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PRELUDE

One in every five community college students in the nation attends a California Community College (CCC), and nearly 70% of those students are students of color. Five years ago, the Vision for Success catalyzed a paradigm shift in higher education statewide, challenging us to acknowledge that while well-intentioned, our institutions have historically failed to adequately address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color. **The 2022-25 Student Equity Plan paves the way for colleges across the system to commit to sharpening our focus on dismantling these institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color.**

In 2020, the convergence of a global pandemic and a reckoning with racial injustice prompted Chancellor Oakley to make a “Call to Action” to mobilize the system to use our collective positions of privilege, influence, and power, to recenter racial equity. As you prepare to develop your Student Equity Plan, we encourage you to consider your response to the Call to Action. Below are a few resources and background information to provide context and a foundation for your current and future equity efforts. We recommend you review these resources before you get started.

- [State of California Education Code Section 78220](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [CCCCO Vision for Success](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
 - [Using Disproportionate Impact Methods to Identify Equity Gaps](#), The RP Group (Sosa, 2018)
 - [Forming a Planning Team Team: Guide for Selecting Equity-Oriented Members](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021
 - [Structured Reflections: Documenting the Progress of Student Equity and the Need to Align with Guided Pathways Efforts](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

In addition to these prelude materials, you will find in this document an editable plan template, as well as resource materials in an addendum for your review and dissemination, as needed. If you have questions about the Student Equity Plan, please contact seaprograminfo@cccoco.edu.

In solidarity,

The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
<ul style="list-style-type: none"> • Michael Quiaoit, Dean of Student Services & Special Programs • Michael Tran, Program Analyst • Anthony Amboy, Program Assistant • Gina Browne, Dean of Educational Services & Support • Mia Keeley, Dean of Student Services 	<ul style="list-style-type: none"> • Jay Singh, Hartnell College • LaTonya Parker, Riverside City College, ASCCC • Raymond Ramirez, Fresno City College • Sabrina Sencil, Consumnes River College, The RP Group • Sandra Hamilton Slane, Shasta College
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- Lesley Bonds, Guided Pathways
- Leslie Valmonte, Guided Pathways
- Priscilla Pereschica, Policy Specialist

- Eric Felix, San Diego State University

2022-25 STUDENT EQUITY PLAN TEMPLATE

Landing Page/Details

Guidance: With the 2022-25 Student Equity Plan, please focus on future efforts in sections involving student populations experiencing disproportionate impact. For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before you move on to writing your 2022-25 student equity plan, it is important to reflect on the 2019-22 plan and consider:

- **What did we set out to accomplish and what did we achieve?**
- **Is there anything that worked well that we should continue?**
- **What do we want to do differently in the 2022-2025 plan?**
- **How do we better partner with existing guided pathways efforts?**
- **What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?**

This SEP REFLECTION section serves as a reflection opportunity and crosswalk to examine your existing equity efforts, the progress made, and how they can overlap with guided pathways initiatives on your campus. The responses to these questions should help you craft your response in the SEP REFLECTION section below.

ASSURANCES:

Help Text: Please attest to the following assurances:

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Race Consciousness in Equity Plan Development (2,500 character max)

Help Text: Considering the research and documentation pro

vided to your college about race consciousness (CUE Report, local data, etc.), please describe how your college plans to be more race conscious in completing this Student Equity Plan.

Oxnard College works towards greater race consciousness in all aspects of the campus by following the CUE recommendations, creating an equity definition for the college, and engaging in open and transparent dialogue at the Student Equity and Success Committee. These discussions have included data that addresses DI groups such as those identified. Discussions at the college include professional development opportunities led by OC administration that address practices at the college that may contribute to inequities. The college is working towards greater self-reflection and data usage in achieving these efforts. Oxnard College pledges to be more race conscious in its focus on curriculum revision to eliminate Eurocentrism and include culturally relevant materials and pedagogy. The Educational Master Plan called for equity to be defined as one of its metrics because equity and social justice is one of the goals. The equity definition intends to serve as a guiding force in closing equity gaps. The intention is to bring race-consciousness discussions to Participatory Governance committees becoming part of the college dialogue to create specifically designed interventions for DI students. Current research will guide such college conversations and college-wide self-reflection in administration, student services, and instruction by identifying students who are experiencing disproportionate impact. Discussions across the district and college should include the awareness of social and cultural capitals in efforts like curriculum development, faculty and staff evaluations, tenure review, and hiring. For students, workshops to aid students strength to survive racism and systemic barriers they face should be explored and may include sense of belonging, resilience, time management and providing resources like financial aid, mental health, tutoring, and child care. The OC Foundation updated practices eliminating pre-payment of service and receipts for scholarships. Students now receive their scholarship funds directly. Oxnard College can dedicate more time in college events for presentations with data on Oxnard city demographics compared to Oxnard College demographics for the same populations. This can effectively illustrate the disparities between the larger Oxnard community and population attending Oxnard College to promote race consciousness and awareness of other groups that were not included in state provided data, such as undocumented students.

DONE-ADDED TO NOVA

Contacts

Guidance: The new addition of a Guided Pathways Lead is intended to create more cross-functional teams to build the equity plan. Only Project Leads can submit your college's Student Equity Plan.

DISTRICT CONTACT INFORMATION FORM

Required Contacts (at least one contact is required for each of the following roles):

- Project Lead (College Equity Lead is recommended)
- Alternate Project Lead
- Approver: Chancellor/President
- Approver: Chief Business Officer
- Approver: Chief Instructional Officer
- Approver: Chief Student Services Officer

- Approver: Academic Senate President
- Approver: Guided Pathways Coordinator/Lead

Equity Plan Reflection

Guidance: Considering your previous Equity Plan and efforts for the 2019-22 cycle, please answer this reflective section to the best of your college's knowledge.

2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

KEY INITIATIVES/PROJECTS/ACTIVITIES

Help Text: Summarize the key initiatives/projects/activities that supported student equity at your institution-across all areas of the college in 2019-22. (2,500 character max)

Oxnard College has multiple inclusive programs and resources for all students fostering resilience and a community of belonging.

EOPS (Extended Opportunity Programs and Services)/CARE (Co-operative Agencies, Resources for Education) is advertised to all new and current students and provides services to assist educationally and economically disadvantaged students. Examples of services are counseling, priority registration, grants, school ID waivers, tutoring, and peer advising.

AB705 was unofficially implemented in Fall 2018 by the English Department to gather data and initiate best practices as was an English Lending Library. AB 705 was fully implemented in Fall 2019. Corequisite support classes, embedded tutoring, and expanded tutoring services were implemented to support students; multiple measures and informed self-placements were also implemented to guide students.

Anthropology added an African American culture class and English added African American Literature to their classes, and African American History was added to the History department. In both cases enrollment is always an issue, but the effort was made.

AB 1040 Ethnic Studies impacted Social Science. There are three classes offered that will fulfill this need: Introduction to Chicano Studies, Anthropology of Native Americans, and Introduction to Border Studies. The department will add a new full time faculty member in Chicano Studies for Spring 2023. Additional Chicano Studies courses will be designed, along with new CCC Ethnic Studies graduation requirement.

The Dream Resource Center is a welcoming, safe place that supports undocumented students and their families. It supports undocumented students by providing social services resources, free legal consultations, and AB 540 help among other services.

The Basic Needs program provides toiletries, clothes and shoes to students in need.

The library has laptops, hotspots, and a lending library with textbooks for students to use at no cost.

There are multiple mentoring programs such as for students in STEM, Condor to Condor Peer mentoring, Condor Connections which provides opportunities for OC employees to mentor students and EOPS/CARE peer facilitators. The First Year Experience helps students adjust by providing peer mentorship, learning communities, financial literacy, educational and career guidance establishing a path to success.

The Antiracism Workgroup had a college-wide book reading and workshops focused on anti-racism.

OC LIVE hosted at least one OC Conversation program that discussed social, cultural and political issues and the impact on the campus.

MOSTLY DONE – REVISIT too many characters

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

Help Text: How do you know these initiatives/projects/activities decreased disproportionate impact? (2,500 character max)

The English Lending Library has served over 4,000 students with free textbook usage for their English classes since 2017. Success and retention in transfer level math and English classes was steadily increasing until the pandemic impacted support services and corequisite classes, which were based in high impact practices such as small group work and individual time with students.

EOPS/CARE identifies students affected by language, social and economic disadvantages to increase the number of eligible students achieving their educational goals such as obtaining job skills, occupational certificates, associate degrees or transferring to four-year universities. The Honors Night Ceremony honors EOPS/CARE students who earned a 3.0 GPA or above. For Fall 2020 and Spring 2021 terms, EOPS had close to 150 people in attendance for each Virtual Event. Typically, in years past we would easily exceed over 750 in attendance. However, due to the Covid Pandemic, our numbers participation has been significantly impacted by turn-out. During the 2020 school year EOPS honored 324 students for the Spring 2020 and 269 for the summer and 239 who received a 4.0.

EOPS/CARE offers grants to eligible students with financial need as determined by Title 5 guidelines. During the 2020-21 school year \$178,000 financial grants were awarded. This included Fall and Spring Book Grants, PG 100 Classes, Caps and Gowns, UC/CSU Application Waivers, Phi Theta Kappa, Early Reg – Spring & Summer and EOPS/CARE scholarships offered four \$500 scholarships through the OC Foundation.

There is currently no data regarding AB 1040 ethnic studies because it is a new initiative and efforts are underway to fulfill the mandate.

Basic Needs' food distribution services eliminated multiple burdens of out-of-pocket expenses for students. The market has operated on a weekly basis, providing fresh produce to students at no-cost to them through 595 visits. The Food Pantry has disbursed approximately 171 bags of non-perishable groceries and 101 grocery gift cards to students who did not qualify for Cal Fresh. Basic Needs also adopted the Cal Fresh Student Ambassador program, opening the opportunity to 2 undocumented students to participate and receive a stipend, eliminating an equity gap in students who cannot become district hired student workers or qualify for work-study.

DONE

2022-25 PLANNING EFFORTS

Help Text: Briefly summarize how the 2019-22 student equity plan cycle informed your planning efforts for 2022-25? (2,500 character max)

The 2019-2022 student equity plan informed the planning of the 2022-2025 student equity planning efforts in that an open and comprehensive dialogue occurred in the Student Equity and Success Committee (SESC) meetings, more specifically, in the 2021-22 academic year. Multiple data examination sessions were held in addition to the regularly scheduled SESC meetings. These data workgroup meetings looked at specific data, such as pertaining to AB 705 impacts and DI groups and what additional interventions could be provided to close equity gaps and increase student success. More tutors, embedded tutors, and professional development for faculty who teach AB 705 classes is needed, specifically addressing DI students. For all faculty, professional development for teaching culturally relevant texts, curriculum revision to reduce curricular Eurocentrism, and sharing best practices among multidisciplinary faculty to serve DI students is needed. Professional development opportunities are being explored in the form of creating the Oxnard College Center For Equity and Excellence. It can include regularly scheduled professional development for faculty, classified, and management such as informal sack lunch trainings, distance education trainings, and suggested readings and links to articles and videos. The creation of the Oxnard College Center For Equity and Excellence will use data and self-reflection to inform decisions for professional development or other innovations to close equity gaps. Planning was also influenced by the creation of an equity definition in SESC. The equity definition was created over the duration of AY 2021-22 in a workgroup that consisted of faculty, classified, and management. The equity definition was vetted at the Academic Senate, Classified Senate, Associated Student Government, Dean's and President's Council, and SESC. The equity definition is to be included in the Educational Master Plan. In addition, SESC regularly had reports and discussions about Basic Needs, Vision for Success goals and how they pertained to Oxnard College, and equity in grading. SESC regularly invited the college community to serve as Equity Ambassadors and attend various CCCCCO workshops or webinars and report to SESC. This included college wide discussions about equity and how it impacts each aspect of the college. Equity is the entire college's responsibility. Assembling the Student Equity and Achievement Plan writing team and discussion of the SEAP occurred regularly at SESC meetings, such as those on September 1, 2021, February 2, 2022, and May 4, 2022. Regular and ongoing transparent and data informed discussions of equity and DI groups are conducted at SESC meetings.

PANDEMIC ACKNOWLEDGEMENT

Help Text: Using the checkboxes provided, please describe the ways in which the Pandemic affected you 2019-22 equity efforts. You have the space to provide an explanation in narrative form for any of the options you selected above. (2,500 character max)

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

The pandemic affected equity efforts by access to student services. Many students utilize in person services and with the abrupt closure, we were forced to move all services online. While we were successful in this transition, many students either didn't have access to a computer to use these services, didn't know how to use these services because there was not adequate instruction due to the rapid transition, or were severely impacted because they did not have the in-person support they needed. Streamlining services to better address student needs included moving to online fillable forms, eliminating the need for students to wait in person to be seen by a counselor by allowing them to sign-up and get a call when it was their time to meet with a counselor, offering live Zoom drop in sessions in many services where students get assistance right away, and transitioning many events online, increasing access to services students may not have been able to attend in the past.

Additionally, as we began to return to campus, we were able to build our relationships with our local high schools who were also struggling to ensure students continued their education. Oxnard College now has a college counselor located at all of our local high schools to assist students with major and career exploration, dual enrollment and overall guidance on enrolling at Oxnard College.

The Library Learning Resource Center was closed to the community March 2020 - February 2022 for the worst part of the pandemic. All LLRC information services were conducted online during this time, including reference/research, library instruction and tutorial services. The Technical Services and Circulation Departments purchased and distributed laptop computers and hotspots to students via shipping services, thus assuring no physical contact. Free-to-students shipping was extended to semester-loan textbook checkouts as well. The Reference Dept. (librarians) procured substantial new collections of electronic books and e-textbooks to assist students, faculty and staff for the duration. These last services continue today and were important in moving the LLRC's collections further into the e-collections era.

The Writing, Reading and Tutoring Center (WRTC) responded to the COVID lockdown by going fully remote. The website was revised and utilized an open Zoom room for students to enter within the first two weeks. Student Workers were not allowed on campus, but everyone that could work remotely was allowed to. The biggest effect COVID had on the WRTC was, and is, student attendance into all of tutoring.

COVID also made recruitment of new tutors more difficult. With the reduction of overall enrollment and the new communicational dynamic of being remote, finding and getting the word out to potential tutors became more difficult. It was a struggle becoming virtually visible, while the pool of student tutors simultaneously reduced due to general enrollment issues.

Link to Executive Summary

Help Text: Please share the hyperlink to your college's Executive Summary. Per Ed Code 78220, this Executive Summary must include, at a minimum:

- The initiatives that the community college or district will undertake to achieve these goals
- The resources that have been budgeted for that purpose
- The community college district official to contact for further information
- A detailed accounting of intended funding
- Assessment of the progress made in achieving identified goals

Here is our [current executive summary](#)

Student Populations Experiencing Disproportionate Impact

Guidance: Please review your provided data, local data, and [consider your local context](#) and priorities to select the student population experiencing the *most* disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. *If you select more than one population for a metric, you will be required to complete the full workflow for each population separately.* As a result, the information you include in your planning section should be specifically

Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Add population)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Populations detailed in [Education Code 78220](#)

Metric: Successful Enrollment

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Oxnard College has exhibited an equity gap in the enrollment rates of its Black or African American student population for several years. Between 2014 and 2020, Oxnard College has needed an average of approximately 16 more students enrolled each year to have met equity, with the highest disproportionate impact being in 2019-2020 academic year with 19 more students enrolled. In order to close gaps in significant underrepresentation or prevent disparities in enrollment of student populations of high-need or disadvantaged backgrounds, specifically, the Black or African American student population, the college must address both steps of enrollment, admission to the college and registration for courses. To only address the number of Black or African American students who applied to Oxnard College will dismiss the issue of registration for classes. Although a Black or African American student may have submitted an admission application to the college with the intent to pursue higher education, they may have never registered in a course, which does not help the college understand how many Black or African American students are actually actively pursuing higher education. On the other hand, to only address the number of Black or African American students who register in a class will dismiss the Black or African American student population who already have active admission applications on file with the intention to pursue higher education, but do not register for courses. The college must ensure that after a student submits an admission application it is valid for an academic year and it promote services and resources that will make registering for classes easy. By addressing both steps of enrollment through an equitable lens, Oxnard College can increase the enrollment rates of its Black or African American student population to meet equity.

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latina/o/x student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase Black/African Am. enrollment by 20% from 2019-2020
<i>Year 2 (2023-24)</i>	Increase Black/African Am. enrollment by 30% from 2019-2020
<i>Year 3 (2024-25)</i>	Increase Black/African Am. enrollment by 50% from 2019-2020

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Impedes equitable outcomes to promote Oxnard College to the Black or African American population and/or help them through admission: The College has not be intentional in specifically targeting

Impedes communication to Black or African American students about the required courses: The Program Mapper is an excellent and intuitive way for students to look for program requirements; however, we need to ensure we provide support to those who have not yet decided on a major. If an undecided student uses the Program Mapper to find that it requires them to select a major, they may feel discouraged to continue their effort to start at Oxnard College, believing that they are not ready until they commit to a major. Students are directed to the 1st STEP Center for guidance. It is better if students get the resources and professional support to explore their options. Black or African American students would benefit from assistance with major/career exploration.

Impedes the effort of increasing enrollment in classes by Black or African American students:

Previous practice was to drop students from classes for unpaid enrollment fees. Since the pandemic, the district has allowed students to remain enrolled and pay fees later. With the pandemic ending, the district is looking to drop students for non-payment again, especially since having pending fees while enrolled can complicate registration for future terms. On the flipside, dropping students for not being able to afford enrollment fees impedes equitable outcomes. Although there is an option for a payment plan, the payment plan can still be a hardship as it requires students to pay in two parts (which is often expensive). Students who can't afford a payment plan or paying in full need more time to arrange for enrollment fees to be paid while maintaining enrollment. In some cases, Black or African American students are waiting for financial aid to process.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

Current practices for Black or African American students with the admissions:

- o Participation in the annual clergy meeting to provide an overview of the academic programs and support services offered at Oxnard College. Our goal is to identify strategies that will help improve outreach and increase enrollment of African American students here at Oxnard College.
- o Family Festival
- o Oxnard College Foundation's Community Market
- o OC Live: Performing arts and lecture series
- o Outreach and Recruitment Office
- o Campus Tours
- o Class presentations
- o Application assistance
- o Conference presentations
- o Lunch time visitations
- o Meetings with parents of K-12 students
- o Dual enrollment

Current efforts to communicate required courses for student educational goals:

- o Counseling: Facilitate student success and development by providing comprehensive academic, career, and personal counseling
- o Program Mapper: An interactive visualization of Oxnard College's academic programs
- o DegreeWorks: A web-based planning tool to help students and counselors monitor a student's progress toward degree completion
- o OC Fridays: High school specific events where students complete an orientation and meet with a counselor

Current efforts to increase the registration of classes by Black or African American students:

- o Welcome Center: Assists students to enroll in courses
- o OC Registration events: During times of high student traffic, the college hosts one-stop-shop events for new and continuing students to drop-in, join a live Zoom session and get assistance in enrolling in courses
- o "How To" videos demonstrating steps to enroll in courses.

New efforts:

Research shows that in some Black or African American communities, residents harbor suspicion of various institutions. A common response is that there has to be a gimmick to the offered service. Black or African American residents may make references to past experiences involving maltreatment. Building trust and promoting Oxnard College is creating partnerships with community organizations and making scheduled visits during social hours to help the admission application and enrollment in classes. One study states, "African American churches are the backbone of many communities. In addition to offering spiritual enrichment, churches provide a venue where social connections are made and networking occurs. For many neighborhoods, the foundation for community development is rooted in the church. As such, churches have often been natural partners for outside groups that want to conduct

outreach to neighborhood residents” (Patterson, 2000). Strengthening the relationship with the annual clergy meeting is needed.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- X Administrator
- X Faculty
- X Classified Staff
- X Partner (K12, Transfer, other)
- X Students

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

To move from the current practice to a more ideal practice:

1. Exploratory option: Work with counselors to create a 1st semester ed plan that will include general education courses. Provide this set of classes as an exploratory option along with information to contact the Career Center to get help with major and career exploration.
2. Drop for non-payment: Propose a change to how a student is dropped due to non-payment at the District committee, District Council on Student Services (DCSS). Allow an option for students to receive an alert that will allow them to opt in for not being dropped. If students don't respond to the alert, they will be dropped as we have in the past. This will save students who did not intend to attend or were not "committed," but for students who can't afford a payment plan or paying in full, or perhaps waiting for FA to process, they can click on an option that states, "Put a registration hold on my account- By bypassing payment now, I understand that I will have a hold on my account that will not allow me to enroll in future terms. I plan to pay these fees in the near future but would like to maintain my seat in my classes in the meantime. By selecting this option, I am asking VCCCD to not drop me from my classes as I accept the consequences of nonpayment." This way students who are diligent and intentional about their enrollment have more time.
3. Community outreach: Contact local organizations with members of the Black or African American community and inquire if they are willing to accept visits from Oxnard College to discuss higher education

and Oxnard College resources with their members. Host specific events to invite the Black or African American community to OC.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor’s Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor’s Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

Support needed to implement proposed changes:

1. Drop for non-payment: Since Oxnard College is part of a three-college district, the entire district would have to be in consensus of changing the ‘drop for non-payment’ process. Support from District IT would be necessary to program a new alert to show to students who are at risk of being dropped for non-payment.
2. Community outreach: Support from all members of the college, managers, staff, and faculty would be needed to build relationships with community organizations and make frequent visits. Support from other representatives from the Counseling Department and the Financial Aid Office would also be necessary to ensure students enroll in correct courses and maintain enrollment. Such representatives would visit the community organizations on some of the scheduled visits and assist students who have already applied to the college with help from the Outreach and Recruitment Office in previous visits.

Metric: Completed Transfer-Level Math & English

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Students with disabilities experience the most significant disproportionate impact. The data for Oxnard College shows six years of DI in a row with only a 4.5% outcome rate for each of the last two academic years. Ten more students needed to achieve the outcome in 2020-21 to achieve full equity. Males with disabilities are especially impacted; 48 more DSPS males needed to achieve the outcome in 2020-21 to achieve full equity.

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase sense of belonging for students with disabilities in transfer-level Math and English classes and measure using survey data.
<i>Year 2 (2023-24)</i>	Increase completion rates by 5% for students with disabilities in transfer-level Math and English classes.
<i>Year 3 (2024-25)</i>	Increase completion rates by 10% for students with disabilities in transfer-level Math and English classes.

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other

divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

AB 705 multiple measures and guided self-placement gave students the choice of which Math and English classes to enroll in, yet some classes below transfer-level were still offered in Math (MATH R005 – Beginning and Intermediate Algebra for Statistics and Liberal Arts & MATH R015 – Beginning and Intermediate Algebra) and English (ENGL R097 – Intermediate Composition). Course syllabi written for the transfer-level classes can make them seem intimidating and unwelcoming; furthermore, students report anecdotally that they have been encouraged to take lower-level classes first. Even when students are successful in a lower-level class, there is no guarantee that they will then choose to enroll in the transfer-level class the following semester.

The Educational Assistance Center has limited staff for their caseload of students, which impedes access to services like EAC tutoring and learning skills courses for students with disabilities. Additionally, in-person and live Zoom tutoring at the college’s library are only offered during the day on weekdays, so it can be difficult for students to find the time to meet with a tutor for help in their classes. With more learning materials being provided online, including OER textbooks, a greater focus is needed on accessibility and accommodations to meet students’ needs.

Some students who previously had an IEP or need accommodations based on other disability criteria as incoming adult students are not aware of EAC services. Students with disabilities should be provided with an option for an onboarding process that encompasses EAC and adapting to a new college environment with much larger courses. It is up to the student to disclose their need for services. This can be an impediment as some students have chosen not to identify as there may be some stigma attached or they believe we will reach out to them as is the process in high school. We can't ask a student but we can do better about informing students about the availability of services and confidentiality.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be

necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

While the college reduces below transfer-level course offerings in Math and English, greater support should be added to transfer-level classes to help students with disabilities be successful.

- Expand the offerings of paired corequisite support classes in Math & English and Learning Skills classes covering basic skills.
- Develop free noncredit courses for students who want to learn supplemental skills in Math and English but who don't want to take a corequisite support class or a Learning Skills class due to a financial burden or the extra workload involved.
- Hire more Learning Disability and specific DSPS counselors to support students through the Educational Assistance Center.
- Hire more Math and English tutors and expand tutoring hours in the library and at the EAC.
- Connect students with other student mentors and provide students with a mandatory Library tour that includes highlighting the tutoring services and meeting STEM Illumineer/tutors in Math and Writing student tutors to raise awareness and make students less intimidated to ask for help.
- Provide embedded tutors for all transfer-level Math and English classes so that students have a designated peer tutor who they are comfortable working with and asking questions.
- Build the Oxnard College Center for Equity and Excellence, where educators can access learning resources and work together to continually improve teaching, student learning, and close equity gaps. Teach faculty how to humanize their courses by creating a Dynamic Welcoming Webpage.
- Provide professional development for instructional faculty to create curriculum that reflects the lived experiences of students with disabilities and develops a sense of belonging, starting on the first day of class with a welcoming syllabus and equitable grading policies.
- Provide professional development for faculty and staff to learn how to arrange accommodations and meet accessibility standards for all content disseminated to students, including videos and alternate media.
- Increase awareness of assistive technologies available for students with disabilities and normalize their use for all students
- Build up the OC Summer Scholars program to include Math as well as English classes for incoming students, and provide marketing materials for the EAC and local high schools to distribute.
- Expand dedicated counseling for students with disabilities.

- Career placement to recommend the proper math class to avoid wasted courses. Degree planner needs more visibility and students need a clear path of courses to take. Make clear that our degree requirements may be different than transfer requirements.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

In order to offer more co-requisite support courses, additional faculty should be hired in Math and English. New faculty teaching co-requisite courses for the first time need training, and ongoing professional development should be provided for all instructional faculty on best practices for supporting students with disabilities, including meeting requirements for accessibility of documents, videos, and online course material.

Additional faculty and staff should also be hired to teach Learning Skills classes, offer specialized tutoring through the EAC, and provide more dedicated counseling for students with disabilities. More Learning Disability specialists are needed at Oxnard College to assess students and determine what accommodations they need. In addition to common accommodations like extended testing time or notetaking services, many students need to access course materials in alternate formats. For example, students may need to listen to audiobook versions of course textbooks.

The Math and English departments don't currently offer noncredit courses, so researching and designing curriculum that would best support students with disabilities will require release time for interested faculty or hiring professional experts.

Providing more tutoring through the library and embedded tutoring within Math and English classes requires extending tutoring hours and hiring more student workers. Encourage greater faculty participation of Early Alert. A tutoring recommendation form could be developed, and at the end of each semester faculty could recommend at least one student from each transfer-level Math and English class who was successful and has potential to be a great tutor. Students can then be interviewed for a tutoring position and matched with Math and English classes that need an embedded tutor, with training provided by the Writing and Reading Center Director and the STEM Director for both the student tutors and the instructional faculty who will be working with them in class.

OC Summer Scholars is a 7-week program that teaches incoming first-time students how to navigate college and provides free Oxnard College gear and a bookstore voucher. Students attend an orientation and register in both Personal Growth 101 and English 101, which is a great way for students to complete transfer-level English with a cohort over the summer. In the future, this program could expand to offer Math courses as well.

Physical spaces on campus should be made more accessible, including fixing auto accessible doors that don't work, improving access to bathrooms, checking sidewalk ramps and making sidewalks even without cracks, adding signage that is accessible for blind and crosswalks that beep for deaf students.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

Technical Assistance/Professional Development: Workshops and webinars would be helpful, especially topics related to developing a sense of belonging for students with disabilities, reducing stereotype threat and imposter syndrome in Math and English classes, creating a warm and welcoming syllabus, grading for equity, and Universal Design for Learning.

Data and Research: It would be useful to have more research on the benefits and ideal structures of co-requisite support courses and noncredit courses, surveys showing what tools and tutoring resources students with disabilities find the most valuable, and data on accessibility standards.

Technology Investments and Tools: With an increase in online instruction and digital learning resources, Math and English instructors are now using a wide variety of educational tools. Popular tools like Padlet, Jamboards, FlipGrid, and VoiceThread for student interaction may not be fully accessible, so better alternatives could be provided. In addition, more assistive technologies (such as text-to-speech, dictation, reading comprehension, and annotation tools) could be promoted to all students to particularly benefit students with disabilities. Encourage faculty to use Early Alert more.

Policy/Regulatory Actions: If it is not already in existence, create a mandate that requires colleges to have braille on permanent signage, update ramps across campuses, maintain sidewalks, have wide sidewalks and doorways, maintain automatic doors, and other areas of accessibility that may hinder students on campuses.

Metric: Retention from Primary Term to Secondary Term

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black or African American students have among the lowest recorded retention outcomes and a consequential fluctuation within those outcomes, especially between the 2013-2014 and 2014-2015 cohorts. The 2013-2014 cohort saw its lowest retention group with only 19 out of 54 (35.2%) students reaching retention from first primary term to secondary term, whereas the 2014-2015 cohort had the lowest recorded first-term enrollment with a higher retention rate than the previous term. Female Black or African American students had a lower recorded outcome rate of 9% for Successful Enrollment in First Year in the 2018-2019 cohort, compared to their counterpart of Male Black or African American Students who had a 26.1% rate of Successful Enrollment in First Year in the 2017-2018 cohort. Under the retention metric, Black or African American Students have invariably been disproportionately impacted for several years. This student population needs special focus regardless of closing the equity gap reflected in the last recorded 2014-2015 cohort where enrollment was at its lowest.

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	<p>Increase outreach and student services tailored to African-American/Black student life and need. Measure student satisfaction rates via service data and evaluate efficiency.</p> <p>Increase the number of African-American / Black students who successfully retain from Primary Term to Secondary Term by 10%.</p>
<i>Year 2 (2023-24)</i>	<p>Increase the number of African-American / Black students who successfully retain from Primary Term to Secondary Term by 20%.</p>
<i>Year 3 (2024-25)</i>	<p>Increase the number of African-American / Black students who successfully retain from Primary Term to Secondary Term by 30%.</p>

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

While Oxnard College stands by the student-first approach and welcomes diversity, it is predominantly populated by Hispanic or Latino/a/x students. The college has provided numerous safe-zone and inclusive spaces for various student populations, has demonstrated allyship and solidarity with minority identifying students, and has stepped forward in trying times. However, Black or African American students belong to deeply rooted cultural communities who face high levels of socioeconomic barriers, disconnecting students from applying for admission at a higher education institution. Enrollment from this specific population remains low. Student social events and engagement play a vital role in connection and inclusivity to our campus, and while diverse events have taken place and our campus celebrates Black History Month, there is historical context and social student participation still missing, including spaces designed for this special population.

Oxnard College also has a limited selection of ethnic-based studies and culturally identifying instructors. Moreover, course selection honoring specifically African American related studies is limited. The Anthropology and Ethnic Studies programs offer *African American Culture and Experience* (ANTH R114 and ETHS R114 respectively); the English and Ethnic Studies programs offer *African-American Literature* (ENGL R134 and ETHS R114 respectively), and History offers *African-American History* (R108). Multiple departments offering the same course provides students the same subject under a particular departmental lens that contributes to a diverse learning environment. To achieve a richer environment, departments should adopt their own set of distinctive courses to expand access to African-American or Black studies.

Structural Evaluation Conclusion: Retention from Primary Term to Secondary Term is not just dependent on a specific campus sector, but rather transforming different areas as we move forward to increase inclusivity and build a campus culture where students find a sense of belonging and feel motivated by virtue of it, hence increasing student retention and procuring degree completion for African American or Black students.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

Processes, policies, practices, or culture shifts that would facilitate equitable outcomes for this population include but are not limited to the potential implementation or expansion of:

Students Services:

- Orientation Programming – Early introductions for campus resources, services, and academic opportunities
- Establish Umoja program or create a space for this special student population via campus student-led organizations with faculty/staff mentorship
 - Encourage Ally zone and hands-on faculty, staff, and administrative participation, like creating a mini version of an Umoja in collaboration with our ASG team
- Increase student participation in Associated Student Government - Leadership and communication development opportunities
- Career exploration and development (paid internships/volunteer work)
- Boost financial resources – Scholarships, general grants, basic needs emergency-based grants
- Mental Wellness Resources – African American/Black student wellness circles
- Extensive on-campus events and presentations to students, substantial marketing
- First-to-second term intervention processes that line up with the Guided Pathways model should students be steering off the path; encourage more faculty to use Early Alert
- Community outreach and integration with local organizations and their members, invitation to present at relevant on-campus events
- Curriculum reform: addition of African-American studies/courses; adoption of course textbooks written by African-American/Black authors (representation in the classroom); course material should reflect student-lived experiences and include sections historically excluded from early education

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- X Administrator
- X Faculty
- X Classified Staff
- X Partner (K12, Transfer, other)
- X Students

Action Steps:

Help Text: How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

Specific spaces must be developed to welcome African American or Black students to campus life and introduce them to services and their providers that can source retention support, including but not limited to:

Student Services

- Center: A cultural space or Umoja where students can convene, receive counseling/general services, study, build community, network, and develop further cultural awareness. The center will also bridge students to other qualifying campus services and work together with respective staff.
- Student-led organizations: The Oxnard College Associated Student Government is home to student clubs. African American or Black students will be encouraged to explore self-leadership through initiative and team building. Participation includes networking, skill and interest exploration, communication, leadership trainings and retreats, liberty to represent oneself and culture for the purpose of collegiate life. Students are also encouraged to join a student senate position (when available), becoming key decision makers in campus policies and practices.
- Orientation Programming: Inviting the student community into one space from the beginning of the semester, clarifying services, next steps (to avoid discouragement), upcoming events/workshops, making early community.
- Year-round Workshops: Workshops will support student retention, can include financial literacy, entrepreneurship, guest presenter from the African-American/Black community.
- Alumni Mixers/Panels: Black or African American OC Alumni mixers will revive the persistence and determination of currently enrolled Black or African American Students.
- Outreach and Networking: Conduct outreach to local schools and organizations. Community organization leaders can be speakers/guests/trainers in student workshops.
- Intervention Processes: Encourage faculty to use early alert for referrals or areas of concern but to also encourage students through kudos and positive reinforcement.

Student Learning

- Through curriculum reform, different instructional departments can adopt African American/Black-based courses to expand the diversity of offered classes. This includes adopting course textbooks written by Black or African American authors for classes already adopted or soon-to-be implemented.
- Curriculum reform may also, all together, implement a new series of courses that can (in the long-term) compose their own degree.
- Representation is also important to students, considering on-boarding staff and/or faculty in the future that resemble their personal experience.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

Technical Assistance / Professional Development: Creating a community of Allyship on campus, allyship status to be identified after attending a training or series of training sessions of this minority student population, including our surrounding city.

Data & Research: Implement strategies to survey currently enrolled Black or African American students on student service satisfaction (or lack thereof).

Pilots & Building Communities of Practice: Implementing a group of dedicated staff, faculty, and administrators to support starting initiatives, and gear changes towards specific student populations with team support for a campus cultural revision.

Metric: Completion

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic or Latino/a/x males are most significantly impacted as the Vision Goal metric shows a subgroup outcome (completion) of 12.9%. This illustrates that from a cohort of 668 male students in 2017-2018, 86 completed the Vision Goal Completion.

Transfer –Level Math and English Completion in their first year was at a low. From a cohort of 90, four students completed. That is a success rate of 4.4%. For the 2020-21 cohort, out of 711 male students, 104 completed Transfer-Level Math and English. That is a success rate of 14.6%.

From a population of 259 male students that transferred within 3 years, 32 succeeded in the outcome year of 2020-21. That is a success rate of 12.4%.

Areas of Completion

Help Text: Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

- Adult Ed/Noncredit Completion

- X Certificate Completion
- X Degree Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Identify sources of funding and increase it for initiatives such as OMEGA to allow expansion of student services for our male students. Begin an outreach campaign to bring back our male students to Oxnard College and emphasize dual enrollment, tools for college success, Career Education, transfer level English and Math preparation.
<i>Year 2 (2023-24)</i>	Create a proven success mentorship model such as PUENTE on campus for initiatives such as OMEGA. This would provide outreach, recruitment, sense of belonging, cohort-based model, and professional development training for equitable teaching practices and instructional materials that represent students' lived experiences. Increase male recruitment by 10%. Increase male completion by 5%.
<i>Year 3 (2024-25)</i>	Increase male recruitment by 15%. Increase male completion by 10%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that

impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Financial aid and other resources can be promoted more to male students such as book vouchers, FAFSA, scholarships, and other financial opportunities. The population of male students at OC has decreased over the past years. The pandemic has reduced the male population at OC significantly, especially male students who are disproportionately impacted. Textbook costs and the large workload required for transfer-level Math and English classes also present a challenge to our male population. This impediment presents itself especially because of the societal pressures for males to work full-time, support family, high rent, financial insecurity, and family obligations. Providing parent workshops or presentations illustrating the importance of higher education could bolster male success; it could also involve the family positively thus creating familial support for males. Providing professional development for faculty to practice equity minded teaching for males can support this.

Lack of funding for initiatives such as the Oxnard Male Educational Goal Achievement (OMEGA) could be impeding the efforts to bring back our male college students as well as contributing to their completion. This lack of funding could mean a lack of male role models, male leaders for the students, and male representation. Having a mental health ally for OMEGA would allow our male students to express themselves, their struggles, and their accomplishments. Greater funding for the OMEGA program would allow for outreach, student services, cohort-based learning, field trips, hiring of staff and proper data gathering on male student completion.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction

- X Student Services
- X Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

Providing more funding for the success and completion of our male students on campus would begin a foundation for a shift to equitable outcomes for this population. Utilize survey, focus group, and interview strategies to receive feedback from the male student on the barriers they face, how they succeed, and how they overcome their obstacles. Provide transfer-level English and Math with equitable teaching practices and instructional materials that represent students' lived experiences.

Working with our Oxnard College Foundation to provide scholarships, grants, book vouchers, field trips, and more specifically for our men of color will provide access and incentive for our male students to attend the college and help continue to move towards completion. Higher education research experts who specialize in men of color in higher ed would be a great resource for equitable practices for male success. Increase usage of the early alert program for early academic intervention. Introduce our OMEGA and/or male students to our library resources such as tutoring.

Recruit men of color students to OMEGA early at the high school and provide them an understanding of the program's goals for them to succeed. Instruction designed for our male students by male instructors. Providing our students knowledge on the essential services of our Basic Needs department would provide equitable support.

Providing OMEGA a proven model for success such as the PUENTE model would provide our male college students a foundation of support. This model would allow for mandatory PG courses – Tools for Academic success, transfer level English course with culturally enriching readings focusing on diverse authors and issues regarding social justice and equity, field trips to support comradery and mentorship, sense of belonging and resiliency workshops, and tools for success in life and college.

Additional funding for OMEGA would provide action and direction towards the initiative, providing an academic counselor, coordinator, field trips, and other resources. Making OMEGA cohort-based would provide a brotherhood, bonding, and shared academic experiences. An emphasis on the OMEGA initiative by our SESC would bring attention and action to the program.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

Creating a survey, focus group session, and/or interviews with our men of color students and alumni would provide an insight as to how they overcome their struggles, what provides them motivation and success. Taking this information and listening to our men of color students would allow the college to receive valuable information and take action on solutions.

Identifying funding sources and providing it to programs such as OMEGA would allow expansion of student services for male students. Services such as early alert would allow intervention to provide the attention and resources students need for success as soon as they receive a substandard grade.

Further funding would allow the hiring of faculty and staff to provide men of color students a culturally enriching learning experience. English classes in which authors from diverse backgrounds are discussed that men of color can relate to would bring a sense of belonging to our students. Requiring OMEGA students take this English course and a Personal Growth course designed to equip them with tools for college success would prepare them for the rigors of college. Designing an OMEGA initiative similar to the success proven PUENTE model and making it cohort-based would provide our male students with a foundation. Additional funding to OMEGA would supply the initiative with staff for action direction.

Hiring an education consultant that specializes in men of color in higher education would be ideal to provide Oxnard College with guidance on how to restore our male population on campus. This would also increase the institution's knowledge of what is effective in college retention and success for our male students.

Personal Growth courses, embedding OMEGA with priority registration, sense of belonging, resiliency, financial literacy, tools for success, equitable teaching and instructional materials that represent students' lived experience would supply our male students with confidence to succeed.

Outreach is essential for our men of color on campus. Reach out to them at the high school level with dual enrollment courses on tools for college success, provide them care to motivate them for college, and offer them classes on Career Education. Reach out to the parents to help them understand their children's college ambitions with Noche de Colegio or Día de Colegio, Parent workshops at the high school, Parent Financial Aid workshops. Assure that we communicate the importance of higher education, transfer, and career education to families.

Ensure OMEGA representation and involvement at SESC meetings by providing regular reports and OMEGA data, increase funding for outreach and inclusivity in OMEGA, and create a taskforce committed to participate beginning AY 2022-23.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

Technical Assistance/Professional Development: Identify or hire faculty that teach transfer level English with a culturally enriching curriculum. Have our male students learn about diverse authors with similar cultural perspectives as our Hispanic or Latino/a/x and Black or African American males. Create warm, welcoming, and equity minded syllabi. Provide training for faculty and staff on race-consciousness and awareness of the racialized experiences students face in the classroom and college.

Data & Research: Acquire an educational consultant/advisor who specializes in men of color in higher education for guidance. Survey, focus group, and interview current male students to ask equity minded questions on what helps them succeed, overcome struggles and difficulties at the college and what will motivate them to attend college. Work with IE on data for our male students on campus.

Technology Investments & Tools: Increase the number of faculty that utilize the early alert system Starfish Connect to both refer students to support services and provide positive reinforcement through kudos. Encourage greater collaboration among different student services.

Pilots & Building Communities of Practice: Creation of a cohort based program for OMEGA similar to PUENTE, FYE, or EOPS model with Peer Mentors, Mentorship, Coordinator, assigned Counselor and staff. Provide this program a mandatory transfer level English course designed with culturally enriching assignments, authors, and lectures. Also, add a Personal Growth course specifically for OMEGA students in Tools for Success in College. Students will make a one-year commitment to all of OMEGA program requirements/components.

Metric: Transfer

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic or Latino/a/x students experience the most significant disproportionate impact. The data for Oxnard College shows three years of DI with only a 12% outcome rate for two out of the three academic years shown as DI. In the most recent 2014-2015 year, 48 more students needed to transfer to achieve full equity.

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase the number of Hispanic or Latino/a/x students who transfer to a four-year university by 1%.
<i>Year 2 (2023-24)</i>	Increase the number of Hispanic or Latino/a/x students who transfer to a four-year university by 3%.
<i>Year 3 (2024-25)</i>	Increase the number of Hispanic or Latino/a/x students who transfer to a four-year university by 5% .

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

The University Transfer Center offers a variety of workshops helping students, including Hispanic or Latino/a/x, gain the foundational knowledge to prepare to transfer. Despite the efforts of the University Transfer Center, it is difficult to consistently offer these workshops in various modalities due to very limited staffing. The University Transfer Center only has one full time counselor/coordinator. The limited staffing not only impacts the frequency of workshops, but the opportunity and availability of our staff to outreach into classrooms both in person and virtually. Students have shared anecdotally that the limited and turnover of staffing out of the University Transfer Center makes it difficult for students seeking transfer support to build trusting relationships with counseling staff and can result in a loss of student contact.

Grants such as Proyecto Éxito have an assigned Transfer Specialist to help support and connect our Hispanic and Latino/a/x students with the University Transfer Center; however, this poses a few issues as the Transfer Specialist is limited in the types of services they are able to provide, which means that students seeking counseling and academic advisement are at times unable to be served due to the constraints of the classification of the position itself as well as the limited counseling staff in the University Transfer Center.

Students have also shared anecdotally that financial aid and a lack of financial literacy play a pivotal role in their decision to transfer as well as where they will transfer to. Moreover, it is important to note that the Hispanic or Latino/a/x community has shown that going to a university is a family decision, many of which speak Spanish and/or a dialect, so it might be worthwhile to explore expanding services beyond our students and beyond the English language.

Gaining access to class lectures to share relevant transfer information also contributes to the lack of equitable outcomes as only select professors allow the University Transfer Center to their classes to share transfer information, and those that do offer a very limited time to do so.

Additionally, there is a challenge in connecting majors and classrooms to real world opportunities. There is a need for tangible exposure to different career pathways. Currently there is limited funding for internship opportunities for our students. These opportunities are crucial to students as they not only add to a student's resume but also provide valuable skills and networking opportunities outside of academics which in turn can motivate students to do well and transfer.

Lastly, transfer rates are directly impacted by other metrics such as the completed transfer level English and Math coursework. Variables like inconsistent AB705 practices, intimidating course syllabi, and advisement practices all directly influence the equitable outcomes for this overall transfer metric.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

The college is making efforts to shift towards more equitable outcomes for our Hispanic and Latino/a/x students through grant initiatives like Proyecto Éxito and clubs like OMEGA. While these initiatives and clubs are a step in the right direction, a solution is still needed.

- Permanent Transfer Specialist position
- Student Clubs that keep a transfer mindset – creating a “Transfer Club”
- Faculty to include transfer information or support in their syllabi and identify themselves as a Transfer Ally
- Creating a Transfer Ally program, similar to the Safe Zone Ally training/program, composed of staff including classified, faculty and administrators who have undergone the proper training to be deemed as an “Ally” to train the campus community in how to foster transfer in each of their

respective departments. It can aid in creating a transfer culture and continuous conversation about transfer.

- Transfer Peer Mentorship program (current 4-year students at UC and CSU's & current OC students) to support areas like housing, school life balance and other aspects
- Transfer Marketing Campaign around campus to shift culture
- Include a Transfer Financial Aid Specialist to offer special workshops geared towards transfer
- Collaborate with Financial Literacy organizations in the community to provide wraparound support and uniform information regarding scholarships, grants, credit, debt to students.
- Expand Transfer Thursday initiative to involve faculty and staff storytelling their own educational journeys/transfer pathways.
- Greater K-12 outreach to demystify transfer process and timeline

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

In order to better outreach and advise students on all things transfer, additional counseling faculty should be hired for the University Transfer Center. The newly hired full-time faculty could not only help serve our current students but also work to outreach and share transfer knowledge/practices to our K-12 stakeholders so that incoming students can arrive to Oxnard College with some transfer foundation. Newly hired counseling faculty can also support with creating transfer related information alongside financial aid and vice-versa. Newly hired faculty can also allow for new material such as pre-recorded transfer informational videos to be shared with all faculty and students. In addition to this, all material including written and pre-recorded, should be available in both English and Spanish as a way to more inclusively target and support our Hispanic and Latino/a/x students and their families.

Ongoing professional development from the University Transfer Center on a semester basis can also work towards supporting the outcome. By having an ongoing professional development of transfer information as well as timelines, faculty can be better informed to help answer basic transfer questions and disseminate related and important info to their students.

Faculty should also be highly encouraged to share transfer related information on their syllabi as well as support in ways that include offering to write letters of recommendation, periodically checking in on their transfer plans, etc. Faculty could also incentivize students to join workshops and events. As evidenced, Faculty and Staff play monumental roles in the desired outcome of our students. Faculty and Staff work to take on a more enhanced role of the newly established Transfer Thursday initiative to share their personal educational pathways and transfer journeys.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

Field Guidance & Implementation: videos from experts in field, guidelines and/or framework to support local decisions from CO to provide structure when implementing these changes at our specific college.

Technical Assistance/Professional Development: Funding to provide local professional development for staff and faculty from local research institutions. Funding for local professional development to capitalize on transfer relationships with local universities. Professional development to foster transfer culture and sense of belonging in higher education at Oxnard College.

Transfer oriented professional development committees composed of the University Transfer Center team, general education faculty, department chairs and classified staff.

Pilots & Building Communities of Practice: Urban/agriculture area, so our students have intersecting identities which would be wonderful to pilot a program that recruit, invite, welcome students in our community with culturally specified events, such as Family Transfer Events, etc. In addition to this, the CO could support by proposing a statewide network of educators to promote a transfer culture such as a statewide expansion of Transfer Thursdays to other community colleges.

Data & Research: Focused research on DI groups such as Hispanic or Latino/a/x from specialized, local scholars in the field.

STUDENT SUPPORT INTEGRATION SURVEY (Optional)

Guidance: This section is optional; you may choose to respond to as many of the prompts below as you'd like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

GUIDED PATHWAYS

Alignment

Help Text: By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500 character max)

Oxnard College has a quad-chair model of implementing the Guided Pathways Framework: an administrator, classified professional, faculty member and student all work together to support the work to address the four pillars of the framework.

Oxnard College used technology to provide information to students identifying areas of interest by creating program maps that a student may view online to learn about the courses and time needed for a degree. The website is user friendly to allow students to learn about the areas of interest and provides resources for those who are unsure of their path. Outreach works closely with local middle schools, high schools and community partners to inform students of their educational options at Oxnard College.

Oxnard College implemented the MyPath program into the application process. Students are given recommendations for services and support specific to their needs based on the information provided on their college application. This addresses equity as it is specific to their needs and provides prompt information for each program. Admissions & Records ensures welcome letters to students provide useful information. Online orientation is being updated to include a Spanish version. Outreach events help students complete matriculation requirements that include meeting with a counselor to complete an education plan and discuss math and English placement recommendations, meeting with financial aid, and in-person orientation. CondorFest is for new students to meet their peers, hear from current students, and meet faculty members to help them prepare for college. The OC Expo event in the first weeks of school highlights all campus services and academic programs allowing students to interact with programs to determine how we meet their needs.

Early alert system allows faculty to provide feedback to students on their progress, raise flags, and provide referrals to campus services. All flags and referrals are addressed by counseling, and each student is contacted to provide support. All counseling and categorical programs reach out to students regularly reminding them to come and complete an educational plan to ensure they are on track to meet their goals. We provide a free lending library for books, laptops, hot spots and a variety of classroom resources to assist with success. We regularly conduct phone

campaigns such as contacting students about financial aid and reminding students about registration. We have peer mentors call students so they can feel connected to the campus.

Classroom faculty regularly review student learning outcomes and adjust if needed. Classroom faculty use innovative teaching and hands on opportunities for students to learn. They provide access to internships, volunteer opportunities, and peer to peer interaction to encourage learning. Program review provides opportunity to reflect on the success of our students and make adjustments as necessary.

FINANCIAL AID FAFSA Participation

Help Text: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus. (2,500 character max)

Oxnard College is committed to providing financial assistance to qualified students who cannot afford to pay their educational expenses. The Financial Aid office awards 70% of Oxnard College students with some form of financial assistance. Oxnard College participates in a variety of federal and state financial aid programs designed to assist students in meeting college costs. Grants are funds that do not have to be repaid and are usually based on need. Students must meet federal and state eligibility criteria to qualify. Below are three strategies the college plans to implement to increase FAFSA participation and completion on the campus.

- Partner with the local feeder high schools to offer weekly FAFSA/CADAA (California Dream Act Application) assistance by placing Student Ambassadors at the high schools. October-March
- Increase the number of Cash for College Workshops from 4 to 8. October-March
- Collaborate with the OC Marketing Team to create targeted marketing messages to students, parents and the community throughout the application cycle.

PELL Grant Participation

Help Text: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus. (2,500 character max)

Below are three strategies Oxnard College plans to implement to increase Pell Grant recipient participation and completion on the campus.

- Partner with the local feeder high schools to offer weekly FAFSA/CADAA (California Dream Act Application) assistance by placing Student Ambassadors at the high schools. October-March
- Increase the number of Cash for College Workshops from 4 to 8. October-March
- Collaborate with the OC Marketing Team to create targeted marketing messages to students, parents and the community throughout the application cycle.

Additional Aid for Students

Help Text: The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

Yes

No

Description of Additional Aid (2,500 character max)

Student Success Completion Grants provide students receiving a Cal Grant with additional financial aid when students take 12 or 15 units or more per term to help offset costs of community college and to encourage full-time attendance and successful on-time completion.

Immediate Action Grants are part of SB85 and issued to colleges/districts to issue immediate emergency grants to low income students that were impacted by Covid-19.

AB19 Grants for AB540 or students in need.

EOPS/Care/CalWorks Grants: Categorical grants provided to students in those programs

Covid 19 Block Grants distribute CARES Act -Higher Education Emergency Relief Funds to eligible students who have experienced financial hardship due to the COVID-19 pandemic to help cover expenses such as daycare, basic needs, computers, and school supplies

Phil Greene Memorial Emergency Grant formerly the COVID-19 Emergency Student Support Fund provides resource and financial assistance to current Oxnard College.

California Community College Promise Grant waives enrollment fees for eligible California residents and AB 540 students. See CCPG changes below.

Federal Pell Grant is an entitlement program that is based on financial eligibility and enrollment. Grants range from \$650.00 - \$6,495.00 per academic year.

Federal Supplemental Educational Opportunity Grant is a grant available to students who qualify for a Pell Grant. FSEOG is a campus-based program (limited funds). Awards are contingent on availability of funds and awarded to students with the greatest financial need. Grants range from \$200.00 - \$2,000.00 per academic year.

Federal Work Study is a campus-based program that provides part-time employment on campus to eligible students. Awards are based on need and contingent on availability of funds. Grants range from \$500.00 - \$8,000.00 per academic year.

Federal Direct Loans for Undergraduate Students from the U.S. Department of Education offers loans at a low interest rate with repayment terms designed for students. A student may not have to start repaying these loans until six months after graduation and/or enrolling less than half time. There are Subsidized and Unsubsidized Loans. Loans must be repaid with interest.

Cal Grant recipients are selected by the California Student Aid Commission. Students must submit the FAFSA or California Dream Application and a Cal Grant GPA Verification form by March 2nd. Students who miss the deadline may have a second chance to compete for a Cal Grant by September 2nd.

Cal Grant B is for students who are from disadvantaged and low income families. These awards can be used for tuition, fees, and access costs at qualifying California schools whose programs are at least one year in length. Grants range from \$414.00 to \$6,008 per academic year.

Cal Grant C helps pay for tuition and training costs in vocational/technical programs not to exceed two years. Grants range from \$547.00 to \$2,188.00 per academic year.

BASIC NEEDS

Help Text: The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Basic Needs Center

Help Text: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

Yes

No

Services

Help Text: What services are you providing or do you plan to provide in your college's Basic Needs Center? (2,500 character max)

Oxnard College's Basic Needs program currently provides the following services:

Food

- Snack Pantry: Currently enrolled students are eligible for (2) free snacks a day. Snacks include but are not limited to crackers, granola bars, sports drinks, protein milk, trail mix, cookies, hot chocolate, hot instant soup, etc.
- Food Pantry: Currently enrolled students have access to non-perishable food items such as canned goods, various cereals, raw rice and beans, pasta, peanut butter, condiments, etc.
- Farmer's Market: Weekly, no-cost distribution of fresh fruits and vegetables.
- Cal-Fresh Outreach: Basic Needs works with the Oxnard College Cal-Fresh team (Financial Aid Specialist and Outreach Liaison) to increase number of applicants for further access to food.
- Gift Cards: 2021-2022 academic year (Fall and Spring only) gift card disbursement to students facing critical need/hunger.

Housing

- Student intakes for those facing housing insecurity (eviction/homelessness)
- Networking with various housing services in community and local landlords/complex managers
- Adopting utility financial resources
- We plan to move into temporary shelter support

Clothing and Personal Care

- Students have access to Cory's Closet, a closet supplying students with new and pre-loved clothing; shoes; new socks; ties and interview-friendly clothing; baby clothing, shoes, baby formula, strollers, and toys for student parents; deodorant; feminine hygiene products; shower kits; and more.

Community Liaisons

- Basic Needs has developed connections with community service providers who have provided our program with dental care kits, diapers and wipes for student parents, socks, car-sleep kits, lotion/soap, etc. We've also received free laptop intake forms, utility assistance, low-cost health care for all, etc.

Future Center Plans:

- The Basic Needs program will seek to expand its housing service support, such as with direct rental assistance for students facing eviction or notice of removal, utility assistance for students that don't qualify for external utility aid, coordinating and providing community housing placement or bridge housing, and temporary hotel vouchers. The aforementioned plans will initiate close contact and coordination with our Oxnard College Financial Aid Office. The Basic Needs program will also seek to onboard housing legal services amid unjust racial and socioeconomic circumstances students face in their areas of residence to prevent them from entering homelessness.

Participation

Help Text: How do you plan on increasing participation in your college's Basic Needs Center? (2,500 character max)

The Basic Needs program has composed the Basic Needs Advisory Group. It is a committee composed of faculty, staff, and administrative members who meet on a monthly basis during the long semesters (Fall and Spring). The purpose of the OC Basic Needs Advisory Group is to support the students at Oxnard College and their basic needs to ensure student success and positive resource outcome, create a destigmatized campus together, build a culture where our students are continuously comfortable to ask for help and receive reliable resources, and for its members to serve as the voice and moving force of advice and aid in the execution of prospective events and initiatives. Members have been at the forefront of current services such as food distribution, service innovation, and problem solution. The campus' Basic Needs Specialist hosts advisory group meetings and invites various campus departments and service representatives to tour the location of the Basic Needs program and see service disbursement first-hand. The Basic Needs program is bridged to all student services and collaborates with numerous campus representatives such as staff and programs, faculty and classes, and administrative representatives. Students are encouraged to volunteer/work with the Basic Needs program (when applicable) to create awareness, advocacy, and be ambassadors of services, outreach, and positive campus change. Marketing and outreach spark interest and secure involvement in multiple parties.

The Basic Needs program has also attended Academic Senate meetings to present itself and provide information of up and coming departmental initiatives as a means of getting word to faculty and bridging our Faculty and Staff teams for the purpose of holistic student success. Multiple members of our faculty family have invited us to their classes (both in person and online) and we have made ourselves available to all campus faculty to come in and present to their students every semester during their preferred time. Faculty members have also taken the time to communicate with our department one-on-one, establish ongoing support, and disburse our service and event flyers and materials to their classrooms.

Food Pantry

Help Text: The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program. (2,500 character max)

The Basic Needs program oversees Oxnard College's Food Pantry. The free Food Pantry is located in the Associated Student Government (ASG) building. ASG is a highly foot-trafficked area for students, and student leaders who support the outreach and advocacy of our services help us get students in through the door. Students seeking ASG services cross paths with Basic Needs and ultimately leave with a handful of resources, including food pantry bag(s). It is open Monday through Friday. Students may sign up online or in-person, and are contacted as soon as their items are ready for pick up, or come in and hand-select solely what they need. Students who cannot pick up their items during regular open hours due to clarified schedule conflicts are met with flexible pick up/drop in dates and hours to make sure they are receiving adequate pantry services and do not go hungry. The pantry is stocked with non-perishable food items such as canned goods and fruits, cereal, pasta, sauces, dried beans and rice, macaroni and cheese, stocks, condiments, peanut butter and jelly, etc. The food pantry is anticipated to grow.

Next to the pantry is the snack pantry, where students receive up to 2 free snacks a day. The snack pantry contains smaller, 1-time style eats like granola bars and small milk boxes. Students also have access to fresh produce once a week.

ZERO-TEXTBOOK COST

Zero-Textbook Cost Program

Help Text: The 2021-22 Budget Act provided \$115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus. (2,500 character max)

Faculty have been offered up to 200 paid hours through CARES money to create Zero-Textbook Cost (ZTC) classes. Faculty were offered this in academic year 21-22 and in this current academic year, 2022-23. The class offerings remain largely online as the campus transitions to in-person instruction. Oxnard College is working towards fully online degrees for students with more ZTC classes. ZTC classes have continually increased since Fall 2019, and at the time of the CARES money mini grant for faculty to create ZTC classes in AY21/22, there was a significant increase. The following reflect the increase in ZTC classes: F19 – 83; F20 – 72; F21 – 122; F22 – 164; Sp20 – 87; Sp21 – 114; Sp22 – 167; Su20 – 13; Su21-35; Su22 – 38. The CARES money mini grant continues in AY 22-23 and will be advertised widely across campus. A Microsoft forms platform through which faculty could submit requests for funding to develop OER material was established. Plans to create additional ZTC/OER for students in other areas of the campus are being explored. This includes tutorial services, library services, and counseling services.

LGBTQ+

LGBTQ+ Support

Help Text: In 2011, [Assembly Bill 620](#) amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, [California Education Code Section 66271.2](#) also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated \$10 million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus. (2,500 character max)

The funding received by Oxnard College will help support the following efforts on our campus:

- LGBTQ+ center
- Professional development and training on serving LGBTQ+ students
- Mental health services
- Housing insecurity services
- LGBTQ+ learning communities
- Support for gay and straight alliance clubs
- LGBTQ+ curriculum development
- Lavender graduation
- Workshops or speaker series
- Implementation of campus surveys to determine needs

MENTAL HEALTH

Mental Health-Related Programs

Help Text: The 2021-22 Budget Act included ongoing funding of \$30 million to provide student

mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations. (2,500 character max)

- Mental health services are offered via HIPPA compliant zoom as well as in person.
- More therapists were hired: total 4 therapists, two are bilingual Spanish/English.
- Four support groups were started: Rainbow Cafe (LGBTQ students), Veteran's Muster (student veterans), EAC Support group (students with disabilities/neurodiverse students), and Dreamer's Cafe (undocumented students).
- Annual events to raise mental health awareness including having the Coalition For Family Harmony present on domestic violence resources. Self-care for students' day events.
- Collaboration with Ventura County Behavioral Health in a monthly meeting to improve the ability of student connection to higher level of mental health services. An MOU was developed as well to enhance collaboration. Monthly meeting established with all the Ventura County Community Colleges (Oxnard, Ventura and Moorpark) to collaborate and discuss student issues. Monthly presentations open to all Ventura County Community Colleges student health centers with presentations from diverse community mental health organizations to aid in educating the health centers on referrals for students. Behavioral Intervention Team (BIT) meetings every two weeks during the semester to address student referrals from faculty and staff. Most of the BIT referrals are mental health related concerns. More trainings for faculty and staff including Mental Health 101, SafeTalk or other suicide prevention trainings.
- Further mental health services that can be developed are general support groups and specific groups that works towards developing a sense of belonging, for example, for Hispanic or Latino/a/x males, Black or African-American males and females, low-income students, and students with disabilities. Each of these groups can be associated with mental health services on campus and/or with certain student services like the Educational Assistance Center, for our disabled students, and the OMEGA initiative, for our male students. Starting and maintaining such aforementioned groups specifically for our DI students who have been identified in this report is important to support them in closing equity gaps and working towards a community of belonging.

GENERAL ACCESSIBILITY

Accessibility

Help Text: Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus. (2,500 character max)

The Educational Assistance Center (EAC) provide services that facilitate equal access to education, self-advocacy, academic self-efficacy, and personal growth opportunities to maximize individual student success. It is a resource for students and the campus community, providing guidance relating to compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) and Amendments. Consultation and support to the campus are also provided in 508 compliance, distance education, and Universal Design and campus accessibility. Some of the activities and events include:

1. Promoting its 2nd Annual Disability Awareness Day in October. Disability Awareness Day started last year in an effort to increase awareness of different forms of disabilities, diversity, and promote inclusivity on campus.
2. Holding a wellness day once a semester to help students before finals in the fall and spring semesters. Activities include yoga, therapeutic dogs, meditation, and breathing exercises.
3. Working with the CCC Accessibility Center to provide training to faculty and staff (online or in person) on making their class materials and public facing documents accessible. EAC needs to promote and improve digital accessibility

campus wide to address the digital inequity many of our students with disabilities face. They will also set up a game where faculty are encouraged to complete the self-paced CCC Canvas Accessibility Training module and be eligible to win a prize for their participation.

4. Created an App students can download to their phone to make access to the program and requesting services/accommodations easier and convenient.
5. Creating an App for faculty to download and schedule a test and submit their packets with their test for students.
6. Created support links for faculty, staff, and students on their website.
7. Improving physical accessibility on campus, including fixing auto accessible doors that don't work, improving access to bathrooms, checking sidewalk ramps and making sidewalks even without cracks, adding signage that is accessible for blind and crosswalks that beep for deaf students.

INSTITUTIONAL PLANNING

Ongoing Engagement

Help Text: Please describe any efforts you Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period. (2,500 character max)

Possibly not including – re: Board narrative required; waiting to learn if the BoT is providing language for all the colleges.

Integrated Budgeting

Help Text: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals. (2,500 character max)

Oxnard College utilizes a braided funding approach to accomplish equity goals, making the best use of categorical, grant, and general funds to drive improvements. That approach links to the SEA program goals, the college Educational Master Plan goals, the District Strategic Plan goals, and the Vision for Success goals. In 2022 – 23 the College Budget Committee is exploring approaches that will impact equitable access and success through no cost, low cost, and high-cost interventions. Budget Committee findings will become intentional topics of conversation for the College Planning Council and will inform budget recommendations to the executive committee leadership for the 2023 – 24 budget.

Student Voice

Help Text: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals. (2,500 character max)

Student voice is the most important aspect in closing equity gaps and serving students. The ASG is involved in PG committees and consulted regularly, such as with the equity definition. Greater inclusivity and representation can be achieved with qualitative research and focus groups, exit questionnaires from programs such as the OC Summer Scholars, OMEGA, and classes that have been identified as having particularly large DI groups. Asking students what they need and want is crucial to closing equity gaps and creating a welcoming and supportive higher education environment. Inviting students for multiple campus committees, PG, workgroups, and open campus invitations to planning meetings such as facilities, is a way to encourage greater student voice. A qualitative research needs to be added to the Institutional Effectiveness office to dedicate research efforts solely on qualitative research.

ADDENDUM

The 2022-25 Student Equity Plan Task Force identified a few materials you may find useful to review as you develop your plans. These materials may provide helpful context, research, or resources you may wish to reference as you engage your local teams in the process. This is not intended to be a comprehensive list.

Planning Resources:

- [Diversity, Equity, Inclusion, and Accessibility \(DEIA\) Glossary of Terms](#), CCCCO DEI Workgroup, November 2020
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Joint Analysis of the Enacted 2021-22 Budget](#), CCCCO, July 2021

Recommended Reading:

- [CCCCO June 2020 Call to Action](#)
- [CCCCO November 2020 Call to Action](#)
- [Improving Racial Equity in Community College: Developing a Plan, Implementing the Vision](#) (Felix, 2021)
- [Progress & Potential: Considering the Question of Racial Equity in CA AB705](#), USC Center for Race & Equity (Cooper, Kurlaender, & Bensimon, 2021)
- [Integrating Racial Equity into Guided Pathways](#), Student Success Center Network (Bragg, Wetzstein, & Bauman, 2019)
- [California Community College #RealCollege Survey](#), The Hope Center (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2019)
- [The State of Higher Education for Latinx Californians](#), Campaign for College Opportunity (November 2021)
- [The State of Higher Education for Black Californians](#), Campaign for College Opportunity (February 2021)

Recommended Viewing:

- [Nurturing a Student-Centered Campus Climate: Enrollment, Persistence, and Lessons from 2020](#) (November 2021 CCC Board of Governors Meeting)
- [Designing for Student Success: Building a Student-Centered Financial Aid and Basic Needs Ecosystem](#) (October 2021 CCC Board of Governors Meeting)
- [CCCCO Call to Action Webinar](#) (June 3, 2020)