

executive summary of the substandard, an assessment of what we are doing exceptionally well, and suggestions for improvement. April Merritt and Mike Bowman will send out assigned meeting times along with guidance on what to present.

- **Question:** Do you want a PowerPoint or talking points? **Answer:** Talking points. **Comment:** We should have all the standards on one slide. **Question:** Are we doing them all in one day? **Answer:** No. Standards I and IV are on April 22nd, and Standards II and III are on May 13th. **Comment:** We should have some additional discussion after the accreditation process is over so that we can learn from our mistakes. **Comment:** The Process Assessment Committee will look into that. **Question:** Should both co-leads be here to present? **Answer:** At least one. **Question:** What about co-chairs? **Answer:** Preferably both will be present.

4. Accreditation

- Student Equity and Achievement Co-Chairs Andrew LaManque, Vice President of Academic Affairs/Deputy Superintendent (interim), & Alison Kuehner, faculty member, led a discussion about the focus of the QFE section of the accreditation draft.
 - Per the ACCJC Guidelines, "...the institution will identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement. Based on the areas identified, the institution will plan two or three action projects which are intended to have a positive impact on improving student learning and/or student achievement over a multi-year period." This is the Quality Focused Essay (QFE). Four topics were proposed and discussed: improve awareness of academic integrity policies; improve equity of student outcomes through expansion of student cohort models; improve scheduling to facilitate persistence; and improve the design of the canvas interface to provide a consistent student experience. The topics are to come out of the accreditation standards.
 - **Comment:** Students have come to me asking about improved scheduling. **Comment:** That is good since it came from the students. **Comment:** We have stuff in play for items 1 and 3. We have been working on those already. These have been collaborative items that we are already building upon. We can use the QFE to capture this and get more information for us, too. **Comment:** I wonder how much our good intentions could be stymied by a third party vendor. **Comment:** You want to have definitive outcomes. With item 3, you really get that. That is my two cents. **Comment:** Scheduling is a big thing with my conversations with students as well. I think that all of these will improve the student success metrics. It will help us achieve our vision for success. **Comment:** With regards to item 1, does that sound good? **Comment:** This is something we deal with in the academic community. Original work is what we base our work on. **Comment:** It is institutional because it involves student services through orientation and other ways too. **Question:** Can you demonstrate there is an improvement with item 1? I would greatly support this one. It is more than deans and a cohort of faculty. There is already momentum behind it. We can have simple strategies at the grassroots level. Items 1 and 3 are relevant, purposeful choices. **Comment:** I hear consistency with items 1 and 3. Definitely item 3. We are taking this item to the Academic Senate, too.

5. Student Equity Plan

- Student Equity and Achievement Co-Chairs Andrew LaManque, Vice President of Academic Affairs/Deputy Superintendent (interim), & Alison Kuehner, faculty member, presented the first reading of the Student Equity Plan.
 - The college is writing a new three-year Student Equity Plan. The Plan is due on June 30th to the Chancellor's office. There are five metrics included in the plan that relate to disaggregated data: 1. Access (did students actually enroll?) 2. Persistence (did students continue from fall to spring?) 3. Transfer (did students continue to a four year institution?) 4. Year 1 completion of transfer level math and English, and 5. Attainment of Degree's/certificates. Student Equity focuses on student groups who are not succeeding at the same rates as other students (disproportionately impacted). The Chancellor's Office defines student groups and provides colleges with data to show disproportionate impact. The Chancellor's Office also defines areas (metrics) colleges must consider. The presentation lists Ohlone's metrics and disproportionately

impacted student groups. The draft equity plan will address student groups identified, with particular attention being paid to African American, Latino and First Generation students. These groups are represented in two or more categories and/or represent a significant population of students at Ohlone. Please see *Draft Student Equity Plan Presentation* for a detailed overview of the plan.

- **Comment:** After the last meeting of the Student Equity and Achievement committee, I realized the focus is more than just equity. The plan doesn't really address equity needs. That feels like a piece we have not focused on. **Comment:** That was the entire focus of the previous plan. This is new plan. It is a new lenses that we are supposed to look at. **Comment:** The multi-cultural center seems like a good idea. We are known as 'A-lone'. There is a lack of sense of community for students, faculty, and staff. There is an emphasis for this for faculty and staff, too. It is the qualitative data not just quantifiable data. **Question:** Is there a meeting room in the new building? **Comment:** I thought about Student Services being like a multi-cultural center. It will be more efficient. You will save money. By centralizing similar activities across groups, staff can attend to students in more cost effective ways. When you merge, it might actually be more equitable. A multi-cultural center helps students. But, it also allows students to get an understanding of each other. It is the place where you can bring everyone together. I am for it. **Comment:** Take the 'A-lone' out of Ohlone. **Question:** You get this giant bucket of a million ideas or do you really sink you resources into one or two things and do them well? **Comment:** We do have five areas listed in the plan. **Question:** What is done with any of the money that is left over? **Answer:** The committees are working together. We now have one committee. We have been looking at this from the equity plan perspective. We have not formally brought in SSSP regarding the budget. **Comment:** I attended a webinar. The Chancellor's office perspective is that we shift personnel to align them with new plan. So if the goal shifted, we would move them to a new position within the plan. **Comment:** You could take the existing positon and repurpose it.

6. Funding Formula

- Farhad Sabit, Executive Director of Business Services, presented an update on the Funding Formula.
 - See *2019-2020 Budget Update* for most recent information on the new funding formula. The presentation included an overview of three scenarios – do nothing, optimistic, and realistic.
 - **Question:** It appears that declining enrollment and the new funding formula are being lumped together. We are looking at them as though they are the same problem. Are we going to separate those out? There are at least two or three issues that we are lumping together. They all have very different solutions to them. **Answer:** That is a good point. If you look at the three-prong approach, you see that items are being addressed separately. The items are separated out in the presentation. In terms of numbers, they are lumped together. **Question:** How do we get more exposure to the detailed numbers? **Answer:** At the end of the day, we can talk about solutions and break it down. There is a gap of \$6.7 million dollars. That will be the outcome. It needs to be addressed from all sides. **Comment:** Realistically, Ohlone will not be an 8,200 FTES college. **Comment:** I am happy to walk through all the numbers. There are a lot of moving parts. **Comment:** We have set up check points in September and March to make sure we are on track. We will be doing that. The website has been updated, too. **Question:** If we have input or questions, what is the best way to get that question answered? **A:** Go to the website (www.ohlone.edu/scff) and enter your question. There is a form, and you can remain anonymous.

7. Strategic Plan Updates

- This item was tabled due to time constraints.

8. Looping

- This item was tabled due to time constraints.

9. Heard it Through the Grapevine/Suggestions for Future Topics

- This item was table due to time constraints.

ADJOURNED: 4:39 p.m.

Spring/Summer 2019 Meetings:

Fremont Campus / Room 7101, Mondays at 3:00 – 4:30 p.m. (unless noted)

- ~~January 23 (workshop Fremont 19-107)~~
- ~~February 11~~
- ~~February 25~~
- ~~March 11~~
- ~~April 8~~
- April 22 (3:00 pm – 5:00 pm)
- May 13 (3:00 pm – 5:00 pm)
- June 10