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DDAS Update on Student Equity Plan

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Who are our students?

**Generation Z (1995-2010)**

- 72% under age 25 with modal age of 19
- 25% are First-Generation

- Digital natives & Tech innate: 5 screens
- Blended (race & gender)
- Communicate with images
- Want to make stuff and solve problems
- Future focused
- Realists
- Collectivists
- Speed in communication & speed/access of digital tools matters to them
- They read less than 20% of text
- Spend 4.4 seconds for every 100 words on the page
- Micro-moments (short attention spans of 6-8 seconds)

Ghada Masri, Ph.D.  Dean of Social Sciences

*Ohlone College, Environmental Scan, March 2019. Seemiller, C. et al., Generation Z Goes to College, 2016.*
Initiatives Impacting Enrollment

Equity
- Multicultural Center
- First Year Experience
- Summer Bridge

Accreditation – Quality Focused
- Essay Projects

Program Mapping / Scheduling (GP)
- First Year Experience Programming (Equity)

First Year Experience

Institutional Improvement Objectives

Developing More User Friendly Data Systems for Program Analysis

Integrated Professional Development Planning

Noncredit Programs

Guided Pathways
- Meta Majors
- Program Mapping / Scheduling
- Data Coaches

Other
- Consistent Start Times in Schedule of Classes
- College Hour Discussions
- Noncredit
- Career Education Marketing / Outreach
- Dual Enrollment Assessment
Use Data and Research to Design New Activities

Implement New Activities

Assess and Improve or Remove Activities

• First Year Experience
• Multicultural Center

Focus on African American, Latino and First Generation Students
Focus on Retention

Fall to Spring Persistence Same College, 2017-18

Degree/Transfer Students Who Left the College

- Asian, 506
- Latino/a, 502
- White, 274

- African American, 83
- Filipino, 141

- Continued
- Left
Colleges are complex organizations with many different policies, practices and people that can overwhelm students.

Study participants highlighted the impact of having people on their campuses who helped them physically navigate their institution.

Help students navigate their way through the different offices, programs, and services at the college.

Why it is Important

• Research shows that student retention and persistence in the first year is important to successful outcomes such as degree completion and transfer (metrics in the funding formula!).

• The work of improving course retention and college fall to spring persistence involves the whole college, all employees.

• Each interaction with our students - whether from a grounds keeper or a records specialist - has an important impact on retention and persistence.
Questions?