summit; and
- External mandates

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.

Based on these assessments and input, the college identifies goals and objectives to achieve in the next strategic cycle. These are expressed in specific, measurable language and include timeframes. Following the approval of the Strategic Plan (including goals and objectives), Action Plans that include specific tasks and those responsible for achieving each objective are specified. Over the life of the strategic plan, objectives are assessed annually to ensure progress is occurring and the objectives remain viable and relevant. 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 Office of Research and Planning and is published on the college website. It is updated as new information becomes available. The Executive Dean of Academic

Affairs, Research and Planning presents data from the scan to the President's Staff, 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.

b.   Gap Analysis:
The Institutional Research Task Force, made up of faculty and administrative staff including the College Council faculty co-chair, 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 and Objectives
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 President's Staff reviews research and other findings regarding progress on or completion of the strategic goals and objectives. Using this preliminary analysis, the President 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.

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. A task force appointed by College Council reviews the Program Improvement Outcomes (PIOs) and Action Plans generated from the most recent annual Program and Services Review updates. The task force prepares a Program Improvement Objectives assessment for the College Council recommending continuation, changes, or additions to the goals and objectives based on the task force's analysis. Institutional Improvement Objectives (IIOs) are given similar consideration.

e.   Accreditation Actionable Improvement Plans and Accreditation Recommendations
The results of the most recent comprehensive self evaluation and visit in the form of Actionable Improvement Plans and Recommendations are included as appropriate in the goals and objectives.

f.   External Mandates
Requirements and mandates leading to institutional improvement are included in the strategic goals or listed with these goals to ensure they are addressed through integrated processes.

g.   Community and college input
The Office of Research and Planning conducts biannual surveys of students, staff, and faculty to assess the state of the college. The results of these surveys are considered in the goal-setting process. Additionally, feedback from the community at large on how the college is meeting its educational needs is gathered through a series of meetings with community groups and leaders. At each meeting participants are provided basic information about Ohlone and its mission. The community participants are asked for their opinion of how the college is perceived in the community and how the college can better meet community expectations. The information collected in the community meetings is used in considering objectives and action plans.

Sequence and Timeline for Assessment
Beginning year four of the previous five-year strategic planning cycle

Spring-summer	--Collection of current data for an Environmental Scan, including external metrics
	--Review of Mission Statement
Nov-Jan	--Assessment of current goals and objectives
	--Analysis of environmental scan and gaps
January	--Review of existing plans; assessment of Accreditation Actionable Improvement Plans and Recommendations; SLOs, PIOs, IIOs
	--College Council Retreat to discuss assessments, identify goal themes, review values
	--Board workshop on planning process
Jan-Feb	--Conduct and analyze college and Foundation surveys
February	--Review and approve Educational Master Plan
	--Strategic review of mission and values
March	--Collect and analyze community input

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. The proposed mission and values 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 they are consistent with the statement. Goals also reflect college values.

b. Proposed goals and objectives

Using the strategic assessment of the previous goals 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 Board of Trustees reviews and approves the new plan at its June meeting. Following the approval of the Strategic Plan, including goals and objectives, the College Council specifies Action Plans that include tasks and those responsible for implementing the plans. Direction for college-wide improvement from the college community is provided in this manner.

Ohlone has several plans, as required by the California Community College Chancellor's Office, including an Educational Master Plan (EMP), a District Facilities Master Plan (DFMP), an Information Technology Plan, an International Programs and Services Plan, an Equal Employment Opportunity (EEO) Plan, a Student Equity Plan, and a Student Success and Support Programs Plan (SSSP).

Five committees, four of which are appointed by the College Council for Facilities, IT International Programs and Services, EEO, and the Curriculum Committee (a Faculty Senate committee) create and oversee the master plans for these five areas. Because of the focus on student learning, the Educational Master Plan provides a foundation for all college goals. Rather than making planning decisions independently for various areas of the college, the goals of each of the other plans are incorporated into the appropriate objective of the Strategic Plan. In this way all college planning is integrated, drawing from the same data and information, and striving for consistent outcomes focused on improving student learning. A Comprehensive Outline of Plans illustrates how current component plans are integrated into the proposed college goals and values to achieve broad educational purposes and improve institutional effectiveness.

Sequence and Timeline for Goal Setting

April	--College-wide summit to identify goals and objectives
	--Board workshop to review progress on goals and objectives
	--Surveying, discussion, and review draft goals and objectives
May	--Refinement of goals and objectives

Step Three—Implementation

a. Action plans

The first step in implementing the strategic objectives is to create action plans for each one. The action plans specify the tasks to be accomplished, those responsible, anticipated resource needs, and the method to be used to assess accomplishment of the objective. The timeline and the expected outcome are included in the objective language.

b. PIOs

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 program-level 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.

Sequence and Timeline for Goal Implementation

May	--Writing of new Strategic Plan
	--College Council and Board 1st Reading of Strategic Plan
	--Endorsements of the Strategic Plan
June	--Board approval of the Strategic Plan
Summer	--Creation of Action Plans for each objective
Fall	--Program Reviews

Strategic Planning Timeline

The strategic planning process begins in the final year of the plan. Development of the 2015-20 Strategic Plan began in the spring of 2014.

Spring-summer --Collection of current data for an Environmental Scan, including external metrics
              --Review of Mission Statement

Nov-Jan   --Assessment of current goals and objectives
              --Analysis of environmental scan and gaps

January   --Review of existing plans; assessment of Accreditation Actionable Improvement Plans and Recommendations; SLOs, PIOs, IIOs
              --College Council Retreat to discuss assessment, identify goal themes, review values
              --Board workshop on planning process

Jan-Feb   --Conduct and analyze college and Foundation surveys

February   --Review and approve Educational Master Plan
              --Strategic review of mission and values

March   --Collect and analyze community input

April   --College-wide summit to identify goals and objectives
              --Board workshop to review progress on goals and objectives
              --Surveying, discussion, and review draft goals and objectives

May   --Refinement of goals and objectives
              --Writing of new Strategic Plan
              --College Council and Board 1st Reading of Strategic Plan
              --Endorsements of the Strategic Plan

June   --Board approval of the Strategic Plan

Annual Planning Cycle

Annual Planning

Annual planning is an important 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 help achieve the college objectives. This process engages all programs and services through the annual submission of Program Improvement Objectives (PIOs) resulting from Program and Services Reviews conducted on a three-year cycle using CurricUNET and annual updates to PIOs. These PIOs are accompanied by action plans, resource needs, and assessment methods.

Each year, departments and academic divisions not due to perform a complete three-year Program Review, assess updated information on program performance in order to create new PIOs or renew existing ones. Subsequently, they analyze and review all of their PIOs using established criteria to determine which of the PIOs focus on program improvement, which focus on cross-departmental improvement, and which contribute more broadly to achieving college goals and improving key processes across programs and services. As a critical link between the results of Program and Services Review and resource allocation, budget managers annually review a report with the Dean of Business Services and the Vice President of Administrative Services that shows how their budget has been allocated over a five-year period. During this meeting, managers identify PIOs that can be accomplished without additional resources and those which need support.

PIOs across all programs and services are cataloged on a master list that is then reviewed by the Executive Team, which also identifies any broad institution-wide improvements that are needed and adds those to the list. Potential funding sources are also identified at this time. Once the list is complete, the Budget Committee, a subcommittee of College Council, reviews the list and helps to analyze and set priorities for efficient use of resources. The committee recommends endorsement by the College Council. 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.

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.

In order to track how college goals and objectives are accomplished, for the 2015-20 plans, all objectives will have established overarching action plans. These action plans will specify the steps necessary to

accomplish each objective, thus creating a clear, documented connection between the steps the college takes to accomplish each goal and its achievement. The action plans will indicate programs and services responsible for each objective and provide a structure for departments and divisions to concentrate their efforts to accomplish college goals.

Annual Assessment
Each semester the President, in consultation with Executive Team and overseen by the College Council, assesses progress on identified college objectives. The assessment is captured in a written report and posted to the college website. 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	Annual Mission/Vision review
	Assessment of progress on previous year's PIOs
September-November	Program and Services Review updates
	PIO updates
September-July	Implementation of objectives and PIOs from previous year; assessments
October-December	Assessment & Report on college goals & objectives
	Resource analysis
January -February	PIO and action plan analysis
January-April	Budget review by activity center managers
April-May	Budget preparation and resource allocation
May-July	Assessment of annual planning processes and Program and Services Review process
June	Board approval of tentative budget

Integration of College Planning

VALUES	GOALS AND PLANS
Excellence	Strategic Goals 1, 2, 6
	Student Success & Support Programs Plan
Inclusiveness	Strategic Goals 3, 4, 5
	International Programs & Services Plan
	Student Equity Plan
Innovation	Strategic Goals 1, 2, 6, 7
	International Programs & Services Plan
	District Facilities Master Plan
	Technology Plan
Integrity	Strategic Goals 6, 7
	District Facilities Master Plan
	Technology Plan
	EEO Plan
Stewardship	Strategic Goals 6, 7
	District Facilities Master Plan
	Technology Plan
	EEO Plan
Success	Strategic Goals 1, 2, 6
	Student Success & Support Programs Plan
	Student Equity Plan

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 seven sections within the strategic plan that correspond to the seven college goals. The plan gives direction and purpose to meeting the goals that will be made operational by objectives and action plans. 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 throughout the state for its inclusiveness, innovation, 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 in current economic times, 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 and Achievement**
    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 balance appropriately the tension among university transfer, career entry, and personal enrichment as well as between university transfer and basic skills. Both recruitment and retention strategies will have to address priorities within the college's mission; instructional methods, student services, educational programs, and scheduling must accommodate student needs.

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
- Both retention and persistence rates are below statewide averages
- Seven out of ten students at the college enroll in at least one basic skills course

Planning Assumptions

- The college will be held accountable for student success rates in course completions, degree completions, transfer, and basic skills
- Online courses and programs will increase, as will their scrutiny
- Curriculum and student services must focus on both the college-prepared students and those who come to college unprepared
- ESL students do not adequately progress to college-level courses in English
- Tuition rates at both the CSUs and UCs have risen for the past several years, and CSU/UC-eligible students will turn to community colleges for the first two years of their university career
- 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

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, yet despite increases in online offerings to meet student demand, current measures of online student success are in decline.

- Train faculty in, and assess success of, online instructional methods in order to increase student success rates in online and hybrid sections
- Increase support to online students so vital services can be accessed and utilized in a virtual environment
- Partner 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 as many colleges do, so some students are lost during the transition to mainstream English courses.

- Investigate transitioning lower level ESL courses to non-credit
- Develop ESL equivalent courses through college-level English

College FTES and headcount enrollment has been in decline, despite new opportunities for growth. 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). Course and program completion rates, for vocational students especially, must increase by improving retention and persistence strategies. Exceptional success in basic skills English and math must be maintained.

- Continue to assess the success of learning communities and identify the challenges, making adjustments as necessary to increase the number, viability, and success of learning communities
- 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 newly-created ADTs
- Review programs and implement strategies designed to mitigate declining course completion rates in career technical education classes
- Embrace the capabilities of Student Planner 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

Successful classroom achievement and a supportive college experience require a vital and effective student services program that addresses the myriad needs—academic, social, emotional, 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
- Develop and 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
- 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 working adults and to enable currently enrolled part time students to become full time
- Increase student services at NCHST 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 NCHST

2. **Employment Preparation**

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
- Unemployment rates in the district and the greater Silicon Valley have declined as the recession has passed and the economy is on the mend
- By 2020, the percentage of the workforce in the state with a college degree is projected to decline
- Nearly 80% of all new jobs created to 2012 in the United States will require an associate's degree or less; the predominate method of training employees is on-the-job training

Planning Assumptions
- 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 respond to the economic needs of the district and its students

With the One Stop Career Center on the Newark campus, the college is positioned to meet the training needs of employers and the vocational education and employment needs of district residents effectively. The numbers of unemployed and under-employed residents are declining, but there is still need for both job re-training and for career preparation.
- In response to the immediacy needs of the unemployed, partner with the One Stop to offer employment training through community education or non-credit 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
- Create non-credit 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 across the curriculum attention to "soft skills"—teamwork, communication, resume writing, interviewing—that will help students succeed in the workplace
- Partner with the One Stop to experiment with modular, year-around class offerings in programs that attract working adults or displaced workers
- Leverage declining evening enrollments to facilitate modular offerings aimed at working adults

3. **Diversity**

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.

Demographic Assumptions
- Forty-three percent of district residents are foreign born, and in 57.7% of the district households English is not the first language
- The percentage of ethnically diverse students enrolled at the college has increased and is now above 75%

Planning Assumptions
- Ohlone students will increasingly represent 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, sister college programs, and a vigorous program to encourage enrollment of international students

Recommendations to enhance college equity and diversity

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 the college needs to remain vigilant in treating all students and staff equitably.
- 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
- Encourage cultural exchanges, including exchanges of faculty and students, between the college and international colleges and universities
- Diversify the composition of faculty and staff to provide more role models for an increasingly diverse and non-Euro-centric student body and district

- Identify and break down any existing barriers to access or success for underrepresented students

4. **Equity**

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 college improvement efforts.

Demographic Assumptions
- African American students are identified as being disproportionately impacted on measures of course completion, probation, basic skills success, and degree completion
- Hispanics and Pacific Islanders are below college-set standards on some performance indicators
- Some science disciplines have under-represented participation by women and certain ethnic groups

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

Recommendations to enhance college equity

Ohlone College, based on multiple performance indicators from the Scorecard and 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.
- Create learning communities for disproportionately impacted or adversely effected groups to foster a greater sense of belonging and support
- 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 student performance differences across groups
- Increase access for veterans, foster youth, and underrepresented groups in STEM programs

5. **Access**
Once an under-represented group at the college, Hispanics are now the fastest growing ethnic group.

Demographic Assumptions
- The rate of increase among Hispanic residents within the district will outpace that of any other ethnic group
- Among working age adults, Whites are twice as likely as African Americans and three times more likely than Hispanics to have a college degree

Planning Assumptions
- Hispanic and African American students in the district have a higher than average high school dropout rate and will need academic and services support to pursue higher education

Recommendations to enhance access to college for all residents
With the proximity of the Newark center and the efforts of focused programs such as Puente, the college is capable of increasing the enrollment and retention of Hispanic students.
- Increase partnerships with elementary schools, middle schools, high schools, continuation schools, and adult schools to provide more accessible pathways to college, especially for those students for whom college has not been presented as a viable option
- Take advantage of the NCHST location to target the ethnic and socio-economic demographics and unmet educational needs of Newark and Union City

6. **Resources**
Community colleges have historically been underfunded when compared to other state institutions of higher education. State-provided funding will increase, but will not grow at the same rate as state-mandated programs.

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 be under construction and 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.

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 function

effectively as a learning college, opportunities for education and training must be accessible by all employees. Rebuilding a decimated full time faculty contingent will be a slow, costly, and frustrating process. The high cost of living in the district will restrict the college's ability to attract and retain qualified employees.

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 college budget is overwhelmingly committed to fixed costs in personnel and operations
- Despite increasing rates among all groups, 20% of managers and 30% of classified staff report a lack of engagement in professional development

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
- Additional state resources will be one-time and will increasingly come with new requirements and restrictions on its use
- The college will find additional sources of revenue, either by developing frontage property, managing enrollment revenue, increasing non-credit offerings, and/or increasing fund-raising
- The business of the college will be administered college-wide 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 525
- 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 impact the college's ability to meet completely all the aspects within its mission
- Physical changes to the college will demand focus and attention and will impact the work of education and enrollment, while such ongoing change within the college will also produce increased uncertainty and discomfort among employees
- Staff are more productive and efficient when trusted and given the tools to work more independently

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.

Surveys reveal that both staff and students are unhappily aware of the differences. New facilities provide new opportunities to meet student and district needs, but the college must continue to be a good steward of all its resources as demand for services out-paces revenue. Nonetheless, the college must address efficiencies with technology, personnel, and facilities. In an environment where employees are encouraged and supported to learn continually, opportunities must exist to meet employee needs for career enhancement and to develop employee skills to better serve students.

- Create a strategic budget plan aimed at addressing the gap between available revenue and resources needed for the future to fulfill the strategic plan
- Enact sustainable practices when making resource decisions
- Renovate classrooms and workspaces apart from the Academic Core to update technology and to make technology more sustainable in order to provide an improved environment and to provide optimal support for student learning
- Plan for replacement of obsolete equipment
- Capitalize on the location and convenience of NCHST 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 resources to allow the college to increase services and fulfill its vision to be inclusive, innovative, and educationally superior despite funding challenges
- Consistently review current departments, services, and programs for enrollment and efficiency declines to prevent resources from being depleted unnecessarily
- 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

7. **Institutional Effectiveness**

   To meet the college vision of being known throughout the state for its exceptional student success, the college must be constantly improving. Strengthening institutional effectiveness 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. Research and planning,

student learning outcomes and assessment—all are emphasized and under scrutiny. The college will be held accountable for multiple measures of student success and fiscal responsibility.

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 entrepreneurship are essential components of an educated and progressive community
- The college will always be accredited and in compliance with external regulations

Recommendations to enhance institutional improvement

Higher education should be characterized by collaboration, participatory governance, and professionalism. Survey results indicate that not all members of the college community feel included or they do not understand the processes of participatory 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
- Increase communication processes across the campus to promote inclusive sharing of information and engagement in 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
- Continually assess program needs so new faculty hiring meets current and emerging programs
- Consistently assess the educational needs of the student body and the district to develop and maintain appropriate programs and services

2015-20 STRATEGIC GOALS AND OBJECTIVES

Objectives

The college has collaboratively identified objectives for strategic goals that reflect current priorities for meeting each goal, consistent with the conclusions resulting from the planning process. Objectives make each institutional goal operational by specifying what is to be achieved in measurable terms and the timeframe within which the outcome will occur. Action plans will outline specific steps in achieving objectives.

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

1. Increase the percentage of degree, certificate, and transfer-seeking students starting first time in 2013-14 tracked for six years through 2018-19 who completed a degree, certificate or transfer-related outcomes from 57.0% to 59.7% including those who come to college prepared from 78.7% to 79% and those who arrive unprepared for college from 47.2%* to 50%. (Institutional Effectiveness goal)

2. Increase the number of students who transfer to a four-year institution, including CSU, UC, or private university from 941 in 2013-14 to 1000 by 2018. (IE goal)

3. Increase course completion rates for all students from 74.1% to 75.0% for all courses and for distance education courses from 67.2% to 68.0% by 2019. (IE goal)

4. Increase the percentage of students tracked for six years through 2018-19 who started first time in 2013-14 below transfer level in mathematics and completed a college-level course in the same discipline from 46.1%* to 51.1% by 2019. (IE goal)

5. Increase the percentage of students tracked for six years through 2018-19 who started first time in 2013-14 below transfer level in English and completed a college-level course in the same discipline from 52.0%* to 57.0% by 2019. (IE goal)

6. Increase the percentage of students tracked for six years through 2018-19 who started first time in 2013-14 below transfer level in ESL and completed a college-level course in the same discipline from 19.8%* to 24.8% by 2019. (IE goal)

7. By spring 2019, provide structures to increase cross-disciplinary communication to improve student learning and achievement.

8. By spring 2017, coordinate and monitor opportunities for students to engage in career exploration and develop awareness of requirements necessary for successful program completion and career readiness.

9. Provide appropriate, comprehensive, and reliable support services for all students regardless of location, time or mode of course delivery by spring 2016. (Accreditation recommendation)

10. By fall 2016, migrate SLO assessment to a database platform that will share and disaggregate data.

11. Beginning 2015, implement SSSP mandates identified in SSSP plan, and continue to evaluate through annual review and ongoing revision as indicated in the plan.

*Data from 2008-09 Student Success Scorecard Cohort: Students starting first time in 2008-09 tracked for six years through 2013-14.

GOAL 2 Provide relevant sustainable Career and Technical Education (CTE) that is responsive to student needs, supports student academic success, and prepares students to meet industry needs.

12. Biannually monitor CTE programs to ensure they meet the quality, relevance, and currency needs of industry.

13. Increase the percentage of students who started in a single discipline for the first time in 2013-14 tracked for six years through 2018-19, completing more than eight units in courses classified as career technical education (CTE) who completed a degree, certificate, apprenticeship or transfer related outcome from 44.4%* to 49.4%. (IE goal)

*Data from 2008-09 Student Success Scorecard Cohort: Students starting first time in 2008-09 tracked for six years through 2013-14.

GOAL 3 Increase college and community understanding and awareness of, and sensitivity to, diverse cultures and perspectives.

14. By 2017, implement two (2) campus wide activities and strategies to promote cultural awareness per semester.

15. By 2019, modify curriculum to increase the total number of courses that satisfies diversity requirements for transfer and associate degrees from 41 to 45.

16. By 2020, implement the goals of the International Programs and Services Plan.

GOAL 4 Create an understanding of, and commitment to, equity across the college that ensures access and success for underrepresented and disproportionately impacted students.

17. By 2019, increase retention and persistence rates of historically underrepresented and disproportionately impacted student groups to the college average.

18. By fall 2017, implement the goals of the Student Equity Plan.

GOAL 5 Ensure the college provides access to high quality courses and programs that meet the diverse educational needs of the community.

19. Increase college knowledge of and response to the educational needs of the community and assess through continual community engagement.

20. Ensure programs and services respond to identified student and community needs as evidenced by results on biannual student and community surveys and Program and Services Reviews.

21. By fall 2016, increase awareness and usage among current and potential students of educational programs and student services available to help them succeed at the college level.

GOAL 6 Use human, fiscal, technological, and physical resources responsibly, effectively, efficiently, and sustainably to maximize student learning and achievement, using established planning processes.

22. Work to implement a staffing plan in order to ensure a sufficient number of full-time faculty to support all of the college's education programs and services. (Accreditation recommendation)

23. Annually identify needs and increase opportunities for professional development and advancement among faculty and staff, as assessed through PIOs, Program and Services Reviews, and surveys.

24. Maximize non-apportionment revenue annually.

25. Develop and maintain technological systems that support college effectiveness and efficiency.

26. Continuously maintain and improve a technology infrastructure to support students and staff effectively as assessed through biannual surveys.

27. Employ a process of continuous improvement in order to maintain quality facilities to established standards.

28. Continuously maintain and improve sustainable practices for resource usage as assessed annually through established metrics.

29. Implement the goals of the District Facilities Master Plan.

30. Implement the goals of the Technology Plan.

31. Implement the goals of the Equal Employment Opportunity Plan.

GOAL 7 Strengthen institutional effectiveness through the engagement of all members of the college community in innovation, participation, communication, improvement, and continual assessment.

32. Continuously promote communication and collaboration across the college, as assessed through surveys.

33. By 2020, create specific structures that encourage innovation and entrepreneurship.

34. Increase opportunities to strengthen relationships within the Ohlone College community annually.

Mandated Institutional Effectiveness Goals

In addition to those listed below, objectives 1, 2, 3, 4, 5, 6, and 13 above satisfy the Mandated Institutional Effectiveness Goals.

Salary and Benefits—The 2013-14 California state average for community college districts is 84.3% according to Chancellor's Office data. Ohlone CCD's five-year average is 86.6%
35. Maintain the ratio of salary and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures in the range of 85.0% to 86.9%.

Full-time Equivalent Students
36. Attain funded growth/restoration provided by the State and position the District to take advantage of additional growth/restoration funding should there be any remaining at year-end for redistribution by the State.

Annual Operating Excess/Deficiency--Matching current year expenditures to current year revenues is best practice in governmental and public sector organizations. Further, deficit spending depletes General Fund Reserve Levels.
37. Adopt annual operating budgets that are essentially balanced, with Net Activity approximating zero.

Fund Balance (Reserve Levels)—The average California community college district reserve level in 2013-14 was 17.65 according to Chancellor's Office data. The Government Finance Officers Association (GFOA) recommends that public agencies, including school districts, maintain a minimum reserve balance of 17%.
38. For District Funds 10 through 18, maintain a Total Unrestricted Fund Balance level of 17% of total expenditures.

Cash Balance—The Government Finance Officers Association (GFOA) recommends having at least two months of operating expenditures on hand at all times.
39. Maintain $7 to $8 million of cash-on-hand in the unrestricted General Fund, and/or in alternate liquidity, approximately amount of two months of operating expenditures.

Audit Findings
40. Continue to encourage a college culture of fiscal responsibility and program compliance thereby ensuring audits that receive unmodified audit opinions with no material findings; respond to all non-material findings in a timely and effective fashion.

41. Maintain reaffirmation of accreditation.

42. Maintain compliance with federal, state, and CCCCO regulations.

RECOMMENDATIONS FOR IMPROVEMENT
Input from College-wide Planning Summit
Input from President's Community Advisory Committee

GOAL 1 STUDENT LEARNING AND ACHIEVEMENT
- Maintain a sustainable and integrated process for SLO assessment at the course, program, and institutional levels across all aspects of the college. Continue to streamline reporting processes and promote dialogue across the college.
- Identify and address student needs for hybrid/online courses.
- Identify and address student needs for tutoring.
- Identify and address faculty, staff and student needs for professional development.
- Identify and address reasons students drop courses.
- By 2016, develop concrete plan to raise the number of FT faculty in order to increase student awareness; market transfer, degrees, and certificates; and improve student learning and success.
- Provide professional development resources for faculty to communicate across related disciplines to improve student learning and success.
- Develop career exploration awareness to motivate and preparedness skills for curriculum completion.
- Provide a course schedule that is conducive to completion within the next 5 years.
- Implement programs and policies to build and promote positive physical, mental, and emotional health.
- *Create a mentor program for students.*
- *Increase online counseling.*
- *Create a summer program for graduating high school seniors.*
- *Make the transfer process more efficient.*
- *Encourage students to focus less on GPA and take solid/higher level coursework.*

GOAL 2 EMPLOYMENT PREPARATION
- Increase activities which foster, develop, and promote diversity focus for CTE/Internships.
- Promote institutional support for students' fiscal, academic, equipment, space, and tutoring needs.
- Develop courses to foster innovation within CTE.
- *Create an intern program with the Fremont Chamber.*
- *Hold a breakfast meeting with businesses to connect.*
- *Connect the tri-cities one stop with Ohlone's HR department.*
- *Enlist the help of the tech industry to forecast three-year needs.*
- *Embed entrepreneurial coursework across the curriculum.*
- *Offer safety training for college credit.*
- *Offer Toastmasters for student opportunity.*

GOAL 3 DIVERSITY

- Implement campus wide activities and strategies to promote cultural wellness.
- Increase the number of World Forums.
- Develop a cultural bank.
- Diversify international student body.
- Diversify faculty exchange opportunity.
- Increase awareness of support services and mental health services.
- Engage the campus community and the community at large in diversity.
- Provide diversity education to the community at large.
- Expand the presentations that people/groups make.
- Communicate Ohlone diversity events to involve the greater community. Issue a Diversity calendar of events that we send out to the public; create e-mail newsletters that the public can subscribe to. More banners on Mission Blvd. that describe what we're doing.
- Provide explicit funding and support for diversity events from the college.
- Celebrate Native American and Ohlone people in particular.
- Create events like a "story-tellers conference" that can rotate themes on cultural identity/diversity on a yearly or semester basis, or a "World music" event that rotates regional music.
- Alter GE requirements to encourage students to take more courses from diverse perspectives.
- Increase the number of faculty and staff of diverse backgrounds and structuring programs and courses through learning communities.
- Increase the number of faculty and staff of diverse backgrounds.
- Connect classes that explore a particular theme, for example, some that explore gender identity and sexuality, religion, age and socio-economics.
- *Increase emphasis on the immigrant population.*

GOAL 4 EQUITY

- Develop professional development opportunities with faculty to help them create learning communities in their classes and teaching culturally inclusive material.
- Offer a set of five (5) workshops for faculty and staff that addresses teaching and learning for underrepresented students.
- Organize and offer up to twelve (12) accelerated developmental English & math courses, with priority given to disproportionately impacted students.
- Identify students who are eligible to re-enroll and provide a follow-up system to get them to return.
- Create an Equity Committee, to review the plan and do a "report card" to determine how we are doing.
- Implement a strong mentorship program for our new employees. Include mandatory experiential training and institutional support for participation.
- Identify and break-down barriers to employment.
- Expanding outreach to include all employees through open houses and job shadowing.

GOAL 5 ACCESS

- Increase community awareness and knowledge about entering and navigating the college environment.
- Increase outreach to the community that provides a structure and timeline for planning, entering, and completing college goals.
- Identify and partner with community parent groups by providing speakers, workshops, materials on relevant college information: Financial aid, Admissions, Programs, and Opportunities.
- Improve students' college soft skills by increasing college-wide participation in providing soft skills info and linking students to services.
- Provide online software to assist students in completing educational plans--"Turbo Tax for College."
- Offer student tours of college departments and services included, but not limited to tutoring centers, and department labs.
- Offer orientations to support services provided by instructors.
- Expand the College Connection program with more outreach resources to Logan High School and California School for the Deaf.
- Create cohort/learning communities for K-12 students.
- Develop specific marketing to Adult Education students.
- Create cohort/learning communities for Adult Education students.
- Increase enrollment of K-12 and adult populations.
- Monitor retention and persistence.
- Determine the times for course offerings that will accommodate these students.
- Conduct class satisfaction surveys.
- *Increase publicity/marketing for Ohlone; emphasize the positive.*
- *Highlight particular students.*
- *Set up a LinkedIn or Facebook account to connect the committee with the college.*
- *Create a social networking opportunity modeled after Humans of New York.*
- *Put ads in Tri-City Voice celebrating Ohlone successes.*
- *Email newly elected officials to offer a tour of the campuses.*
- *Pursue relationships with district PTAs.*
- *Promote the Ohlone Promise Scholarship in the community.*
- *Educate ESL parents about Ohlone.*
- *Increase the number of African American community leaders at the breakfasts.*
- *Improve communication between the college and local government.*
- *Increase the visibility of the Ohlone College Foundation.*
- *Open the campus to the community; provide tours.*
- *Build community awareness on how to return to college.*
- *Provide parent classes during OFK classes; promote the college to OFK parents.*
- *Increase high school outreach.*
- *Provide pathways from adult education to college.*
- *Increase outreach to pre-high school students.*
- *Increase evening and weekend offerings.*
- *Increase 12-week certificate programs, especially evening and weekend.*
- *Increase 8-12 week programs.*
- *Offer more science classes in the evening and online for working adults.*

- *Improve signage, especially for parking.*

GOAL 6 RESOURCES
- Provide robust, flexible, scalable systems and technology infrastructure to support the college's initiatives and to empower students, faculty, and staff to achieve their goals by leveraging modern technology on premises and in the cloud.
- Create an institutional-wide advancement plan to maximize revenue, including Community Education, English Language Institute, the Ohlone College Foundation, Civic Center Rentals, and Contract Education. Reflect in administrative structure of college.
- Enhance contributed revenue (grants, donations, corporate giving); earned revenue (frontage, rentals, swap), and fee-based revenue (ELI, Contract Ed, International, Community Ed)
- Coordinate and share resources, especially marketing and outreach.
- Employ a process of continuous improvement in order to maintain high quality facilities (including learning, workspace, and grounds) during the construction period and beyond. This would include signage, cleanliness of temporary and new facilities, including providing adequate human and financial resources.
- Provide training to new employees about department policies and software and as software updates occur.
- Increase communication and collaboration between departments.
- Increase staffing (people) at Newark campus as we expand services there.
- Increase staffing in order to address student concerns in a timelier manner.
- Increase support for in-house professional development (webinars, trainings, workshops through HR).
- Provide opportunities for staff/team development among departments.
- Track accurate technology inventory/assessment.
- Create a maintenance plan for technology.
- Lead and educate the community in environmental sustainability.

GOAL 7 INSTITUTIONAL EFFECTIVENESS
- Strengthen the college's infrastructure in creating a safe space by encouraging bi-directional communication and participation so the campus community feels supported and socially connected.
- Engage all members of the community to improve institutional effectiveness and continually assess our progress.
- Creating an atmosphere that embraces a culture of innovation.
- Ensure continual, consistent program, and ADA compliance for all classes, online classes in particular.
- Strive for a significant presence on Online Education Initiative (OEI).
- Conduct an assessment of convenient communication platforms that would be preferable to faculty and staff.
- Plan, develop, and improve our infrastructure for research and assessment.
- Increase communication and engagement between the college and stakeholders in order to mine data that will be used to identify gaps and improve Ohlone College Community Relations.

- Create an environment that inspires an exchange of ideas problems and needs.
- Identify physical space for out-of-the-box thinking.
- Optimize the use of social media and industrial/international technologies as a way to build and integrate an Ohlone community.
- Increase institutional support and oversight for online classes.