

\* 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 ([Education Code 78222](#)).

## Progress & Success

### Process & Schedule

The Student Success Committee (SSC) is a college-wide participatory governance committee at Oxnard College. The SSC will serve as the steering committee for the Student Equity Plan. The members of this committee will be the group setting the initial three-year equity goals. After setting the goals it will be the responsibility of this committee to review progress made for each goal on a semesterly basis (once in the fall and once in the spring – for prior semester progress). Additionally, the Equity plan will be a standing agenda item at each monthly meeting and progress, past & upcoming activities and other equity related matters will be reviewed and discussed. We will work with Office of Institutional Effectiveness and district research to collect baseline data on enrollment, completion rates, and transfer rates for overall student populations and disproportionately impact student populations. Instructional Support and Student Support Services annual program review will be used to synthesize student usage, quality and effectiveness of services. These data sets will be reviewed and measured against the goals established and outlined in the equity plan to determine if they are being met. Lastly, Oxnard College will submit all quarterly and/or annual reports that are due to the State Chancellor's Office regarding the Student Equity & Achievement Program. These reports will also be reviewed and discussed at the student success committee. As new equity-related initiatives/categorical programs are implemented and evaluated, services, activities may change to meet the student equity goals.

### Success Criteria

The Student Success Committee (SSC) serves as the steering committee for most, if not all, categorical programs and campus-based programs that provide student support and academic support services at Oxnard College. This committee provides the multiple program directors, coordinators, faculty or deans responsible with an opportunity to share planned activities and services, opportunities for collaboration, and shared coordination to ensure we do not duplicate services. Additionally, the executive management team at Oxnard College communicates directly with each program director, coordinator, faculty and/or dean and will ensure that coordination and collaboration is taking place wherever and whenever possible.

## Executive Summary

<http://www.oxnardcollege.edu/equity>

On Monday, June 17th new data was discovered in NOVA that neither the Institutional Effectiveness researcher or equity leads had previously seen or included in their draft equity plan that had been vetted and approved. The equity leads immediately shared this information with the Academic Senate President, Diane Eberhardy. The "new data" is listed below under the disproportionately impacted (DI) student groups. While some of these student groups were not directly addressed in the approved equity plan, there was a statement included that addresses the colleges intended goals for the DI groups: "No disproportionate impact observed in any subgroups; Goals will be the same for the overall student population." Therefore, the same equity change goals applied to the overall student population were applied to the DI student groups.

## Metrics

### Overall Student Population

Metric	Baseline	Goal	Equity Change	Approved Equity Plan Goals
Transferred to a Four-Year Institution	920	1242	+35%	35%
Completed Both Transfer-Level Math and English Within the District in the First Year	156	188	+20.51%	20%
Attained the Vision Goal Completion Definition	724	869	+20.03%	20%
Retained from Fall to Spring at the Same College	4608	5069	+10%	10%
Enrolled in the Same Community College	6311	6627	+5.01%	5%

### Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change	Approved Equity Plan Goals
Black or African American	Female	Attained the Vision Goal Completion Definition	8	10	+25% ▯▯◀	20%
LGBT	Female	Retained from Fall to Spring at the Same College	58	64	+10.34% ▯▯◀	10%
Foster Youth	Male	Retained from Fall to Spring at the Same College	20	22	+10% ◀ ▯▯	10%
Foster Youth	Male	Enrolled in the Same Community College	35	37	+5.71% ▯▯◀	5%
Black or African American	Female	Enrolled in the Same Community College	100	105	+5% ◀ ▯▯	5%
Asian	Female	Enrolled in the Same Community College	101	106	+4.95% ◀ ▯▯	5%
Native Hawaiian or other Pacific Islander	Male	Enrolled in the Same Community College	12	13	+8.33% ▯▯◀	5%
LGBT	Female	Transferred to a Four-Year Institution	5	7	+40% ▯▯◀	35%
Foster Youth	Male	Transferred to a Four-Year Institution	4	5	+25% ◀ ▯▯	35%
Hispanic or Latino	Male	Transferred to a Four-Year Institution	206	278	+34.95% ◀ ▯▯	35%
Filipino	Male	Transferred to a Four-Year Institution	8	11	+37.5% ▯▯◀	35%
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	0	Not Entered	- ◀ ▯▯	
Disabled	Male	Transferred to a Four-Year Institution	21	28	+33.33% ◀ ▯▯	35%
Disabled	Female	Transferred to a Four-Year Institution	22	30	+36.36% ▯▯◀	35%
LGBT	Male	Attained the Vision Goal Completion Definition	2	2	0% ◀ ▯▯	20%
LGBT	Female	Attained the Vision Goal Completion Definition	3	4	+33.33% ▯▯◀	20%
Some other race	Male	Attained the Vision Goal Completion Definition	0	Not Entered	- ◀ ▯▯	
Some other race	Female	Attained the Vision Goal Completion Definition	0	Not Entered	- ◀ ▯▯	
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	0	Not Entered	- ◀ ▯▯	

Demographic	Gender	Metric	Baseline	Goal	Equity Change	Approved Equity Plan Goals
Native Hawaiian or other Pacific Islander	Female	Attained the Vision Goal Completion Definition	0	Not Entered	- <	
Veteran	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	Not Entered	- <	
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	Not Entered	- <	
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	Not Entered	- <	
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	Not Entered	- <	
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	Not Entered	- <	
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	Not Entered	- <	
Foster Youth	Male	Attained the Vision Goal Completion Definition	3	4	+33.33% >   <	<b>20%</b>
White	Male	Attained the Vision Goal Completion Definition	52	62	+19.23% <	<b>20%</b>
White	Female	Attained the Vision Goal Completion Definition	38	45	+18.42% <	<b>20%</b>
More than one race	Male	Attained the Vision Goal Completion Definition	4	5	+25% >   <	<b>20%</b>
Black or African American	Male	Attained the Vision Goal Completion Definition	5	6	+20% <	<b>20%</b>
Asian	Male	Attained the Vision Goal Completion Definition	5	6	+20% <	<b>20%</b>
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	52	62	+19.23% <	<b>20%</b>

Demographic	Gender	Metric	Baseline	Goal	Equity Change	Approved Equity Plan Goals
Economically Disadvantaged	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	52	62	+19.23% ◀▶	20%
White	Male	Retained from Fall to Spring at the Same College	246	270	+9.76% ◀▶	10%
White	Female	Retained from Fall to Spring at the Same College	233	255	+9.44% ◀▶	10%
LGBT	Male	Enrolled in the Same Community College	72	78	+8.33% ▶▶◀	10%
White	Male	Enrolled in the Same Community College	498	523	+5.02% ▶▶◀	5%
White	Female	Enrolled in the Same Community College	416	437	+5.05% ▶▶◀	5%
Some other race	Female	Enrolled in the Same Community College	13	14	+7.69% ▶▶◀	5%

### Additional Categories

No population groups selected.

## Activities

### Metric: Access | Overall Student Population

#### Brief Description of Activity

• FT classified outreach staff provide workshops on campus & at high schools; online & in-person orientations; • Classified marketing specialist will advertise OC programs, 2 year promise and future pathways; • Financial aid specialist to assist with FinAid FAFSA/ Dream Act presentations at feeder schools and with walk in students; • Online & in-person assistance w/application completion/submission through Welcome Center & Admissions & Records; • AB705 multiple measures & guided self-placement implementation and information dissemination; • Learning Disabilities Specialist (LDS) support for connecting students to EAC support services; • Collaboration with OUHSD for outreach events like OC Fridays; OC Nights, CondorFest, campus tours, high school site visits for application workshops, student portal set-up, & OC Promise Workshops • First Year Experience (FYE) summer program and year round activities • 1st STEP Center onboarding activities to assist with picking a path and registering for classes

#### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College

### Metric: Retention | Overall Student Population

Metric	Current (2017-2018) Baseline Data for Overall Student Population	Goals for Overall Student Population (3 year goals/By 2022)	NOVA Data
<p><b>Access:</b> Successful Enrollment  <b>Definitions:</b> "Among all applicants, the proportion who enrolled in the same community college in the selected year," OR "Among all applicants, the proportion who enrolled at any community college in the selected year." <b>Source:</b> Cal-PASS Plus Launchboard</p>	<p>Count of students enrolled at the same community college after applying 6,311/14,942 (42%)            Count of students enrolled at any college after applying 7,911/14,942 (53%)</p>	<p>Increase the total number of students who enroll at the same community college after applying by 5% (316 more students).            Target N = 6,627</p>	<p>Baseline: 6311            Goal: 6627            increase by 5.01%</p>
<p><b>Retention:</b> Fall to Spring  <b>Definition:</b> "Among all students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution," OR "Among all students, the proportion retained from fall to spring in the selected year at any community college, excluding students who completed an award or transferred to a postsecondary institution."  <b>Source:</b> Cal-PASS Plus Launchboard</p>	<p>Fall-Spring Retention Count at Oxnard College 4,608/7,283 (63%)            Fall-Spring Retention Count at any community college 5,432/7,283 (75%)</p>	<p>Increase the total number of students who are retained Fall to Spring by 10% (461 more students).            Target N = 5,069</p>	<p>Baseline: 4608            Goal: 5069            increase by 10%</p>
Metric	Current (2017-2018) Baseline Data for Overall Student Population	Goals for Overall Student Population (3 year goals/By 2022)	NOVA Data
<p><b>Transfer to a four-year institution*</b>  <b>Definition:</b> "Among all students, the proportion who transferred to a CSU or UC institution." <b>Source:</b> Cal-PASS Plus Launchboard</p>	<p>Number of students transferring to CSU or UC schools            N = 656 (2016-17 baseline numbers)</p>	<p>Increase the total <i>number</i> of students who transfer to a UC or CSU institution by 35% (230 more students).            Target N = 886^^</p>	<p>Baseline: 920            Goal: 1242            increase by: 35%</p>

Metric	Current (2017-2018) Baseline Data for Overall Student Population	Goals for Overall Student Population (3 year goals/By 2022)	NOVA Data
<p><b>Completion</b> of transfer level math and English <b>Definition:</b> "Among all students, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district." <b>Source:</b> Cal-PASS Plus Launchboard</p>	<p>Number of students who completed transfer-level English and Math within one academic year^ 156/1,553 (10%)</p>	<p>Increase the total <b>number</b> of students who complete transfer level Math and English within 1 year by 20% (32 more students). Target N = 188</p>	<p>Baseline: 156  Goal: 188  Increase by 20.51%</p>
<p><b>Earned credit certificate</b> over 18 units, associate degree, CCC bachelor's degree <b>Definition:</b> "Among all students, the unduplicated count of students who earned one or more of the following: a Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree." <b>Source:</b> Cal-PASS Plus Launchboard</p>	<p>Number of students who earned a credit certificate over 18 units/associate degree/CCC baccalaureate degree N = 724</p>	<p>Increase the total number of students who earn credit certificates/associate degrees/CCC baccalaureate degrees by 20% (145 more students). Target N = 869</p>	<p>Baseline: 724  Goal: 869  Increase by 20.03%</p>
Metric	Current Baseline (2017-2018) Data for Disproportionately Impacted Student Population	Goals for Overall Student Population (3-year goals/By 2022)	NOVA Data
<p><b>Access: Successful Enrollment</b> <b>Definition:</b> "Among all applicants, the proportion who enrolled in the same community college in the selected year." <b>Source:</b> Cal-PASS Plus Launchboard</p>	<p>Asian, African-American, Pacific-Islander, and Foster Youth students. Total = 524**</p>	<p>Increase the total number of disproportionately impacted students who enroll at the same community college after applying by 5% (27 more students). Target N = 551</p>	Foster Youth Male - Baseline:35; Goal: 37 +5.71%
			African American Female - Baseline: 100; Goal: 105 +5%
			Asian Female - Baseline: 101; Goal: 106 +4.95%
			Native Hawaiian, or other Pacific Islander Male - Baseline: 12; Goal: 13 +8.33%
			LGBT Male - Baseline: 72; Goal: 78 +8.33%
			White Male - Baseline: 498; Goal: 523 +5.02%
			White Female - Baseline: 416; Goal: 437 +5.05%
			Some Other Race - Baseline: 13; Goal: 14 +7.69%
<p><b>Retention: Fall to Spring</b> <b>Definition:</b> "Among all students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution." <b>Source:</b> Cal-PASS Plus Launchboard</p>	<p>Foster Youth and LGBT students. Total = 147**</p>	<p>Increase the total number of disproportionately impacted students retained from fall to spring by 10% (15 more students) Target N = 162</p>	LGBT Female - Baseline: 58; Goal: 64 +10.34%
			Foster Youth Male - Baseline: 20; Goal: 22 +10%
			<b>White Male - Baseline: 246 270 +9.76%</b>
			<b>White Female - Baseline: 233; Goal: 255 +9.44%</b>

Metric	Current Baseline (2017-2018) Data for Disproportionately Impacted Student Population	Goals for Overall Student Population (3 year goals/By 2022)	NOVA Data
Transfer to a four-year institution* Definition: "Among all students, the proportion who transferred to a CSU or UC institution." Source: Cal-PASS Plus Launchboard	No disproportionate impact observed in any subgroups; Goals will be the same for overall student population.	>>>>>	LGBT Female - Baseline: 5; Goal: 7 +40%
			Foster Youth Male - Baseline: 4; Goal: 5 +25%
			<b>Hispanic/Latino Male - Baseline: 206; Goal: 278 +34.95%</b>
			Filipino Male - Baseline: 8; Goal: 11 +37.5%
			Disabled Male - Baseline: 21; Goal: 28 +33.33%
			Disabled Female - Baseline: 22; Goal: 30 +36.36%
Completion of transfer level math and English Definition: "Among all students, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district." Source: Cal-PASS Plus Launchboard	No disproportionate impact observed in any subgroups; Goals will be the same for overall student population.	>>>>>	<b>Hispanic/Latino Male - Baseline: 52; Goal: 62 +19.23%</b>
			<b>Economically Disadvantaged Male - Baseline: 52; Goal: 62 +19.23%</b>
Earned credit certificate over 18 units, associate degree, CCC bachelor's degree Definition: "Among all students, the unduplicated count of students who earned one or more of the following: a Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree." Source: Cal-PASS Plus Launchboard	African-American students Total = 13**	Increase the total number of disproportionately impacted students who earn credit certificates over 18 units/associate degrees/CCC baccalaureate degrees by 20% (3 more students). Target N = 16	Black or African American Female - Baseline: 8; Goal: 10 +25%
			Black or African American Male - Baseline: 5; Goal: 6 +20%
			LGBT Male - Baseline: 2; Goal: 2 +0%
			LGBT Female - Baseline: 3; Goal: 4 +33.33%
			Foster Youth Male - Baseline: 3; Goal: 4 +33.33%
			<b>White Male - Baseline: 52; Goal: 62 +19.23%</b>
			<b>White Female - Baseline: 38; Goal: 45 +18.42%</b>
			More than one race Male - Baseline: 4; Goal: 5 +25%
			Asian Male - Baseline: 5; Goal: 6 +20%
<b>Hispanic/Latino Male - Baseline: 52; Goal: 62 +19.23%</b>			

Excellence in Academics & Challenges (REACH) Workshops; provide comprehensive counseling towards “student completion” and to reduce the equity gap among all student to close the gap for student retention; ensure students are maximizing in applying for financial aid programs/ grants that they may be eligible for; support the student’s reinstatement for a Student Academic Progress (SAP) Appeal or a CCPG Appeal for committee review; and provide Academic Success Workshops • Financial aid specialist to provide online & in-person assistance with registration for classes & FAFSA application completion/submission assistance; clearly explain frequently asked financial aid questions as it relates to the FAFSA application, grants, and other related inquiries • Classified Library Staffing & faculty librarian for evening & weekend library access to various academic support services after hours • Provide access to online Student Lingo Workshops • LDS staff to connect students to EAC support services • Mental Health Services support services to ensure student well-being throughout the semester • Implementation of Early Alert & support service follow-ups • Foundation Scholarships promoted and made available to provide financial assistance to students • Lending library, semester-long check-out textbooks in gateway courses, & moving towards more OER courses to reduce textbook costs for students • Dedicated career center for students to explore career options and choose a pathway; career fairs/workshops; internship programs • Dedicated transfer center for students to connect with 4-year university representatives; transfer fairs & university campus visits

#### Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition

### Metric: Completion of Transfer Level Math & English | Overall Student Population

#### Brief Description of Activity

• Drop-in tutoring & embedded tutoring • Writing & Reading Center & Tutoring Center professional staffing for academic support workshops and tutor training • FT general counselor and hourly counseling to assist with retention efforts and facilitate Reaching Excellence in Academics & Challenges (REACH) Workshops; provide comprehensive counseling towards “student completion” and to reduce the equity gap among all student to close the gap for student retention; ensure students are maximizing in applying for financial aid programs/ grants that they may be eligible for; support the student’s reinstatement for a Student Academic Progress (SAP) Appeal or a CCPG Appeal for committee review; and provide Academic Success Workshops • Financial aid specialist to provide online & in-person assistance with registration for classes & FAFSA application completion/submission assistance; clearly explain frequently asked financial aid questions as it relates to the FAFSA application, grants, and other related inquiries • Classified Library Staffing & faculty librarian for evening & weekend library access to various academic support services after hours • Provide access to online Student Lingo Workshops • AB705 multiple measure & guided self-placement implementation and information dissemination • LDS staff to connect students to EAC support services • Mental Health Services support services to ensure student well-being throughout the semester • Implementation of Early Alert & support service follow-ups • Lending library, semester-long check-out textbooks in gateway courses, & moving towards more OER courses to reduce textbook costs for students • Ongoing professional development for faculty and staff • 1st STEP Center services to assist with placing students on a path and on to college/transfer level math & English • STEM Center activities & services to support students enrolled in transfer level math and help them succeed/complete

#### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

### Metric: Access | DI groups

#### Brief Description of Activity

• Financial aid specialist dedicated to dedicated to working with foster youth students; • Annual Clergy Meeting to outreach to our African-American community members/partners • Oxnard Male Educational Goal Achievement (OMEGA) Initiative activities & support group for underrepresented male students on campus • FT classified outreach staff provide workshops on campus & at high schools; online & in-person orientations; • Classified marketing specialist will advertise OC programs, 2 year promise and future pathways; • Online & in-person assistance w/application completion/submission through Welcome Center & Admissions & Records; • AB705 multiple measures & guided self-placement implementation and information dissemination; • Learning