

Metric	Current (2017-2018) Baseline Data for Overall Student Population	Goals for Overall Student Population (3 year goals/By 2022)	***Activities that support the goal
<p>Access: Successful Enrollment</p> <p>Definitions: "Among all applicants, the proportion who enrolled in the same community college in the selected year," OR "Among all applicants, the proportion who enrolled at any community college in the selected year." Source: Cal-PASS Plus Launchboard</p>	<p>Count of students enrolled at the same community college after applying 6,311/14,942 (42%)</p> <p>Count of students enrolled at any college after applying 7,911/14,942 (53%)</p>	<p>Increase the total number of students who enroll at the same community college after applying by 5% (316 more students). Target N = 6,627</p>	<ul style="list-style-type: none"> • FT classified outreach staff provide workshops on campus & at high schools; online & in-person orientations; • Classified marketing specialist will advertise OC programs, 2 year promise and future pathways; • Financial aid specialist to assist with FinAid FAFSA/ Dream Act presentations at feeder schools and with walk in students; • Online & in-person assistance w/application completion/submission through Welcome Center & Admissions & Records; • AB705 multiple measures & guided self-placement implementation and information dissemination; • Learning Disabilities Specialist (LDS) support for connecting students to EAC support services; • Collaboration with OUHSD for outreach events like OC Fridays; OC Nights, CondorFest, campus tours, high school site visits for application workshops, student portal set-up, & OC Promise Workshops • First Year Experience (FYE) summer program and year round activities • 1st STEP Center onboarding activities to assist with picking a path and registering for classes
<p>Retention: Fall to Spring</p> <p>Definition: "Among all students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution," OR "Among all students, the proportion retained from fall to spring in the selected year at any community college, excluding students who completed an award or transferred to a postsecondary institution." Source: Cal-PASS Plus Launchboard</p>	<p>Fall-Spring Retention Count at Oxnard College 4,608/7,283 (63%)</p> <p>Fall-Spring Retention Count at any community college 5,432/7,283 (75%)</p>	<p>Increase the total number of students who are retained Fall to Spring by 10% (461 more students). Target N = 5,069</p>	<ul style="list-style-type: none"> • Drop-in tutoring & embedded tutoring • Writing & Reading Center & Tutoring Center professional staffing for academic support workshops and tutor training • FT general counselor and hourly counseling to assist with retention efforts and facilitate Reaching Excellence in Academics & Challenges (REACH) Workshops; provide comprehensive counseling towards "student completion" and to reduce the equity gap among all student to close the gap for student retention; ensure students are maximizing in applying for financial aid programs/ grants that they may be eligible for; support the student's reinstatement for a Student Academic Progress (SAP) Appeal or a CCPG Appeal for committee review; and provide Academic Success Workshops • Financial aid specialist to provide online & in-person assistance with registration for classes & FAFSA application completion/submission assistance; clearly explain frequently asked financial aid questions as it relates to the FAFSA application, grants, and other related inquiries • Classified Library Staffing & faculty librarian for evening & weekend library access to various academic support services after hours • Provide access to online Student Lingo Workshops • AB705 multiple measure & guided self-placement implementation and information dissemination • LDS staff to connect students to EAC support services • Mental Health Services support services to ensure student well-being throughout the semester • Implementation of Early Alert & support service follow-ups • Foundation Scholarships promoted and made available to provide financial assistance to students • Lending library, semester-long check-out textbooks in gateway courses, & moving towards more OER courses to reduce textbook costs for students • Dedicated career center for students to explore career options and choose a pathway; career fairs/workshops; internship programs • Student involvement/activities calendar developed and advertised to create sense of community on campus; ASG events, OC Live events, Clubs/Organization events

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<p>Transfer to a four-year institution*</p> <p>Definition: "Among all students, the proportion who transferred to a CSU or UC institution."</p> <p>Source: Cal-PASS Plus Launchboard</p>	<p>Number of students transferring to CSU or UC schools N = 656 (2016-17 baseline numbers)</p>	<p>Increase the total number of students who transfer to a UC or CSU institution by 35% (230 more students). Target N = 886^{^^}</p>	<ul style="list-style-type: none"> • Drop-in tutoring & embedded tutoring • Writing & Reading Center & Tutoring Center professional staffing for academic support workshops and tutor training • FT general counselor and hourly counseling to assist with retention efforts and facilitate Reaching Excellence in Academics & Challenges (REACH) Workshops; provide comprehensive counseling towards "student completion" and to reduce the equity gap among all student to close the gap for student retention; ensure students are maximizing in applying for financial aid programs/ grants that they may be eligible for; support the student's reinstatement for a Student Academic Progress (SAP) Appeal or a CCPG Appeal for committee review; and provide Academic Success Workshops • Financial aid specialist to provide online & in-person assistance with registration for classes & FAFSA application completion/submission assistance; clearly explain frequently asked financial aid questions as it relates to the FAFSA application, grants, and other related inquiries • Classified Library Staffing & faculty librarian for evening & weekend library access to various academic support services after hours • Provide access to online Student Lingo Workshops • LDS staff to connect students to EAC support services • Mental Health Services support services to ensure student well-being throughout the semester • Implementation of Early Alert & support service follow-ups • Foundation Scholarships promoted and made available to provide financial assistance to students • Lending library, semester-long check-out textbooks in gateway courses, & moving towards more OER courses to reduce textbook costs for students • Dedicated career center for students to explore career options and choose a pathway; career fairs/workshops; internship programs • Dedicated transfer center for students to connect with 4-year university representatives; transfer fairs & university campus visits

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<p>Completion of transfer level math and English Definition: "Among all students, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district." Source: Cal-PASS Plus Launchboard</p>	<p>Number of students who completed transfer-level English and Math within one academic year^A 156/1,553 (10%)</p>	<p>Increase the total number of students who complete transfer level Math and English within 1 year by 20% (32 more students). Target N = 188</p>	<ul style="list-style-type: none"> • Drop-in tutoring & embedded tutoring • Writing & Reading Center & Tutoring Center professional staffing for academic support workshops and tutor training • FT general counselor and hourly counseling to assist with retention efforts and facilitate Reaching Excellence in Academics & Challenges (REACH) Workshops; provide comprehensive counseling towards “student completion” and to reduce the equity gap among all student to close the gap for student retention; ensure students are maximizing in applying for financial aid programs/ grants that they may be eligible for; support the student’s reinstatement for a Student Academic Progress (SAP) Appeal or a CCPG Appeal for committee review; and provide Academic Success Workshops • Financial aid specialist to provide online & in-person assistance with registration for classes & FAFSA application completion/submission assistance; clearly explain frequently asked financial aid questions as it relates to the FAFSA application, grants, and other related inquiries • Classified Library Staffing & faculty librarian for evening & weekend library access to various academic support services after hours • Provide access to online Student Lingo Workshops • AB705 multiple measure & guided self-placement implementation and information dissemination • LDS staff to connect students to EAC support services • Mental Health Services support services to ensure student well-being throughout the semester • Implementation of Early Alert & support service follow-ups • Lending library, semester-long check-out textbooks in gateway courses, & moving towards more OER courses to reduce textbook costs for students • Ongoing professional development for faculty and staff • 1st STEP Center services to assist with placing students on a path and on to college/transfer level math & English • STEM Center activities & services to support students enrolled in transfer level math and help them succeed/complete
<p>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree Definition: "Among all students, the unduplicated count of students who earned one or more of the following: a Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree." Source: Cal-PASS Plus Launchboard</p>	<p>Number of students who earned a credit certificate over 18 units/associate degree/CCC baccalaureate degree N = 724</p>	<p>Increase the total number of students who earn credit certificates/associate degrees/CCC baccalaureate degrees by 20% (145 more students). Target N = 869</p>	<ul style="list-style-type: none"> • Drop-in tutoring & embedded tutoring • Writing & Reading Center & Tutoring Center professional staffing for academic support workshops and tutor training • FT general counselor and hourly counseling to assist with retention efforts and facilitate Reaching Excellence in Academics & Challenges (REACH) Workshops; provide comprehensive counseling towards “student completion” and to reduce the equity gap among all student to close the gap for student retention; ensure students are maximizing in applying for financial aid programs/ grants that they may be eligible for; support the student’s reinstatement for a Student Academic Progress (SAP) Appeal or a CCPG Appeal for committee review; and provide Academic Success Workshops • Financial aid specialist to provide online & in-person assistance with registration for classes & FAFSA application completion/submission assistance; clearly explain frequently asked financial aid questions as it relates to the FAFSA application, grants, and other related inquiries • Classified Library Staffing & faculty librarian for evening & weekend library access to various academic support services after hours • Provide access to online Student Lingo Workshops • LDS staff to connect students to EAC support services • Mental Health Services support services to ensure student well-being throughout the semester • Implementation of Early Alert & support service follow-ups • Foundation Scholarships promoted and made available to provide financial assistance to students • Lending library, semester-long check-out textbooks in gateway courses, & moving towards more OER courses to reduce textbook costs for students • Dedicated career center for students to explore career options and choose a pathway; career fairs/workshops; internship programs • Dedicated transfer center for students to connect with 4-year university representatives; transfer fairs & university campus visits

Metric	Current Baseline (2017-2018) Data for Disproportionately Impacted Student Population	Goals for Overall Student Population (3-year goals/By 2022)	***Activities that support the goal
<p>Access: Successful Enrollment Definition: "Among all applicants, the proportion who enrolled in the same community college in the selected year." Source: Cal-PASS Plus Launchboard</p>	<p>African-American, Pacific-Islander, and Foster Youth students. Total = 341**</p>	<p>Increase the total number of disproportionately impacted students who enroll at the same community college after applying by 5% (17 more students). Target N = 358</p>	<ul style="list-style-type: none"> • Financial aid specialist dedicated to dedicated to working with foster youth students; • Annual Clergy Meeting to outreach to our African-American community members/partners • Oxnard Male Educational Goal Achievement (OMEGA) Initiative activities & support group for underrepresented male students on campus • FT classified outreach staff provide workshops on campus & at high schools; online & in-person orientations; • Classified marketing specialist will advertise OC programs, 2 year promise and future pathways; • Online & in-person assistance w/application completion/submission through Welcome Center & Admissions & Records; • AB705 multiple measures & guided self-placement implementation and information dissemination; • Learning Disabilities Specialist (LDS) support for connecting students to EAC support services; • Collaboration with OUHSD for outreach events like OC Fridays; OC Nights, CondorFest, campus tours, high school site visits for application workshops, student portal set-up, & OC Promise Workshops • First Year Experience (FYE) summer program and year round activities • 1st STEP Center onboarding activities to assist with picking a path and registering for classes
<p>Retention: Fall to Spring Definition: "Among all students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution." Source: Cal-PASS Plus Launchboard</p>	<p>Asian and LGBT students. Total = 127**</p>	<p>Increase the total number of disproportionately impacted students retained from fall to spring by 10% (13 more students) Target N = 140</p>	<ul style="list-style-type: none"> • Rainbow Café LGBTQI support group & services • Food insecurity & basic needs support including Food Pantry/Food Shelf, Meal Vouchers for Condor Café, clothing locker & financial literacy workshops • Oxnard Male Educational Goal Achievement (OMEGA) Initiative activities & support group for underrepresented male students on campus • Financial aid specialist dedicated to dedicated to working with foster youth students; • Drop-in tutoring & embedded tutoring • Writing & Reading Center & Tutoring Center professional staffing for academic support workshops and tutor training • FT general counselor and hourly counseling to assist with retention efforts and facilitate Reaching Excellence in Academics & Challenges (REACH) Workshops; provide comprehensive counseling towards "student completion" and to reduce the equity gap among all student to close the gap for student retention; ensure students are maximizing in applying for financial aid programs/ grants that they may be eligible for; support the student's reinstatement for a Student Academic Progress (SAP) Appeal or a CCPG Appeal for committee review; and provide Academic Success Workshops • Financial aid specialist to provide online & in-person assistance with registration for classes & FAFSA application completion/submission assistance; clearly explain frequently asked financial aid questions as it relates to the FAFSA application, grants, and other related inquiries • Classified Library Staffing & faculty librarian for evening & weekend library access to various academic support services after hours • Provide access to online Student Lingo Workshops • AB705 multiple measure & guided self-placement implementation and information dissemination • LDS staff to connect students to EAC support services • Mental Health Services support services to ensure student well-being throughout the semester • Implementation of Early Alert & support service follow-ups • Foundation Scholarships promoted and made available to provide financial assistance to students • Lending library, semester-long check-out textbooks in gateway courses, & moving towards more OER courses to reduce textbook costs for students • Dedicated career center for students to explore career options and choose a pathway; career fairs/workshops; internship programs • Student involvement/activities calendar developed and advertised to create sense of community on campus; ASG events, OC Live events, Clubs/Organization events

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Transfer to a four-year institution* Definition: "Among all students, the proportion who transferred to a CSU or UC institution." Source: Cal-PASS Plus Launchboard	No disproportionate impact observed in any subgroups; Goals will be the same for overall student population.	>>>>	>>>>
Completion of transfer level math and English Definition: "Among all students, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district." Source: Cal-PASS Plus Launchboard	Hispanic/Latino students.** Total = 85	Increase the total number of disproportionately impacted students completing transferable Math and English in the first year by 10% (9 more students) Target N = 94	<ul style="list-style-type: none"> • Drop-in tutoring & embedded tutoring • Writing & Reading Center & Tutoring Center professional staffing for academic support workshops and tutor training • FT general counselor and hourly counseling to assist with retention efforts and facilitate Reaching Excellence in Academics & Challenges (REACH) Workshops; provide comprehensive counseling towards "student completion" and to reduce the equity gap among all student to close the gap for student retention; ensure students are maximizing in applying for financial aid programs/ grants that they may be eligible for; support the student's reinstatement for a Student Academic Progress (SAP) Appeal or a CCPG Appeal for committee review; and provide Academic Success Workshops • Financial aid specialist to provide online & in-person assistance with registration for classes & FAFSA application completion/submission assistance; clearly explain frequently asked financial aid questions as it relates to the FAFSA application, grants, and other related inquiries • Classified Library Staffing & faculty librarian for evening & weekend library access to various academic support services after hours • Provide access to online Student Lingo Workshops • AB705 multiple measure & guided self-placement implementation and information dissemination • LDS staff to connect students to EAC support services • Mental Health Services support services to ensure student well-being throughout the semester • Implementation of Early Alert & support service follow-ups • Lending library, semester-long check-out textbooks in gateway courses, & moving towards more OER courses to reduce textbook costs for students • Ongoing professional development for faculty and staff • 1st STEP Center services to assist with placing students on a path and on to college/transfer level math & English • STEM Center activities & services to support students enrolled in transfer level math and help them succeed/complete
Earned credit certificate over 18 units, associate degree, CCC bachelor's degree Definition: "Among all students, the unduplicated count of students who earned one or more of the following: a Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree." Source: Cal-PASS Plus Launchboard	No disproportionate impact observed in any subgroups; Goals will be the same for overall student population.	>>>>	>>>>

*Because of the way this metric was calculated, 2016-17 was used as a baseline year instead of 2017-18. For more information, please visit:

https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED#_Toc2779148

^^ Estimate includes any OC students who transfer from any community college during the 2016-17 academic year.

^ One academic year includes summer, fall and spring terms.

** Disproportionate Impact was identified using the Percentage Point Gap (PPG) method. For more information on methods, please visit:

<http://extranet.cccco.edu/Portals/1/TRIS/Research/Analysis/PercentagePointGapMethod2017.pdf>

*** As new equity-related initiatives/categorical programs are implemented and evaluated services and activities may change to meet the student equity goals.



2019-22 Student Equity Plan

(For Planning Purposes Only)

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

The Student Success Committee (SSC) is a college-wide participatory governance committee at Oxnard College. The SSC will serve as the steering committee for the Student Equity Plan. The members of this committee will be the group setting the initial three-year equity goals. After setting the goals it will be the responsibility of this committee to review progress made for each goal on a semesterly basis (once in the fall and once in the spring – for prior semester progress). Additionally, the Equity plan will be a standing agenda item at each monthly meeting and progress, past & upcoming activities and other equity related matters will be reviewed and discussed.

We will work with Office of Institutional Effectiveness and district research to collect baseline data on enrollment, completion rates, and transfer rates for overall student populations and disproportionately impact student populations. Instructional Support and Student Support Services annual program review will be used to synthesize student usage, quality and effectiveness of services. These data sets will be reviewed and measured against the goals established and outlined in the equity plan to determine if they are being met. Lastly, Oxnard College will submit all quarterly and/or annual reports that are due to the State Chancellor's Office regarding the Student Equity & Achievement Program. These reports will also be reviewed and discussed at the student success committee. As new equity-related initiatives/categorical programs are implemented and evaluated, services, activities may change to meet the student equity goals.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

The Student Success Committee (SSC) serves as the steering committee for most, if not all, categorical programs and campus-based programs that provide student support and academic support services at Oxnard College. This committee provides the multiple program directors, coordinators, faculty or deans responsible with an opportunity to share planned activities and services, opportunities for collaboration, and shared coordination to ensure we do not duplicate services.

Additionally, the executive management team at Oxnard College communicates directly with each program director, coordinator, faculty and/or dean and will ensure that coordination and collaboration is taking place wherever and whenever possible.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

www.oxnardcollege.edu/equity

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name Oscar Cobian
Title Vice President of Student Development
Email Address ocobian@vccd.edu
Phone (805) 678-5937

Alternate Point of Contact:

Name Luis A. Gonzalez
Title Dean of Library, Transitional Studies, Health, Athletics, & Physical Education
Email Address lgonzalez@vccd.edu
Phone (805) 678-5949

Alternate Point of Contact:

Name Leah Alarcon
Title Dean of Student Success
Email Address [lalarcon@vccd.edu](mailto:larcon@vccd.edu)
Phone (805) 678-5195