

OC is WE

WE: Welcoming Environment



Welcome and Purpose



I was a first-generation college student. My late parents, Amador and Josefina Sanchez, were immigrants from Mexico with a limited education. They were great parents, but they didn't know how to advise us about college, so my two siblings and I made quite a few mistakes as we navigated the mysteries of higher education. I was fortunate to somehow find my way to a successful career, but I would have avoided many of the mistakes I made if I had a peer mentor to help me. How many first-generation college students have lost their way because they did not have a peer mentor to talk to?

Your role as one of our college's Peer Mentors is, therefore, especially important. You will help other students navigate the challenges of college, so that they achieve their educational and career goals. You will provide them with the benefit of the insights you have acquired through your own educational journey and we will do our best to help equip you to be reliable and knowledgeable guides. You will not only support, guide, and encourage other students, but you will find that you will become a better student yourself, and gain valuable experience for your resume' also.

I am excited about the difference you will make in the lives of others, and I am excited about how this experience will help you to achieve your own goals. Oxnard College is proud of you!

Luis P. Sanchez, JD, LLM--President, Oxnard College

Overview

From caring comes courage.

Lao Tzu

A welcoming environment is what we all need to be able to root ourselves and thrive, especially on those days when the wind is in our face and not at our back. OC is a college that cares. Each effort of OC is WE puts caring into action.

- ★ A caring relationship forged between a student and OC faculty/staff may get its start because of participation in *OC Cascading Mentoring*. Those weekly calls might just help keep the learner on track and motivated.
- ★ Support through *OC Resiliency Circles* might be just what is needed to keep rolling and bouncing back from setbacks during this historic and tumultuous time.
- ★ Perhaps what gives us hope is the inspiring profiles of student and alum successes created through *This is OC*.

OC is WE is a set of initiatives that provide the invitation to connect a little closer and help us all feel a bit more connected, nurtured and valued.

The simple act of caring is heroic.

Edward Albert

How WE got started.

Adversity introduces a man to himself.

Albert Einstein

"The answer is always in the room and if it isn't then somebody is missing. Go find them and invite them to join." That is what a mentor told me many years ago. It is simply the heart of collaboration.

In an effort to scramble to a new normal a small group of us began meeting. Our group became bigger and we aimed to set up systems we hoped would support students to continue their learning and navigate the storm brought on by a worldwide



pandemic. There's no binder, no class, no past experience that could quite prepare us. When we first started meeting our only stated goal was to try. And to keep trying.

OC is WE is based on the solutions crafted to meet the moment. The strength of OC is simple. It is a caring community.

Why OC is WE?

OC community feels welcomed and safe to be themselves.

Creating a space in which students feel welcomed and safe to be themselves is not something that requires a step by step recipe. Rather it's a feeling that you get when you gravitate to a team of people or to a physical location. Oxnard College is known as "The College with the Heart." Knowing this, we understand that we cannot force someone to feel welcome per se, but we can set the expectation that when you are in this space, either physical or virtual, you have the right to give and receive respect, be celebrated for just being who you are and that each person holds the piece of a puzzle. In this space, you are not just a number amounting to "how many people show up" rather a person who contributes something unique to our overall success. How can we learn about individual talents people have, to know that without them, our success will not be possible?

This is why, now, more than ever, we need all our student workers, faculty, administrators and staff to be actively mentoring and empowering one another.

We are OC.

Through each of us striving to create a welcoming environment, we will be able to magnify our impact well beyond our current scope. Today, more than ever, we each have a responsibility to all of the students on campus and to each other.

Will you **be the person you needed** when you first started? I know I am committed to letting students and colleagues know they can count on ME.

-Gaby Rodriguez, Student Activities Specialist

Learning is an act of courage.

Learning is an act of courage. It requires gamely effort to balance between moments of failure and sometimes slippery breakthroughs of success. The research is clear. A focus on social emotional learning leads to academic achievement and

positive outcomes that are long lasting.¹ A welcoming environment is key to academic achievement. If we want learners to really invest then we are called to intentionally create a learning environment that is optimistic, kind and overall welcoming. This isn't news. We all have our own memories of places that welcomed us...and those that didn't. That is why I am committed to investing my time and energy in a welcoming environment.

Dr. Marcella Klein Williams, STEM Director

Health is holistic.

Health is holistic. The World Health Organization emphasizes it isn't just the absence of disease. It's multifaceted encompassing physical, social, emotional and mental health. The founder of the first on campus health center (1850) had the motto *mens sana in corpore sano*, which translates to *a sound mind in a sound body*. The research is clear, the more students are engaged the more likely they are to succeed. And succeeding matters. College graduates statistically have better lifetime health outcomes.

Why does it matter today? The challenge to first generation students is managing anxiety and stress. At this moment in history, with a pandemic and social unrest, we all are balancing untenable loads of anxiety and stress. The best defense we have is what makes OC special. We put caring into action. Engaging with staff and faculty makes a difference. Social integration/student engagement has an outsized impact on student retention and persistence². We don't yet have a vaccine for COVID19, but we can protect our health and path to success with the simple investment of intention and time in caring for one another. It gets results.

Dr. Deanna McFadden, OC Student Health Center Coordinator

Mentoring matters.

There is a great need for mentors (professional mentors, peer mentors, faculty mentors) here at Oxnard College. You can help by becoming a mentor and model successful leadership and provide thoughtful support to our Oxnard College students.

As a mentor, you have the opportunity to help mold and guide our future leaders.

¹ <https://casel.org/2017-meta-analysis/>

² Arnold, [1999](#); Engle & Tinto, [2008](#); Lotkowski, Robbins, & Noeth, [2004](#); Tinto, [2006](#); Warburton et al., [2001](#)

I have had the opportunity to mentor student workers throughout my tenure here at Oxnard College. Many of whom have different majors and are on completely different career trajectories than mine. However, this did not stop me from sharing my personal experiences, both professionally and academically, with them. Not only did they soak up everything that I shared with them, they have begun mentoring others passing along what they have learned from me as well as sharing their own experiences. That's the soul of cascading mentoring. I connected with somebody and then they turned around and connected with somebody else. Legacy. That's the true test of leadership. It's what happens after we are gone...what gets passed along.

Thanks for all you already do to create the welcoming environment that makes Oxnard College. Join us in the work of OC is WE. This team will provide you several ways to get involved and put good ideas into action. It's an investment in our future and in each other.

-Dr. Eliseo Gonzalez, Title V Grant Director

Aim of the Effort

OC is WE intentionally operationalizes three of the success factors that contribute to students' achievement³. We do this by harnessing the talent and warmth of the entire OC community.

- Nurtured: Students feel somebody wants and helps them to succeed.
- Connected: Students feel like they are part of the college community.
- Valued: Students' skills, talents, abilities, and experiences are recognized, they have opportunities to contribute on campus and feel their contributions are valued.

³ <https://rpgroup.org/Portals/0/Documents/Projects/StudentSupportReDefined/Resources/SSRSixSuccessFactorsPosterFall2013.pdf>

Rationale

The strength of OC is caring. It is summer 2020. Our world is rocked by a pandemic, civil unrest, and an economy in tatters.

Never has intentional caring been more needed to provide ballast in turbulent times and a beacon guiding us forward to a hopeful future.

Joan Tronto describes the ethic of care as an approach to personal, social, moral, and political life that starts from the reality that all human beings need and receive care and give care to others. The care relationships among humans are part of what mark us as human beings. We are always interdependent beings.

The ethical elements she proposes includes:

1. **Attentiveness**-Do we recognize the needs within our school community?
2. **Responsibility**-Do we take responsibility to act on those needs?
3. **Competence**-Do we invest the time and expertise needed to meet the needs?
4. **Responsiveness**-Do we listen closely to and seek to understand what is expressed by those who are vulnerable?

At this moment we all need both care and invitations to hope.

*"Hope matters. Hope is a choice. Hope can be learned. Hope can be shared with others...**Optimism** is merely an attitude. **Hope**, on the **other** hand, is belief plus action. You're hopeful, if you believe the future will be better than the present and that you have the power—and multiple plans—to make it so. Hope also walks hand in hand with fear, one of the most universal and most painful emotions. When fear is working for us, it reminds us of realistic limits or alerts us when we're straying from our path to a meaningful future. But fear can also hijack us. Fear gives us only three behavioral options: fight, flight, or freeze...In short, mindset influences*



every aspect of your life, from work to sports, from relationships to parenting. If you believe you can change and develop, you know you can move beyond your present limitations. This makes a **growth mindset the natural companion of hope.**"

— Shane J. Lopez, [*Making Hope Happen: Create the Future You Want for Yourself and Others*](#)

OC is WE implements efforts to make room for intentional caring and making hope happen.

A welcoming environment thrives when it is cultivated and intentionally nurtured.

Methods

- OC Resiliency Circles
 - Supporting student workers as the first contact to peer learners
- OC Cascading Mentoring
 - Volunteer project with OC staff/faculty making consistent and personal connections
- This is OC
 - Highlighting OC success stories and convening and networking OC alums.

OC Resiliency Circles

The OC Resiliency Circles meeting was an excellent opportunity to express our feelings and get input back, share our concerns and see that we are not by ourselves. We had the opportunity to see that others were feeling the same and had the same problems/ issues. We were able to see how they were dealing with the same. The circle let me become a better person.

Student worker participant



This group meeting has helped us connect and strengthen our bond as a team. I learned how to have good sleep quality and strategies to manage my stress. This pandemic has brought many stress and anxiety, but this meeting allows us to express how we feel in hard times.

Student worker participant

I appreciate how fast the meetings were put in place, it helped many of us to maintain that sort of friendly comradery that we had in-person.

Student worker participant

Middle March 2020 brought a domino of events only virologists predicted.

A new disease went from ill fortune in another continent to upending our own home and a life we knew. The easiness of chatting with OC students in the LLRC and visiting over lunch in the cafe' came to a screeching halt. In short order campuses closed and so did borders and so did businesses. Escape from the impact of the worldwide COVID19 pandemic would require a spaceship.

We don't have a binder to guide the path through a pandemic. But, educators/staff are collaborative, creative and above all hopeful. Quickly classes were reconvened online. Our daily reality was about learning to adapt, seeking solutions and simply waking up every morning with a promise to try. A list of to do's no longer worked. How we did something in early March was no longer an option by the beginning of April.

Illumineers, STEM student mentors/tutors, were allowed to work remotely and still provide the same endlessly kind and eternally optimistic learning support. This time their peers were not just struggling with rigorous content. Now they were tumbled into this world of skyrocketing unemployment similar to the Great Depression. Now there was an invisible virus lurking. Infection and death rates were now a regular part of the nightly news. Yet, instead of hallways with OC professional staff/faculty nearby and easy opportunities for contact and conversation we were all thrust into a new virtual world with links and passcodes. Illumineers would be an anchoring point of contact and a familiar face in an unfamiliar world.

However, Illumineers are student workers who are often young, always hard working and typically vulnerable to the same issues as their peers. Protecting Illumineers from shouldering the burdens brought on by the pandemic became a central concern. If they were going to be of support to their peers then somebody needed to support them. That's how OC Resiliency Circles came to be. OC STEM worked with the OC Health Center to create a weekly group meeting for Illumineers to check in



with a mental health professional. We figured if we kept the Illumineers mentally fit then we could protect them from becoming overwhelmed and also fortify their ability to model resilience strategies to their peers at a moment in history when we all needed to learn to become more resilient.

Aim of OC Resiliency Circles

OC Resiliency Circles intentionally operationalizes three of the success factors that contribute to students' achievement. We do this by intentionally and proactively supporting the mental health of student workers during tumultuous times.

- Nurtured: Students feel somebody wants and helps them to succeed.
- Connected: Students feel like they are part of the college community.
- Valued: Students' skills, talents, abilities, and experiences are recognized, they have opportunities to contribute on campus and feel their contributions are valued.

Student Workers are keystone members of the student community

- Student workers directly improve student success while simultaneously fostering leadership, critical thinking and communication skills.
- These 'near peers' are the critical messengers needed to support the learning and achievement of their peers resulting in increased: course retention, course success and completion of degrees and certificates.
- Student workers cultivate an active and engaged learning community where peers feel valued and individual success achievable. This occurs in class, clubs, centers, and where services are provided.

Structure of OC Resiliency Circles

- Weekly meetings
- 30 minutes meetings with a mental health professional
 - 30 minutes of homework-they'd get paid for an hour. We wanted them to have time to reflect.
- Groups of 10-12 student workers



- Zoom
- Content led by a mental health expert
 - Pits and peaks
 - Resiliency idea for the week
 - Responsive to student needs
 - Access and information for additional resources
- As their supervisor I opted out of participating to ensure they felt at ease to share their challenges. However, other OC professional staff were encouraged to participate. It provided a lens into how the general OC student body was faring.

Plans for Fall 2020

1. Expand OC Resiliency Circles to the 'OC is ME' community.
 - a. Seek buy-in from OC supervisors to permit time for the weekly meeting.
 - b. Continue the collaboration with OC Student Health.
 - c. Goal of 50 'OC is ME' participants.
2. Expand OC Resiliency Circles to OC staff participants of OC Cascading Mentoring.
 - a. Seek staff/faculty participation.
 - b. Seek buy-in from OC supervisors to permit time for 2x monthly meetings.
 - c. Continue the collaboration with OC Student Health.

OC Cascading Mentoring

Overview of Cascading Mentoring

OC Cascading Mentoring connects students with OC Faculty/Staff for short weekly calls that offer a little care, encouragement, advice and mentoring. The mentors (Faculty/Staff) are supported through OC Resiliency Circles for Staff.



Connecting with learners and student achievement

It is well documented in the literature that providing and promoting support networks for students is essential for keeping them engaged in school. One of the most successful programs that almost doubled retention and graduation of community college students in just three years is the Accelerated Study in Associate Programs (ASAP) project at the City university of New York (Linderman & Kolenovic, 2012). The ASAP required students to attend college full time and encouraged them to take developmental courses early and to graduate within three years. A critical component of the program is that it provides comprehensive advisement from an adviser with a small caseload. On average ASAP participating students met with an advisor (physically, on the phone, email) 38 times during their first year of study. This constant communication and check-in with students kept them focused on their goals, addressed potential motivational issues while also, celebrated achievements. The ASAP program has been implemented in three community colleges in Ohio replicating the findings of the original program in NY.⁴

Aim of OC Cascading Mentoring

OC Cascading Mentoring intentionally operationalizes three of the success factors that contribute to students' achievement. We do this by intentionally connecting students to OC staff/faculty through weekly supportive calls structured to ensure learners are nurtured, connected and valued.

→ Nurtured: Students feel somebody wants and helps them to succeed.

⁴ Linderman, D., & Kolenovic, Z. (2012). Results Thus Far and the Road Ahead: A Follow-up Report on CUNY Accelerated Study in Associate Programs (ASAP). New York: The City University of New York.

Miller, C., Headlam, C., Manno, M. S., & Cullinan, D. (2020). Increasing Community College Graduation Rates with a Proven Model. Three-Year Results from the Accelerated Study in Associate Programs (ASAP) Ohio Demonstration. Retrieved from: <https://www.mdrc.org/publication/increasing-community-college-graduation-rates-proven-model>

- Connected: Students feel like they are part of the college community.
- Valued: Students' skills, talents, abilities, and experiences are recognized, they have opportunities to contribute on campus and feel their contributions are valued.

This is our hope of what participating students would say May 2021...

I didn't know what to expect when school started Fall 2020. Everything was online and it was so much harder to be able to figure out by watching other people what I was supposed to do. And then I got a call from Ruben, an OC employee who works in maintenance. He just called to check on me and offer good ideas as a part of this program I'd signed up for when I got my student ID. I wasn't sure about it at first but I learned to look forward to our weekly calls. He works at OC and has for many years. Ruben could always help me figure out who to see or what to do. Ruben inspired me and now I actually am mentoring a friend's younger brother. I will always remember Ruben. OC is a great college. It's the people that make it.

This is our hope of what participating staff/faculty would say May 2021...

I love working at OC and always have. It meant the world to me to work for a college in the community I grew up in. By participating in OC Cascading Mentoring I got to know one student really well and I'm so proud of him. He's graduating this spring. He said I was the first one outside his family he invited to his graduation and I will be there cheering him on. Gaby talked me into doing this. After the flex day training I got the hang of it and it didn't take too much time during the week and I found OC Resiliency Circles connected me even tighter to my colleagues across the campus. OC is a campus that cares. It always has been. I am glad to be a part of it.

Plans for Fall 2020

1. Pilot OC Cascading Mentoring
2. Develop recognition for participating staff/faculty and students
3. Recruit xx OC staff/faculty
 - a. Provide flex day training
4. Recruit xx OC students
 - a. Create a system for students to opt into the program when they sign up for their campus ID.



- b. Work Study
 - c. Application
 - d. FYE lists
- 5. Seek buy-in from OC supervisors to permit time for the cascading mentoring weekly call/preparation and 2x monthly OC Resiliency Circles for staff/faculty
 - a. Continue the collaboration with OC Student Health.
- 6. Expand OC Resiliency Circles to OC staff/faculty participants of OC Cascading Mentoring.
 - a. Seek staff/faculty participation.
 - b. Seek buy-in from OC supervisors to permit time for 2x monthly meetings.
 - c. Continue the collaboration with OC Student Health.

Structure of OC Cascading Mentoring call with students

- OC staff/faculty are matched with an OC student
- Weekly OC staff/faculty reach out to the student for 10-15 minute calls
- Calls are loosely structured:
 - Introduction
 - Relationship building
 - Weekly idea (resiliency/Re define student success)
 - Call to cascading mentoring
 - Closing

OC staff/faculty participate in OC Resiliency Circles for staff/faculty

- Weekly or 2x monthly
- 30 minutes meetings with a mental health professional
- Groups of 10-12 OC staff/faculty
- Zoom
- Content led by a mental health expert
 - Pits and peaks
 - Resiliency idea for the week



- Responsive to student needs
- Access and information for additional resources

We OC Resiliency for staff/faculty

“That capacity to harness deep empathy for others is one of the most admirable characteristics of teachers — but is also deeply damaging for their mental health in the long run without support” This article discusses the risks of attrition.

<https://edsources.org/2020/teachers-need-opportunities-to-heal-before-the-school-year-begins/633287>

Sample OC Cascading Mentoring phone conversation

Time	Content	Notes
2 min.	Introduction	Hi, this is Marcella calling from Oxnard College as a part of OC is WE. We want Oxnard College to be a warm and welcoming environment and I was lucky to be connected with you for this cascading mentoring project. Do you have time to talk? This will probably be about 10 minutes. These are weekly calls to check in with you.
2 min.	Relationship	How has your week been? Are your classes going ok? Do you have any highlights you'd like to share? Tell me about something that went right. ➤ You can model a response...I just finished a project I've been working on. It felt so good to know I worked hard and turned something in I am proud of.
4 min.	Weekly idea	<i>Making Connections.</i> Wow. This summer I learned how important relationships are to my resilience...that ability to bounce back and keep going. I leaned on my brother to offer a listening ear. Tell me about the people in your life and how you maintain good connections.
1 min.	Cascading Mentoring	During this conversation I am serving as a mentor. I recognize and value your insight. Would you please reach out to somebody and mentor them. That's what we refer to as cascading mentoring. All of us doing our little bit to lift and support each other.



2 min.	Closing	My goodness, I can't believe how the time just whizzed by. Thanks so much for sharing about your week and your friendships. This call has been the highlight of my day. It was really nice sharing time with you. I'll be giving you a buzz next week. Does this time work for you? Have a great week. I'll be thinking about you.
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Keep this in mind:

- Review the content before the call. The weekly ideas begin in the next section.
- Don't feel tied to any of the prompts. Don't read...paraphrase or just use your own words to get the idea across. Let the conversation unfold in a natural manner.
- Keep an eye on the time. This should be around 10 minutes total. Be sure to have a way to gracefully end the conversation.

Weekly Idea: Schedule of conversations

Week	Resiliency	Student Success
<u>Aug. 18th</u>	<u>Make connections.</u> Good relationships with close family members, friends or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.	
<u>Aug. 24th</u>		Learn your students' names and ask them how they are doing (nurtured, connected) Knowing every student's name can be a challenge, especially in large classes, yet there are techniques such as name tags or plates that can prove useful. Recognizing someone by



		<p>name is a small gesture that can go a long way in making a student feel like an important and valuable participant in your course. for students who approach you, learn their name, ask them how they are doing, and wait for the answer.</p> <p>Get to know your students as learners (nurtured, engaged)</p> <p>Ask students how they view their own abilities, interests, and educational experiences to support them as unique learners in a specific course and discipline. Mentor students to minimize the negative affective domains of learning that can cause extreme stress and hamper learning. Help them identify times they have been successful as a student and connect those examples to their current work.</p>
<u>Aug. 31</u> <u>(labor day)</u>	<p><u>Move toward your goals.</u></p> <p>Develop some realistic goals. Do something regularly — even if it seems like a small accomplishment — that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, "What's one thing I know I can accomplish today that helps me move in the direction I want to go?"</p>	
<u>Sept. 8</u>		<p>Provide opportunities for and encourage students to connect with and support each other (connected, nurtured, engaged)</p> <p>Students are a critical and often untapped resource of support for one another. help students connect with each other by creating study groups, assigning project work, instituting a buddy system and facilitating peer mentoring opportunities.</p> <p>Demonstrate how to be a successful college student (focused, nurtured, engaged)</p> <p>Describe to students the importance of taking ownership over their own learning. Talk about specific ways you tackled</p>

		<p>obstacles during your community college journey and changes you made to become more successful. For example, offer ways you learned to take and organize notes for different disciplines and for varying purposes, the value of faculty office hours, and the importance of seeing a counselor regularly to stay on path.</p> <p>Discuss how you balance school with life, work, and family responsibilities; how to ask for help; how to prioritize the workload of multiple courses; and how to manage stress related to finances and/or relationships.</p>
<u>Sept. 14</u>	<p><u>Nurture a positive view of yourself.</u> Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.</p>	
<u>Sept. 21</u>		<p>Incorporate opportunities for students to share their personal and family history and culture in class assignments (valued, engaged)</p> <p>Many students in the study, especially african-american, Latino and first-generation participants, indicated that they appreciated being provided with opportunities to share their backgrounds and experiences in ways that showed their perspectives and contributions were valued.</p>
<u>Sept. 28</u>	<p><u>Take decisive actions.</u> Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.</p>	
<u>Oct. 5</u>		<p>Show students that you are proud to work at your institution and that they should be proud to be enrolled at your community college (connected)</p> <p>Some students don't see their community college as a place of pride. when asked why, participants referenced an absence of strong organizational identity among faculty and</p>

		<p>staff at their institutions. other students indicated that there was no value in establishing ties with what they perceived to be “just a two-year college,” reporting plans to make these connections upon transferring to a university. illustrating with students your own sense of connection to your institution and sharing why you choose to work in a community college environment can invoke a greater sense of place and pride in students.</p>
<p><u>Oct. 12</u></p>	<p><u>Take care of yourself.</u> Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.</p>	
<p><u>Oct. 19</u></p>		<p>Ask students about their academic and career goals, personal and family history, and culture (directed, valued, connected, nurtured) Talk to students about their major, the classes they like most, their personal histories, and life experiences to demonstrate caring and interest in their future success. Many participants in Student Support (Re)defined—specifically African-American/Black, Latina/o/x, and first-generation students—indicated that being asked to share their backgrounds and cultures increased their sense of belonging and value to the college community.</p>
<p><u>Oct. 26</u></p>	<p><u>Accept that change is a part of living.</u> Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.</p>	
<p><u>Nov. 2</u></p>		<p>Share your own educational path (directed, nurtured, connected, valued) Describe why you chose to go to college and pursue a specific major, and how you are making decisions about</p>

		your education and career. Ask about their academic and career choices. Sharing educational journeys past and present can help students understand the benefits of college, learn the processes for clarifying and setting goals, and relate their choices to yours.
<u>Nov. 9</u> <u>(Veteran's Day)</u>	<u>Look for opportunities for self-discovery.</u> People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality and heightened appreciation for life.	
<u>Nov. 16</u>		Demonstrate the value of collaborative learning and developing peer support networks (nurtured, engaged, connected, valued) Support learning outside the classroom by helping students create peer networks and experience the shared aspects of learning in a college environment. Demonstrate the value of learning networks and provide additional resources for academic support on campus. Engage students in collaborative learning approaches and activities in each session, demonstrating that learning is contextual and social. Ask students how they will access collaborative learning and establish peer networks in the future when they need academic support again.
<u>Nov. 23</u> <u>(Thanksgiving)</u>	<u>Keep things in perspective.</u> Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.	

<u>Nov. 30</u>		<p>Connect students with available resources and help them understand how to proactively navigate the college (directed, engaged, connected)</p> <p>Share your wisdom about campus resources and facilitate student connections with supports such as counseling, disability programs and services, health services, equity cohort programs, and student activities. Demystify policies and practices that can overwhelm students transitioning to college life and impact their progress toward their goals.</p>
<u>Dec. 7</u> <u>(Finals)</u>	<p><u>Maintain a hopeful outlook.</u></p> <p>An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.</p>	
<u>Dec. 14</u> <u>(Winter Break)</u>		<p>Actively recognize students' potential for learning (nurtured, valued)</p> <p>Ask students to share how they are experiencing course activities, how they are approaching a particular problem and assignment, and what strategies they find helpful in each tutoring and learning activity. Use tutoring activities in different modalities (e.g., visual, audio, kinesthetic) to enhance students' understanding of what they are learning. Invite students to share their learning strategies as a way to empower independence and to help build awareness and confidence in their learning abilities.</p> <p>Ask students for feedback about their OC is WE experience (engaged, valued)</p> <p>To ensure students get the maximum benefit from OC is WE, provide surveys that help students</p>



		reflect on what they learned and valued and also share what they didn't like and ways it could be improved.. Use feedback to improve OC is WE and address concerns.
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This is OC

Overview of *This is OC*

This is OC frames the narrative of the OC community. There is power in shaping the narrative of:

- ★ the stories we tell ourselves,
- ★ the stories we tell each other and
- ★ the stories we tell the community.

Sharing stories gives hope, inspires and changes lives.

Aim of *This is OC*

This is OC is a system to collect, curate and share hopeful and inspiring stories about the OC community. This intentionally operationalizes two of the success factors that contribute to students' achievement.

- Connected: Students feel like they are part of the college community.
- Valued: Students' skills, talents, abilities, and experiences are recognized, they have opportunities to contribute on campus and feel their contributions are valued.



Plans for 2020-2021

1. Monthly highlight of This is OC-Staff/faculty
 - a. Faculty/Staff profiles that include:
 - i. Attentiveness-How did the nominee recognize the needs within our school community?
 - ii. Responsibility-How did the nominee take responsibility to act on those needs?
 - iii. Competence-How did the nominee invest the time and expertise needed to meet the needs?
 - iv. Responsiveness-How did the nominee listen closely to and seek to understand what is expressed by those who are vulnerable?
2. Monthly highlight of This is OC-Alums
 - a. Alum profiles that include:
 - i. What I learned at OC that has helped me navigate university.
 - ii. What I value about OC now that I reflect on my experience.
 - iii. My success at university/career
 - iv. What I wish somebody would've told me before I went to university.
3. Content and nominations are crowd sourced within the OC community
 - a. Survey links to seek responses to the prompts
 - b. Volunteers of the This is OC selection committee review candidates and make selections
4. 2021 Future Focus: Follow Focus
 - a. Convening of OC alums, staff/faculty and current students (online or in person)
 - b. January 4, 2021.
 - i. Networking
 - ii. Welcome
 - iii. Keynote (OC alum-career)
 - iv. Table Talks



- v. Panel-career and university
 - vi. Closing
- c. Career (alums):
 - i. Share your story with the OC community
 - 1. Network with future OC professionals
 - 2. Success in career
- d. University (alums):
 - 1. Network with OC alums who are currently in careers
 - 2. Connect and welcome OC transfer students
 - 3. Success at university

Recruitment

Recruitment is another name for a sincere invitation.

Students

OC Cascading Mentoring

- Students will be able to opt into OC Cascading Mentoring when applying for an OC student identification.

OC Resiliency Circles

- Student workers participating in OC is ME will be invited to participate in OC Resiliency Circles during the Fall 2020 training.
 - OC is ME/WE organizers will encourage supervisors to request the time needed for the weekly meetings.
- Student leaders will be recruited through ASG.



Faculty/Staff

OC Cascading Mentoring

- Faculty/Staff will learn about OC Cascading Mentoring during a FlexDay presentation and through an email requesting their participation.

OC Resiliency Circles

- Faculty/Staff participating in OC Cascading Mentoring will be encouraged to participate in regular OC Resiliency Circles meetings.

Appendices

Resiliency asset

In recent years, studies have shifted from referring student “dropout,” to student “pushout”, to differentiate those who left on their own accord (dropout) from those who were “pushed” by the educational institution to leave. Although it is a fine line as to who is responsible for the leave, especially when the student has caused trouble, the term “pushout” recognizes and highlights the growing, and often oppressive external factors that make it difficult for students to stay—or want to stay—in school or in college. For example, in our current



education system, when students are not excelling in classes or in academic probation, rather than focusing on providing more resources, these students are typically restricted from taking a course, receiving financial aid, registering for the following semester, etc. While resources are openly available to them, for schools, when government funding is tied to students' scholastic achievement, though not explicitly expressed, schools may not have a strong interest to "keep" them. Further, what is interesting is the discourse around these students, identifying them as "high risks" and "potential dropouts," which already stigmatizes them to be "not academically successful." What makes things even worse is when these students are further marginalized as the education system distinguishes these students according to their parents' education level, language at home, gender, race, etc., which implicitly places the responsibility for their "lack of success" on their sociocultural and socio-economic background.

While the conversation on student success continues nationally, and as the focus is slowly shifting from student enrollment to student persistence, it is thus crucial to re-examine the "dropout crisis" that currently places responsibility mostly on the student (e.g., their motivation, background, etc.) and to re-conceptualize what is pushing students further to be disengaged and eventually leave education institutions. Moreover, it is necessary to re-evaluate and revamp the current pipelines and the future opportunities to support students to succeed. Lowering the standards to meet students' needs and to address the federal demands is not an ideal solution, but instead, this paper suggests a paradigm shift on (1) how we identify, perceive, and talk about our students, moving away from a deficit view, as well as (2) how we create our programs to ensure that learners' potential and ability are captured and their resilience are strengthened.

In many research on student success and resilience, the discussion typically begins with describing the barriers of certain groups of students, such as those living in poverty, working long hours, having family responsibilities, being first in the family to go to college, etc. (Cabrera & Padilla, 2004; Campa, 2010; Rendon, 2002; Trujillo & Diaz, 1999). Aside from presenting these challenges that stem from—or perceived to stem from—the complexity of being in a "minority" group, various national statistics on these students' academic success, college enrollment, and dropout rates of these groups are frequently mentioned and highlighted as the basis for the study (Campa, 2010; Castaneda, 2002; Fry, 2002; Kurlaender, 2006; Martinez & Fernandez, 2004; Suarez, 2003). Moreover, the notion resilience is typically defined and associated with something that is "used to survive" (Campa, 2010) and something innate to overcome "adversity" (LePage-Lees, 1997; Wayman, 2002) and "personal hardship" external factors (Wang, Haertel, & Walberg, 1994).

With these background information, framework, and definitions, the discourse around student resilience somewhat assumes that students, particularly minority students, are "in need"—not necessarily to excel, but to survive; that they begin from a zero ("0") or negative (-) state instead of a positive number. The rationale for such studies also become clichéd, aiming for cutting

failure rates and closing gaps. While it is important to continue to recognize the systems, the processes, and the powers, especially those that marginalize and privilege certain groups, it is also crucial to be conscientious on how we talk about the students, the community that they live in, and their lived experiences, and to better capture their “funds of knowledge” (Moll, Amanti, Neff, & Gonzalez, 2005), innate wealth or “capital” (Yosso, 2005), and existing strengths, such as resilience.

Thus, expanding from the critical resilience framework suggested by Campa (2010) that considers personal and environment factors and the power dynamics within institutions of family, school, and community that influence resilience, as well as an emphasis on socio-cultural, socio-economic, and historical contexts of the students and the complex intersections of race, class, gender, and age, the aim of this paper is to highlight students’ resilience as an ongoing, reflective process, in which they constantly negotiate and show agency to enrich their experiences and to further strengthen their pathway to success. During this resilient, reflective process, there may be times of feeling overwhelmed, which heightens the desire to hide and encave. However, greater resilience is built once the vulnerability is exposed and acknowledged, and during this process, creativity is often seen through individuals seeking diverse outlets to express (e.g., writing a song, posting a social media post), engage, and connect with the surrounding community. Taking risks and trusting others and self are also all part of the process, which pushes the individual to a higher standard, instead of being content in the status quo; hence, making resilience “non-static” (Campa, 2010), “complex” (Calderon, 1998), and meaningful. Furthermore, what makes both trusting and taking risks a positive process of resiliency is the “hope” factor, that allows the individual to set and re-set goals and envision a successful life in the future.

Resiliency

How do people deal with difficult events that change their lives? The death of a loved one, loss of a job, serious illness, and other [traumatic events](#): these are all examples of very challenging life experiences. Many people react to such circumstances with a flood of strong emotions and a sense of uncertainty.

Yet people generally adapt well over time to life-changing situations and stressful conditions. What enables them to do so? It involves resilience, an ongoing process that requires time and effort and engages people in taking a number of steps.

What is Resilience?



Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of [stress](#) — such as family and relationship problems, serious health problems or [workplace](#) and financial stressors. It means "bouncing back" from difficult experiences. Research has shown that resilience is ordinary, not extraordinary. People commonly demonstrate resilience. Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress. Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone.

Factors in Resilience

A combination of factors contributes to resilience. Many studies show that the primary factor in resilience is having caring and supportive relationships within and outside the family. Relationships that create love and trust, provide role models and offer encouragement and reassurance help bolster a person's resilience. Several additional factors are associated with resilience, including:

- The capacity to make realistic plans and take steps to carry them out.
- A positive view of yourself and confidence in your strengths and abilities.
- Skills in communication and problem solving.
- The capacity to manage strong feelings and impulses.

All of these are factors that people can develop in themselves.

Strategies For Building Resilience

Developing resilience is a personal journey. People do not all react the same to traumatic and stressful life events. An approach to building resilience that works for one person might not work for another. People use varying strategies. Some variation may reflect cultural differences. A person's culture might have an impact on how he or she communicates feelings and deals with adversity — for example, whether and how a person connects with

significant others, including extended family members and community resources. With growing cultural diversity, the public has greater access to a number of different approaches to building resilience.

[Make connections.](#)

Good relationships with close family members, friends or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.

[Avoid seeing crises as insurmountable problems.](#)

You can't change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.

[Accept that change is a part of living.](#)

Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.

[Move toward your goals.](#)

Develop some realistic goals. Do something regularly — even if it seems like a small accomplishment — that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, "What's one thing I know I can accomplish today that helps me move in the direction I want to go?"

[Take decisive actions.](#)

Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.

[Look for opportunities for self-discovery.](#)

People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality and heightened appreciation for life.

[Nurture a positive view of yourself.](#)

Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.

[Keep things in perspective.](#)

Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.

[Maintain a hopeful outlook.](#)

An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.

[Take care of yourself.](#)

Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.

[Additional ways of strengthening resilience may be helpful.](#)

For example, some people write about their deepest thoughts and feelings related to trauma or other stressful events in their lives. Meditation and spiritual practices help some people build connections and restore hope.



The key is to identify ways that are likely to work well for you as part of your own personal strategy for fostering resilience.

Learning from your Past

Focusing on past experiences and sources of personal strength can help you learn about what strategies for building resilience might work for you. By exploring answers to the following questions about yourself and your reactions to challenging life events, you may discover how you can respond effectively to difficult situations in your life. Consider the following:

- What kinds of events have been most stressful for me?
- How have those events typically affected me?
- Have I found it helpful to think of important people in my life when I am distressed?
- To whom have I reached out for support in working through a traumatic or stressful experience?
- What have I learned about myself and my interactions with others during difficult times?
- Has it been helpful for me to assist someone else going through a similar experience?
- Have I been able to overcome obstacles, and if so, how?
- What has helped make me feel more hopeful about the future?

Staying Flexible

Resilience involves maintaining flexibility and balance in your life as you deal with stressful circumstances and traumatic events. This happens in several ways, including:

- Letting yourself experience strong emotions, and also realizing when you may need to avoid experiencing them at times in order to continue functioning.
- Stepping forward and taking action to deal with your problems and meet the demands of daily living, and also stepping back to rest and re-energize yourself.
- Spending time with loved ones to gain support and encouragement, and also nurturing yourself.
- Relying on others, and also relying on yourself.



Continuing your Journey

To help summarize several of the main points in this brochure, think of resilience as similar to taking a raft trip down a river. On a river, you may encounter rapids, turns, slow water and shallows. As in life, the changes you experience affect you differently along the way. In traveling the river, it helps to have knowledge about it and past experience in dealing with it. Your journey should be guided by a plan, a strategy that you consider likely to work well for you. Perseverance and trust in your ability to work your way around boulders and other obstacles are important. You can gain courage and insight by successfully navigating your way through white water. Trusted companions who accompany you on the journey can be especially helpful for dealing with rapids, upstream currents and other difficult stretches of the river. You can climb out to rest alongside the river. But to get to the end of your journey, you need to get back in the raft and continue.

[The Road to Resilience American Psychological Association](#)

Cascading Mentoring (Project Acabado, 2017)

Cascading mentoring is an intentional cultivation of a collection of dynamic relationships that span the breadth and depth of a given profession. These relationships are mutually beneficial to individuals and collectively empowers the profession and community.

At first fall it started alone.

Each profession has its own precise language, habits of mind, community of practice and levels of mastery in the content, skills and competencies needed to produce outcomes. This training and exercise shapes a professional's values and worldview by composing what's within the viewfinder before sharpening focus on select aspects and softening others. In a very real sense who we are and what we profess are inextricably intertwined.



A cascade is together. Not at the same time. Not in the same way.

The learner benefits from the mentor kindling an emerging sense of identity, interest and engagement. While the mentor reinforces early approximation of habits of mind and emerging capacity related to the profession they are also hotwiring the shared experience between mentor and mentee. Not only does the mentee feel a growing sense of belonging but the mentor also feels heard and understood. When the profession is valued, the professional feels valued.

A cascade spans the fall.

The benefits of a mentor and mentee spans a career. Learning and innovation go together.

“Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators.”

— [Paulo Freire, Pedagogy of the Oppressed](#)

Mentors benefit in many ways.

1. The veneer of shallow learning easily rips under the pressure of a good question. The need for rich understanding becomes real in the face of an eager learner with fragile understanding of a pivotal concept.
2. The opportunity to exercise voice helps to develop fluency in the language of the profession and creates stronger cognitive muscle supporting the habit of mind of the profession.
3. The best way to learn something is to have to teach it to somebody else.
4. Typically there is a chasm between knowing the content well enough to pass a class and actually mastering it to ensure the learning is portable and can transfer to real life application.

A cascade is all. It isn't a singular story of elements.

Cascading mentoring is participatory.

1. It shifts learning from being spectator entertainment of the real professionals to a participant sport where there is room on the team to share the authentic experience. Nobody gets a workout watching a recognized expert do their job.
2. Mentees accept mentors whose expertise is a step above their own. Indeed the close proximity of skill set ensures fresh empathy and on-demand recollection of the typical barriers to learning and effective strategies for navigating new concepts.
3. Valuing incremental steps of emerging expertise broadens meaningful participation and exercises needed skills. It happens because mentors are expected to bring: prior knowledge, active learning, real world applicable examples, thick understanding and adaptive expertise.

OC STEM Diversity Asset Model

“Adopting and building on Yosso’s (2005) work on “community cultural wealth” model, this ‘Diversity Asset’ model expands the body of literature, by focusing on **valorizing the diverse and multiple assets that learners possess that may already be in use and/or that are yet to be discovered.**

The term “diversity” in this model is not only limited to the unique aspects of individuals based on **race, culture, language, ethnicity, and gender**, but it acknowledges the diversity in **disciplines, spaces, experiences, and cognition** (e.g., diverse perspectives and interpretations, as well as different styles of learning and information processing).

The Diversity Asset framework theoretically **strays away from a deficit viewpoint** of learners (e.g., lacking or in need of), but instead **captures and validates learners’ strengths and rich sociocultural and sociolinguistic resources** from within and surrounding areas.

The diversity assets included in this framework can also be used to understand systems and programs within organizations to assess the overall **sustainability** and **efforts** for **innovation** and **creativity**, as well as **capacity building** and **problem solving**. While acknowledging diversity may require some compromising and adjusting due to differences, valorizing assets of diversity will lead to fundamental **improvements** in individuals, community, and systems.

For example, with Resiliency capital, instead of simply identifying support by asking,



*“What programs or systems are there in my organization to **support** learners to adapt, adjust, and restore when faced with challenges?”*

this framework focuses on,

*“How can programs **draw**, **capture**, and **strengthen** learners' ability and **vitality** to adapt, adjust, and restore when faced with challenges?”*

In addition to the six capitals of Yosso's (2005) cultural wealth model (*Aspirational, Linguistic, Familial, Social, Navigational, and Resistance*), in this expanded Diversity Asset model, the following two assets are included and defined:

Resiliency asset:

- “The grit and vitality to bounce back, adjust, and restore” (Project Acabado, 2017)

Reflective asset:

- “the power to think back and learn” (Project Acabado, 2017)

What is SEL (Social Emotional Learning)?

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.⁵

Leads to Academic Outcomes and Improved Behaviors

SEL interventions that address CASEL's five core competencies increased students' academic performance by 11 percentile points, compared to students who did not participate in such SEL programs. Students participating in SEL programs also

⁵ <https://casel.org/what-is-sel/>

showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.⁶

CASEL's Widely Used Framework Identifies Five Core Competencies

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.⁷

⁶ <https://casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf>

⁷ <https://casel.org/what-is-sel/>

Social and Emotional Learning SEL



8

The importance of starting with the adults working with learners

At CASEL's Social and Emotional Learning (SEL) Exchange in October 2019, current and former leaders from the original Collaborating Districts Initiative (CDI) who have been implementing SEL since 2011 shared important lessons learned. While

⁸https://docs.google.com/presentation/d/1Tb9WundNcsURexo2RTvWGVIVlZD_q9i6Vv4jcNtqZjl/edit#slide=id.p4



each offered unique insights about how they would do things differently if they started all over, they all had one common lesson: We should have focused more on the adults in the beginning.

Time and again, districts said they mistakenly focused entirely on building the social and emotional competence of students without also considering the SEL needs of adults who are engaging with students every day. In order to create conditions for students to effectively engage in SEL, adults themselves need to feel empowered, supported, and valued. This calls on districts to foster a supportive staff/faculty community and promote adults' own SEL.⁹

Start with SEL three signature practices:

- Welcoming/inclusion
- Engaging strategies and transitions
- Optimistic closing¹⁰

RP Group Student Support (Re)defined

The Research and Planning Group for California Community Colleges (RP Group) developed the six success factors framework as part of the Student Support (Re)defined study.

<https://cccconfer.zoom.us/recording/play/A5jEtcpiHkzwBccFDuVmCjQISLvJjO-J-gok3a1sxNaSWq3D-zoWsKPPUyEBgzLJ?continueMode=true>

<https://rpgroup.org/Portals/0/Documents/Projects/StudentSupportReDefined/Resources/SSRSupportfromtheStudentPerspectivePosterFall2013.pdf>

⁹ <https://casel.org/wp-content/uploads/2019/11/SEL-Trends-7-11182019.pdf>

¹⁰ https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf

<https://rpgroup.org/Portals/0/Documents/Projects/StudentSupportReDefined/Resources/SSRSixSuccessFactorsPosterFall2013.pdf>

<https://rpgroup.org/Portals/0/CollegeFacultyStaffandAdmins/StudentSupportRedefined-10WaysFacultyCanSupportStudentSuccess-Summer2013.pdf>

https://rpgroup.org/Portals/0/Documents/Projects/StudentSupportReDefined/Resources/Tools_and_Guides/SSRD-Student-Experience-Guide.pdf?ver=2020-02-21-074058-510

Ethic of Care

<https://www.britannica.com/topic/ethics-of-care>

Tronto states there are four ethical elements of care:

1. **Attentiveness**

Attentiveness is crucial to the ethics of care because care requires a recognition of others' needs in order to respond to them. The question which arises is the distinction between ignorance and inattentiveness. Tronto poses this question as such, "But when is ignorance simply ignorance, and when is it inattentiveness"?

2. **Responsibility**

In order to care, we must take it upon ourselves, thus responsibility. The problem associated with this second ethical element of responsibility is the question of obligation. Obligation is often, if not already, tied to pre-established societal and cultural norms and roles. Tronto makes the effort to differentiate the terms "responsibility" and "obligation" with regards to the ethic of care. Responsibility is ambiguous, whereas obligation refers to situations where action or reaction is due, such as the case of a legal contract. This ambiguity allows for ebb and flow in and between class



structures and gender roles, and to other socially constructed roles that would bind responsibility to those only befitting of those roles.

3. **Competence**

To provide care also means competency. One cannot simply acknowledge the need to care, accept the responsibility, but not follow through with enough adequacy - as such action would result in the need of care not being met.

4. **Responsiveness**

This refers to the "responsiveness of the care receiver to the care". Tronto states, "Responsiveness signals an important moral problem within care: by its nature, care is concerned with conditions of vulnerability and inequality". She further argues responsiveness does not equal reciprocity. Rather, it is another method to understand vulnerability and inequality by understanding what has been expressed by those in the vulnerable position, as opposed to re-imagining oneself in a similar situation.¹¹

OC is WE Measured Outcomes:

Underlined outcomes align to Vision for Success.

Student Success:

STEM Student Progress Outcomes

- Increase GPA
- Increase course taking
- **Increase student retention**
- Increase student success
- Increase the number of students taking 15+ units
- Increase the number of semester units taken by students

¹¹ [Tronto, Joan C.](#) (2005), "An ethic of care", in [Cudd, Ann E.](#); Andreasen, Robin O. (eds.), *Feminist theory: a philosophical anthology*, Oxford, UK Malden, Massachusetts: Blackwell Publishing, pp. 251–263, [ISBN 9781405116619](#).

- **Decrease the average number of accumulated units for students at graduation**

Path to Completion

- **Increase student Fall to Fall persistence**
- Increase student transfer rates to CSU and UC
- Increase student graduation rates
- Increase ADT
- Increase AA/AS
- Increase Certificates
- Increase Proficiency Award
- **Increase the number of students with degree or transfer within three years**

Educational excellence:

Learners

- Ensure learners experience engaging learning opportunities (internships, field trips, clubs, experiences, outreach)
- Increase the use of academic and social support for students
- Expand on-campus student employment opportunities that directly improve student success while simultaneously fostering leadership, critical thinking and communication skills
- Increase the use of Oxnard College resources
- Increase the participation in expanded opportunities

Increase Capacity and Sustainability

- Increase Oxnard College enrollment
- Increase college attendance in the Oxnard College service area
- Increase media and awareness of Oxnard College



Collective Efficacy

Collective efficacy is the glue that binds neighborhoods together. It helps explain why some communities fight crime and disorder and others do not. It can be small actions, such as asking questions of strangers, calling the police when a neighbor needs help, shoveling snow off an elderly neighbor's driveway and attending city council meetings. Local governments and police departments can work with community members and organizations to take larger actions to eliminate nuisances and help improve collective efficacy: cleaning up litter and graffiti, repairing and restoring dilapidated houses, and bringing in new businesses.

What Makes a Neighborhood?

Neighborhoods are principally defined by the people who live in them. They are areas within cities where children attend school, play and grow up. Adults live and work there and form friendships. Neighborhoods offer schools, churches, libraries, community centers, parks, stores, child care centers, entertainment facilities and other "anchor points" where neighbors meet and socialize.

However, some neighborhood establishments can create problems. Bars, pawnshops and liquor stores, for example — and even public transportation centers, shopping centers and fast food restaurants — can attract or generate crime. Certain types of locations may serve as anchor points in one neighborhood but crime hot spots in another. A park may be where children play, adults exercise and families picnic — or it may be where drugs are sold, gangs hang out and criminals commit violent crimes.

Collective Efficacy and Social Cohesion

Social cohesion describes how residents *think* and *feel* about their neighborhood: Do people get along with their neighbors? Can they count on each other's help when there is a problem? Do they get together for holiday dinners? Do they babysit each other's children? Do they walk in the local park after dinner? Do they think their children are being taught well in school? Do

they feel safe? Can students go to the library after school? Residents' care and concern for each other's welfare provide the social glue that holds a community together.

Some neighborhood characteristics promote social cohesion: high levels of home ownership; a core of stable, long-term residents; the presence of extended families; close friendships among neighbors; good schools; people who attend local centers of worship; and the use of amenities such as parks, recreation centers and libraries.

Collective efficacy describes what residents are willing to *do* to improve their neighborhoods. Although social cohesion is the foundation of collective efficacy, at the core of collective efficacy are the willingness to intervene and the capacity for informal social control. In neighborhoods with collective efficacy, neighbors agree on what is acceptable behavior and reinforce it in each other.

Together, social cohesion and collective efficacy are the qualities that distinguish well-functioning, harmonious neighborhoods from poorly functioning, disordered ones.

Measuring Attitudes and Actions in Miami Neighborhoods

NIJ and the Children's Trust of Miami-Dade County, Florida, sponsored a study to better understand collective efficacy. A team of researchers led by Craig Uchida of Justice & Security Strategies, Inc., randomly selected and surveyed more than 1,200 residents in eight ethnically and economically diverse Miami neighborhoods with differing crime rates. Specifically, the researchers examined the relationship between residents' perceptions of collective efficacy and social cohesion and their perceptions of neighborhood conditions, their confidence in the police, and their fear of crime — and whether these relationships varied within and between neighborhoods. The researchers also looked at how the use of neighborhood resources, such as grocery stores, churches and parks, affects perceptions of collective efficacy.

Uchida and his team applied new statistical techniques that look at neighborhoods in smaller geographical areas of six to 10 square blocks and can point to where and how to intervene to reduce crime and build up communities. In addition to the in-person resident surveys, trained research staff conducted systematic walkthroughs of street segments in each of the eight neighborhoods, observing resident activity as well as any vacant buildings, litter and graffiti.

All of these data led to a number of important findings. The researchers found that generally, homeowners, older residents and others who used neighborhood facilities, volunteered and attended community meetings were more likely to see their neighborhoods as having social cohesion, whereas renters, younger residents, women and those who relied on income assistance perceived lower levels of collective efficacy and social cohesion.

The researchers found that residents with high perceptions of collective efficacy and social cohesion saw themselves and their neighbors as protectors of their community, perceived their communities to have fewer incivilities (e.g., litter, disorder, graffiti) and were more satisfied with the work of police. Also, perceptions of social cohesion had a statistically significant effect on residents' fear of crime: Those who had higher perceptions of social cohesion had less fear of crime. Perceptions of collective efficacy, however, did not have a statistically significant effect on fear of crime.

Overall, the researchers found that the relationship between perceptions of collective efficacy and social cohesion and perceptions of neighborhood conditions, confidence in the police, and fear of crime and incivilities varied across neighborhoods. The researchers further found that levels of collective efficacy and social cohesion varied considerably *within* neighborhoods: People who lived in areas within a neighborhood with better housing, better-maintained common spaces and more stable populations were more willing and able to protect their community. The researchers also noted that "rises" (areas with higher levels) and "sinks" (areas with lower levels) in collective efficacy and in social cohesion do not necessarily coincide, indicating that two distinct social processes are at work. The researchers said that this finding suggests that policymakers — with proper input from research — could design and implement unique solutions to intra-neighborhood issues within targeted areas.

Steps to Prevent Crime and Strengthen Neighborhoods

The researchers offered policy recommendations to help neighbors come together to reduce crime and build up neighborhoods.

Invest in research and evaluation. Community leaders, police, policymakers, elected officials and other stakeholders can engage researchers in surveying residents to learn how they feel about their neighborhoods. Information on neighbors' concerns can help community leaders and police find ways to promote the overall well-being of neighborhoods. Examining police data (e.g., crime incidents and calls for service) can also help leaders more effectively respond to residents' concerns and possibly reduce

crime. Finally, researchers can look at how to configure traffic patterns, common and private spaces, and other neighborhood features to reduce disorder and enhance neighborhood safety.

Engage in problem solving. Stakeholders can use the data gathered in community surveys to identify problems, craft solutions and assess responses. They can apply these data to focus interventions on specific areas or groups of people and then use data to determine whether the focused interventions and community responses have improved neighborhood conditions.

Target problems and interventions. Interventions can focus on smaller areas within neighborhoods with lower social control by filling in and building up those areas. Areas for *filling in* are those that function poorly, where community-building efforts can be focused. *Building up* focuses on areas that function well within a distressed community and how their residents can be mobilized to improve the poorly functioning areas nearby. By continually bringing in residents and building outward, communities can improve the entire neighborhood.

Restore anchor points. Residential surveys can identify public spaces where residents socialize, talk about what is going on in the neighborhood and become friends. Police, city officials, individuals and community organizations can work together to find the resources to repair and improve parks, community centers, recreational areas and other public spaces. They can also help enrich neighborhoods by sponsoring and organizing regular activities that encourage residents to use these spaces (e.g., a day at the park, picnics).

Organize the community and encourage volunteerism. Communities often organize themselves to combat crime and promote safety because of a general issue (e.g., crime) or a specific need (e.g., to reduce drunk driving or residential burglaries, or to ensure school safety). Police can promote residents' involvement in community advisory boards, neighborhood watch programs, police athletic leagues and similar efforts. Maps and surveys can locate residents of poorly functioning neighborhoods who care about the community and will volunteer to help it improve. Community and service organizations can recruit these individuals and encourage their efforts.

For More Information

Read more about the Miami study, "[Neighborhoods and Crime: Collective Efficacy and Social Cohesion in Miami-Dade County.](#)"

[Learn more about collective efficacy.](#)

About the Authors

Brian R. Higgins, a writer-editor with Lockheed Martin, passed away last year. He contributed significantly to a body of work produced through the National Criminal Justice Reference Service and available on NCJRS.gov. **Joel Hunt** is a senior computer scientist in the Office of Science and Technology's Research Division at NIJ.

About This Article

This article appeared in [NIJ Journal Issue 277](#), September 2016.

This article discusses the following grant: ["Reducing Crime Through Collective Efficacy: Identifying Social Control and Social Cohesion in Miami Neighborhoods," grant number 2009-IJ-CX-0039.](#)

SELF-EFFICACY: THE EXERCISE OF CONTROL

Albert Bandura

An outline composed by Gio Valiante

Emory University

CHAPTER 11 - COLLECTIVE EFFICACY

"Perceived collective efficacy is defined as a group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments" (477).

- The collective belief centers on the groups operative capabilities
- Interactive dynamics create an emergent property that is more than the sum of its individual attributes.



- Several factors contribute to interactive effects
 - Mix of knowledge and competencies
 - How the group is structured
 - How well it is led
 - How the members interact with each other (undermining or building)

GAUGING COLLECTIVE EFFICACY (478)

- There are two approaches to the measurement and evaluation of collective efficacy
 - Aggregate members appraisals of their personal capabilities for the functions they perform in the group
 - Aggregate members' appraisals of their groups capabilities as a whole
 - Beliefs of personal efficacy are not detached from the larger social system
 - For instance, a quarterback considers his offensive line, receivers, etc.
 - The two indices of collective efficacy are at least moderately coordinated
- Perceived collective efficacy is not a monolithic group attribute
 - Teachers at differing grade levels face different challenges that vary in amenability to personal control
 - Individuals occupying different roles or positions in the same social system may differ somewhat in their in how they view their groups collective efficacy
- Collective efficacy is of course rooted in self-efficacy
 - A group of self-doubters is not molded into a collectively efficacious force
 - A weak link that has to perform interdependently can spell group failure
 - A group of highly efficacious individuals may perform poorly if they do not work well together
- Beliefs of collective efficacy predict level of group performance
 - The stronger the beliefs they hold about their collective capabilities, the more they achieve
 - Schools, organizations, and athletic teams
 - Bandura (1993) did a collective efficacy study of 79 schools .
 - The stronger the staffs' shared belief in their instructional efficacy, the better the school performed academically

Trauma informed care

[Oprah Winfrey 60 minutes](#)

[Student health and persistence/retention](#)

