

## Executive Summary

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### OVERVIEW

Since the Equity Plan was last submitted in 1994, and revised in 1995, there has been a great deal of progress and institutional commitment towards insuring equity of access, retention and student success. This commitment is expressed in today's College mission and goals, current shared governance process and day-to-day program. Because Ohlone College exists in an extremely diverse population area, these efforts were crucial to the College's growth and success over the last ten years.

These efforts were further enhanced and reinvigorated when the College hired a new President during the summer of 2002. The President, in consultation with the Board of Trustees, leaders of the faculty, staff, administration, and students, formed a new College Council to carry out the shared governance of the District. The newly created College Council decided in summer 2004 to also serve the functions of strategic planning and budget integration, rather than have separate committees for these purposes, as was the case in the past. This will greatly assist in the desired integration of budget with planning as recommended. Already these new strategies have led to a more comprehensive and integrated planning and implementation approach to our Measure A bond projects. This has also involved refinement and redirection of the District's educational and facilities master plans.

To address the recommendation related to College goals, the new College Council facilitated a series of inclusive strategies to gain input from across the College and local communities. These strategies included a college-wide planning symposium and a formal and well-attended community planning forum. In the end, the Board and the administration, in consultation with college governance, defined and clearly communicated a limited number of goals derived from the mission of the College to be pursued over the next five years. A new statement of College vision and core values also resulted from this effort (attached). The issues of open access and inclusiveness and a commitment to reach out to underserved populations as well as a commitment to student success are all included in this document.

The College has just been awarded a Title III grant that coincides and integrates with the redefinition of the District's strategic vision, values and goals. The Title III grant, "Improved Success for Underprepared Students: New Methods and Technologies," outlines the structure that the College is implementing to increase the ability of at-risk students to be successful in the areas that are measured in Student Equity. The Strategic Planning Task Force served as the Title III Advisory Committee during the proposal development and that work helped to further inform the overall planning approach for the College.

## **RESEARCH DATA AND TARGETED GROUPS**

The Ohlone College Student Equity Plan has been prepared using data from the Chancellor's Office, Ohlone College's own database and the US census information available through each district's city website. It also includes information on student perceptions obtained from a student run focus group and a *Faces of the Future* survey.

The plan outlines integrated college goals for equity based on the College's Strategic Plan, Educational Master Plan, as well as Title III and NSF grant proposals.

The community surrounding Ohlone College is broadly diverse especially in terms of Asian and Pacific Islander and Hispanic populations. The white, non-Hispanic Ohlone population has shifted drastically from 58.4 % in 1993 to only 29.9% in 2003. This ratio mirrors the changing demographics of the community. The percentages of each target group has kept pace with the population base with the exception of the Hispanic population which at 11.6%, is actually slightly less than the figure 10 years ago and is lower than the population base all three district cities. The proportion of Asian/Pacific Islander (grouped together) has grown from 25% in 1993 to 44% in 2003 actually over representing this group at Ohlone. African Americans have reached equal representation with the target area.

Course success rates show all traditionally underrepresented groups, particularly African American, Hispanic, and Native American students to be more at-risk than white and Asian students in both course retention and completion. We find the same trends in Basic Skill Progression, degrees and transfer. Generally speaking, African American and Hispanic students tend to have less course success, obtain fewer degrees and certificates, and be less likely to become transfer directed and prepared.

According to the Ohlone College *Faces of the Future Survey*, students ranked as being in highest agreement to the statements that faculty, administrators and non-teaching staff and students 1) treat students in their ethnic or racial group with respect, 2) that they feel they fit into this campus, and 3) that they feel a general sense of safety on the campus. Negative student comments were only in two areas in this section of the survey; stating that they (did not) receive all the help that they needed from financial aid in completing their application and, interestingly, that they could have attended the College without financial aid.

A class project run in 2004 included student run focus groups on issues of equity. The results of that effort were shared with the faculty, administration and Board. An outcome of that study found that students identify increasingly with more than one ethnic or cultural group as a result of a multicultural family and/or school environment. Overall students commented that they had actually chosen Ohlone because of the diversity of the student body and that groups intermingled easily.

## **Executive Summary (continued)**

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Data on Access, Course Success, Basic Skills Progression, Degrees, Transfer, Campus Climate, and Student Learning Outcomes will be monitored to determine improvement and potential intervention strategies.

### **GOALS AND ACTIVITIES**

The plan for Student Equity folds in the comprehensive services and courses that have been developed through Title III, TRIO and other College planning agendas as well as new activities that are planned to meet the needs of those groups identified in the Ohlone's research. The following goals and activities reflect the College's guiding principles that value diversity and equity of our students, faculty and staff.

#### **Access**

1. *Goal: Through strategic and continuous planning, maintain a student body demographic composition that is reflective of the surrounding communities.*
  - Activity 1.1 Continue to support and expand outreach activities both in District and as invited to additional feeder schools. Integrate a team of Admissions, Financial Aid, Counseling, Assessment, and Orientation in all recruitment efforts.
  - Activity 1.2 Engage in strategic and flexible enrollment management to maximize access to entry level and introductory courses.
  - Activity 1.3 Cultivate alternative sources of funding to insure sufficient facilities, programs and services for at-risk groups.
  - Activity 1.4 Institute wait listing technology into registration to allow for demand-driven course scheduling.

#### **Course Completion**

2. *Goal: Improve course completion rates overall with special focus on underrepresented populations.*
  - Activity 2.1 Pilot special support services (TRIO grant program) specifically on 160 low-income, first-generation students.
  - Activity 2.2 Initiate computerized assessment to improve accuracy and flexibility to allow better placement of students into classes (also affects Basic Skills).
  - Activity 2.3 Develop teaching methods and technologies across the curriculum that hold the most promise to improve success of underrepresented prepared students.
  - Activity 2.4 Improve educational planning, procedures and class scheduling to better support students' goals.

## **Executive Summary (continued)**

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### **ESL and Basic Skills Completion**

3. *Goal: Increase the number of students who complete a degree-applicable course after completing the final ESL or Basic Skills Course.*
  - Activity 3.1 Institute an outreach plan for at-risk population in order to increase awareness of instructional support resources (TRIO).
  - Activity 3.2 Revise and create curriculum to enhance persistence and success in ESL and basic skills courses (Title III).

### **Degree and Certificate Completion**

4. *Goal: Increase the number of students in at-risk populations who complete certificates for those that have declared this as their goal.*
  - Activity 4.1 Institute education plan technology for all counselors to utilize with student advisees (Title III).
  - Activity 4.2 Adapt current Academic Standing program to allow for earlier alert and contact for at-risk students.

### **Transfer**

5. *Goal: The College will increase the number of at risk-students that are transfer directed and prepared.*
  - Activity 5.1 Increase the current number of articulation agreements and increase awareness of transfer and concurrent enrollment with university agreements among students.
  - Activity 5.2 Increase the number of students who declare academic majors and provide those students with both automated degree audits and schedule plans.

## **RESOURCES**

The resource budget for student equity activities emanates from a variety of sources. The budget page in the Plan provides more specific information; however, the College is dedicated to finding additional resources (grants, specialized funding and donations).

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