Goals and Activities
GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

GOAL A To further enhance the diversity and inclusiveness at Ohlone College, the college will intentionally pursue recruitment and enrollment of foster youth, veterans, and underrepresented students in science and engineering disciplines.

ACTIVITY

A.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

During the next three years the college will implement a program of outreach targeting high school foster youth. The program will intend to raise awareness among foster youth of both the college’s desire to include and engage this group of students within the college community—to motivate them to continue their education despite challenges thus far encountered—and the unique support systems at the college for foster youth, including in part, priority registration and targeted support. These activities will be guided by the Dean of Counseling and the Dean of Enrollment Services with support from the Director of Financial Aid.

A.2

The college will explore designating a coordinator of veteran’s affairs. This position will be responsible for being the first, and continuing, point of contact for veterans, both applicants and students, and will assist students who are veterans to navigate their collegial experience amidst complex social, financial, and legal challenges from application to graduation and/or transfer. Regular information sessions will be available to update veterans—and staff—on changes in legislation or policies and available financial or support services. This coordinator will build a network of contacts and resources to introduce and encourage veterans to enroll at the college. The college will also explore dedicated space for this veterans’ office. In addition, the college will look to identify a faculty member who is passionate about veterans and veteran affairs to become a mentor and an impartial advocate for veterans in the classroom. These activities will be guided by the Vice President of Student Services, the Dean of Counseling, and the Dean of Enrollment Services with support from the Director of Financial Aid/Veterans Affairs.
A.3
The college will reinstitute its efforts to project the truth that science, engineering, and technology disciplines, specifically engineering, physics, information technology, and multimedia are gender-neutral careers and will purposefully encourage women to enter these fields. Concurrently, the college will promote careers/fields of study in science- and technology-related fields among the underrepresented groups of African Americans and Hispanics in order to ensure that all ethnic groups are equitably represented in the science and engineering disciplines. This message will be exported to high schools as well as popularized on campus.

EXPECTED OUTCOME
A.1.1 Beginning in Spring 2015, work will begin on creating promotional materials designed to inform and challenge foster youth to enroll at Ohlone College and to make them aware of the services the college provides for foster youth. Beginning Fall 2015, outreach to high schools and currently enrolled foster youth will be operational.

By the close of the 2016-2017 academic year, it is expected that enrollment of foster youth will increase by 10% over the baseline 2013-2014 foster youth enrollment of 70.

A.2.1 Beginning Spring 2015 a job description for the veterans coordinator position will be written, based on best practices and reasonable expectations. By Fall 2015 office space will be identified, and promotion of services will begin. Also in Spring 2015 work will begin on creating promotional materials designed to inform and challenge veterans to enroll at Ohlone College and to make them aware of the services the college provides for veterans.

By the close of the 2016-2017 academic year, it is expected that enrollment of veterans will increase by 10% over the baseline 2013-2014 veteran enrollment of 149.
A.3.1 Beginning in Spring 2015, work will begin on creating promotional materials designed to inform and challenge underrepresented groups to enroll in STEM majors at Ohlone College and to make them aware of the career opportunities available to STEM majors. Beginning Fall 2015, outreach to high schools and currently enrolled underrepresented groups will be operational.

By the close of the 2016-2017 academic year, it is expected that enrollment of racially underrepresented students in science, engineering, and technology courses will increase by 1% in each discipline over the baseline 2013-2014 science, engineering, and technology enrollment, and the enrollment of women in technology, engineering, and physics will increase by 5% over the 2013-2014 baselines.

GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL B.1 Through targeted efforts, by the close of the 2016-2017 academic year the course completion rates for African American, Hispanic, and Pacific Islander students in degree applicable transfer and vocational courses will increase to a level where they no longer are performing inequitably.

GOAL B.2 Through the creation or enhancement of support programs and services, by the close of the 2016-2017 academic year the college will provoke improved rates of student success for underperforming underrepresented students, regardless of group membership, in transfer level and vocational courses.

GOAL B.3 Through multiple activities faculty will be informed and supported in knowing, understanding, accessing, and using data that will lead to curricular improvements that are proven to foster student success.

ACTIVITY B.1.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

The college will explore creating and supporting learning communities after the Puente model for African American students and will consider expanding the Puente learning community and extend membership to Pacific Islanders. The African American learning communities will include a
designated faculty member to coordinate the integration of classes, embedded tutors/peer mentors from previously successful African American students, personal development classes that focus on collegiate success given the unique challenges faced by African American students, and extracurricular activities that promote confidence and a sense of belonging within a higher education environment. Puente will continue its similar proven activities and will have the opportunity to be expanded to include a second year experience in 2016-17. These activities will be guided by the Dean of Counseling with guidance from counseling staff and instructional faculty.

B.1.2 The college will continue its pursuit of obtaining designation as an Asian American Native American Pacific Islander Serving Institution (AANAPISI) and will specifically target subsequent grant opportunities that support student success among Pacific Islander students.

B.1.3 All program reviews will be prompted to identify and address issues of disproportionate impact by discipline and by select individual courses. Reviewers must create program improvement objectives (PIOs) to remediate adverse effects within the department, implement and assess those planned interventions, monitoring student improvement that may result. Program review is already an embedded part of the college culture, as is the data disaggregated in ways that enable faculty to assess disproportionate impact. No additional resources are necessary other than those arising from individual PIOs—for which there are already funding mechanisms. Workshops have already been conducted, but will need to continue, to raise faculty awareness of disproportionate impact. Other activities that are a part of this Equity Plan will inform faculty of available programs and services to promote student success.

B.2.1 The college will work toward developing a learning support services program that will entail expanding the academic services of the Learning Resource Center and coordinating student support programs and services for student success, including Early Alert, tutoring, peer mentoring and peer counseling, resources for success, workshops, and extracurricular engagement with faculty. Additionally, the increased scope of the Learning Resource Center will include reinstituting the previously successful Faculty Center for Innovation and Technology as a resource and a support for increased success in the classroom particularly for underperforming underrepresented students. Both from the student services side and the classroom faculty side, this program must be spotlighted so students are aware and are motivated to both solicit and provide help. A culture must be created that not only encourages participation by all students—including those best and brightest—but also encourages peer mentoring among students, both formally and informally. Students know too well the competitive nature of education; but broader success can be provoked when students also cooperate and collaborate. Fostering such interaction among students and with faculty should be integral to all that the Learning Resource Center does.

B.2.2 The college will expand the reach of its currently comprehensive and successful tutoring services by increasing the use of embedded tutors and will coordinate the activities of tutoring across the campuses, including prioritization of tutoring assignments for courses known to have underperforming underrepresented students, personnel to oversee and communicate to classroom faculty and technology upgrades that track and
report to faculty the student needs and the effectiveness of tutoring. Data on tutoring effectiveness will be disaggregated by classes and by populations, and the achievement of students who access tutoring will be assessed compared to students who have not availed themselves of the tutoring services. A tutoring coordinator has been hired and software purchase to be used for tracking has been budgeted. A plan to allow students easy access to the software must be created and implemented, so budgets of time and money must be allocated for cards and card readers—or some similar tracking device; training for students, faculty, and tutors; and for the time involved in amalgamating and analyzing collected data for reasonable use.

B.3.1  More comprehensive, constant, and clear communication will be provided to faculty so they are aware of adversely effected students in their courses and strategies for promoting success among those students. Workshops will be regularly scheduled to inform faculty about opportunities to use tutoring, student peer mentors, accommodation services, and program review data. Additionally, the Faculty Center for Innovation and Technology (FCIT) will be designed to assist faculty development as classroom teachers, as extracurricular mentors, as data analysts, or as volunteer staff within the FCIT (or with any extracurricular opportunity to engage students and provoke student success) will be provided. Dialogue about best practices will be fostered and supported throughout the college, from shared governance groups to Faculty Senate to departmental meetings and ultimately through the Learning Resource Centers that become the hub for engaging faculty and providing skills and resources to promote educational excellence, both among students and faculty, but especially among disproportionately impacted or substandard-performing students. These activities will be guided by the Vice President, Academic Affairs in collaboration with the Faculty Senate and the Vice President, Student Services.

EXPECTED OUTCOME

B.1.1  Beginning Spring 2015, leadership for the African American learning community will be identified, and potential learning community courses and activities will be developed. In Fall 2015, tutors and peer mentors will be identified, classes will be scheduled for Spring 2016, and promotion and recruitment will be ongoing. The first African American learning community will commence Spring 2016.

Also in Spring 2015 the feasibility of implementing a second year of Puente—including scope of mandated participation and course offerings, budget, and leadership—will be considered, with a goal of adding the second year of Puente in the 2016-17 academic year.
By 2016-2017 African American students will be succeeding at rates that are above the college-set minimal standards for course completion and will have resolved the issue of disproportionate impact for African Americans.

**B.1.2** Because the college was unsuccessful obtaining AANAPISI status primarily due to the absence of a single data element on the application, the college certainly expects to receive the AANAPISI designation at the next available opportunity. This can then provide funding sources through grants to provide additional success support services for Pacific Islander students. The application for AANAPISI designation will be submitted December 2014.

**B.1.3** During Spring 2015 a job description for the research analyst will be approved the position will be posted.

The college has already begun the process of meeting with departmental faculty and Deans to review how to analyze program review data for disproportionate impact or adverse effect. Program reviews scheduled for completion during 2014-15 are already expected to respond to the data and to create program improvement objectives to address any adversely affected student groups. Each year this process will continue for all departments scheduled for program review so, by 2016-17, all departments will have completed program review focusing on student equity.

Every adverse effect and planned remediation will differ by discipline, but the overall expectation is that, wherever found, disproportionate impact will be mitigated and, within each department, student success will increase for targeted groups, including for African American students.

**B.2.1** By the end of academic year 2014-2015, a plan will have been completed that describes the learning support program, both philosophically and functionally. This will include identifying location(s), operations, and budget. Job descriptions for the instructional technology position will be created, as well as the enhanced responsibilities expected of the part time library lab technician assignment. Dialogue with faculty to understand their needs for professional development will begin and promotional materials will be developed.

By 2015-2016 the program will be operational both through enhanced student services and expanded Learning Resource Centers, and the resources available through the program will be constantly communicated to students and to faculty, and the participation of both groups fostered. This will include a constant message that the program is designed to provoke success—or greater success—among all groups, but specifically for underperforming underrepresented students.
B.2.2 During Spring 2015 the tracking software will be selected and implemented for use beginning Fall 2015. In 2015-16, data will be gathered and analyzed to assess and improve tutoring services. By 2016-17 the tutoring program will align with the Early Alert program and improved communication among faculty, staff, and students will be available.

Tutoring should be more precisely targeted to student needs when tutors and faculty are able to access prior interaction with the tutoring centers and can identify specific student needs. Comprehensive data will allow identification of achievement gaps within tutoring populations, as well as quantifying specific tutoring needs by discipline or by course. A planned Early Alert program will coordinate with tutoring so students at risk can be referred for academic support and can maintain the possibility of course completion rather than withdrawal or failure. Coordination of tutoring in general should increase effectiveness and provoke higher levels of students who succeed due, in part, to tutoring.

B.3.1 During Spring 2015, Faculty Senate will begin discussion of the scope, purpose, priorities, and programs of the Faculty Center for Innovation and Technology. Discussion will continue among administration and staff involved in implementing and maintaining the FCIT. Dialogue will continue throughout the 2015-16 academic year to identify budgets, professional development needs and opportunities, means of promotion and engagement of faculty, and timeline for implementation. Limited professional development programs will commence Fall 2016, with the goal of opening a comprehensive Faculty Center for Innovation and Technology in the new Academic Core building in 2018.

Faculty will become more aware of, and regularly employ, various programs and services available to them that foster student success. A cadre of faculty will become active in supporting and promoting both student and faculty success through the Faculty Center for Innovation and Technology and will encourage and inspire other faculty—both full time and adjunct—to cooperate and collaborate on activities that provoke better classroom teaching, extracurricular teaching and learning opportunities, and greater engagement with students in ways that help them be successful.
GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

GOAL C.1 Through targeted efforts the course completion rates for African American and Hispanic students in basic skills courses will increase.

GOAL C.2 The college will be proactively involved in early intervention for low performing students and will support increased rates of success at the lowest levels of English and math basic skills courses.

ACTIVITY C.1.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

The college will explore creating and supporting learning communities for African American students designed to lead students through a basic skills sequence after the Puente model. The African American learning communities will include a designated faculty member to coordinate the integration of classes, embedded tutors/peer mentors from previously successful African American students, personal development classes that focus on collegiate success given the unique challenges faced by African American students, and extracurricular activities that promote confidence and a sense of belonging within a higher education environment. For Hispanic students a second year experience of the currently successful Puente program will be considered for 2016-17. The college will also develop a means by which students leaving the college can provide feedback—perhaps by exit interviews or exit surveys—so the college can better understand and mitigate some of the obstacles that prevent course completion. These activities will be guided by the Dean of Counseling with guidance from counseling staff and instructional faculty.

C.1.2 Program reviews in the departments of English and math will be prompted to identify and address issues of disproportionate impact within basic skills courses. Reviewers must create program improvement objectives (PIOs) to remediate adverse effects within these courses, implement and assess those planned interventions, monitoring student improvement that may result. Program review is already an embedded part of the college culture, as is the data disaggregated in ways that enable faculty to assess disproportionate impact. No additional resources are necessary other than those arising from individual PIOs—for which there are already funding mechanisms. Workshops have already been conducted, but will need to continue, to raise faculty awareness of disproportionate impact. Other activities that are a part of this Equity Plan will inform faculty of available programs and services to promote student success.
C.2.1 The college will explore a pilot program to assess the efficacy of requiring that all students placing into lowest level English are required, or at least encouraged, to enroll in a personal development class that focuses on student success in college, similar to the current program required of students on probation. The goal is to identify and remediate early in the student’s college experience any issues hindering success, before the student becomes probationary.

**EXPECTED OUTCOMES**

C.1.1 Beginning Spring 2015, leadership for the African American learning community will be identified, and potential learning community courses and activities will be developed. In Fall 2015, tutors and peer mentors will be identified, classes will be scheduled for Spring 2016, and promotion and recruitment will be ongoing. The first African American learning community will commence Spring 2016.

Also in Spring 2015 the feasibility of implementing a second year of Puente—including scope of mandated participation and course offerings, budget, and leadership—will be considered, with a goal of adding the second year of Puente in the 2016-17 academic year.

By 2016-2017 African American and Hispanic students will be succeeding in basic skills courses at rates that are above the college-set minimal standards for course completion and will have resolved the issue of disproportionate impact for African Americans.

C.1.2 The college has already begun the process of meeting with departmental faculty and Deans to review how to analyze program review data for disproportionate impact or adverse effect. Program reviews scheduled for completion during 2014-15 are already expected to respond to the
data and to create program improvement objectives to address any adversely affected student groups in basic skills courses. Each year this process will continue for all departments scheduled for program review so, by 2016-17, all departments will have completed program review focusing on student equity.

Every adverse effect and planned remediation will differ by discipline, but the overall expectation is that, wherever found, disproportionate impact in basic skills disciplines will be mitigated and student success will increase for targeted groups, including for African American students.

C.2.1 Beginning Spring 2015, data will be gathered to create a baseline assessment of students who initially place into the lowest level English courses and will track the subsequent success of those students over time. Also in Spring 2015, a feasibility study for implementing the recommended pilot program will begin. In Fall 2016, personal development classes aligned with the lowest level English courses will be offered on a limited basis to determine the efficacy of this intervention.

It is expected that with early intervention for at risk students—specifically those who place at the lowest levels of English—course completion rates will increase over time for those students accessed the services and will show greater gains than similar students who did not use the services. Additionally it is expected that fewer students will be placed on probation as a result. A similar trend has been seen already for students attending mandatory personal development classes once the student has been placed on probation, so it is expected this service will help turn things around for students earlier in their academic careers. By 2016-2017 the college will see higher success rates, fewer withdrawals, and increased persistence from students enrolled in basic skills English as they have increased skills and abilities to navigate the college experience.

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL D.
To increase student attainment of degrees and certificates, particularly among African American and Hispanic students, the college will be more intentional in informing and guiding students to set and meet personal goals of educational planning and completion.
**ACTIVITY**

**D.1.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

Better promotion of available degrees and certificates and the advantages of program completion—educationally, culturally, and financially—will be fostered throughout the college. This will include promotion of degrees for transfer and vocational degrees and certificates that support careers, and may take the form of classroom posters, publications, faculty promotion in classrooms and in syllabi, and other means of putting program completion before students in ways both informative and encouraging. Particular efforts will be directed to African American and Hispanic students through their cohort programs. This activity will be guided by the Vice President, Academic Affairs in collaboration with the Dean of Counseling, Public Information Officer, and Faculty Senate. Resources will be necessary for promotional materials, both time and money, as well as inspiration and training for faculty to promote program completion in classrooms.

**D.1.2** Student Planner—a Web-based tool to access degree audit and to create the required individual student education plans—will be introduced in the 2014-2015 academic year. This planner will provide incentive to students to establish personal educational goals and track progress toward those goals. Budget has already been allocated, but significant time will be necessary for promotion, training—both for students and for counselors—programming and troubleshooting, implementation, and tracking. This activity will be guided by the Vice President, Student Services and the Dean of Counseling.
EXPECTED OUTCOMES

D.1.1 Beginning in Spring 2015, work will begin on creating promotional materials designed to inform and challenge students to identify and complete certificates and/or degrees. This will include promotion of all levels of certificates and both CTE or transfer degrees.

Student awareness of, and participation in, establishing educational goals—and understanding the advantages of completing educational programs—will become widespread, and the percentage of students obtaining a degree or a certificate, particularly African American and Hispanic students, will increase over the 2013-2014 rate.

D.1.2 In Spring 2015, implementation of Student Planner will begin, including appropriate programming, training of counselors and evaluators, and testing. During Fall 2015 a pilot group of students by select declared majors will use and provide feedback on the effectiveness of Student Planner, and revisions, updates, and improvements to the program will be made. Beginning Fall 2016, Student Planner will be available to all students.

In accord with the Student Success and Support Program (SSSP), students will create comprehensive educational plans and will be more intentional in selecting the courses in which they enroll. Additionally, more students, particularly African American and Hispanic students, will complete degrees and certificates compared to current rates.
GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

GOAL E.

Despite having one of the highest transfer rates in the state, Ohlone College will maximize the use of new transfer opportunities for students in order to promote yet higher rates of transfer.

ACTIVITY E.1.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Using multiple venues to communicate with students—including publications, posters, email, Web and social media postings, and face-to-face contact in various settings—the college will increase student awareness of transfer opportunities, focusing intentionally on the 21 associate degrees for transfer that have recently been developed. The combination of streamlined major requirements that have been developed in collaboration with the CSU system and the availability of Student Planner for student tracking of progress toward a transfer degree make the task of preparing to transfer much more understandable and, in some majors, much more doable. The college will continue its successful efforts to excel as a transfer institution, but with ADTs students now have more majors from which to choose and certain enrollment priorities at a CSU campus once they transfer. The college has already made the investment of resources in getting the current ADTs created and approved, but additional resources will be needed as subsequent transfer degrees are released. Keeping transfer options before the students is an ongoing function of the current Transfer Center, but additional work is warranted with the new opportunities and may require some, albeit small, budget support. This activity will be guided by the Dean of Counseling with assistance from the Transfer Center. As new ADTs are approved, discipline faculty and their respective Deans will be involved in contributing to attaining this goal.

E.1.2 Student Planner—a Web-based tool to access degree audit and to create individual student education plans—will be introduced in the 2014-2015 academic year. This planner will provide incentive to students to establish personal educational goals—including transfer with or without completing an associate degree—and track progress toward those goals. Budget has already been allocated, but significant time will be necessary
for promotion, training—both for students and for counselors—programming and troubleshooting, implementation, and tracking. This activity will be guided by the Vice President, Student Services and the Dean of Counseling.

EXPECTED OUTCOME E.1.1 Beginning in Spring 2015, work will begin on creating promotional materials designed to inform and challenge students to identify and complete transfer degrees, particularly the newly approved Associate Degrees for Transfer (ADTs).

The college will witness an increase in the number of students transferring and, for those who avail themselves of the ADTs, more graduates in majors where previously there had been no degree available.

E.1.2 In Spring 2015, Implementation of Student Planner will begin, including appropriate programming, training of counselors and evaluators, and testing. During Fall 2015 a pilot group of students by select declared majors will use and provide feedback on the effectiveness of Student Planner, and revisions, updates, and improvements to the program will be made. Beginning Fall 2016, Student Planner will be available to all students.

In accord with the Student Success and Support Program (SSSP), students will create comprehensive educational plans and will be more intentional in selecting the courses in which they enroll. Additionally, more students, particularly African American and Hispanic students, will transfer compared to current rates.