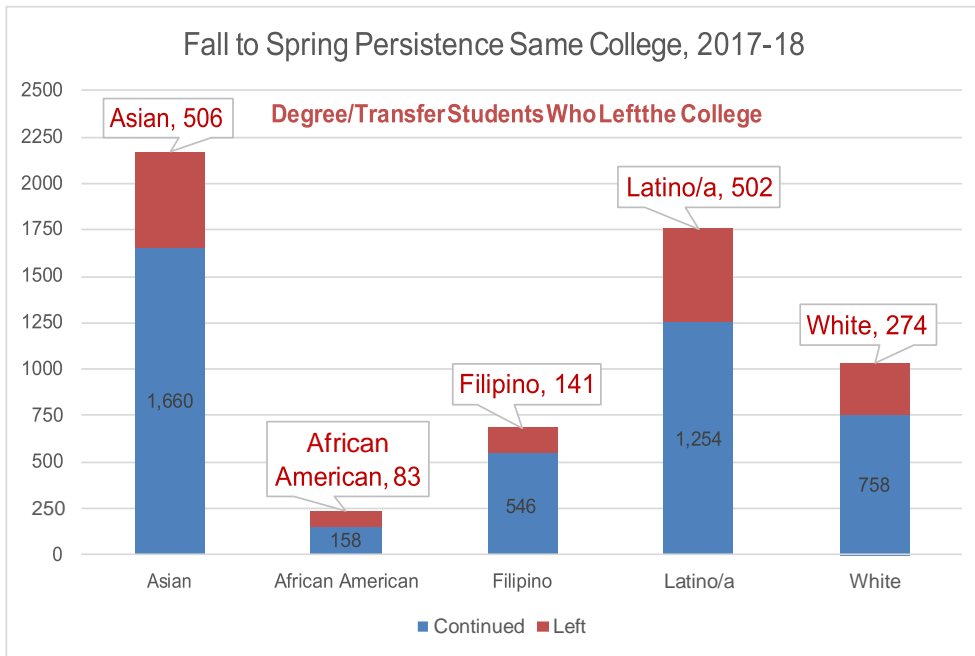


The data in the graph below were pulled from the Chancellor’s Office Student Success dashboard and indicates that each fall nearly 1,500 degree/transfer seeking students leave the college without obtaining a certificate or degree, or without transferring. Many of these students are first time to Ohlone, are from underrepresented groups, and most are leaving without completing transfer level math and English, including those from our target populations. The data demonstrate the opportunity the college has to support increasing numbers of students to persist from fall to spring. Increased persistence will not only lead to higher numbers of students obtaining certificates, degrees, and transfer, but should result in increased apportionment revenue under the new funding formula from improved outcomes as well as FTES.



The priorities for the Ohlone College Student Equity Plan are to increase fall to spring persistence rates as well as first year college math and English completion, for African American, Latinx, and First Generation students.

To achieve these goals the plan calls for the development of a First Year Experience program that includes both curricular and noncurricular activities. The plan also calls for the creation of Summer Bridge or Math Jam programs so students can enter courses with the necessary skills to succeed. An Honor’s Program aimed at DI students is also identified in the plan as a priority for supporting increases in the number of students that persist their first year and ultimately transfer to bachelor degree programs.

The plan calls for the creation of a Multicultural Student Center to serve as a hub for resources and activities for students at the college. The focus of this student-centered space will be on supporting and empowering disproportionately impacted student groups to succeed at Ohlone. The Multicultural Student Center is envisioned to be staffed by a full-time coordinator who will bring together existing services and communities such as student

mentors, the Career Center and the Veteran's Center, and Puente, Umoja, Equity in STEM. The coordinator will organize student workshops, campus-wide events and activities for students. The Multicultural Student Center would occupy a physical space on campus in order to build community and create a safe, welcoming space for DI student groups.

In summary, the plan includes four major action items:

- Creation of a Multicultural Student Center to serve as a hub for DI students, staffed by a full-time coordinator working with other equity serving support services on campus.
- Development of a First Year Experience program that includes curricular and noncurricular activities to support persistence of African American, Latinx, and First Generation students.
- Creation of Summer Bridge Programs to increase the percentage of DI students who complete college level math and English in their first year.
- Establishment of an Honor's Program aimed at DI students to help with persistence and transfer.

Equity Plan Activities

I. Access: Successful Enrollment

Goal: By 2020, improve access by 20% over the 2017 baseline for historically underrepresented student groups, consistent with the goals of Vision for Success

Student Groups: African-American; Foster Youth; White

Data: African American: Baseline 642 | Goal 771

Foster Youth: Baseline 99 | Goal 120

White: Baseline 2554 | Goal 3065

YEAR 1 – Use Data and Research to Design New Activities

- A. Examine the development of a Multicultural Student Center to include a coordinator, physical space on campus, and activities pertaining to successful enrollment of DI students. (Student Equity and Achievement Workgroup)
- B. Examine the best approach (staffing, location, etc) for conducting application and financial aid workshops to assist students in completing the application via CCCApply and securing financial support for college. (Student Services/ Outreach)
- C. Examine data to develop an outreach program aimed at communities within the district with relatively higher percentages of DI students, including first generation students. (Institutional Research)
- D. Develop a marketing/outreach plan that targets middle school, high school, and continuation schools and that uses successful programs, including Puente, Umoja, and Equity in STEM; college courses that may have particular appeal for DI students, such as Chicano Studies, Ethnic Studies, African American Studies, LGBTQ Studies, and the Social Justice ADT; student testimonials, such as the Student Voices Videos; and college clubs and organizations, such as A2Pi, Black Student Union, MEChA, SACNAS, Genders & Sexualities Alliance (GSA), Society of Women Engineers Collegiate Interest Group (SWE), that DI student populations may be drawn to. (Outreach/Marketing)

YEAR 2 – Implement New Activities

- A. Develop a Multicultural Student Center to include a coordinator, physical space on campus, and activities pertaining to successful enrollment of DI students. (Student Equity and Achievement Workgroup)
- B. Develop application workshops to assist students in completing the application via CCCApply. (Student Services/Outreach)
- C. Implement a marketing/outreach plan, based on data, that targets middle school, high school, and continuation schools and that uses information about financial aid, successful programs; college courses; student testimonials; and college clubs and organizations that DI student populations may be drawn to. (Outreach/Marketing).

YEAR 3 – Assess and Improve Activities

- A. Assess the effectiveness of a Multicultural Student Center and the coordinator to successfully enroll DI students. (Student Equity and Achievement Workgroup)
- B. Assess the effectiveness of application workshops to assist students in completing the application via CCCApply. (Student Services/Outreach)
- C. Assess the impact of efforts to attract targeted student populations, such as successful programs; college courses; student testimonials; and college clubs and organizations to

reach targeted groups and to attract DI students to the college. (Institutional Research)

II. Retention (Persistence): Fall to Spring All Students

Goals: By 2020, increase retention and persistence rates of historically underrepresented and disproportionately impacted student groups by 20% over the 2017 baseline, consistent with the goals of Vision for Success.

By 2020 increase success rates of historically underrepresented and disproportionately impacted student groups by 20% over the 2017 baseline, consistent with the goals of Vision for Success.

Student Groups: African-American; First Generation; LGBT; Veterans

Data: African-American: Baseline 205 | Goal 246

First Generation: Baseline 2123 | 2559

LGBT: Baseline 177 | 213

Veterans: 95 | 114

YEAR 1 - Use Data and Research to Design New Activities

- A. Plan the development of a Multicultural Student Center staffed by a full time coordinator to coordinate activities and services pertaining to persistence and success of DI students. (Student Equity and Achievement Workgroup)
- B. Examine the development of an Ohlone First Year Experience Program expanding upon and linking to existing programs: Veteran's Center; Umoja Scholars; Puente Project; Equity in STEM; Tutoring Services that includes curricular as well noncurricular components. (Student Equity and Achievement Workgroup)
- C. Provide disaggregated data in program review; provide training for faculty and staff to understand the data, with a focus on persistence of DI students. (Institutional Research, VP Academic Affairs)
- D. Examine the development of a student mentorship program with mentors prioritized for DI student groups. (Associated Students of Ohlone College, Student Equity and Achievement Workgroup)
- E. Plan for professional development to encourage faculty to learn about stereotype threats and best practices for increasing diversity and inclusion in classroom pedagogy and curriculum. (Professional Development)

YEAR 2 - Implement New Activities

- A. Develop a Multicultural Student Center staffed by a full time coordinator to coordinate activities and services pertaining to persistence and success of DI students. (Student Equity and Achievement Workgroup)
- B. Develop First Year Experience Program with a focus on underrepresented and DI students. (Student Equity and Achievement Workgroup)
- C. Continue to provide disaggregated data in program review; provide training for faculty and staff to understand the data, with a focus on persistence of DI students. (Institutional Research, VP Academic Affairs)
- D. Use student mentors to support DI student populations. (Associated Students of Ohlone College)
- E. Implement professional development to encourage faculty to learn about stereotype threats and best practices for increasing diversity and inclusion in classroom pedagogy and curriculum, such as an Equity Day for all faculty and staff. (Professional Development)

YEAR 3 -- Assess and Improve Activities

- A. Assess efforts of a Multicultural Student Center and the full time coordinator to create and sustain activities and services pertaining to persistence and success of DI students. (Student Equity and Achievement Workgroup)
- B. Evaluate the efficacy of a First Year Experience Program on the persistence and success of underrepresented and DI students and revise the program accordingly. (Institutional Research)
- C. Continue to provide disaggregated data in program review; assess the effectiveness of programs that have been provided data to improve the retention of their DI students. (Institutional Research, VP Academic Affairs)
- D. Assess the effectiveness of a student mentorship program with mentors prioritized for DI student groups to help DI students persist and succeed at Ohlone. (Associated Students of Ohlone College, Student Equity and Achievement Workgroup)
- E. Assess the effectiveness of professional development to encourage faculty to learn about stereotype threats and best practices for increasing diversity and inclusion in classroom pedagogy and curriculum. (Professional Development)

III. Transfer to a four-year institution

Goal: By 2020, increase by 20% over the 2017 baseline the number of historically underrepresented and disproportionately impacted student groups who transfer to a UC or a CSU, consistent with the goals of the Vision for Success initiative.

Student Groups: Filipino; Latinx

Data: Filipino: Baseline 95 | Goal 114

Latinx: Baseline 211 | 254

YEAR 1 - Use Data and Research to Design New Activities

- A. Examine the development of a Multicultural Student Center to include a coordinator, physical space on campus, and activities pertaining to transfer to four-year institutions for DI students. (Student Equity and Achievement Workgroup)
- B. Improve promotion and marketing of existing Transfer Agreement to Historically Black Colleges and Universities by examining student data on transfer using National Student Clearinghouse. (Outreach/Communications/Institutional Research/Transfer Center)
- C. Examine DI student groups' possible participation in an Honor's Program. (Honors Faculty)
- D. Develop faculty training on student transfer requirements for DI groups. (Transfer Center)
- E. Plan classroom visits from Counselors, Financial Aid staff, and student mentors, with a focus on transfer and on DI student populations. (Counseling/Financial Aid/Transfer Center)
- F. Organize trips to four-year colleges for DI students. (Transfer Center)

YEAR 2 - Implement New Activities

- A. Development of a Multicultural Student Center staffed by a full time coordinator to coordinate activities and services pertaining to transfer of DI students to a four-year institution. (Student Equity and Achievement Workgroup)
- B. Promote and market Transfer Agreement to Historically Black Colleges and Universities (Outreach/Communications/Institutional Research/Transfer Center)
- C. Promote Honor's Program for DI student groups. (Honors Faculty)
- D. Provide faculty training on student transfer requirements for DI groups. (Transfer Center)
- E. Organize classroom visits from Counselors, Financial Aid staff, and student mentors, with a focus on transfer and on DI student populations. (Counseling/Financial Aid/Transfer Center)
- F. Continue trips to four-year colleges for DI students. (Transfer Center)

YEAR 3-- Assess and Improve Activities

- A. Assess efforts of a Multicultural Student Center staffed and the full time coordinator to coordinate activities and services pertaining to transfer of DI students. (Student Equity and Achievement Workgroup)
- B. Assess effectiveness of marketing Transfer Agreements to Historically Black Colleges and Universities on transfer of DI students from Ohlone. (Outreach/Communications/Institutional Research/Transfer Center)
- C. Assess effectiveness of an Honor's Program to increase transfer rates for DI student groups. (Honors Faculty, Institutional Research)
- D. Assess effectiveness of faculty training on student transfer requirements for DI groups on their transfer rates. (Transfer Center)

- E. Assess effectiveness of classroom visits from Counselors, Financial Aid staff, and student mentors, on the transfer rates of DI student populations. (Counseling/Financial Aid/Transfer Center)
- F. Assess the impact of trips to four-year colleges for DI students on their transfer. (Transfer Center)

IV. Completion of transfer level math and English within the first year

Goal: By 2020, increase by 20% over the 2017 baseline the number of historically underrepresented and disproportionately impacted student groups who complete transfer-level math and English within one year.

Student Groups: Disabled; First Generation; Latinx

Data: Disabled: Baseline 10 | Goal 12

First Generation: Baseline 58 | 70

Latinx: Baseline 40 | 48

YEAR 1- Use Data and Research to Design New Activities

- A. Examine the development of a Multicultural Student Center to include a coordinator, physical space on campus, and activities pertaining to the completion of transfer-level math and English for DI students. (Student Equity and Achievement Workgroup)
- B. Collect and disseminate disaggregated data to better understand the impacts of AB705 on DI student persistence and success in first year math and English (Institutional Research)
- C. Target tutoring for SAS and EOPS students; embedded tutoring support for students in Umoja, Puente, and Equity in STEM. (Tutoring Director)
- D. Explore the creation of Math Jam or summer bridge programs (possibly in coordination with Puente, Umoja, EOPS, Equity in STEM) to prepare students for transfer-level math and English with a focus on supporting DI students (Math, English, ESL, VP Academic Affairs)

YEAR 2 - Implement New Activities

- A. Development of a Multicultural Student Center staffed by a full time coordinator to coordinate activities and services pertaining to completion of transfer level math and English for DI students. (Student Equity and Achievement Workgroup)
- B. Offer professional development for math and English faculty, but especially for new faculty and part-time faculty, with a focus on supporting DI students. (Math, English, Professional Development Committee)
- C. Implement tutoring for SAS and EOPS students; embedded tutoring support for students in Umoja, Puente, and Equity in STEM. (Tutoring Director)
- D. Implement Math Jam or summer bridge programs that prepare DI students for transfer-level math and English (Math, English, ESL, VP Academic Affairs)

YEAR 3-- Assess and Improve Activities

- A. Assess efforts of a Multicultural Student Center staffed and the full time coordinator to improve completion rates of DI students in transfer level math and English. (Student Equity and Achievement Workgroup)
- B. Continue professional development for math and English faculty, but especially for new faculty and part-time faculty, with a focus on supporting DI students. (Math, English, Professional Development Committee)
- C. Assess effectiveness of tutoring for SAS and EOPS students as well as for embedded tutoring support for students in Umoja, Puente, and Equity in STEM. (Tutoring Director)
- D. Assess effectiveness of Math Jam or summer bridge programs to prepare DI students for transfer-level math and English (Math, English, ESL, VP Academic Affairs)

- V. Earned credit certificate over 18 units, associate degree, CCC bachelor's degree**
Goal: By 2020, increase the number of degree-, certificate-, and transfer-attaining students by 20% over 2017 baseline, consistent with the goals of the Vision for Success initiative.

Student Groups: African-American; LGBT; Veterans

Data: African-American: Baseline 30 | Goal 36

LGBT: Baseline 23 | Goal 28

Veterans: Baseline 10 | Goal 12

YEAR 1- Use Data and Research to Design New Activities

- A. Examine the development of a Multicultural Student Center to include a coordinator, physical space on campus, and activities earning certificates and degrees for DI students. (Student Equity and Achievement Workgroup)

YEAR 2 - Implement New Activities

- A. Development of a Multicultural Student Center to include a coordinator, physical space on campus, and activities earning certificates and degrees for DI students. (Student Equity and Achievement Workgroup)

YEAR 3-- Assess and Improve Activities

- A. Assess efforts of a Multicultural Student Center staffed and the full time coordinator to improve completion of degrees and certificates for DI students. (Student Equity and Achievement Workgroup)

Ohlone College Student Equity and Achievement (SEA) Tentative Budget

April 29 2019

2019-20

Equity

3SP

Access		
Student Voices Videos	2,000	
Outreach Coordinator (50%)		33,247
Dean of Enrollment Services		67,206
Enrollment Services Specialist		14,418
Enrollment Services Specialist/Evaluator		23,659
Assessment Specialist		71,690
Orientation Coordinator (50%)		33,247
Printing (includes Athletics)		16,859

Persistence		
Multicultural Center Coordinator (est Salary and Benefits)	150,000	
Multicultural Center Support	10,000	
First Year Experience (Stipends, PD/Travel)	10,000	
Disaggregated Data Tool (software fee)	10,000	
Student Mentorships (Student Stipends)	10,000	
Course Coordinator Stipends	12,000	
Workshop Stipends	17,000	
Benefits	5,984	
Umoja Faculty Coordinator	22,011	
Benefits	7,500	
Umoja Professional Development	5,000	
Umoja Travel/Conference	10,000	
Umoja Direct Student Support	2,500	
Umoja Publication/Outreach	2,500	
Equity in STEM Faculty Coordinator	2,500	
Equity in STEM Professional Experts	10,000	
Benefits	2,969	
Equity in STEM Conference/Travel	10,000	
Equity in STEM Publication/Outreach	2,000	
Puente Faculty Coordinator	18,277	
Benefits	3,890	
Puente Travel/Conference	10,000	
Student Worker	5,000	
Benefits	65	
Embedded Tutoring	97,159	
Benefits Tutoring	2,841	
Tutoring Director	119,751	
Benefits	35,650	
Professional Expert	6,000	
Benefits	543	
DSPS Accommodate Software		
Career Center Student Internships		
Book Vouchers for Notetakers	10,000	
Notetakers	1,000	

Veterans Center Coordinator	32,040		
Benefits	9,780		
Veterans Center Travel/Conference	2,500		
Veterans Center Publication/Outreach	1,500		
Benefits	8,965		
Student Success Coordinator		73,196	
Degree & Certificate Completion			
Adjunct Counselors		470,361	
Full-time Counselors		62,145	
Peer Mentors		18,718	
Full-time Counselor/Special Program		124,185	
Professional Development/Conferences/Travel		5,452	
Complete Transfer Math and English			
Summer Bridge (Stipends, PD/Travel)	10,000		
Transfer			
Honors (Stipends, PD/Travel)	10,000		
Campus Climate & Institutional Effectiveness			
Equity Coordinator	50,000		
Benefits	10,000		
Instructional Supplies/Materials	2,000		
LRC Support Technician	26,010		
Benefits	13,490		
ODIAC Student Equity Events (incl. Equity Panels)	12,000		
Research Analyst	54,309	77,653	
Benefits	20,550		
PD Conference/Travel	55,000		
Professional Development	30,000		
SSSP Faculty Coordinator			
Other Computer Software/Contracts		100,759	
Supplies		14,108	
Administrative Systems Analyst		113,525	
Applications Administrator		104,511	
Junior Programmer/Analyst		22,640	
Curriculum Scheduling Coordinator		15,510	
Total Budgeted	962,283	1,463,090	2,425,372
Equity and Basic Skills est allocation	844,160		
Equity and Basic Skills One Time (estimated)	200,000		
Equity and Basic Skills Available (est)	1,044,160		
	Ongoing Allocation 3SP:	1,640,457	Total: 2,484,617
Total SEA Ongoing and One time		2,684,617	