Ohlone Community College District

***A World of Cultures***
***United in Learning***

# Planning and Decision Making Handbook

December 5, 2013

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# Purpose

All organizations should have descriptions of their planning and decision making processes to help guide the work of the organization at both the longer-term strategic level and the shorter-term operational level. Having these processes documented also helps as the members of the organization change over time.

The purpose of this Ohlone College Planning and Decision Making Handbook is to collect, document and present the major college policies, procedures and arrangements related to planning and decision making into one document to be used as a convenient guide for members of the college community. The handbook will be a resource as new people are hired by the college or as current employees become more active in planning and decision making activities.

The Handbook will be updated annually by the President working with the College Council.

# A. Planning

# BP 1200 District Mission, Vision and Values

Reference: *WASC/ACCJC Standard One*
Board Approved: 04/13/05
Amended: 12/13/06

## Mission

The *mission* of Ohlone College is to serve the community by providing instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed.

## Vision

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

## Values

We provide lifelong learning opportunities for students, college personnel and the community.
We open access to higher education and actively reach out to underserved populations.
We promote diversity, inclusiveness and openness to differing viewpoints.
We maintain high standards in our constant pursuit of excellence.
We value trust, respect and integrity.
We promote team work and open communication.
We practice innovation and actively encourage risk-taking and entrepreneurship.
We demonstrate stewardship for our human, financial, physical and environmental resources.

Using the college's governance and decision making processes, the mission, vision and core values are reviewed on a regular basis and revised as necessary.

**California Community Colleges**
**Mission Statement**
Per California Education Code 66010.4.(a)

(1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.
(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

**Ohlone Community College District**
**Mission Statement**
Per Board Policy 1200

The mission of Ohlone College is to serve the community by providing instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

Accrediting Commission for Junior and Community Colleges (ACCJC)/
Western Association of Schools and Colleges (WASC)
**Accreditation Standard I: Institutional Mission and Effectiveness**
**Sub-Section IA: Mission**

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution's mission is central to institutional planning and decision making.

The Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges (WASC)

**Accreditation Standard I.B**
**Improving Institutional Effectiveness**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

**BP 3250 Institutional Planning**

Reference: *Accreditation Standard I.B; Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55250, 55400 et seq., 55510, 56270 et seq.*
Board Approved: 04/13/05

The President/Superintendent shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.

The planning system shall include plans required by law, including, but not limited to,

Educational Master Plan
College Strategic Plan
District Facilities Master Plan
Technology Master Plan

Faculty and staff diversity plan
Student equity plan
Matriculation
Transfer Center
EOPS

Cooperative Work Experience (AP 4130)

The President/Superintendent shall submit those plans for which Board approval is required by Title 5 to the Board.

The President/Superintendent shall inform the Board about the status of planning and the various plans.

The President/Superintendent shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

See Administrative Procedure #3250.

# AP 3250 Institutional Planning and Program Review

***Reviewed and completed by the Executive Staff on March 19, 2013 and amended based on Process Assessment Committee recommendations on April 10, 2013; endorsed by Faculty Senate on May 1, 2013; and endorsed by College Council on May 13, 2013.***

**References:**

Accreditation Standard I.B;
Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510, and 56270 et seq.

A. Overview

Institutional planning is conducted at both the long-term strategic level and the annual operational level. The planning process includes: regular assessment and review of the mission, vision, and values statements; ongoing program and services review using enhanced data, including the environmental scan; regular assessment and review of college planning and program review; and strengthening the link between program and services review, planning, and resource allocation decisions through the District's budget planning process.

The major plans of the college include the Strategic Plan, Educational Master Plan, District Facilities Master Plan, Information Technology Plan, Staffing Plan and the District's Annual Budget. Each of these planning processes is born of the college mission, vision and values statements and integrates with the goals and objectives set forth in the Strategic Plan. Each planning process also looks to the findings of the environmental scan and to other relevant data, as well as to the program and services reviews. All are linked into the Annual Budget planning process.

Planning is integrated into the work of the College Council and its subcommittees, including the Facilities Committee, Technology Committee and Budget Committee. Planning is also integrated into the work of the Faculty Senate and the President's Process Assessment Committee.

Program and Services Review is an ongoing process involving instructional, student services, and administrative services departments. These reviews tie the goals and objectives of programs and services with the goals and objectives of the College Mission and Strategic Plan. Within the context of a three-year cycle of Program and Services Review, Program Improvement Objectives (PIOs) are developed and updated annually. The PIOs form the bridge from Program and Services Review to budget planning. This process ensures a sustainable program review system to inform the budget process, as well as other college planning processes, on an annual basis, providing vital "grassroots" input to all planning processes.

B. Strategic Planning Cycle

Strategic planning occurs on a cyclical basis every five years and has three main steps: Assessment, Goal Setting, and Goal Implementation.

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 college's 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 Institutional Research. Data from the scan is presented to the President's Staff, the College Council, and the Board of Trustees. Suggestions for augmentation and/or modification of the data are taken and implemented as appropriate. Once any changes are incorporated, the scan is published on the college website. It is updated regularly as new information becomes available, with any significant changes being brought back for review before publication.

To complement the statistical information contained in the Scan, a series of meetings with community groups and leaders is undertaken. At each meeting participants are provided basic information about Ohlone and its mission. Using a brief survey, the community participants are asked for their opinion of how the college is perceived in the community and how the college is meeting community expectations. The information collected in the community meetings is used in creating the vision for the future.

Gap Analysis:

The President's Ad Hoc Environmental Scan Analysis Group, 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.

b. 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. During November and December of each year, the President, in consultation with the College Council, assesses progress on identified college objectives. Each January the College Council reviews and refines the annual assessment. When the Strategic Plan is being updated the President's Staff reviews the accumulated assessments and the President completes an initial overall assessment and prepares a report for review by College Council.

A college-wide Strategic Planning Summit is conducted in the spring semester and faculty, staff, and students are surveyed.

c. 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.

Step Two: Setting Goals

a. Assessment and Revision of the College Mission and Values

During the Strategic Plan update 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 assessment in Step One, 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 recommended actions and 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 college-wide improvement from the college community is provided in this manner. The Board of Trustees reviews and approves the new plan at its June meeting. Based on the new plan, the President will work with the College Council to ensure integration of all major college plans with the Strategic Plan Goals and Objectives.

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. Annually, Program and Services Review areas receive data updates and PIOs are identified and/or updated. These are statements of what the program or services needs to improve, as indicated in their PIOs, and why the improvement is needed, and the goals and objectives which they help to accomplish. These statements are accompanied by action plans, resource needs and assessments. In order to carry out PIOs, the college has identified a process to allocate resources on an annual basis to support their accomplishment.

C. Annual Planning Cycle

Annual planning is the means for achieving strategic goals and objectives. Annually, coinciding with budget deadlines, the college engages in a process to determine priority improvements it needs to undertake in order to achieve the college objectives. This process engages all programs and services through the annual development of Program Improvement Objectives (PIOs), within the context of a three-year cycle of comprehensive Program and Services Review. Deans and Directors, working closely with faculty and staff, provide stewardship of the Program and Services Reviews and PIO's in their respective Department/Divisions.

Program and Services Review is an ongoing process involving two levels of analysis:

1. Annual Data Analysis and PIO Updates or Additions

Each summer program data will be updated by the Office of Institutional Research and Planning and distributed to the Program and Services Review areas. Each fall semester, all areas will have the opportunity to review their program data, as well as Student Learning Outcomes and

Student Learning Impacts assessments, and update their PIOs. PIO updates or additions should be completed by the end of the fall semester. In the subsequent spring semester PIOs will be linked into the budget planning process as described in AP 3250 Institutional Planning and Program Review.

2. Three-Year Cycle for Comprehensive Analysis, Update and Approval

A comprehensive analysis and update of Program and Services Reviews, including the Launching and Approval process, will be conducted on a three year cycle. The 90 Program and Services Review areas are divided into three groups with approximately 30 conducting the comprehensive review each year.

Department/Programs categorize each PIO into one of three general areas: 1. College wide; 2. Cross Division/Department; and 3. Departmental. The purpose of this categorization is to inform the President and the College Council of how the total list of PIOs can be viewed in these general areas for planning purposes.

The President and the Executive Staff review the PIO categorization focusing in particular on Category 1. College-wide. The President and Executive Staff create a list of Institutional Improvement Objectives (ILOs), which are then reviewed with the Budget Committee and College Council for input and feedback.

PIOs are a formal item for review at the annual Budget Manager Meetings with the Vice President of Administrative Services (VPAS) as the budget for a subsequent year is being developed. These meetings take place in the February –to April time period. The VPAS documents the results of the Budget Manager Meetings and communicates the results to the Budget Committee as the budget development process unfolds.

Prior to the Tentative Budget Approval each June and the Final Budget Approval by the Board of Trustees each September, the President and VPAS review the budget with the College Council and indicate the ILOs and/or PIOs that are receiving specific resource allocations within the proposed budgets.

**Planning and Program Review Process:**
**An Integrated System**

Ohlone College follows integrated, data-driven, strategic and annual cycles of planning and review to ensure quality of teaching and learning programs and services. Planning takes place on an annual and short-term operation level, as well on a strategic and longer term level. The planning process includes:

- regular assessment and review of the mission, vision, and values statements;
- regular assessment and review of college planning processes (including program review);
- linking program and services review, planning, and budget decisions; and
- ongoing program and services review using enhanced data, including the environmental scan.

The major plans of the college include the Strategic Plan, Educational Master Plan, Facilities Master Plan, Information Technology Plan, Staffing Plan and annual budget planning process.

Each of these planning processes are linked to the college mission, vision and values statements and integrates with the goals and objectives set forth in the Strategic Plan. Each planning process also looks to the findings of the environmental scan and to other relevant data sources, as well as to the program and services reviews. All are integrated into the annual budget planning process. Planning is also integrated into the work of the College Council and its subcommittees, including the Facilities Committee, Technology Committee, and Budget Committee; as well as with the Faculty Senate.

Program and Services Review is a college-wide, integrated process of evaluation and planning. Every three years, programs and services from across the college, including Academic Affairs, Student Services,
Administrative Services and the President's Office, engage in this process. These reviews tie the goals and objectives of programs and services with the goals and objectives of the College Mission and Strategic Plan. Program Improvement Objectives (PIOs) are updated annually and form the bridge from program review to budget planning. This planning cycle ensures a sustainable program review process which informs the budget process, as well as other college planning processes, on an annual basis, providing vital "grassroots" input to all planning processes.

The attached chart presents how college governance and College Strategic Goals are further integrated with the Accreditation Standards of the Accrediting Commission for Junior and Community Colleges (ACCJC)/Western Association of Schools and Colleges (WASC).

| Accreditation Standards, Shared Govenrance, Strategic Planning: Integration Matrix | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | College | College Strategic Goals | | | | | | | |
| WASC/ACCJC Accreditation Standards | | Committees | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| I: Institutional Mission/Effectiveness | A. Mission | College Council | | | | | | | | |
| | B. Improving Institutional Effectiveness | College Council | | | | * | | | | * |
| | | Process Assessment | | | | | | | | |
| II: Student Learning Programs/Services | A. Instructional Programs | Faculty Senate | | | | | | | | |
| | | Curriculum | | | | | | | | |
| | | SLOAC | * | * | | | | * | * | |
| | | General Education | | | | | | | | |
| | | Distance Education | | | | | | | | |
| | B. Student Support Services | Student Development | * | * | | | | * | * | |
| | C. Library/Learning Support Services | | * | | | | | | | |
| III. Resources | A. Human Resources | Professional Devel. | | | * | * | * | * | | |
| | B. Physical Resources | Facilitiles | | | | * | | | | |
| | C. Technology Resources | Technolgy | * | * | | * | | | | |
| | D. Financial Resources | Budget | | | | * | | | | |
| IV. Leadership and Governance | A. Decision-Making Roles/Processes | College Council | | | | * | | | | * |
| | B. Board/Administrative Organization | | | | | | | | | |

Strategic College Goals (2010-2015)

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

2: Support the economic vitality of the community through educational programs and services that respond to identified employment needs

3: Promote continuous, needs-based, learning and professional development opportunities for all district personnel

4: Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement

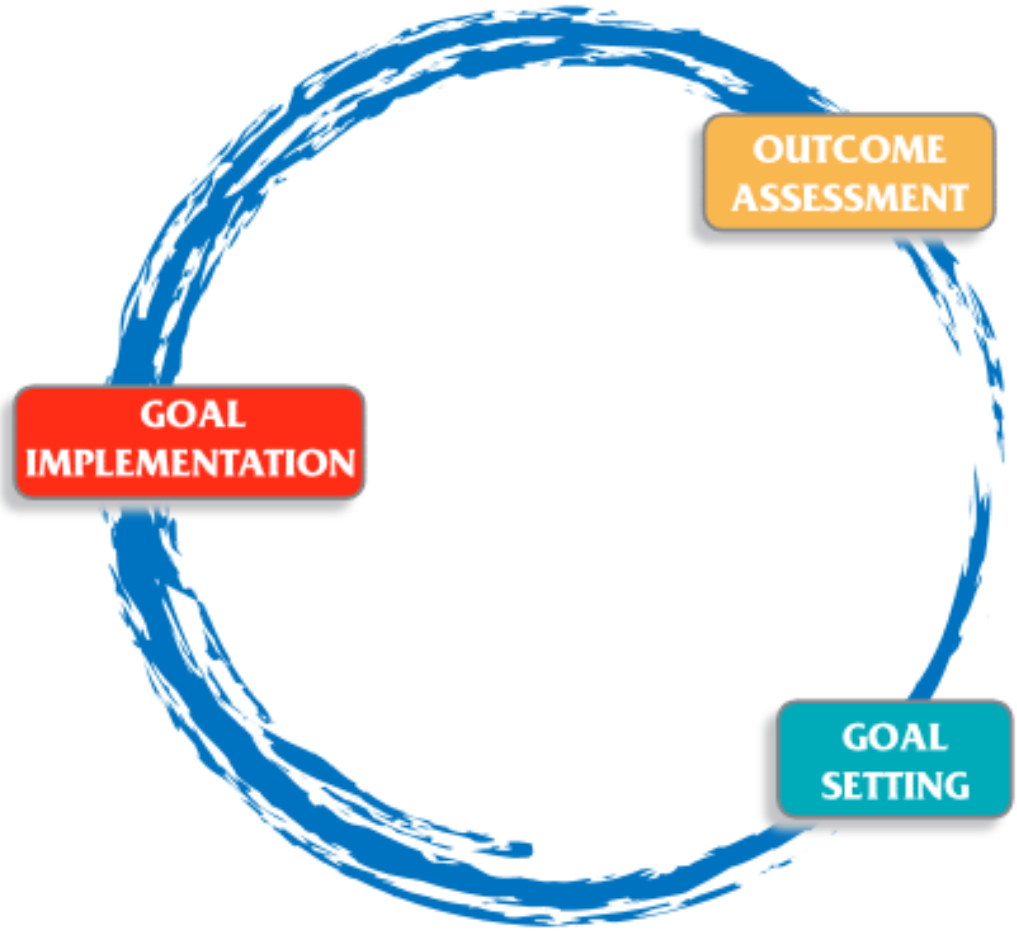
5: Lead and educate the community in environmental sustainability

6: Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives

7: Increase access to higher education of under-served and under-represented demographic groups in the District and local communities

8: Engage all members of the college community in active, continual institutional improvement

# Strategic Planning Cycle



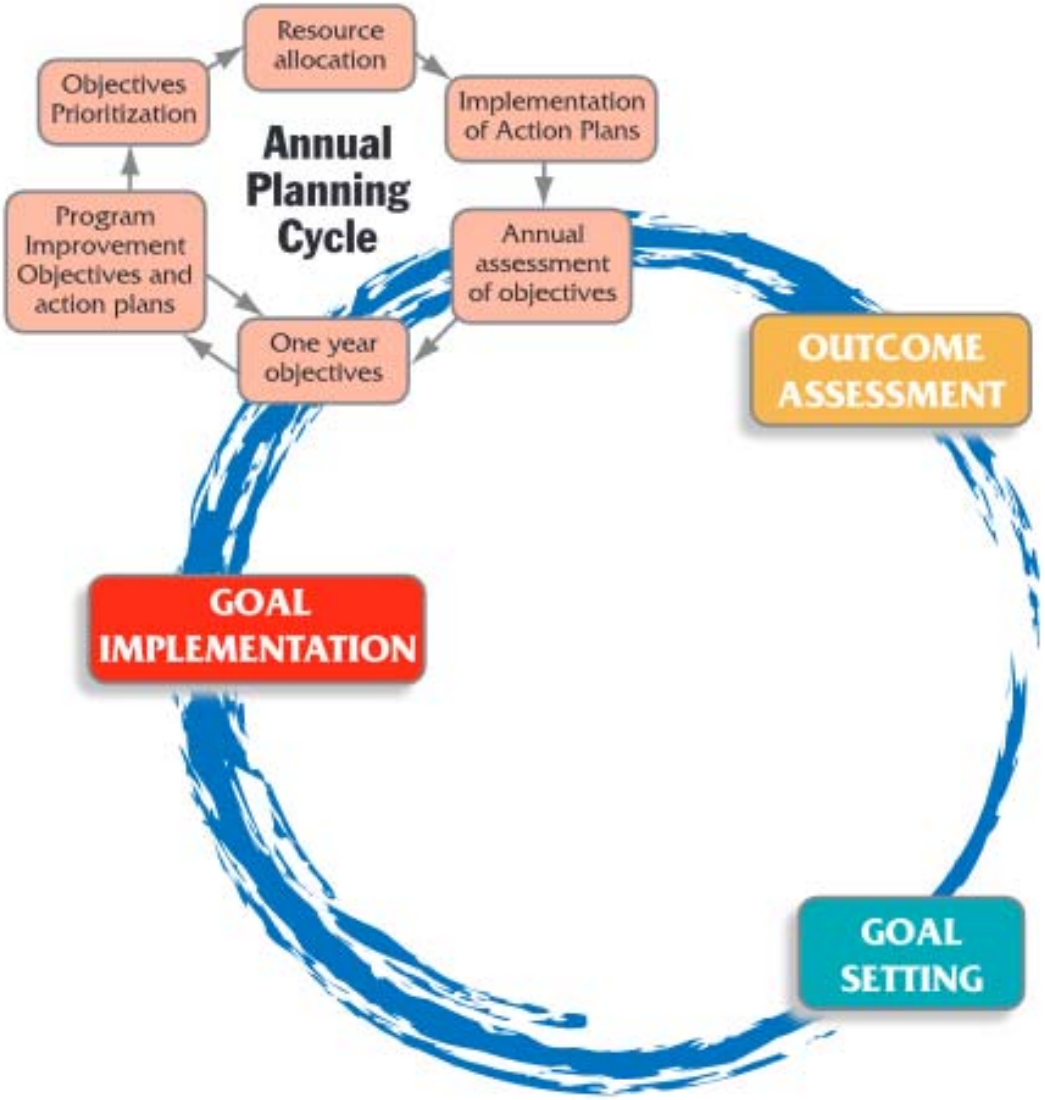

Strategic Planning occurs in a 5-year cycle and the key elements include:

- **Goal Setting**
- **Goal Implementation**
- **Goal Assessment**

## Strategic Plan Development and Assessment Timeline

| Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 1 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2010 | 2011 | 2011 | 2012 | 2012 | 2013 | 2013 | 2014 | 2014 | 2015 | 2015 | 2016 |
| Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
| 2010-2015 | | Nov. | | Nov. | | Nov. | | Nov. | | 2015-2020 | |
| Strategic Plan | | Asmt. 1 | | Asmt. 2 | | Asmt. 3 | | Asmt. 4 | | Strategic Plan | |
| Begins | | | | | | | | | | Begins | |
| | | | | Self Study | | | Visit | Develop | | | |
| | | | | | | | | 2015-20 | | | |
| | | | | | | | | Strategic Plan | | | |
| | | | | | | | | Environmental Scan | | | |
| | | | | | | | | Community Meetings | | | |
| | | | | | | | | College Wide Summit | | | |
| | | | | | | | | Faculty Senate Review | | | |
| | | | | | | | | College Council Review | | | |
| | | | | | | | | Board Approval | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

# Annual Planning Cycle




Each year, to coincide with budget deadlines, the college engages in a process to determine a list of improvements it would like to undertake to achieve college objectives. The process engages all programs and services by asking that they submit Program Improvement Objectives that are the products of their program reviews. These Program Improvement Objectives are accompanied by action plans and resource needs. The college categorizes the objectives according to how effectively they contribute to college objectives and uses the list for determining resource allocation. Because the list includes all college program and services, the result is an annual representation of needed college improvements. The purpose is to provide the college with a clear understanding of needed improvements and to allocate its resources accordingly.

# Annual Planning Timeline

Working Document
October 12, 2013

| August | September | October | November | December | January | February | March | April | May | June | July |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual Mission / Vision Review | Program and Services Reviews (PSR) Selected for Three Year Revision and Updates. PIO's for all Program and Services Updated. PSR's Individually Approved by Deans and Directors | | | President, VPs and AVPs Individually Approve Program and Service Review Revisions and Updates. Categorize all PIO's | PIO/Action Plan Analysis by Presidents Executive Staff. Institutional Improvement Objective(s) Developed | PIO/Action Plan Analysis by Budget Committee | | Budget Preparation and Resource Allocation | | | |
| | | Assessment and Report on College Strategic Goals and Objectives | | | | | | | President's Process Assessment Committee (PAC) Assesses Planning Processes; Program & Services Review | | |
| | | Resource Analysis including Fiscal, Technology, Equipment and Staff by VPs, AVPs, Deans, and Directors in preparation for Budget meetings. | | | Budget Review by Activity Center - VP Administrative Services and Business Services Director with VP's, AVP's, Dean's and Director's | | | | | | |
| Assessment of progress on previous years PIO's | Implementation of Strategic Plan Objectives and PIO's from Previous Year | | | | | | | | | | |
| | Board Adoption of Previous Year's Budget | | | | State Budget Update | | | | May Budget Revision | Board Approval of Tentative Budget | |

**Linking PIOs to Planning and Resource Allocation**

Program and Services Reviews selected for three year revision and updates, and annual PIO's for all Program and Services will be completed during the fall semester.

The President and College Council identifies and communicates annual focus areas from the College Strategic Plan, and other overarching priorities, prior to the annual fall Program Review updates. Example priorities: Budget, Accreditation and Measure G Bond Projects.

Program Reviews that are scheduled for a three year revision are reviewed and approved by the end of the fall semester each year. Program Review Approvers use common guidelines for assessing Program Reviews. Attached are the guidelines that have been developed for Academic Affairs (Appendix A). Student Services and Administrative Services, and the President's Office will be developing similar guidelines. These guidelines are also helpful to Program Review writers.

PIO action plans and assessment process are done on an annual basis. Action plans requiring more than a year are separated into annual pieces.

Deans and Directors, working closely with faculty and staff, provide stewardship of the PIO's in their respective Department/Divisions, particularly during the Program Review approval process.

The college has revised the college-wide ranking process to a Department/Program Level approach that more fully integrates PIOs generated from Program Review into the budget development and resource allocation processes.

Deans and Directors working collaboratively with their respective Vice Presidents and/or the College President categorize each PIO into one of three general areas for college wide planning purposes. It is important to state that this categorization is not meant to differentiate between PIOs for funding purposes. The major purpose is to inform the President and the College Council of how the total list of PIOs can be viewed in these general areas for planning purposes.

1 - Institution wide
- Risk mitigations
- Compliance
- Continued operation of the college
- Achievement of strategic objectives
- Annual focus of the College Strategic Plan, as defined by the President, including Institutional Improvement Objectives

2 - Cross Division/Department
- Operational Efficiencies, including staffing arrangements, work processes, etc…
- Creating synergies between Divisions/Departments

3 - Departmental
- Self-contained, localized to a single department

A college wide master list of all PIO's by the three category areas is created for the President and the College Council for planning purposes.

Linkage to resource allocation:

- Annual Budget Manager Meetings with the Vice President of Administrative Services occur as a formal part of the budget development process.
- PIOs are a formal item for review at the annual Budget Manager Meetings with the Vice President of Administrative Services as the budget for the subsequent year is being developed. This normally takes place in the February – April time period.
- A consistent agenda for the Budget Manager Meetings includes the following PIO related questions for the Budget Manager Meetings:
    1. How do you anticipate your programmatic needs changing in the coming year and how effective is your current budget in meeting those needs?
    2. How might existing budget allocations be used to support the PIOs?
    3. How would you demonstrate or measure that this PIO would be an effective use of District resources (e.g.- Outcomes/$ Invested; or, ROI and cost benefit)?
    4. How would you demonstrate or measure that this PIO would be an efficient use of District resources (e.g.- Outcomes/ # of Students Impacted)?
    5. How does this PIO leverage the use of District resources and/or assets?
    6. What do research-based data indicate with respect to anticipated outcomes as a result of District resources being applied in a manner consistent with this PIO?
    7. Does this PIO require a one-time or ongoing infusion of District resources to be successful? To what degree?
- The VPAS documents results of the Budget Manager Meetings and communicates the results to the Budget Committee as the budget development process unfolds.
- The Budget Committee is focused on linking PIOs to budget development.
- There is a process for adding urgent and/or midyear PIOs.

Refer to A.11 for Annual Planning Timeline

# Outline of Plans

The Outline of Plans shows how the Ohlone College strategic goals and objectives include our various externally required plans. Planning processes align the content of our objectives with these plans.

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*VALUES—*

*We provide life long learning opportunities for students, college personnel and the community*

**GOAL 1 Realize the Learning College Model through innovative programs and services that improve student learning and achievement.**

Student learning

- Educational Master Plan
- Objectives

Student achievement

- Objectives

Student Services & Learning Resources

- Matriculation Plan
- Objectives

**GOAL 2 Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**

- CTE (Perkins) Plan
- Objectives

**GOAL 3 Realize the Learning College Model through effective, continuous, needs-based learning and professional development opportunities for all District personnel.**

- Staff Development Plan
- Objectives

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*VALUES*

*We demonstrate stewardship for our human, financial, physical and environmental resources.*

**GOAL 4 Use human, fiscal, technological, and physical resources effectively and efficiently to maximize student learning and achievement.**

Human Resources

- Equal Employment Opportunity Plan
- Injury Illness Prevention Plan
- Objectives

Fiscal

- Objectives

Technological

Information Technology Plan

Objectives

Physical Resources (includes equipment, buildings, grounds, and property)

Facilities Master Plan

Five year Construction Plan

Emergency Preparedness Plan

Hazardous Materials Business Plan

Chemical Hygiene Plan

Objectives

**GOAL 5 Lead the community in environmental sustainability.**

Objectives

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*VALUES*

*We open access to higher education and actively reach out to underserved populations*

*We promote diversity and inclusiveness*

*We promote value in aesthetics (proposed)*

**GOAL 6 Increase college-wide appreciation for and understanding of diverse people, cultures, and perspectives.**

International Programs & Services Plan

Objectives

**GOAL 7 Increase access to higher education of underserved demographic groups in the District.**

Student Equity Plan

Objectives

---

*VALUES*

*We practice innovation and actively encourage risk-taking and entrepreneurship*

*We maintain high standards in our constant pursuit of excellence*

*We value trust, respect and integrity*

*We promote team work and open communication*

**GOAL 8 Engage all members of the college community in active, continual institutional improvement.**

Shared Governance Plan

Objectives

# B. Decision Making

**BP 2430 Delegation of Authority to President/Superintendent**

Reference: *Education Code Sections 70902(d), 72400; Accreditation Standard IV.B.1.j; IV.B.2.*
Board Approved: 04/13/05
Amended: 06/10/09

The Board delegates to the President/Superintendent the executive responsibility administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The President/Superintendent may delegate any powers and duties entrusted to him or her by the Board including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The President/Superintendent is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the President/Superintendent shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the CEO to inform the Board of such action and to recommend written board policy if one is required.

The President/Superintendent is expected to perform the duties contained in the President/Superintendent job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the President/Superintendent.

The President/Superintendent shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion.

The President/Superintendent shall make available any information or give any report requested by the Board as a whole. Individual trustee requests for information shall be met if, in the opinion of the President/Superintendent, they are not unduly burdensome or disruptive to District operations. Information provided to any trustee shall be available to all trustees.

The President/Superintendent shall act as the professional advisor to the Board in policy formation.

**BP 2510 Participation in Local Decision Making**

Reference: *Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A*
Board Approved: 04/13/05
Amended: 08/12/09

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for President/Superintendent action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the district:

Delegation of Authority and Responsibility to the Faculty Senate (Title 5, Sections 53200-53206)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate. As defined in Title V, Section 53200(d), "consult collegially" means that the District Governing Board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

Relying primarily upon the advice and judgment of the Faculty Senate; or

That the District Governing Board, or such representatives as it may designate, and the representatives of the Faculty Senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the Governing board effectuating such recommendations.

*Method of Collegial Consultation in the Specific Areas Defined to be Academic and Professional Matters*

1. Curriculum, including establishing prerequisites and placing courses within disciplines…consult by relying primarily upon the advice and judgment of the Faculty Senate
2. Degree and certificate requirements…consult by reaching mutual agreement
3. Grading policies…consult by relying primarily upon the advice and judgment of the Faculty Senate
4. Educational program development---consult by reaching mutual agreement
5. Standards or policies regarding student preparation and success…consult by reaching mutual agreement
6. District and college governance structures, as related to faculty roles…consult by reaching mutual agreement
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports…consult by reaching mutual agreement
8. Policies for faculty professional development activities…consult by reaching mutual agreement
9. Processes for program review…consult by reaching mutual agreement

10. Processes for institutional planning and budget development…consult by reaching mutual agreement

Staff (Title 5, Section 51023.5)

Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of CSEA and SEIU will be given every reasonable consideration.

Students (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, *et seq.*

See Administrative Procedure #2510.

The Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges (WASC)

**Accreditation Standard IV**
**Leadership and Governance**

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

**A. Decision-Making Roles and Processes**

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

> a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.
> b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**B. Board and Administrative Organization**

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
i. The governing board is informed about and involved in the accreditation process.
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
b. The president guides institutional improvement of the teaching and learning environment by the following:
• establishing a collegial process that sets values, goals, and priorities;
• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

• ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
• establishing procedures to evaluate overall institutional planning and implementation efforts.
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.
d. The president effectively controls budget and expenditures.
e. The president works and communicates effectively with the communities served by the institution.

**AP 2510 Participation in Local Decision Making**

**Reviewed and completed by the Executive Staff on March 19, 2013 and amended based on Faculty Senate recommendations on November 6, 2013 and forwarded to Faculty Senate and College Council for Review. Approved by Faculty Senate on November 20, 2013 and approved by College Council on December 2, 2013.**

References: Accreditation Standard IV. A; Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students);

A fundamental principle of the decision making process at the College is to develop a collaborative environment, support the mission, goals and guidelines established by the Board of Trustees, and to encourage and provide opportunities for staff, faculty, administrators and students to participate in the dialogue related to decisions involving administrative procedure, institutional planning, and academic and student service issues.
The following table summarizes the types of decisions, governance actions, and campus participation in the decision making process. An expanded version can be found in section B.5 of the Planning and Decision Making Handbook. Issues or concerns that impact individuals or groups are voiced through the administrative structure.

| TYPE OF DECISION | BOARD OF TRUSTEES | PRESIDENT / SUPERINTENDENT | COLLEGE COUNCIL | FACULTY SENATE | DISCUSSION AND INPUT |
|---|---|---|---|---|---|
| Policy | Approve | Recommends | Endorse new policies with college wide impact | Endorse new policies with academic or faculty impact | President's Executive Staff, College Council, Appropriate Committees, and Staff/Students impacted by the decision, |
| Administrative Procedures | Information Only | Initiates Approves | Endorse if college wide impact | Endorse if academic or faculty impact | President's Executive Staff, College Council, Appropriate Committees, and Staff/Students impacted by the decision, |
| Academic Matters AB 1725 | Approve | Recommend | | Initiate, Endorse and/or Approve | Faculty Members, Academic Administrators, Vice President Academic Affairs, Appropriate Committees |

| TYPE OF DECISION | BOARD OF TRUSTEES | PRESIDENT / SUPERINTENDENT | COLLEGE COUNCIL | FACULTY SENATE | DISCUSSION AND INPUT |
|---|---|---|---|---|---|
| College Wide Impacts | Approve if Policy | Initiates Approves if Procedure | Initiates Endorse | Initiates Endorse | President's Executive Staff, College Council, Appropriate Committees, and Staff/Students impacted by the decision |
| College Strategic Plan | Approve | Initiates Recommends | Endorse | Endorse | President's Executive Staff, College Council, College Community at large, Appropriate Committees |
| Educational Master Plan | Approve | Recommend | Endorse | Endorse | VP Academic Affairs, Academic Administrators, Faculty Members, Appropriate Committees, President's Executive Staff |
| Facilities Master Plan | Approve | Recommend | Endorse | | VP Administrative Services, Administrative Services Directors and Managers, Facilities Committee, College Council, President's Executive Staff |
| Technology Plan | Approve | Recommend | Endorse | | AVP Information Technology, Technology Committee, College Council, President's Executive Staff |
| Annual Budget Planning | Approve | Recommend | Endorse | | VP Administrative Services, Budget Committee, College Council, President's Executive Staff See AP 6200 |

**Components of Participatory Decision-Making**

There are eight (8) major constituents of participatory decision making:

A. Board of Trustees and the President/Superintendent

B. The Administrative Structure and Operational Processes

C. President's Executive Staff

D. College Council
E. Faculty Senate
F. Deans, Directors, and Administrative Staff (DDAS)
G. Classified Staff
H. Students

**A. Board of Trustees and the President/Superintendent**

The Ohlone Community College District serves the cities of Fremont, Newark, and a portion of Union City, and includes all facilities and functions for Ohlone College. The District is governed by a seven-member Board of Trustees selected by voters in local elections. The Board appoints the District President/Superintendent and establishes policies to assure the quality, integrity, and effectiveness of the programs and services and the financial stability of the District. The governing board delegates full responsibility and authority to the District President/Superintendent to implement and administer Board policies without Board interference and holds him/her accountable for the operation of the District, respectively. The Board is involved in policy-level decisions based on recommendations made by the President/Superintendent.

Board Policy is the voice of the Board of Trustees and defines the general goals and expected outcomes for the District. It ensures adherence to federal and state laws and regulations. The Board, through policy, delegates authority to and through the President/Superintendent to administer the District's operation. The President/Superintendent is responsible to reasonably interpret Board policy as well as other relevant laws and regulations that govern the district. Policy is best expressed in broad statements. It legally binds the district. Therefore, policy statements should be clear, succinct, and current. Policies and Administrative Procedures should be accessible, useful, and up-to-date.

The Board delegates authority to the President/Superintendent to develop Administrative Procedures to implement Board policy, laws, and regulations. Administrative procedures are to be issued by the President/Superintendent as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the President/Superintendent. They are developed and implemented by the President/Superintendent, administration, faculty, and staff members; they are not intended to require Board action.

The President/Superintendent has the primary responsibility for providing the leadership to achieve the mission and goals of the College district. The President/Superintendent initiates and provides leadership to establish the college goals and objectives and the evaluation process for achieving the goals and objectives; determines the District organization; directs the work of its employees; determines the times and hours of operation; determines the kinds and levels of service to be provided and the methods and means of providing them; ensures the rights and educational opportunities of students; determines staffing patterns; determines the number and kinds of personnel required; maintains the efficiency of District operation; ensures the programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency; establishes procedures with appropriate involvement of the faculty and Faculty Senate in all processes for the development and review of all curricular offerings, including their establishment, modification or discontinuance; builds, moves or modifies facilities; establishes budget procedures and determines budgetary allocation; determines the methods of raising revenue; contracts out work as legally allowed under the Education and Government Codes; and takes action on any matter in the event of an emergency. In addition, the President has responsibility to hire, assign, evaluate, promote, lay off, discipline, and/or terminate employees.

**B. Administrative Structure and Operational Processes**

It is within the units of the administrative structure that the primary administrative and operational work of the College is conducted. The basic components are the President's Office, Academic Affairs,

Student Services and Administrative Services. Each of these is further divided into a variety of operational Divisions and Departments. The President/Superintendent, as the Chief Executive Officer, coordinates the planning and operations of the College working with the Vice-President of Academic Affairs (Chief Instructional Officer), Vice President of Student Services (Chief Student Services Officer) and Vice President of Administrative Services (Chief Business Officer). Each of the Vice-Presidents works with other administrators, faculty, and classified personnel to carry out their respective functions.

**C. President's Executive Staff**

The President/Superintendent and the three Vice-Presidents meet as the President's Executive Staff. The Executive Staff provide overall strategic leadership for the College and assist the President/Superintendent in making policy-level recommendations to the Board of Trustees. In addition, the Executive Staff, including the Associate Vice Presidents, through the overall organizational structure of the College, are responsible for the day-to-day decision making needed to ensure smooth operations

**D. College Council**

The purposes of the Ohlone College Council, in keeping with Board Policy, are as follows:

a. To ensure that appropriate members of the District participate in developing recommended policies for Board of Trustees' action.
b. To ensure that appropriate members of the District participate in developing recommended Administrative Procedures for the college president's action.

The purposes of the Ohlone College Council, in keeping with direction of the President/Superintendent for collegial governance of the college, are as follows:

c. To ensure that appropriate members of the District participate in developing recommended college annual budgets, annual strategic plans, new programs and services and major facilities planning prior to their adoption by college officials.
d. To ensure that all members of the college community have access to information regarding ongoing developments and issues and that there is an open forum for full participation in decision-making of areas defined under Board and state policy as well as administratively and mutually agreed governance matters.

The College Council acts as the Steering Committee for the Accreditation Self-Evaluation. Institutional planning and program and services evaluation processes are also established by the College Council.

The membership of the College Council represents four constituency groups:

1. Faculty
2. Classified Staff through their two bargaining units
3. Academic and Classified Administrators and Confidential Employees
4. Students

The operation of the College Council is set out in its by-laws. The conduct of the College Council meetings is consistent with the by-laws and is governed by the following minimum standards:

a. Regular minutes of actions taken by the College Council are maintained and distributed through posting on the college website.
b. Agendas of College Council meetings are published in advance to the college community through email and posting on the college web site.
c. The College Council organizes its work and deliberations according to procedures it develops as it deems necessary.

All meetings of the College Council are open to the college community and comments from attendees are welcome and received respectfully. It is expected that members of the Council report and gather input from their respective constituencies on matters under discussion by the College Council. In addition every effort is made to keep the college community informed about what is occurring in College Council meetings. Agendas and minutes are posted in a timely fashion, and the College Council co-chair sends out communiqués to the college community highlighting topics of particular interest.

The College Council oversees and receives regular input from the following Committees:

- Facilities Committee
- International Education Committee
- Student Development Committee
- Budget Committee
- Sustainability Committee
- Technology Committee

In addition to the standing committees listed above, the Council establishes ad hoc committees to address specific issues as they arise.

**E. Faculty Senate (Title 5, Sections 53200-53206)**

In accordance with Title V of the California Education Code, the Faculty Senate shall make recommendations to the College Administrators and/or District Board of Trustees on matters of educational and professional significance pertinent to the College and/or the District. These matters, also known as the 10+1, include:

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. District and college governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation activities.
8. Policies for faculty professional development activities.
9. Process for program review.
10. Processes for institutional planning and budget development.

+1. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

BP 2510 lists the two academic and professional areas in which the Board of Trustees relies primarily upon the advice of the Faculty Senate. They are curriculum, including establishing prerequisites and placing courses within disciplines, and grading policies. Curriculum is developed and revised through the Curriculum Committee, a subcommittee of the Faculty Senate, as described in APs 4020, 4021, 4022, 4025, and 4100. Similarly, grading policies are developed and revised through the Curriculum Committee as described in APs 4230, 4231 and 4232. Both curriculum and grading policies are brought forward through the administration for Board approval.

BP 2510 further lists the academic and professional areas in which the Board of Trustees consults with the Faculty Senate and reaches mutual agreement. Degree and certificate requirements and educational program development are carried out through the Curriculum Committee and the administration for ultimate approval by the Board. Standards or policies regarding student preparation and success, as dictated by Education Code, are approved by the Faculty Senate and brought forward through the administration for Board approval.

Other areas of mutual agreement between the Board of Trustees and Faculty Senate involve the College community. Where appropriate, Faculty Senate works with College Council in making recommendations to College Administrators and/or District Board of Trustees.

Faculty Senate appoints faculty members to sit on all College Council and Faculty Senate committees. The following are the Faculty Senate Committees:

- Curriculum Committee
- General Education Committee
- SLOA Committee
- Distance Education Committee
- Equivalency Committee
- Committee on Committees
- Sabbatical Leave Committee

**F. Deans, Directors, and Supervisors (DDAS)**

The DDAS group is a forum in which managers and confidential employees obtain information and discuss issues. Their general activities are to review and discuss District and College issues and proposals, create an opportunity for management to discuss issues, discuss recommendations made to the College Council through the governance process, and make recommendations to the President/Superintendent on college-wide issues. Representatives of administration on College Council comprise an academic administrator or confidential employee, a student services administrator or confidential employee, an administrative services administrator or confidential employee, and an administrator or confidential employee from the departments that report to the President's office/Human Resources.* Three of the four areas are represented on the Council at any given time. The president appoints DDAS representatives to the College Council.

**G. Staff (Title 5, Section 51023.5)**

Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The classified bargaining units, CSEA and SEIU, appoint staff representatives to the College Council. The opinions and recommendations of staff are given every reasonable consideration.

**H. Students (Title 5, Section 51023.7)**

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of students are given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

*The President's Office, Institutional Research and Planning, College Advancement, and the Foundation

# Decision Protocol & Communication Sequence

The processes for making decisions and the decisions that result must have alignment with the college's mission, established principles, legal requirements, and the major college plans. There must be a rationale for proposals describing the level of priority/urgency, resources needed, and who is impacted and how. If needed procedures for negotiations with bargaining units must be followed. There should be a check to be sure steps have been followed. It is important to document the decision; explain what, why, and how. Communicate decision(s) to VPs, staff impacted by the decision(s), College Leaders, implementers, appropriate committee, College Council if whole-college impact, Board if needed, VPs again, Announcement if impacts whole college.

Specific Roles

| Types of Decisions | Usual Initiation and Leadership | Discussion and Input | Governance |
|---|---|---|---|
| Creating New Policy or Changing Existing Policy | President | Vice Presidents<br>Staff/students impacted by the decision<br>Implementers<br>College Leaders<br>Appropriate committee(s)<br>College Council<br>Board | College Council (Endorse)<br>Faculty Senate (AB1725)<br>President (Recommend)<br>Board (Approve) |
| Creating New Procedures or Changing Existing Procedures | President | Vice Presidents<br>Staff/students impacted by the decision<br>Implementers<br>College Leaders<br>Appropriate committee(s)<br>College Council<br>Board | College Council (Endorse)<br>Faculty Senate (AB1725)<br>President (Approve)<br>Board (Information Only) |
| Board Initiated New Policy or Policy Change | Board Member through President | Vice Presidents<br>Staff/students impacted by the decision<br>Implementers<br>College Leaders<br>Appropriate committee(s)<br>College Council<br>Board | College Council (Endorse)<br>Faculty Senate (AB1725)<br>President (Recommend)<br>Board (Approve) |
| Academic Matters AB 1725 | Faculty Members | Faculty Members<br>Academic Administrators<br>Vice President of Academic Affairs<br>Appropriate committee(s) | Faculty Senate (AB1725)<br>Vice President of Academic Affairs (Recommend)<br>President (Recommend)<br>Board (Approve) |
| Facilities projects | Administrators or Faculty/Staff through Administrator | Vice Presidents<br>Staff/students impacted by the decision<br>Implementers | Facilities Committee (Endorse) |

| | | | |
|---|---|---|---|
| | | College Leaders<br>Appropriate committee(s)<br>College Council<br>Board (if Policy implication) | College Council (Endorse)<br>President (Recommend)<br>Board (Approve) |
| Applying for a grant | Administrators or Faculty/Staff through Administrator | Administrators or Faculty/Staff involved<br>Others impacted by the project | Executive Staff (Recommend)<br>President (Approve) |
| Setting up a new administrative structure | President | College Community through President<br>College Leaders<br>Executive Staff | College Council (Information only)<br>President (Approve)<br>Board (Ratify) |
| Filling a non-faculty position | Administrators | Administrators or Faculty/Staff involved<br>Executive Staff | Executive Staff (Recommend)<br>President (Approve) |
| Something with resource implications outside of your area | Administrators or Faculty/Staff through Administrator | Executive Staff<br>President | Executive Staff<br>President |
| Other decisions impacting the whole college | President or Administrators or Faculty/Staff through Administrator | Vice Presidents<br>Staff/students impacted by the decision<br>Implementers<br>College Leaders<br>Appropriate committee(s)<br>College Council<br>Board (if Policy implications) | College Council (Endorse)<br>Faculty Senate (AB1725)<br>President (Approve, if Procedure)<br>Board (Approve, if Policy) |
| Course Offerings | Vice President of Academic Affairs | Associate Vice President AA<br>Academic Deans<br>Counselors<br>Faculty | Academic Deans (Recommend)<br>Vice President of Academic Affairs (Approve) |
| Operational decisions that reach across departments | Administrators | Administrators or Faculty/Staff involved<br>Executive Staff | Executive Staff (Recommend)<br>President (Approve) |
| Educational Master Plan | Vice President of Academic Affairs | Faculty Members<br>Academic Administrators<br>Vice President of Academic Affairs<br>Appropriate committee(s) | Faculty Senate (Endorse)<br>College Council (Endorse)<br>President (Recommend)<br>Board (Approve) |
| College Strategic Plan | President | College Community through President<br>College Leaders<br>College Council<br>Executive Staff | Faculty Senate (Endorse)<br>College Council (Endorse)<br>President (Recommend)<br>Board (Approve) |
| Facilities Master Plan | Vice President of Admin. Services | College Community through President<br>Departments<br>Facilities Committee | Facilities Committee (Endorse) |

| | | | |
|---|---|---|---|
| | | College Council<br>Executive Staff | College Council (Endorse)<br>President (Recommend)<br>Board (Approve) |
| Technology Master Plan | Associate VP of Information Tech. | Departments<br>Technology Committee<br>College Council<br>Executive Staff | Technology Committee (Endorse)<br>College Council (Endorse)<br>President (Recommend)<br>Board (Approve) |
| Annual Budget Planning | Vice President of Admin. Services | Faculty/Staff through Budget Managers<br>Budget Committee<br>College Council<br>Executive Staff | Budget Committee (Endorse)<br>College Council (Endorse)<br>President (Recommend)<br>Board (Approve) |
| Faculty Position Planning | Faculty Position Planning Committee | Academic Departments by proposal through Academic Administrators | Faculty Position Planning Committee (Recommend)<br>President (Approve) |

# College Council

President's Charge to the Formation of the Ohlone College Council

The purposes of the Ohlone College Council, in keeping with Board Policy, are as follows:

a. To ensure that appropriate members of the district participate in developing recommended policies for board of trustee's action.
b. To ensure that appropriate members of the district participate in developing recommended administrative procedures for the college president's action.

The purposes of the Ohlone College Council, in keeping with direction of the President/Superintendent for shared governance of the college, are as follows:

c. To ensure that appropriate members of the district participate in developing recommended college annual budgets, annual strategic plans, new programs and services and major facilities planning prior to their adoption by college officials.
d. To ensure that all members of the college community have access to information regarding ongoing developments and issues and that there is an open forum for full participation in decision-making of areas defined under board and state policy as well as administratively and mutually agreed shared governance matters.

The College Council acts as the Steering Committee for the Accreditation Self-Evaluation. Institutional planning and program and services evaluation processes are also established by the College Council.

The membership of the College Council represents four constituency groups:

1. Faculty
2. Classified Staff through their two bargaining units
3. Academic and Classified Administrators and Confidential Employees
4. Students

The operation of the College Council is set out in its by-laws. The conduct of the College Council meetings is consistent with the by-laws and is governed by the following minimum standards:

a. Regular minutes of actions taken by the College Council are maintained and distributed through posting on the college website.
b. Agendas of College Council meetings are published in advance to the college community through email and posting on the college web site.
c. The College Council organizes its work and deliberations according to procedures it develops as it deems necessary.

All meetings of the College Council are open to the college community and comments from attendees are welcome and received respectfully. It is expected that members of the Council report and gather input from their respective constituencies on matters under discussion by the College Council. In addition every effort is made to keep the college community informed about what is occurring in College Council meetings. Agendas and minutes are posted in a timely fashion, and the College Council co-chair sends out communiqués to the college community highlighting topics of particular interest.

The College Council oversees and receives regular input from the following Committees:

- Facilities Committee
- International Education Committee
- Student Development Committee
- Budget Committee
- Sustainability Committee
- Technology Committee

In addition to the standing committees listed above, the Council establishes ad hoc committees to address specific issues as they arise.

Created: October 2003
Updated: October 2013

# Faculty Senate

In accordance with Title V of the California Education Code, the Faculty Senate shall make recommendations to the College Administrators and/or District Board of Trustees on matters of educational and professional significance pertinent to the College and/or the District. These matters include:

1. Curriculum, including establishing prerequisites and placing courses within disciplines (rely primarily).
2. Degree and certificate requirements (mutually agree).
3. Grading policies (rely primarily).
4. Educational program development (mutually agree).
5. Standards or policies regarding student preparation and success (mutually agree).
6. District and college governance structures, as related to faculty roles (mutually agree).
7. Faculty roles and involvement in accreditation activities (mutually agree).
8. Policies for faculty professional development activities (mutually agree).
9. Process for program review (mutually agree).
10. Processes for institutional planning and budget development (mutually agree).
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate (mutually agree).

Note: “Rely primarily” means that the Board will rely primarily upon the advice and judgment of the academic senate. “Mutually agree” means that the district governing board and the representatives of the academic senate will have the obligation to reach mutual agreement by written resolution, regulation of policy.

Faculty Senate Subcommittees

Curriculum Committee
General Education Committee
SLOA Committee
Distance Education Committee
Equivalency Committee
Committee on Committees
Sabbatical Leave Committee

# College Council Responsibilities

The purposes of the College Council, in keeping with direction of the President/Superintendent for shared governance of the colleges, are as follows:

To ensure that appropriate members of the district participate in developing recommended college annual budgets, annual strategic plans, new programs and services and major facilities planning prior to their adoption by college officials.

To ensure that all members of the college community have access to information regarding ongoing developments and issues and that there is an open forum for full participation in decision-making of areas defined under board and state policy as well as administratively and mutually agreed shared governance matters.

- Vision, Mission and Goals of College
- Budget
- Strategic Planning
- Master Plan
- Facilities Planning
- Advisory to the President
- Board Recommendations
- Other “global” campus issues
  - Smoking Policy
  - Firearms for campus police

15 voting members
- 6 faculty
- 2 students
- 4 staff
- 3 administration

4 ex-officio members
- College President
- VP Academic Affairs
- VP Administrative Services
- VP Student Services
- AVP Human Resources and Training
- AVP Technology

# Faculty Senate Responsibilities

In accordance with Title V of the California Education Code, the Faculty Senate shall make recommendations to the College Administrators and/or District Board of Trustees on matters of educational and professional significant pertinent to the College/and/or the District. These matters include:

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. District and college governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation activities.
8. Policies for faculty professional development activities.
9. Process for program review.
10. Processes for institutional planning and budget development.

Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

15 member Governing Council

- Health Sciences, Athletics, and PE (2)
- English & ESL (2)
- Counseling & Library (2)
- Math (1)
- Fine Arts (2)
- Natural Science (1)
- Social Science (1)
- Computer Science, Engineering & Educational Technology (1)
- Humanities, Speech, and Education (1)
- Deaf Studies, ASL, & INT (1)
- Part-Time (1)
- At-Large (1)

# List of Committees

**College Council Committees**
College Council
Budget Committee
Facilities Committee
International Education Committee
Safety & Emergency Preparation Committee
Sustainability Committee
Technology Committee

**Faculty Senate Committees**
Faculty Senate
Committee on Committees
Curriculum Committee
General Education Committee (Under Curriculum Committee)
Distance Education Committee (Under Curriculum Committee)
Student Learning Outcomes and Assessment (SLOA) Committee

**Faculty Advisory Committees**
Equivalency Committee
President's Advisory Committee on Faculty Position Prioritization
Sabbatical Leave Committee
Student Conduct/Academic Appeals Committee (combined Committee)
Faculty Professional Development Committee
Student Awards Ceremony Committee (SAC)
Basic Skills Coordination Team Committee
Transfer Advisory Committee
Latin@ Recruitment and Retention Committee

**Other Committees**
Student Development Committee (Student Equity, Financial Aid)
Student Success and Support Programs (Matriculation) Committee
Social Ohlone And Recognition (SOAR)

# Committee Charges

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# COLLEGE COMMITTEES

## College Council

The purposes of the Ohlone College Council, in keeping with Board Policy, are to ensure that appropriate members of the district participate in developing recommended policies for board of trustee's action, and to ensure that appropriate members of the district participate in developing recommended administrative procedures for the college president's action

**Meetings:** Every 2nd and 4th Monday from 3:00-4:30.
**Members:** The College Council has 15 voting members and 6 ex-officio non-voting members**.** 7 faculty are appointed by the Faculty Senate.
**Website:** http://www.ohlone.edu/org/council/

**Co-Chair:** President & Faculty

Faculty (6 Full Time, 1 Adjunct)
CSEA (2)
SEIU (2)
Administration (3)
Students (2)
Ex-Officio (non-voting) (6)
President
VP Academic Affairs
VP Student Services
VP Administrative Services
Associate Vice President, Human Resources and Training:
Associate Vice President, Information Technology:

## Budget Committee

The Ohlone Community College District has been complying with the legal responsibilities imposed by Ed Code and Title 5 but accreditation standards require campus-wide dialogue and linkage with the planning processes.
Through the campus-wide climate survey it was determined that the College Council's purview was too broad to provide the needed time to accomplish all of the added requirements.
The Budget Committee, as a subcommittee of College Council, will provide a venue for added dialogue and an intersection for the planning processes and financial allocation.
The committee is a subcommittee of College Council and, as such, will provide information and recommendations to the College Council.

**Meetings:** Monthly
**Members:** 1 Manager, 1 SEIU, 1 CSEA, 2 Faculty, 1 Confidential, and the Dean of Business Services
**Website:** http://www.ohlone.edu/org/budgetcomm/

**Chair**: VP Administration Services

## Facilities Committee

**(Need to update)**
A primary task of the committee will be to undertake a secondary effects study to determine how the college will use the space vacated after the moves to Newark and to the new Student Services Bldg**.**

**Meetings:**
**Members:** The Facilities committee has 20 voting members and 6 ex-officio non-voting members**.**
**Website:** http://www.ohlone.edu/org/facilitiescomm/members.html

**Co-Chair:** VP Administrative Services & Director, Facilities and Modernization

Faculty (6)
Classified Staff (5)
Administration (7)
Students (2)
Ex-Officio (non-voting) (6)
President
VP Academic Affairs
VP Student Services
VP Administrative Services
Associate Vice President, Human Resources and Training:
Associate Vice President, Information Technology:

## International Education Committee

The International Education Committee is comprised of Ohlone College faculty members from a broad array of different disciplines, and management / staff. The International Education Committee is responsible for developing, evaluating and advancing Ohlone College's international education and exchange efforts. These efforts include international student outreach, enrollment and support; intercultural exchange; study abroad; supporting the internationalization of the curriculum; and faculty exchange. The International Education Committee oversees strategic planning with respect to Ohlone College Goal Number 6: Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts and perspectives.

**Meetings:** Typically once a month, Wednesdays from 3:00 or 4:30
**Members:** 5 faculty members

**Chair:** Faculty

## Safety & Emergency Preparation Committee

The purpose of the Safety Committee is to monitor the campus and identify any unsafe conditions. After identifying unsafe conditions, the committee will propose remedial action as appropriate. The committee will make recommendations for rectification of unsafe conditions to the Director of Facilities.

**Meetings**: Meetings are usually the third Thursday of the month during Fall and Spring semesters from 3:00 - 4:30
**Members**: Faculty appointments are for 2 years and are staggered to provide for continuity from year to year.

**Chair:** AVP Human Resources and Training

## Sustainability Committee

**Description:** Goals
1. To infuse environmental sustainability into the culture at Ohlone College and promote a paradigm shift from one of doing less bad to one of doing good
2. Design studies and collect baseline data for long-term monitoring of sustainability indicators
3. Serve as an advisory committee on day-to-day sustainable practices (If you want to know how to be more sustainable call us!)
4. Maintain and update Ohlone sustainability website
5. Think, create and design ways to promote sustainability into every aspect of how we do business.
6. Set achievable goals for our college each semester/ academic year
7. Set long-term goals that are lofty and ridiculously ambitious.
8. Have an impact. Make a difference.

**Meetings:** Twice per month (Thursday at noon) on both campuses via video conference
**Members:** 7 Faculty, 2 CSEA, 4 Management, 2 Students
**Chair:** Faculty

## Technology Committee

The purpose of the Technology Committee is to review and monitor the College's technology strategies and implementations in order to adequately support the technology needs of Ohlone employees and students.

**Meetings**: Third Tuesday of each month, currently 3:30-4:30
**Members**: 2 co-chairs plus 5 to 15 additional members
**Website**: http://www2.ohlone.edu/people2/rsmedfjeld/tech/home.html

**Co-Chairs:** Faculty & AVP Information Technology

# FACULTY SENATE COMMTTEES

## Curriculum Committee

The Curriculum Committee, a standing subcommittee of the Faculty Senate, reviews and makes recommendations on proposals for adding, expanding, deleting, or modifying programs and courses offered by the College. Curriculum Committee membership consists of at least one faculty member from each Academic Division; 2 student members; the Vice President, Academic Affairs; Vice President, Student Services; Division Deans; Director of Curriculum and Scheduling and the Articulation Officer. All faculty members serving on the Curriculum Committee are voting members. Faculty have two-year appointments, which are staggered to provide for continuity from year to year. The chairperson is an elected faculty member who served on the committee the previous year.

**Meetings**: Every 1st and 3rd Monday or each month, 3pm to 5pm
**Members**: 19 faculty members total. Faculty appointments are for two years and are staggered to provide for continuity from year to year.
**Website**: http://www.ohlone.edu/org/curriculumcomm/
**Chair:** Faculty

## General Education Committee

This is an official subcommittee of the Curriculum Committee and is responsible for approving the courses on GE Plan A (reaffirmations and new courses). Additionally, the committee is responsible for developing the overall GE philosophy for the College as well as the definitions and SLOs for each of the seven GE Plan A areas

**Meetings:** 3rd Monday of every month, 3-4:30
**Members: 1 faculty from each division.**
**Website: http://www.ohlone.edu/org/gecomm/**

**Chair:** Faculty

**GE Chair Responsibilities**

1. Coordinate the review and approval of courses for GE Plan A each month as part of 6-year Course Review for all departments.
2. Work with faculty in the creation and completion of GE rationales for their courses as part of 6-year Course Review and GE assessment.
3. Coordinate and facilitate GE committee meetings each month, including preparation of agenda with course GE rationales for committee review. Monthly meeting minutes.
4. Work with the SLOA chair to coordinate assessment efforts, including communication, tracking and documentation.
5. Assess the GE SLO assessment plan on a regular basis.

## Distance Education Committee

This is an official subcommittee of the Curriculum Committee. The primary task is to review courses with any online component before moving to the next step in the approval process. In addition, any matter pertaining to the quality and delivery of online education is discussed, and action items and goals are generated from those meetings.

**Meetings**: Second Monday of the month, 2-3:30 p.m., Newark Campus
**Members:** 4 faculty
**Website**: http://www.ohlone.edu/org/dlcomm/

**Chair:** Faculty

## Student Learning Outcomes and Assessment (SLOA) Committee

This is an official subcommittee of the Curriculum Committee. The SLOA Committee will provide support and serve as resource to programs completing the Program and Discipline Review Process, oversee the implementation of student learning outcomes and assessment in alignment with accreditation standards, assist programs to evaluate the quality and effectiveness of their own assessment processes, and provide a forum to address questions arising from the implementation and use of assessment.

**Meetings**: Meets five times per semester, typically once per month; currently Thur 3-4:30pm or Wed 1:30-3pm.
**Members**: Representation from all divisions and large departments - 13 Faculty (incl. Senate President), 8 Deans, 2 Directors, 1 AVP, VP Academic Affairs. Faculty appointments are for 2 years and are staggered to provide for continuity from year to year.
**Website**: http://www.ohlone.edu/org/sloacomm/

**Co-Chairs:** Faculty and VP Academic Affairs

**Committee Goals:**
1. Provide support and serve as resource to programs completing the Program and Discipline Review Process.
2. Provide ongoing review of the Instructional Program and Discipline Review process.
3. Promote Program Review as a continuous process with ongoing assessment strategies.
4. Oversee the implementation of student learning outcomes and assessment in alignment with accreditation standards.
5. Assist programs to evaluate the quality and effectiveness of their own assessment processes.
6. Evaluate the quality and effectiveness of the overall assessment process.
7. Provide the forum to address questions arising from the implementation and use of assessment.
8. Educate faculty, staff, and administrators on student learning outcomes and assessment.

**Role of the SLOAC Faculty Co-Chair:**
Assist the VP Academic Affairs with the planning of SLOAC meetings and activities.
Assist with planning and documenting faculty work on course and program SLO assessment.
Coordinate the ongoing GE SLO assessment project.
Coordinate the communication and dissemination of faculty and course and program SLO assessments.
Collaborate with the Faculty Development Coordinator on activities to support faculty in student learning outcomes and assessment work.

# FACULTY ADVISORY COMMITTEES

## Equivalency Committee

This is an official subcommittee of the Faculty Senate. The committee makes recommendations to faculty hiring committees regarding the determination of equivalency to minimum qualifications. The committee serves as a campus resource to ensure that faculty hiring committees follow the equivalency process consistently and fairly.

**Meetings**: As needed
**Members**: 3 faculty

**Chair:** Faculty

## President's Advisory Committee on Faculty Position Prioritization

The Dean and one faculty member from each Academic Division will meet at least twice per year to engage in the following work:

- In 2010-11, review the 25 baseline vacancies from the 2008-09 Hiring Freeze and the 2009-10 SERP, and subsequent deaths of two faculty members, and advise on priorities for filling the vacancies over the 10-year period.
- Annually review and advise on the progress of filling the 25 baseline vacancies.
- Annually review new vacancies and advise on filling them.

**Meetings:** To be determined
**Members**: 9 Faculty, 8 Deans, 2 Administrators
**Website**: http://www.ohlone.edu/org/academicaffairs/facultypositionplanning/

**Chair:** Faculty and VP Academic Affairs

## Sabbatical Leave Committee

This is an official subcommittee of the Faculty Senate. The committee reviews applications, interviews applicants, and makes recommendations for sabbatical leaves. This committee reviews and recommends approval of sabbatical leave reports.

**Meetings**: Twice per year
**Members:** 3 faculty. Faculty appointments are for 2 years and are staggered to provide for continuity from year to year.

**Chair:** Vice President of Academic Affairs

## Student Conduct/Academic Appeals Committee (combined committee)

*Student Conduct Board* -- convenes in cases where a student is recommended for suspension or expulsion; the student has the right to request a conduct board hearing.
*Academic Appeals Committee* -- convenes to review and make a recommendation on Student Petitions that are filed by students when their appeals are denied.

**Meetings:** Academic Appeals Committee meets as needed, usually 1-2 times/semester
Student Conduct Board meets only if needed. Usually never meets during the course of the year (rare need).
**Members**: 4 Faculty, 1 Manager, 1 Student

**Chair:** Vice President of Student Development

## Faculty Professional Development Committee

The primary objective of Ohlone College is to create an outstanding learning environment that advances the development, growth, and success of each student. The purpose of the Faculty Professional Development Committee is to design and support professional development activities for faculty in order to provide a broad range of educational approaches and support services necessary to ensure that students achieve their highest potential. Consequently, the mission of Faculty Professional Development is to support quality teaching, learning, and support services for all students by providing the necessary resources for faculty to develop and fulfill career and professional needs and goals. Continuous professional development and training is essential to maintain highly qualified faculty committed to serving the educational needs of students.

**Meetings**: one a month for 1 1/2 hours; Time varies each year to meet members schedule. Currently meet the second Friday of each month from 12:30 – 2:00
**Members:** 6 faculty
**Website:** http://www.ohlone.edu/org/profdev/committee/

**Chair**: Faculty

## Student Awards Ceremony (SAC)

The Student Awards Committee (SAC), a subcommittee of the Ohlone College Faculty Senate, is responsible for the planning and coordination of the Student Awards Ceremony.

**Meetings:** One face-to-face planning workshop is held during Spring flex week, then coordination is facilitated via email between the chairperson and committee members in preparation for the event, which occurs each year in May.
**Members**: 8 Faculty and 1 CSEA
**Website**: http://www.ohlone.edu/org/facultysenate/studentawards/

**Chair:** Faculty

## Basic Skills Coordination Team

Coordinates the basic skills program at Ohlone and acts as a resource to all faculty. The committee has a working Basic Skills Action Plan that is updated and executed each year. The committee has to submit a detailed report to the state each year in October of all the work done and expenses from the previous academic year. This is an ongoing Plan, so the committee will continue to update it as required by the state Basic Skills Initiative. The eventual goal of the committee is to help basic skills students move out of developmental courses and effectively move into transfer-level courses.

Meetings: The general meeting times have been the first Friday of each month at 11:30 in Hyman Hall 206.

Members: Membership is full.

Website: http://www.ohlone.edu/org/basicskills/
**Chair:** Faculty

## Transfer Advisory

Discuss transfer issues as well as develop strategies that will better serve Ohlone students, particularly those who are low income, disabled, and/or first generation college students.

**Meetings:** TBD; Twice per academic year (Fall/Spring)
**Members:** 4 faculty minimum (2 counseling, 2 instructional)

**Chair:** Faculty

## Latin@ Recruitment and Retention Committee

This committee helps facilitate the planning and coordinating of Ohlone's current outreach programs and services to the Latin@ community in our service area (ex. Raza Day, the Puente Project, Chicano Studies, and the Dr. Nina Genera Ohlone Foundation Scholarship).
**Meetings**: Every other Thursday, 4-5pm room 5201
**Members**: 7-9 faculty
**Website:** http://www.ohlone.edu/org/lrrc/

**Chair:** Faculty

# OTHER COMMITTEES

## Student Development Committee (Student Equity, Financial Aid)

The student development committee will be considering ways that we can survey students on actual learning outcomes related to a student services curriculum, improve services at Fremont, Newark and Electronically to support overall student success. This group will also serve to review SS program review materials.

**Meetings:** Bi-monthly
**Co-Chairs:** Vice President of Student Development, Faculty

**Members:** Faculty

## Student Success and Support Programs (Matriculation) Committee

Charged with the evaluation, design and monitoring of the College Matriculation process, this committee is empowered by Board Policy (BP) and Administrative Procedure (AP)5050, as well as Education Code Sections 78210 and Title 5 Sections 55500 et seq. More recently, this committee has been asked to create a college-wide plan to comply with the Student Success Act (SB 1456) which mandates all new students receive core services such as assessment, orientation and counseling/advising. This committee reports through the Student Development Committee to College Council and advises the VP of Student Services regarding appropriate implementation steps.

**Meetings**: Thursdays from 10 – 1130am

**Members**: Faculty (Co-Chair), Dean of Counseling (Co-Chair), Dean of Enrollment Management, Academic Dean, Director of DSPS

Here is our website: http://www.ohlone.edu/org/studentsuccesscomm/meetings.html

## Social Ohlone And Recognition (SOAR)

SOAR is committed to increasing the morale of Ohlone College employees by sponsoring social gatherings, as well as recognizing and acknowledging groups and individuals.

**Meetings:** As needed
**Members:** 4 Faculty, 1 CSEA, 1 manager
**Website:** http://www.ohlone.edu/org/soar/

**Chair:** None

**APPENDIX A**

**Ohlone College**
**Glossary of Planning Terminology**
**Updated, January 2013**

| Planning Term | Definition |
|---|---|
| Administrative Procedure | Administrative procedures implement board policy, laws, and regulations. They address how the general goals of the district are achieved and define the operations of the district. They include details of policy implementation, responsibility, accountability and standards of practice. They are developed and implemented by the CEO, administration, faculty, and staff members; they are not intended to require board action. (CCLC) |
| Annual Planning Cycle | Process of prioritizing Program Improvement Objectives and Institutional Improvement Objectives from the Program and Services Review as a basis for annual college planning. For Program Improvement Objectives that require additional resources, there will be further prioritization as a basis for resource allocation and budget development. |
| Assessment | Strategies for measuring success in achieving: College Goals and Objectives, Student Learning Outcomes (course, program and college levels), Student Learning Impacts, and Program Improvement Objectives. |
| Board Policy | Board Policy is the voice of the board of trustees and defines the general goals and acceptable practices for the operations of the district. It implements federal and state laws and regulations. The board, through policy, delegates authority to and through the chief executive to administer the district. The CEO (President) and district employees are responsible to reasonably interpret board policy as well as other relevant laws and regulations that govern the district. Policy is best expressed in broad statements. It legally binds the district. Therefore, policy statements should be clear, succinct, and current. Policy and procedure manuals should be accessible, useful and up-to-date. (CCLC) |
| College Action Plans | Statements of how the college objectives are going to be accomplished by college programs and service areas, specifying responsibilities and timelines, as appropriate. |
| College Goals | College-wide, big picture directions for the institution. They state what will be achieved but not how. |
| College Objectives | Specific, measurable statements of what will be achieved in one-year increments to reach the college goals. |
| Environmental Scan | An environmental scan is 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. |
| Institutional Improvement Objectives (IIOs) | These are district-wide improvement objectives identified by the President and the Executive staff after reviewing all Program Improvement Objectives and after assessing the more global improvement needs of the district. |

| | |
|---|---|
| Mission | Statement of purpose and scope of the college; externally limited to first two years of college education; defines student population. Primary mission from California Community Colleges includes transfer, basic skills and English as a Second Language, career and technical education, and economic development.<br>Ohlone College Mission:<br>The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed. (Board Approved on 12/13/06.) |
| Program and Services Review | Process by which college programs and services (defined by Activity Center Codes) review and assess their work, following guidelines established by the college, leading to the identification of Program Improvement Objectives. Involves Instructional Programs and Disciplines, Instructional Services, Student Development programs and departments, Administrative Services departments, and the President's Office departments. Program Improvement Objectives identified in Program and Services Review feed into the college's Annual Planning Cycle. |
| Program Achievement Outcome | Give broad overarching direction to the program and support for program improvement. |
| Program Improvement Objectives (PIO) | Measurable objectives identified in Program and Services Review to improve the program or service in support of student learning. The PIO consists of four components: Objective Statement (includes what will be achieved and why); Action Plan (steps and resource requests); Assessment Plan; and Rationale and Relationship to College Goals. The PIOs will be reviewed and revised on a regular basis. |
| Program and Service Action Plans | Steps to achieve program improvement objectives stated in annual sequence, specifying responsibilities and timelines, as appropriate. |
| Resources | Human, technology, equipment, facility and fiscal requirements for achieving college and program improvement objectives. |
| Strategic Planning Cycle | A five-year cycle of using internal and external assessments to review, assess and revise the college mission, vision, values and goals. |
| Student Achievement Outcomes | A series of measures including course completion, course retention, persistence, program completion, and others. |
| Student Learning Outcomes, Course Level | Broad measureable statements of the knowledge, skills, abilities, and attitudes a student will have attained upon course completion. |
| Student Learning Outcomes, Program Level | Broad measureable statements of the knowledge, skills, abilities, and attitudes a student will have attained upon completion of a course cluster constituting a program or discipline.<br>Student Development programs and departments also define Student Learning Outcomes for their areas. |
| Student Learning Outcomes, College Level | At Ohlone these are the student learning outcomes for General Education Plan A. they are broad measureable statements of the knowledge, skills, abilities, and attitudes a student will attain as a result of their Ohlone College experience. Individual courses, programs and services at Ohlone will assist the student in promoting personal, cultural, and intellectual growth, as well as intellectual curiosity and analytical thinking. |
| Student Learning Impacts | Administrative Services, Instructional Services, and President's Office departments identify impacts that their services have on supporting student learning. |
| Values | State what the college holds to be important; form the rationale for college goals. |
| Vision | Statement of where the college is going and what we wish to be in the future as an institution. |

**APPENDIX B.**

## Guidelines for Assessing Instructional Program Review Reports

For instructional program review the following questions can be used to guide the assessment of the review:

Program Description and Scope
Is there a thoughtful and complete description of the program and its scope?
Note: The narrative in this section can vary depending on the general writing ability of the Originator(s). So the analysis is not so much on the writing style but on the content.

College Mission, Core Values, Goals and Objectives
Can you ascertain that the Originator(s) have spent some time thinking about how the program relates to the mission, values, and goals of the college?
Note: Again, writing style can vary but the content is the key.

Program SLOs & Assessment
Are the Program SLOs focused on what students will learn?
Is there an assessment plan?
Has there been assessment activity?

SLO Matrix
Does the matrix include the same number of SLOs from the previous section?
Are the courses that show mastery of most or all of the program SLOs?
Note: Course showing master of all program SLOs can be capstone courses where program and course assessment can be blended.

Course SLO & Assessment
Note: Course assessment is our most recent focus and faculty are being given the option of doing their work outside of CurriUNET.
Is there evidence that course assessment is taking place and being documented either in the module, as an attachment, for from the reviewers knowledge of other strategies?

Student Achievement and Analysis
Have student achievement data been cited?
Has there been thought analysis of the data?

Program Improvement Objectives
Is there at least one PIO?
Are the PIOs stated properly, focusing on the "what" of the improvement rather than on the "how" of the improvement
Note: The "how" of the improvement should be in the Action Plan section.
Is there an Action Plan for each PIO?
Is there evidence of a plan to assess each PIO?
Has there been assessment activity?