

OXNARD COLLEGE

STUDENT EQUITY PLAN

Submitted: December 18, 2015

**OXNARD COLLEGE STUDENT EQUITY PLAN
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OXNARD COLLEGE STUDENT EQUITY PLAN

Signature Page

District: Ventura County Community College District **Board of Trustees Approval Date:** December 8, 2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

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I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

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Executive Summary

Executive Summary

Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success. Located in Oxnard, California, Oxnard College serves a highly diverse student population, which closely mirrors the ethnicity of its high school graduates and service area. Its student population is 72% Hispanic, 15.0% White, 5.4% Asian, 2.6% African-American, 2.9% two or more races, .4% Pacific Islander, .3% American Indian/Alaskan, and .5% unreported. The college focuses on providing high quality instruction with sufficient services to support student success. Through the Student Success and Support Plan (SSSP), the Basic Skills Initiative (BSI) Plan and other college-wide activities, the college is already engaged in actively addressing student success and equity. The 2014-2017 Student Equity Plan further supports some efforts underway as well as new initiatives in order to significantly increase student success.

Oxnard College's Student Equity Plan was prepared with direction and input from participatory governance committees, including the Student Success Committee, Transitional Studies Committee Classified Senate, Associated Students and Academic Senate. These committees, charged with monitoring the Student Equity Plan's progress and outcomes, includes representation from each academic department, Academic Support, , Student Services staff, Counseling and Matriculation, Admissions and Records, Financial Aid, Business Services, Classified Senate, and Associated Student Government. While the Plan was being developed, various drafts were submitted to these committees and other college governance groups and administrators for input and feedback. The Plan was designed in coordination with the SSSP and BSI plans and serves to further support some initiatives addressed in those plans as well as efforts funded through grants and the General Fund in order to provide high quality instructional programs and student services that are clearly shaped to effectively support student success for all students. Below are specific target groups and goals of the Student Equity Plan.

Target Groups , Goals, Activities, Funding

Based on our analyses using the "80% Rule" outlined by the Equity Plan instructions, the Equity Task Force identified several student groups who achieve success at significantly lower rates than those who are in the highest performing groups. The team identified equity gaps in more than one measure among students who identify as African American/Black, Hispanic/Latino, and foster youth particularly our younger, male students. The charts below summarize the target groups, goals, activities to address the gaps and the Student Equity funding set aside for these activities:

Student Equity Plan 2015 Summary

Success Indicators and Goals/Activities

A. ACCESS

Goal:

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal*	Goal Year
Hispanic Students	Incrementally increase annually by 0.8%	Fall 2018
African American Students	Incrementally increase annually by 0.1%	Fall 2018
ESL Students	Increase ESL enrollment annually by 10% of current enrollment	Fall 2018

Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected
A.1	Hispanic Students	6,681
A.1	African American Students	296
A.1	ESL Students	51

Activity Implementation Plan

In collaboration and coordination with the college's Student Success and Support Plan hire a matriculation and outreach coordinator to implement the college's outreach efforts during the summer for graduating high school students. Additionally, the matriculation and outreach coordinator will connect students to the college's student support services like financial aid, counseling and assessment in order to ensure that college-intending students matriculate in college. According to research from Castleman and Page 2013 and 2014, "During the post-high school summer...students must complete a range of financial and informational tasks prior to college enrollment, yet no longer have access to high school counselors...Recent research documents summer attrition rates ranging from 10 to 40 percent among students who had...an intention to enroll in college as of high school graduation. Encouragingly, several experimental interventions demonstrate that students' postsecondary plans are quite responsive to additional outreach during the summer months."

Funding:

ID	Timeline (s)	Student Equity Funds	Other Funds
A.1	Spring 2016; ongoing	\$38,316 (Matriculation/Outreach Specialist)	STEM Grant/Title V Grant \$40,000

Activity Implementation Plan

In collaboration and coordination with Library faculty and staff, extend library hours of operation for potential students who work full-time and only have time to access academic support services in the evenings and weekends. These students rely on the services being available when they are free and currently the weekend hours are minimal. The library provides students with access to over one hundred computers, two large, multipurpose printers, books on reserve, calculators available for checkout, laptops available for checkout, free wi-fi and internet, and tutorial services for a variety of subjects. Providing these services on the weekend may encourage more students to enroll given the fact that they will have access to these academic support services. This activity will require staffing of the library handled by part-time library assistants and a part-time librarian. These will be part-time positions to cover the wide ranging hours of operation for the library.

Funding:

ID	Timeline (s)	Student Equity Funds	Other Funds
A.2	Spring 2016; ongoing	\$138,320(2 FT Library Assistants)	
A.2	Spring 2016; ongoing	\$5,580(PT Librarian)	

Activity Implementation Plan

In collaboration and coordination with student services and the financial aid department, hire a financial aid specialist dedicated to working with the targeted population groups identified in the Oxnard College student equity plan. Approximately 80% of students at Oxnard College receive some form of financial aid and over 14% of the Oxnard population is below the poverty level. The additional financial aid specialist will provide dedicated and targeted services to the disproportionately impacted student groups identified in the student equity plan including the male students that are part of the male student initiative, foster youth, veteran's and other disproportionately impacted groups.

Funding:

ID	Timeline (s)	Student Equity Funds	Other Funds
A.3	Spring 2016; ongoing	\$74,432(Financial Aid Specialist)	

Activity Implementation Plan

In collaboration and coordination with Transitional Studies faculty, Oxnard College will purchase and/or rent the course material for all levels of ESL & Basic Skills English courses and make them available on reserve for the semester. This will help address the concerns of potential students who believe the cost of college is too much and outweighs the benefits. With the potential for financial aid to cover the cost of registration and enrollment, the additional benefit of free books will increase access to many low-income community members.

Funding:

ID	Timeline (s)	Student Equity Funds	Other Funds
A.4	Spring 2016; ongoing	\$61,402(Course Materials/Books)	

B. COURSE COMPLETION**Goal:**

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal*	Goal Year
African American Students	Incrementally increase annually by 1%	Spring 2018
Foster Youth Students	Incrementally increase annually by 1%	Spring 2018

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.1	African American Students	466
B.1	Foster Youth	134

Activity Implementation Plan

Develop and implement Early Academic Alert using the Grades First system and track African-American, foster youth and male student response to referrals made. According to Borocho, Hope, Smith, Gabriner, Mery, Johnstone, and Asera 2010, “a popular approach to proactive intervention is the so-called ‘early-alert’, in which academic and student services personnel collaborate to identify students who need help and refer them for assistance...students in these programs were more likely to successfully complete a course in which they were experiencing academic difficulty; maintain higher rates of continuous enrollment to the end of the academic year; have higher persistence rates for two or more consecutive semesters; exhibit higher persistence rates up to four year later.”

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.1	First trial implementation will begin spring 2016; ongoing	--	--

Activity Implementation Plan

Develop and implement first year experience program for target population groups. According to Fowler and Hunter 2010, “a first-year transition [program] goes beyond the orientation and assists in the integration of students into both the intellectual and social aspects of college life...[It] may also focus on familiarizing students with campus resources. At the same time...may offer psychological inventories so students may begin to better understand themselves and how they learn. The first-year transition course should function cooperatively with various other campus departments in order to...provides a support structure and referral service to answer student questions; interpret assessment results; and deal with academic, nonacademic, and personal issues that threaten to become barriers to student success.”

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Planning spring 2016; Implementation Summer 2016; ongoing	--	--

Activity Implementation Plan

Provide tutoring to students and increase the information dissemination of the tutorial services available at the college. According to House, J.D., and Wohlt, V. (1991), “Tutoring is felt to be an important component of services designed to improve the performance and retention of academically underprepared students...[their research found that] students who were tutored showed significantly higher persistence rates. The results of [their] study indicate that tutoring is associated with improved persistence of academically underprepared minority students.”

Additionally, “tutoring ranks as the most frequently indicated effective practice in developmental education (Boylan, 2002). Tutored students achieved significantly higher GPAs and showed greater course passing rates, course completion rates, and short-term retention rates (Hendriksen, Yang, Love & Hall, 2005; Topping, 1996)” (Young, 2011).

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	ongoing	\$85,800(Tutoring)	

C. ESL & BASIC SKILLS COMPLETION

Goal:

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal*	Goal Year
African American male students	Incrementally increase basic skills English completion rates annually by 1%	Spring 2018
Hispanic male students	Incrementally increase basic skills English completion rates annually by 1%	Spring 2018
Filipino female students	Incrementally increase basic skills English completion rates annually by 1%	Spring 2018
Hispanic students	Incrementally increase ESL completion rates annually by 1%	Spring 2018
African-American female students	Incrementally increase basic skills math completion rates annually by 1%	Spring 2018
Hispanic Male students	Incrementally increase basic skills math completion rates annually by 1%	Spring 2018
Filipino male Students	Incrementally increase basic skills math completion rates annually by 1%	Spring 2018
White Male Students	Incrementally increase basic skills math completion rates annually by 1%	Spring 2018

Target Student Group(s) & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
C.1	African-American female students	170
C.1	African-American male students	70
C.1	Hispanic male students	2,603
C.1	Filipino female students	75
C.1	Filipino male students	123
C.1	White male students	260

Activity Implementation Plan

Through collaboration with faculty, counselors and the Curriculum Committee, the Transitional Studies Department will continue to offer accelerated Transitional Studies (basic skills) courses. According to Bailey, T. and Cho, S.W. (2010), “The aim of the [accelerated courses], which...is to help students maximize the likelihood of success in their first college-level course and to speed up their progress through the developmental sequence...Students needing remediation are...“mainstreamed” directly into college level coursework that incorporates supplemental instruction, tutoring, or other supports. In some other acceleration models, colleges combine developmental courses at different levels, thus reducing the total number of such courses students must take. The Community College of Baltimore County (CCBC)...had [accelerated courses] since the 2007-08 academic year. Using a multivariate analysis, one study found that...[these students] were significantly more likely to take and pass that college-level course and the course immediately after it (English 101 and 102) than those who enrolled in the highest level of developmental education. [Accelerated Learning] was also found to be a significantly more cost-effective pathway through the required college-level English courses than the traditional developmental sequence, as measured by cost per successful student.”

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.1	Ongoing planning; Implementation for spring 2016	--	--

Activity Implementation Plan

Through collaboration with faculty and the Tutorial Services Specialist II develop and implement embedded tutoring in ESL and Transitional Studies (Basic Skills) Courses. Hendriksen, et. al., 2005 found that “students in [their] course-embedded tutoring programs, such as Supplemental

Instruction (SI) and study groups where tutors are frequently in the classroom...regularly outperformed their non-tutored peers." This will be in addition to the general, drop-in tutoring Oxnard College will be offering it students.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Ongoing planning; Implementation for fall 2015 and spring 2016	\$12,200(Embedded Tutoring)	--

Activity Implementation Plan

Through collaboration with faculty, deans and counselors develop and implement a learning community model for students who are placed in Transitional Studies level English (or ESL) and math classes. As Smith, R.A. (2010) states in her research, "At the core of...'best practices' is the notion that students have an integrative educational experience (Boylan, Bonham, & White, 1999). Learning communities that involve basic skills courses vary in curricular structure but strive for this integration. For example, they could contain two linked basic skills courses; a basic skills course and a college level, credit-bearing course; or a cluster containing a mix of three to five basic skills and college-level courses. At their best, therefore, they embody many of the best practices recommended for basic-skills education."

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Ongoing planning; Implementation for fall 2015 and spring 2016	--	--

Activity Implementation Plan

Through collaboration with faculty, staff, deans and counselors implement the recently developed male student initiative. The OMEGA (Oxnard Male Educational Goal Achievement) Initiative strives to address the disproportionate impact of male student success rates in basic skills courses by providing them with academic and student support services needed to succeed. OMEGA students will be required to participate in mandatory tutoring hours, group meetings and events in order to receive the incentives provided to participants including meal vouchers, book vouchers, free on-campus parking and access to The OMEGA room where food, clothing and other basic necessity donations are stored for them to access and receive. The OMEGA room is located in the library, which is where the majority of the college's tutoring takes place. Additionally, the college library also has over one hundred computers, several graphing and scientific calculators, noise cancelling headphones available for those who prefer a quieter space, and library reference support for students to assist with course content, assignments, etc. As Harewood, W.R. (2013) states that, "it is up to community colleges to help remedy [the] crisis and to educate a host of unprepared...men." Furthermore, Harewood

states that black males in particular, "are the group most likely to be negatively stereotyped, the most likely to drop out of K-12, the most likely to be harshly punished, and the most likely to be labeled as a trouble maker." Although, Harewood focuses on Black males in his research, the same can be said for the Hispanic/Latino males in this community as well.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Ongoing planning; Ongoing Implementation	\$67,500(OMEGA)	--

Activity Implementation Plan

Through planning and research, identify and purchase materials and software that will provide supplemental support for students in the Library and Learning Resource Center where they will also have access to tutors. As Bitner, N., and Bitner, J., (2002) state, "Technology integration necessarily alters the traditional paradigm of the teacher providing wisdom and the student absorbing knowledge...and for good reason. The knowledge needed for tomorrow's jobs will change before many of today's students enter the job market. Students today must learn to search and discover knowledge, actively communicate with others, and solve problems so that they can become productive life-long members of our society."

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.5	Ongoing research; Purchase subscription and licensing fees annually or as needed	\$5,000(Supplemental Instructional Software)	--

Activity Implementation Plan

In collaboration and coordination with Transitional Studies faculty, Oxnard College will purchase and/or rent the course material for all levels of ESL & Basic Skills English courses and make them available on reserve for the semester. This will help address the concerns of potential students who believe the cost of college is too much and outweighs the benefits. With the potential for financial aid to cover the cost of registration and enrollment, the additional benefit of free books will increase access to many low-income community members.

Funding:

ID	Timeline (s)	Student Equity Funds	Other Funds
C.6/A.4	Spring 2016; ongoing	\$61,402(Course materials/books)	

D. DEGREE AND CERTIFICATE COMPLETION**Goal:**

The goal is to improve degree and certificate completion (No disproportionate impact; however, course completion directly impacts degree and certificate completion and therefore tutoring is listed again below)

Activity Implementation Plan

Increase the amount of tutors available to students and increase the information dissemination of the tutorial services available to students at the college. According to House, J.D., and Wohlt, V. (1991), "Tutoring is felt to be an important component of services designed to improve the performance and retention of academically underprepared students...[their research found that] students who were tutored showed significantly higher persistence rates. The results of [their] study indicate that tutoring is associated with improved persistence of academically underprepared minority students."

Additionally, "tutoring ranks as the most frequently indicated effective practice in developmental education (Boylan, 2002). Tutored students achieved significantly higher GPAs and showed greater course passing rates, course completion rates, and short-term retention rates (Hendriksen, Yang, Love & Hall, 2005; Topping, 1996)" (Young, 2011).

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.1/ B.3	ongoing	\$85,800(Tutoring)	

Activity Implementation Plan

Provide workshops on important graduation requirements, processes, etc. at various times of the day to reach as many students as possible. Provide food for students at these workshops to encourage more participation. Connect participating students with counselors to review Ed Plans and other critical information to ensure they are on track to graduate or earn their certificate. Saturate the campus with information about these workshops and inform all faculty and staff to assist with information dissemination of the workshops dates and times. This allows for interaction

between student and counselor/faculty in an informal setting to allow for a safe environment with their peers to ask pressing questions they may not have wanted or thought to ask in a formal setting. As Pascarella, E.T., (1980) states, “significant positive associations exist between extent and quality of student-faculty informal contact and students’ educational aspirations, their attitudes toward college, their academic achievement, intellectual and personal development, and their institutional persistence.”

Funding:

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.2	Ongoing planning and implementation	\$2,500(workshops)	--

E. TRANSFER

Goals:

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal*	Expected Outcome/Timeline
Asian Students	Increase Transfer rates by 1 % annually	Spring 2018
African American Students	Increase Transfer rates by 1% annually	Spring 2018
Filipino Students	Increase Transfer rates by 1% annually	Spring 2018
Hispanic Students	Increase Transfer rates by 1% annually	Spring 2018

Target Student Group(s) & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
E.1	Asian Students	18
E.1	African American Students	22
E.1	Filipino Students	41
E.1	Hispanic Students	517

Activity Implementation Plan

Continue to collaborate with California State University, Channel Islands and their Project ALAS (**A**ligning **L**earning and **A**cademic **S**uccess). Project ALAS enables a partnership between Channel Islands, Moorpark, Oxnard and Ventura Colleges to increase student enrollment, transfer and graduation rates in the county – particularly among underserved students. Additionally collaborate with other local 4 year universities to coordinate and schedule campus visits for Oxnard College Students. As Flaga, C.T. (2006) states, “Customized programming could facilitate early connecting to the academic, social, and physical environments. It would also provide students with opportunities to seek out housing information and peer mentoring resources, and to get a sense of campus life.”

Funding:

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Ongoing planning and implementation	\$10,000(Campus visits)	

F. OTHER COLLEGE INITIATIVES**Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.1	African American students	296
F.1	Hispanic students	6,681
F.1	Male students	4,510
F.1	Foster Youth	134

Activity Implementation Plan

In order to assist with the research, planning and effectiveness of the Student Equity Plan and the Student Support and Success Plan the college has hired a Dean of Institutional Effectiveness.

Funding:

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	OCTOBER 1 ST , 2015; ongoing	\$80,000(Dean of IR)	\$80,000 SSSP

Activity Implementation Plan

One of the key activities included in the Oxnard College Student Equity Plan is tutoring for students. The goal is to hire several new tutors and provide students with direct academic support for their courses to help address the overall completion rates and ESL and basic skills completion rates. This will require a lot of recruitment, training and supervision. Therefore, a Tutorial Services Specialist II will be hired to be responsible for the oversight of the tutorial services offered at Oxnard College.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Fall 2015; ongoing	\$83,500(TSSII)	

Activity Implementation Plan

Students attending higher poverty schools are less likely to be labeled with Learning Disabilities (LD) (Ortiz,A., 2009). The highest at risk groups are Latino and African America males. The process of handling academic demands can be smoother when students with learning disabilities have strong resources and know how to express their needs to professors and peers. Research also indicates that the disproportionate labeling of Hispanic students with learning disabilities in high school is attributable to the over-labeling of language minorities, (Shifer, D. 2012). In order to address these points, Oxnard College will hire a part-time Learning Disabilities Technician to provide students with learning disability assessment.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	Fall 2015; ongoing	\$17,930(LD Assessment Tech)	

Activity Implementation Plan

Through collaboration with EOPS, Oxnard College will hire a part-time counselor who will also serve as the Student Equity Coordinator. This position will work 60% FT as a counselor and 40% FT as the SEP Coordinator. This position will also serve as the counselor for the students impacted through the activities and services listed in the Student Equity Plan.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Spring 2016; ongoing	\$107,670(SEP Coordinator/Counselor)	

Activity Implementation Plan

Through collaboration with student services and foster youth services, Oxnard College will hire a full-time foster care & kinship education (FKCE) program coordinator to address the equity gaps of the college's current or former foster youth students. This would be a designated specialist assigned to the project who could act as a navigator for foster youth who need a safe zone in which to seek guidance in navigating the college systems, deadlines, requirements and community.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.5	Fall 2015; ongoing	\$23,600(Foster Care Coordinator)	

Activity Implementation Plan

There are several statewide initiatives (BSI, SSSP, SEP, etc.) that are targeting student success, achievement gaps and completion rates at the Community College. In order to better address these gaps and have a wider impact on student success, Oxnard College will work with faculty and staff on researching and offering professional development opportunities.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	ongoing	\$15,000(Professional Development)	

Activity Implementation Plan

The majority of Oxnard College Students are low-income and cannot afford to purchase necessary school and other educational supplies. Through the use of student equity funds Oxnard College will purchase miscellaneous supplies for targeted groups.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	Spring 2016; ongoing	\$16,066(Supplies for students)	

BUDGET SUMMARY

Student Success Indicator	Activity	Funds
A. Access	Hire Matriculation/ Outreach Specialist	\$38,316.00
	Hire 2 FT library assistants to extend library hours	\$138,320.00
	Hire hourly PT librarian for extend library hours	\$5,580.00
	Hire Financial Aid Specialist for targeted groups	\$74,432.00
	Purchase Course Material for all levels of ESL & Basic Skills level English	\$61,402.00
B. Course Completion	Early Academic Alert system using GradesFirst	\$0.00
	First Year Experience Program	\$0.00
	Tutoring	\$85,800.00
C. ESL and Basic Skills Completion	Accelerated basic skills courses	\$0.00
	Embedded tutoring	\$12,200.00
	Learning Community	\$0.00
	Male Student Initiative (OMEGA)	\$67,500.00
	Supplemental, instructional software	\$5,000.00
	Purchase Course Material for all levels of ESL & Basic Skills level English (listed above)	\$0.00
D. Degree & Certificate Completion	Tutoring (listed above)	\$0.00
	Workshops	\$2,500.00
E. Transfer	Campus visits to four year universities	\$10,000.00
F. Other College - or District-Wide Initiatives	Hire Dean of Institutional Effectiveness	\$80,000.00
	Hire Tutorial Services Specialist II	\$83,500.00
	Hire PT Learning Disabilities Technician	\$17,930.00
	Hire a Student Equity Coordinator	\$107,670.00
	Hire a Foster Care & Kinship Education Coordinator	\$23,600.00
	Professional Development	\$15,000.00
	Supplies for students	\$16,066.00
SEP Projected total		\$844,816.00
SEP Anticipated Award		\$844,816.00

Activities

Activities and actions that will be implemented to achieve these goals are outlined and described in the following sections. The bulk of the activities require hiring of full-time or part-time staff to plan, implement and follow-through on the activities listed in the Oxnard College Student Equity Plan.

Sources of Funding:

The activities to reach the goals specified will be funded through Student Equity funds and other sources including the General Fund, Student Success and Support Program (SSSP) funds, Basic Skills Initiative (BSI) funds, and grant funds. In an effort to reach the goals designated in the Student Equity Plan, these existing resources will contribute to implementation of activities described. Through careful planning and coordination of efforts, student equity goals will be considered in the allocation of faculty and staff resources, technology and instructional materials and facilities resources.

Contact person

Dr. Luis A. Gonzalez, Assistant Dean of Transitional Studies, Academic Support & Library Services

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Planning Committee and Collaboration

Planning Committee and Collaboration

Oxnard College's Student Equity Plan was prepared with direction and input from the Student Success Committee, Transitional Studies Committee and Academic Senate. The Student Success Committee has been identified and designated as the Student Equity Planning Committee responsible for the ongoing development, implementation, and evaluation of the plan.

The Student Success Committee (SSC) is composed of administrators, faculty, staff, researchers, an associated student government representative, and staff from related categorical programs as listed in the table below.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Lilia Ruvalcaba	Faculty	Math Department
Luis Gonzalez	Assistant Dean	Transitional Studies, Library Services
Anthony Rodriguez	Faculty	English Department
Art Sandford	Interim Dean, Liberal Studies	Liberal Studies
Cynthia Herrera	Dean, Institutional Effectiveness	Institutional Effectiveness
Deanna McFadden	Health Center Coordinator	Student Development
Evangeline Wilkes	Faculty	Transitional Studies
Ishita Edwards	Faculty	Economics
James Limbaugh	President, Oxnard College	Oxnard College
Joel Diaz	Registrar	Student Development
John Habal	Counselor	Student Development
Julius Munyantwali	Matriculation Specialist	Student Development
Kari Tudman	Faculty	Transitional Studies
Letty Mojica	Counselor	Student Development
Linda Kama'ila	Faculty/Academic Senate President	Anthropology
Linda Robison	Financial Aid Director	Student Development
Lisa Hopper	Institutional Researcher	Institutional Effectiveness
Lois Zsarnay	Faculty	Addictive Disorders Studies
Marcos Lupian	Counselor Assistant, Student Outreach	Student Development
Maria de la luz Flores	CalWorks Coordinator	Student Development
Mark Bates	Faculty	Math Department
Marlene Dean	Faculty	Math Department
Oscar Cobian	Vice President of Student Development	Student Development
Robert Cabral	Faculty	Business, CTE
Ross Fontes	EOPS Counselor	Student Development

The Student Success Committee (SSC) meets monthly and will continue to serve as the Student Equity Task Force/Committee charged with the initial planning, writing and revising of the Student Equity Plan (SEP). Additionally, the Transitional Studies Committee (TSC) and Academic Senate will work collaboratively with Student Success Committee to strategize and implement the activities outlined in this plan.

The SSC will be the primary planning and implementation committee responsible for the SEP, the TSC will serve as the primary fiscal committee responsible for approving faculty and staff proposals for professional development opportunities that can be funded through the plan. Proposals will be approved if they address the success indicators and target populations identified in this plan.

Once the plan has been revised and vetted through the appropriate Participatory Governance protocol, it will be reviewed by President's Cabinet, Chancellor's Cabinet for district review and approval and finally by the Board for review and approval. Comments, questions and revisions will be addressed at each stage of the review process and taken into consideration by the Student Equity Planning Committee and the Student Equity Coordinator.



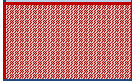
Overview

Oxnard College used the *80% Rule* to determine disproportionate impact. The *80% Rule* methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a benchmark subgroup. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

In this report, the benchmark or reference group used for all demographic analyses is the highest attaining group. In some instances, special population students were found to be the highest performing group.

Because Oxnard College has a Hispanic enrollment of over seventy percent, many of the ethnic subgroups have numbers below what would commonly be acceptable practice for examining disproportionate impact for a specific group. When the number of students (cell size) in a cohort was less than 100 for any subpopulation, we exercised caution as the data collected may not be sufficient to determine disproportionate impact. Many of the charts in the Campus Research have small cell sizes both as benchmark groups and as disproportionately impacted groups. With the understanding that small cell size may have contributed to disproportionate impact, they were taken into consideration when analyzing the data.

Bar charts are used to display outcomes and outcome rates along with the 80% rule index. The assessment of disproportionate impact legend is as follows.

Dark Blue bar		Benchmark group to which the 80% Rule is applied (highest performing group)
Light Blue Bar		No disproportionate impact when compared to benchmark group
Red Striped bar		Disproportionate impact indicated when compared to benchmark

The source for service area percentages is the U.S. Census Bureau, 2008-2012 American Community Survey, while the 2012-2013 high school graduation figures are from the California Department of Education – California Longitudinal Pupil Achievement Data System (CALPADS).

Fall 2013 data from the California Community Colleges Chancellor’s Office (CCCCO) Data Mart are used for Course Completion/Success percentages. The remaining rates are obtained from the CCCCCO Student Success Scorecard cohort data. Due to a very small initial cohort, analysis of Basic Skills English, Math and ESL Completion is conducted using combined cohorts of 2006-2007 and 2007-2008 students. All other outcome measures for Student Success indicator areas including Persistence, Achieved 30 units, Certificate and Degree Completion, and Transfer utilize the 2007-2008 cohort from the Student Success Cohort. Data used in both the Student Success Scorecard and Data Mart are from college MIS files submitted to the CCCCCO each term.

Access

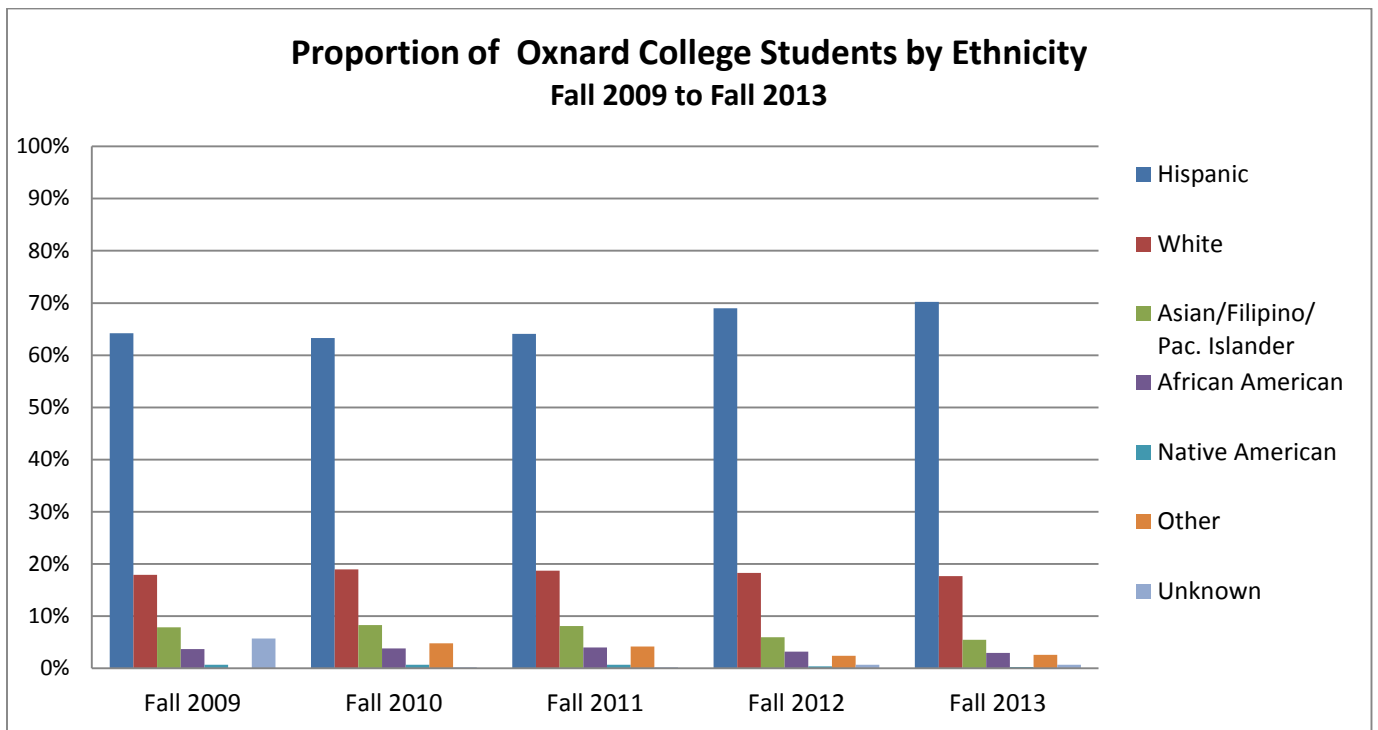
Campus-Based Research

Overview

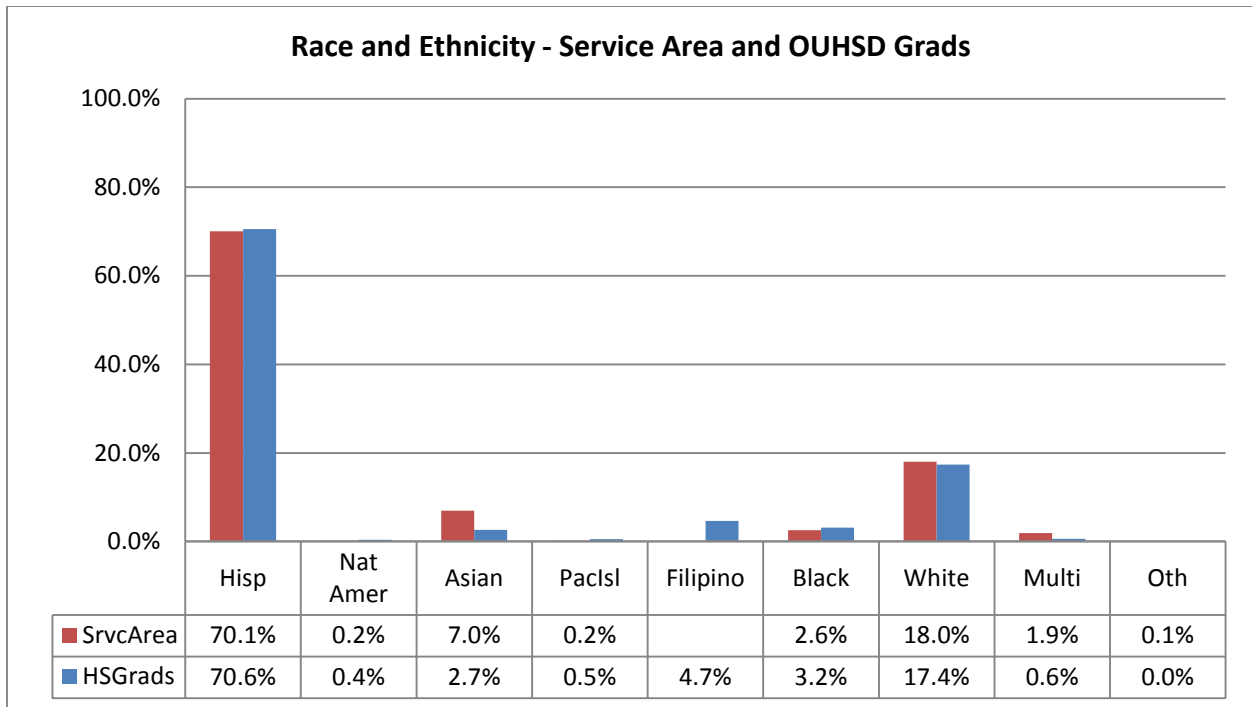
- The ethnicity of Oxnard College students is primarily Hispanic. The percentage of Hispanic students has increased steadily and currently stands at over 70%.
- Oxnard College enrollment closely mirrors the ethnicity of the service area as a whole. The Oxnard College immediate service area consists of the cities of Oxnard and Port Hueneme.
- Oxnard College enrollment is also reflective of the ethnicity of recent Oxnard Union High School District (OUHSD) graduates.

Indicator Definition and Data

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.



Student Ethnicity/ Percentage	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Hispanic	64.20%	63.30%	64.10%	69.00%	70.20%
White	17.90%	19.00%	18.70%	18.30%	17.70%
Asian/Filipino/Pac. Islander	7.90%	8.30%	8.10%	6.00%	5.50%
African-American	3.70%	3.80%	4.00%	3.20%	3.00%
Native American	0.70%	0.70%	0.70%	0.40%	0.30%
Other	0.00%	4.80%	4.20%	2.40%	2.60%
Unknown	5.70%	0.20%	0.20%	0.70%	0.70%



Oxnard Census Data

Subject	California	
	Number	Percent
LANGUAGE SPOKEN AT HOME		
Population 5 years and over	31,416,629	100.0
English only	19,014,873	60.5
Language other than English	12,401,756	39.5
Speak English less than 'very well	6,277,779	20.0
Spanish	8,105,505	25.8
Speak English less than "very well"	4,303,949	13.7

Conclusions: Disproportionately Impacted Student Groups

Given the population of the community, Oxnard College aims to continue to increase the enrollment of historically underrepresented groups, specifically Hispanic and African American students. The African-American student population has been declining since 2011 and the Hispanic population has been increasing since 2010. The goal is to continue the increase in enrollment for Hispanic students and reverse the decreasing African-American population at Oxnard College.

Additionally, the community that Oxnard College serves has a large population (approximately 40% of the population) of residents who speak a language other than English yet the college has low ESL enrollments. Through collaboration with student services, the Assistant Dean of Transitional Studies and ESL faculty, Oxnard College will work towards increasing the enrollment of ESL students as well.

Furthermore, the community that Oxnard College serves has a poverty rate of over 14% and approximately 80% of Oxnard College students receive some form of financial aid. Therefore, in collaboration with the student services office and Financial Aid office Oxnard College will hire a financial aid specialist to work directly with the targeted populations identified in the Student Equity Plan. This will help with access, persistence, retention and completion.

Goals, Activities, Funding and Evaluation

Goal:

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal*	Goal Year
Hispanic Students	Incrementally increase annually by 0.8%	Fall 2018
African American Students	Incrementally increase annually by 0.1%	Fall 2018
ESL Students	Increase ESL enrollment annually by 10% of current enrollment	Fall 2018

Activity A.1

- **Activity Type(s)**

X	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1	Hispanic Students	6,681
A.1	African American Students	296
A.1	ESL Students	51

- **Activity Implementation Plan**

In collaboration and coordination with the college’s Student Success and Support Plan hire a matriculation and outreach coordinator to implement the college’s outreach efforts during the summer for graduating high school students. Additionally, the matriculation and outreach coordinator will connect students to the college’s student support services like financial aid, counseling and assessment in order to ensure that college-intending students matriculate in college. According to research from Castleman and Page 2013 and 2014, “During the post-high school summer...students must complete a range of financial and informational tasks prior to college enrollment, yet no longer have access to high school counselors...Recent research documents summer attrition rates ranging from 10 to 40 percent among students who had...an intention to enroll in college as of high school graduation. Encouragingly, several experimental interventions demonstrate that students’ postsecondary plans are quite responsive to additional outreach during the summer months.”

Funding:

ID	Timeline (s)	Student Equity Funds	Other Funds
A.1	Spring 2016; ongoing	\$38,316(Matriculation/Outreach Specialist)	STEM Grant/Title V Grant \$40,000

- **Link to Goal**

The matriculation and outreach coordinator will implement the college’s outreach efforts and directly impact the Hispanic student recruitment and enrollment.

Evaluation:

- Data to be collected:
 - Hispanic student enrollment rates
 - Number of outreach visits/events
- Timeline of/frequency of data collection and review:
 - Data on enrollment rates will be collected and reviewed semesterly
 - Data on outreach visits/events collected and reviewed semesterly

Activity A.2

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	Hispanic Students	6,681
A.2	African American Students	296
A.2	ESL Students	51

Activity Implementation Plan

In collaboration and coordination with Library faculty and staff, extend library hours of operation for potential students who work full-time and only have time to access academic support services in the evenings and weekends. These students rely on the services being available when they are free and currently the weekend hours are minimal. The library provides students with access to over one hundred computers, two large, multipurpose printers, books on reserve, calculators available for checkout, laptops available for checkout, free wi-fi and internet, and tutorial services for a variety of subjects. Providing these services on the weekend may encourage more students to enroll given the fact that they will have access to these academic support services. This activity will require staffing of the library handled by part-time library assistants and a part-time librarian. These will be part-time positions to cover the wide ranging hours of operation for the library.

Funding:

ID	Timeline (s)	Student Equity Funds	Other Funds
A.2	Spring 2016; ongoing	\$138,320(2 FT Library Assistants)	
A.2	Spring 2016; ongoing	\$5,580(PT Librarian)	

Link to Goal

The library assistants will staff the library during extended hours of operation, which directly impacts the recruitment and enrollment of students who work full-time and require access to services during untraditional days and times like the weekend.

Evaluation:

- Data to be collected:
 - Enrollment rates of student who work full-time
 - Number of library visits during extended hours of operation
- Timeline of/frequency of data collection and review:
 - Data on enrollment rates will be collected and reviewed semesterly
 - Data on library visits collected and reviewed semesterly

Activity A.3• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.3	Hispanic Students	6,681
A.3	African American Students	296
A.3	ESL Students	51
A.3	Economically Disadvantaged	859

Activity Implementation Plan

In collaboration and coordination with student services and the financial aid department, hire a financial aid specialist dedicated to working with the targeted population groups identified in the Oxnard College student equity plan. Approximately 80% of students at Oxnard College receive some form of financial aid and over 14% of the Oxnard population is below the poverty level. The additional financial aid specialist will provide dedicated and targeted services to the disproportionately impacted student groups identified in the student equity plan including the male students that are part of the male student initiative, foster youth, veteran's and other disproportionately impacted groups.

Funding:

ID	Timeline (s)	Student Equity Funds	Other Funds
A.3	Spring 2016; ongoing	\$74,432(Financial Aid Specialist)	

Link to Goal

The financial aid specialist will provide direct student support services to targeted groups and provide them with critical financial aid information that will alleviate student concerns regarding the cost of college. This will address one of the barriers Oxnard College students face when it comes to access and persistence.

Evaluation:

- Data to be collected:
 - Number of students that visit the new specialist
 - Number of Pell Grants awarded by the college
- Timeline of/frequency of data collection and review:
 - Data will be collected and reviewed semesterly

Activity A.4• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.4	Hispanic Students	6,681
A.4	African American Students	296
A.4	ESL Students	51

Activity Implementation Plan

In collaboration and coordination with Transitional Studies faculty, Oxnard College will purchase and/or rent the course material for all levels of ESL & Basic Skills English courses and make them available on reserve for the semester. This will help address the concerns of potential students who believe the cost of college is too much and outweighs the benefits. With the potential for financial aid to cover the cost of registration and enrollment, the additional benefit of free books will increase access to many low-income community members.

Funding:

ID	Timeline (s)	Student Equity Funds	Other Funds
A.4	Spring 2016; ongoing	\$61,402(Course Material/Books)	

Link to Goal

Providing free books to our ESL and Basic Skills level English students will increase access to many low-income community members who would not otherwise be able to afford the supplemental costs of enrolling at a community college.

Evaluation:

- Data to be collected:
 - Enrollment rates of student who work full-time
 - Number of library visits during extended hours of operation
- Timeline of/frequency of data collection and review:
 - Data on enrollment rates will be collected and reviewed semesterly
 - Data on library visits collected and reviewed semesterly

Course Completion

Campus-Based Research

Overview

- Course completion rates for the special populations shown below are compared to the completion rates for the non-special group population counterpart. Most special populations complete at rates very close to those students who are not receiving services or do not fall into the special population category. The Foster Youth completion rate is a little more than ten percentage points lower than non-Foster Youth. While this difference does not establish disproportionate impact, it is worth noting as course completion will ultimately affect course success.
- There is disproportionate impact for African-Americans with respect to successful course completion. Each ethnic group was compared to 79.5% for the Native American group which had the highest course success rates. The cell size for this reference group, however, is small, but African-Americans are still disproportionately impacted when compared to the next highest performing group, Multi-Ethnicity (78.9%).
- Females were the highest performing gender, while students 50 and older were the highest performing age group.
- The only incidence of successful course completion disparity between special populations and their general population counterparts occurs with Foster Youth. Foster Youth success rate is 52.2%, a figure for which the 80% rule index is .73.

Indicator Definitions and Data

Course Completion Definition:

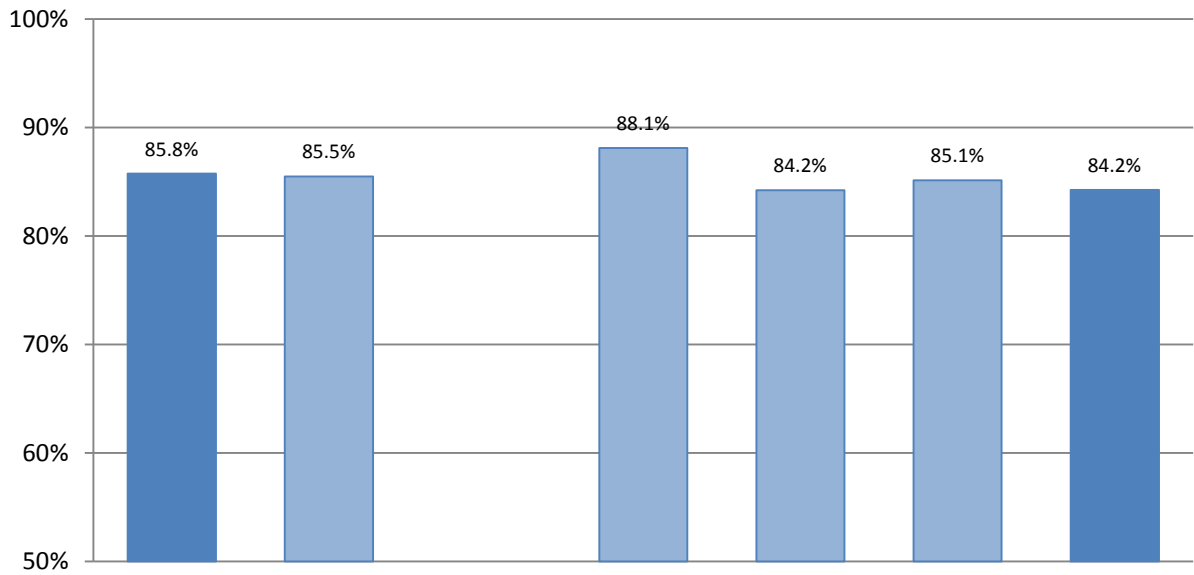
The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

Course Completion Data:

The overall course completion rate for Oxnard College in Fall 2013 was 85.6%.

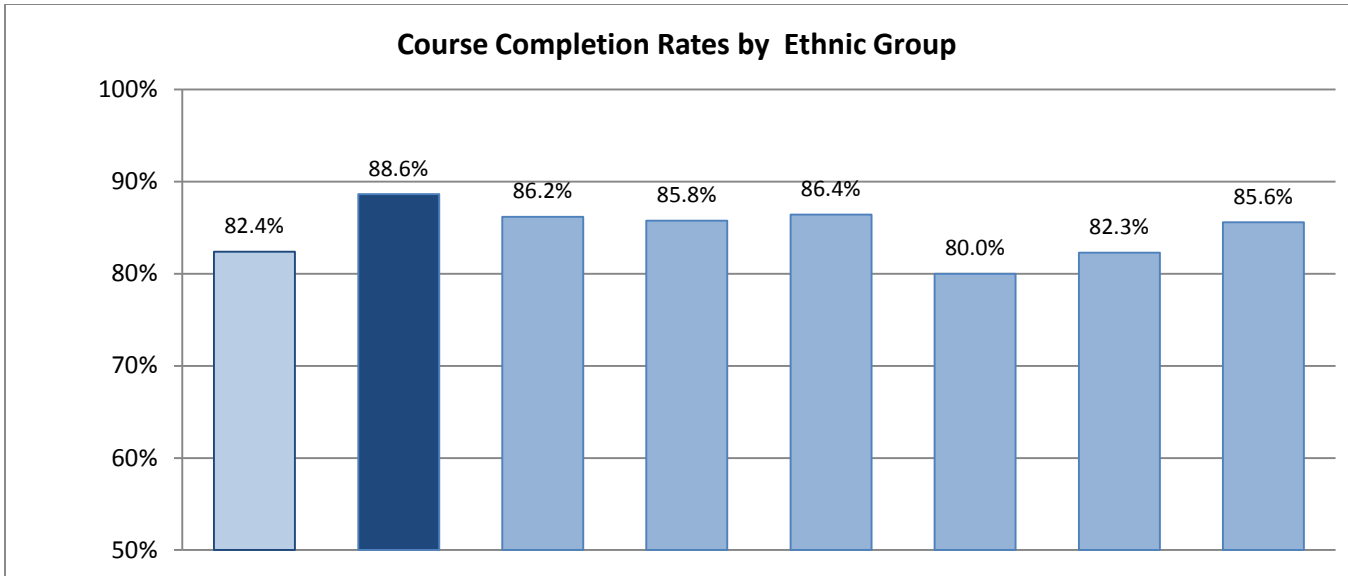
The research indicates no disproportionate impact on any demographic group for course completion (the percentage of students who were enrolled at census and did not withdraw from courses prior to the end of the term).

Course Completion Rates by Gender and Age Group

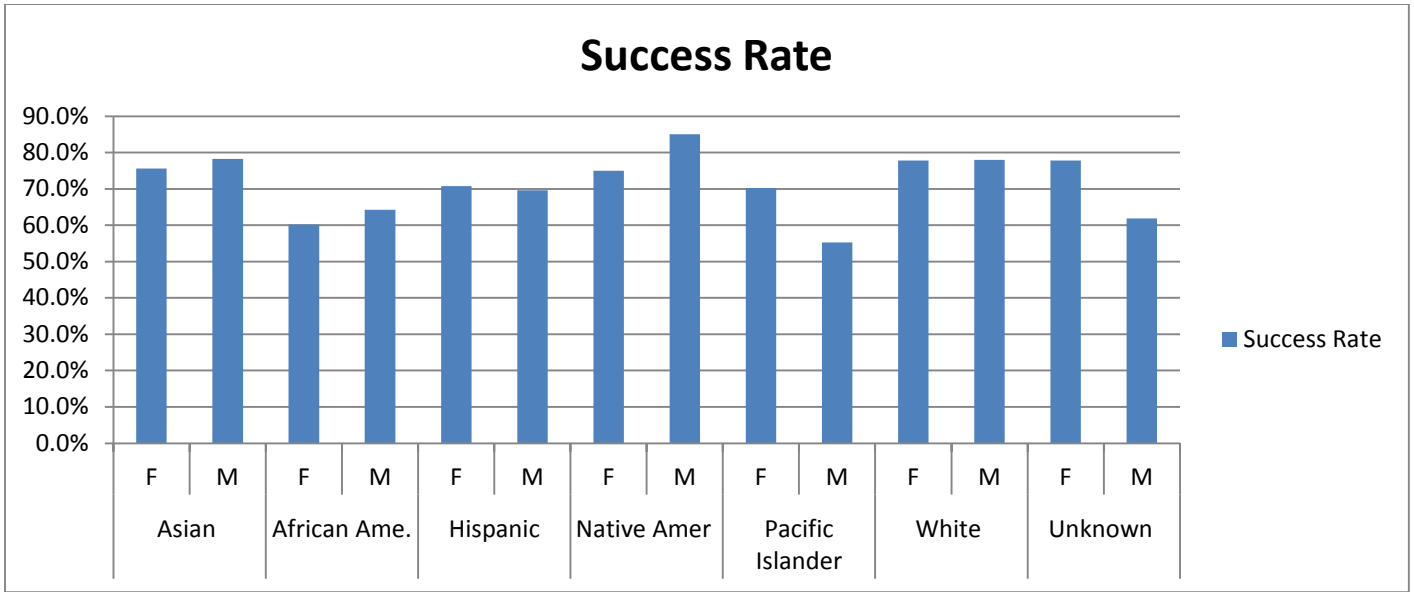


	Female	Male
Total Enrollments	9,146	7,676
Completions	7,843	6,563
Completion Rate	85.8%	85.5%
80% Rule Index	1.00	1.00

	<20	20 to 24	25 to 49	50 +
Total Enrollments	5,014	6,444	4,710	673
Completions	4,418	5,428	4,010	567
Completion Rate	88.1%	84.2%	85.1%	84.2%
80% Rule Index	1.00	0.96	0.97	0.96

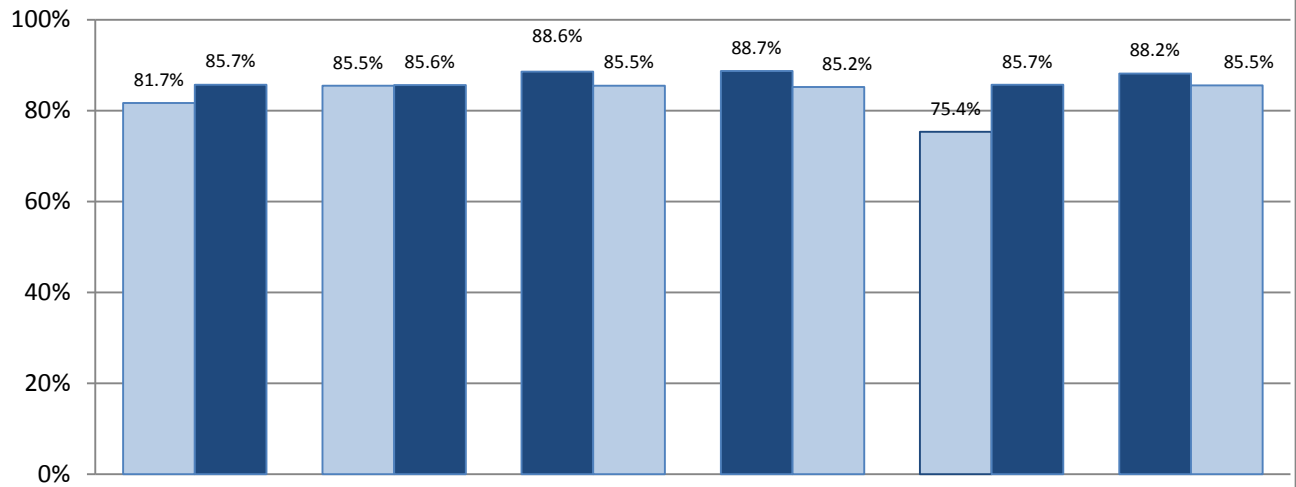


	African-American	Native American	Asian	Hispanic	Multi-Ethnicity	Pacific Islander	Unknown	White
Total Enrollments	466	44	818	12,338	412	85	96	2,582
Completions	384	39	705	10,582	356	68	79	2,210
Completion Rate	82.4%	88.6%	86.2%	85.8%	86.4%	80.0%	82.3%	85.6%
80% Rule Index	0.93	1.00	0.97	0.97	0.97	0.90	0.93	0.97



Race	Asian		African Ame.		Hispanic		Native Ame.		Pacific Islander		White		Unknown	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Success Rate	75.6%	78.3%	60.2%	64.3%	70.8%	69.6%	75.0%	85.0%	70.2%	55.3%	77.8%	78.0%	77.8%	61.9%
Total Enrollments	406	410	241	224	6885	5452	24	20	47	38	1297	1278	54	42
Successful	307	321	145	144	4875	3796	18	17	33	21	1009	997	42	26
80% Rule Index	0.89	0.92	0.71	0.76	0.83	0.82	0.82	1.00	0.83	0.65	0.92	0.92	0.92	0.73

Course Completion/Retention Rates by Special Populations



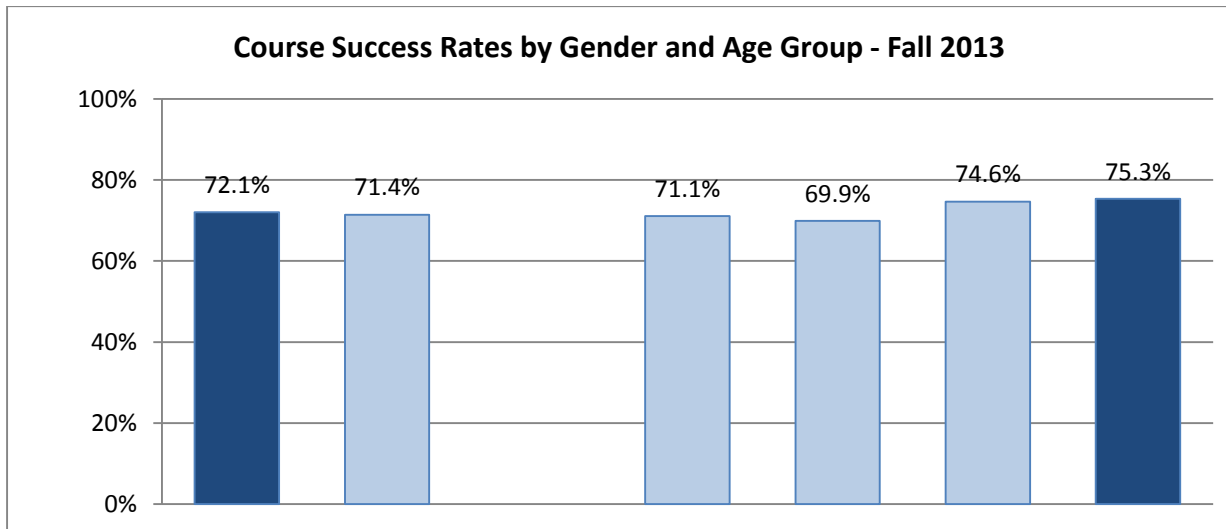
	CalWORKs		CARE		DSPS		EOPS		Foster Youth		Military/Veteran	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Total Enrollments	405	16,436	241	16,600	753	16,088	1,960	14,881	134	16,707	619	16,222
Completions	331	14,092	206	14,217	667	13,756	1,739	12,684	101	14,322	546	13,877
Completion Rate	81.7%	85.7%	85.5%	85.6%	88.6%	85.5%	88.7%	85.2%	75.4%	85.7%	88.2%	85.5%
80% Rule Index	0.95	1.00	1.00	1.00	1.00	0.97	1.00	0.96	0.88	1.00	1.00	0.97

Course Success Definition:

Ratio of the number of credit courses that students by population group actually complete and receive a grade of A, B, C or Pass compared to the number of courses in which students in that group are enrolled on the census day of the term.

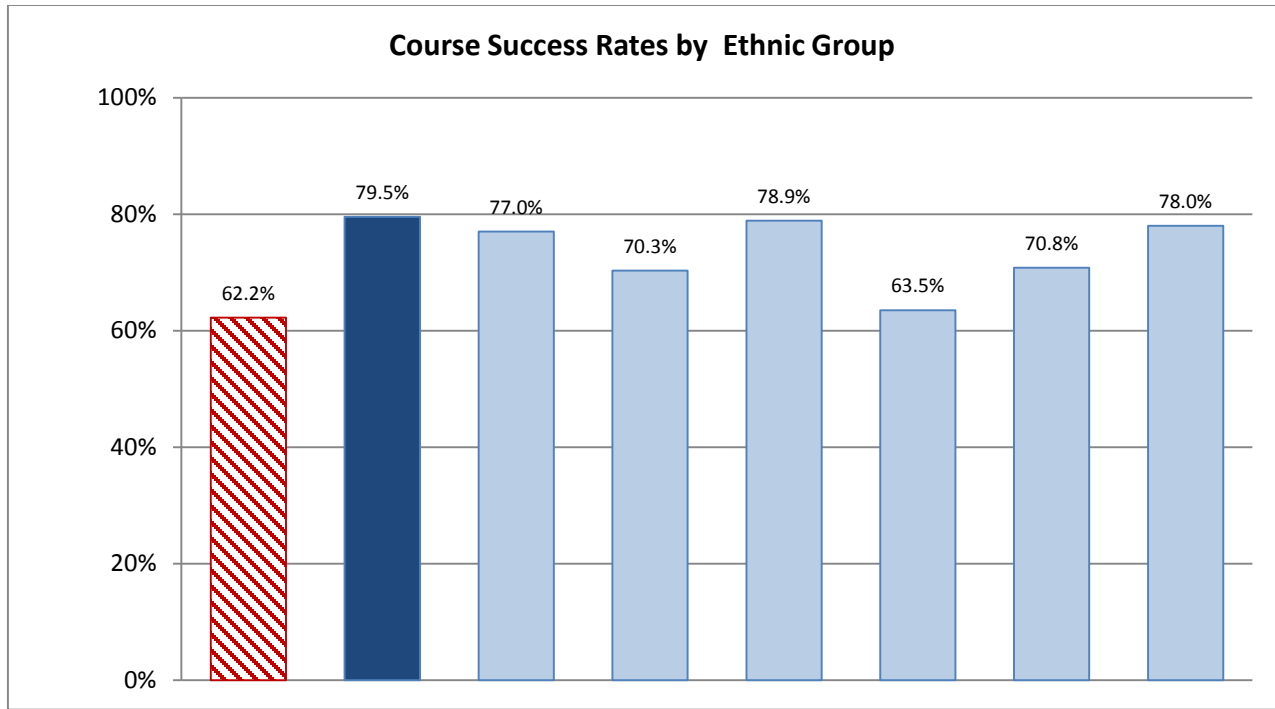
Course Success Data:

The overall college course success rate for Fall 2013 was 71.8%.

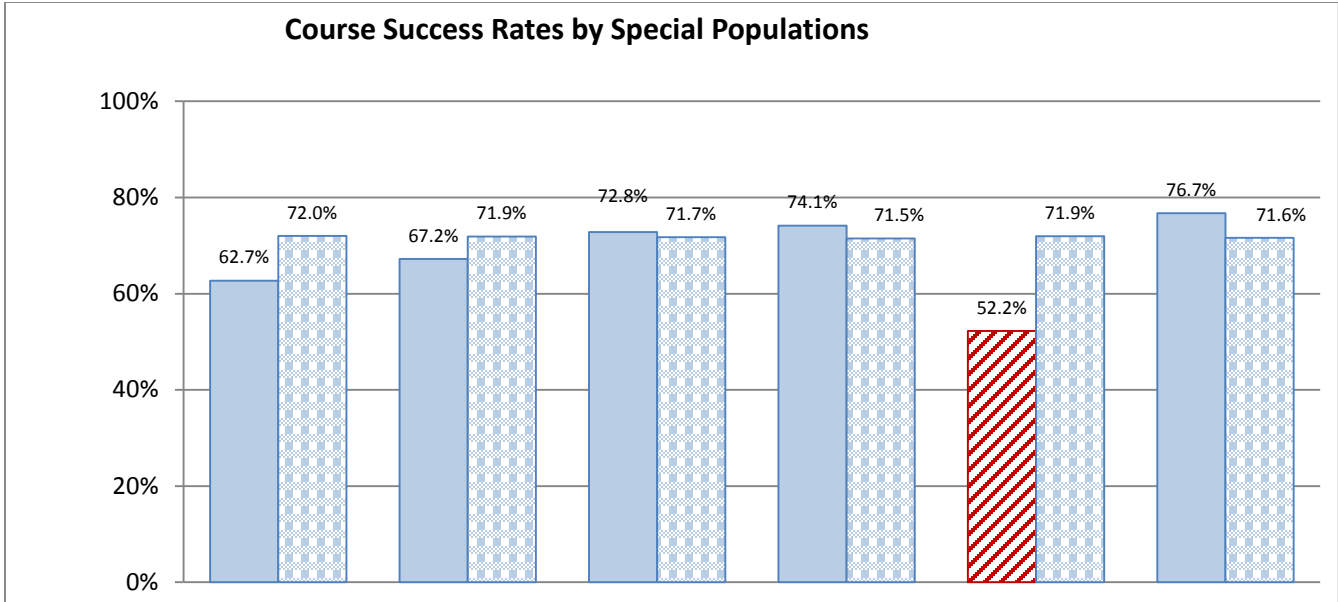


	Female	Male
Total Enrollments	9,146	7,676
Successful Completion	6,591	5,484
Success Rate	72.1%	71.4%
80% Rule Index	1.00	.99

	<20	20 to 24	25 to 49	50 +
Total Enrollments	5,014	6,444	4,710	673
Successful Completion	3,563	4,504	5,516	507
Success Rate	71.1%	69.9%	74.6%	75.3%
80% Rule Index	.94	.93	.99	1.00



	African-American	Native American	Asian	Hispanic	Multi-Ethnicity	Pacific Islander	Unknown	White Non-Hispanic
Total Enrollments	466	44	818	12,338	412	85	96	2,582
Successful Completions	290	35	630	8,674	325	54	68	2,014
Success Rate	62.2%	79.5%	77.0%	70.3%	78.9%	63.5%	70.8%	78.0%
80% Rule Index	0.78	1.00	0.97	0.88	0.99	0.80	0.89	0.98



	CalWORKs		CARE		DSPS		EOPS		Foster Youth		Military/Veteran	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Total	405	16,436	241	16,600	753	16,088	1,960	14,881	134	16,707	619	16,222
Successful	254	11,836	162	11,928	548	11,542	1,453	10,637	70	12,020	475	11,615
Success Rate	62.7%	72.0%	67.2%	71.9%	72.8%	71.7%	74.1%	71.5%	52.2%	71.9%	76.7%	71.6%
80% Rule Index	0.87	1.00	0.94	1.00	1.00	0.99	1.00	0.96	0.73	1.00	1.00	0.93

Conclusions: Disproportionately Impacted Student Groups

The data shows that foster youth and African-American students are disproportionately impact based on current data. Additionally, the disaggregated data indicates that African-American and Hispanic males are trending downward in regards to English course completion. The disproportionately impacted student groups for course completion are foster youth, Hispanic male, African-American female and male students.

Goals, Activities, Funding and Evaluation

Goal:

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal*	Goal Year
African American Students	Incrementally increase annually by 1%	Spring 2018
Foster Youth Students	Incrementally increase annually by 1%	Spring 2018

Activity B.1

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.1	African American Students	466
B.1	Foster Youth	134

- **Activity Implementation Plan**

Develop and implement Early Academic Alert using the Grades First system and track African-American, foster youth and male student response to referrals made. According to Boroch, Hope, Smith, Gabriner, Mery, Johnstone, and Asera 2010, “a popular approach to proactive intervention is the so-called ‘early-alert’, in which academic and student services personnel collaborate to identify students who need help and refer them for assistance...students in these programs were more likely to successfully complete a course in which they were experiencing academic difficulty; maintain higher rates of continuous enrollment to the end of the academic year; have higher persistence rates for two or more consecutive semesters; exhibit higher persistence rates up to four year later.”

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.1	First trial implementation will begin spring 2016; ongoing	--	--

- **Link to Goal**

By developing and implementing successful early alert system students can be provided with timely and necessary academic advising and support. The timely academic advising and support should directly impact course completion for the target groups.

Evaluation:

- Data that will be collected:
 - Number of students identified through the Early Alert System
 - Number of students who receive academic advising and/or support due to Early Alert System
 - Course completion rates
- Timeline of/frequency of data collection and review:
 - Data will be collected and reviewed semesterly

Activity B.2

- **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.1	African American Students	466
B.1	Foster Youth	134

- **Activity Implementation Plan**

Develop and implement first year experience program for target population groups. According to Fowler and Hunter 2010, “a first-year transition [program] goes beyond the orientation and assists in the integration of students into both the intellectual and social aspects of college life...[It] may also focus on familiarizing students with campus resources. At the same time...may offer psychological inventories so students may begin to better understand themselves and how they learn. The first-year transition course should function cooperatively with various other campus departments in order to...provides a support structure and referral service to answer student questions; interpret assessment results; and deal with academic, nonacademic, and personal issues that threaten to become barriers to student success.”

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Planning spring 2016; Implementation Summer 2016; ongoing	--	--

- **Link to Goal**

By developing and implementing a first-year experience program students will develop the confidence, peer & instructor relationships and study skills necessary to succeed. Additionally, students will become familiar with the various resources available to them at the college early on.

Evaluation:

- Data that will be collected:
 - Number of students who participate in first-year experience program (FYEP)
 - Course completion rates of students who participate in first-year experience program
 - Overall course completion rates
- Timeline of/frequency of data collection and review:
 - FYEP data will be collected annually
 - Course completion rates will be collected semesterly

Activity B.3

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.1	African American Students	466
B.1	Foster Youth	134

- **Activity Implementation Plan**

Provide tutoring to students and increase the information dissemination of the tutorial services available at the college. According to House, J.D., and Wohlt, V. (1991), "Tutoring is felt to be an important component of services designed to improve the performance and retention of academically underprepared students...[their research found that] students who were tutored showed significantly higher persistence rates. The results of [their] study indicate that tutoring is associated with improved persistence of academically underprepared minority students." Additionally, "tutoring ranks as the most frequently indicated effective practice in developmental education (Boylan, 2002). Tutored students achieved significantly higher GPAs and showed greater course passing rates, course completion rates, and short-term retention rates (Hendriksen, Yang, Love & Hall, 2005; Topping, 1996)" (Young, 2011).

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	ongoing	\$85,800(Tutoring)	

- **Link to Goal**

Providing students with this direct academic support service will impact and improve course completion rates. Additionally, saturating the campus with information about this resource will lead more students to access this support and increase the amount of students who complete their courses.

Evaluation:

- Data that will be collected:
 - Number of students who receive tutoring
- Timeline of/frequency of data collection and review:
 - will be collected semesterly

ESL & Basic Skills Completion

Campus-Based Research

Overview

The **ESL** Completion rate for all students in the cohort is 6.5%.

Note: because the n's were so small, research was performed on the 2006-07 and 2007-08 cohorts combined.

- There were no differences in the rate of students progressing from ESL to the final ESL sequence or transfer level English by gender.
- White students represented the benchmark group with an ESL completion rate of 23.1%. Given the small size of the white cohort group, and small sizes of all other groups except the Hispanic cohort, this is an area to watch closely and collect further information.
- Seventeen percent of Asian students who attempted ESL went on to complete transfer English classes. African-American, Filipino and Native American cohorts had n's of <10 and were combined with students of multiple and unknown ethnicity into the "Other" category. That group with a cell size far under 100 had an ESL completion rate of 14.8%, so it is an area to watch closely and collect further information.
- If all ethnic cohort groups, other than the Hispanic cohort, are combined, the ESL completion rate is 17.3%, but the size of the pooled reference group is still under 100. Hispanic students, however, could be treated as disproportionately impacted with 4.6% of students progressing from ESL to degree applicable English course work over 6 years.
- There is no disproportionate impact evident for DSPS or Economically Disadvantaged students. Both special population groups have ESL completion rates higher than those of their general population counterparts. Those students who are non-DSPS or not economically disadvantaged are disproportionately impacted. The DSPS analysis should be viewed with caution due to the small cell size for DSPS students.

The progression from **Basic Skills ENGLISH** completion to degree applicable transfer English courses for all students is 38%.

- Less than one-third of males completed degree applicable transfer English after completing Basic Skills English. Compared to females who progress at a rate of 42%, males are disproportionately impacted.
- African-American and Hispanic males are trending downward in regards to Basic Skills English completion
- While cell sizes are very low, the research indicates that there may be disproportionate impact for African-American (35.7%), Native-American (28.6%), and Hispanic (29%) English Basic Skills students progressing into and completing degree applicable English.
- There is no evidence of economically disadvantaged or disabled students being disproportionately impacted in achieving the completion of degree applicable transfer English following English Basic Skills completion.

The progression from **Basic Skills MATH** completion to degree applicable (college level) math courses for all students is 26%.

- The Basic Skills Math completion rate for female and male students is very close and does not indicate disproportionate impact by gender.
- Asian students are the benchmark ethnic group for basic skills math completion although their number is under 100. All other ethnic groups, except 'Other' exhibit disparity using the 80% rule.

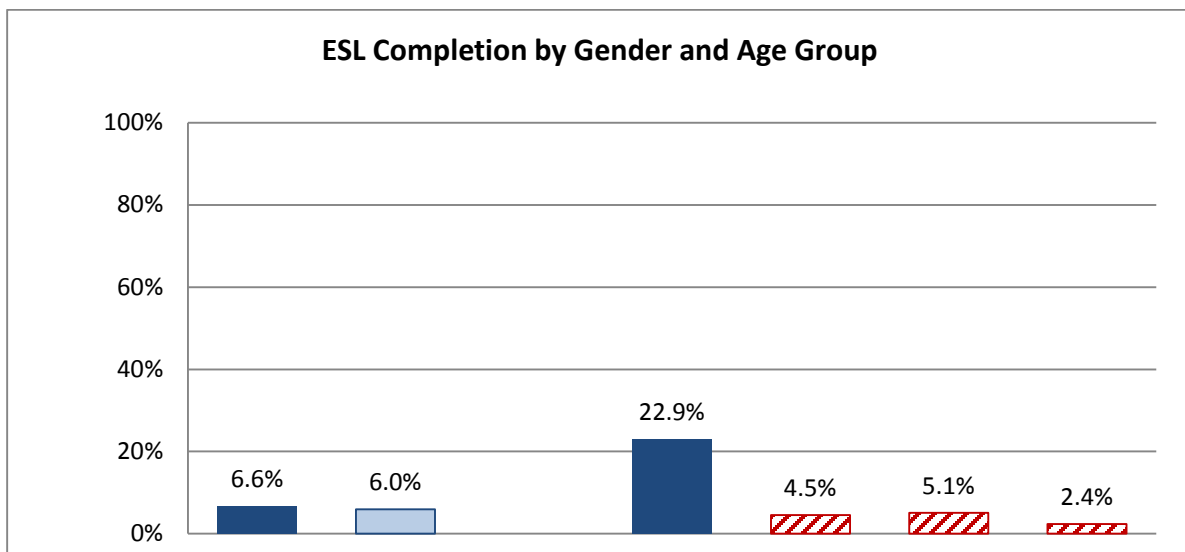
African-American students (19.3%) are most adversely impacted with respect to basic skills math completion. Native American students (4.5%) also have a very low Math completion rate, however, the cell size is very small so more information is needed.

- Neither special population addressed in this section (economically disadvantaged and disabled students) is disproportionately impacted with respect to basic skills math completion.
- African-American females and Hispanic males are trending downward in regards to Basic Skills Math completion

Indicator Definitions and Data

ESL and Basic Skills Completion Definition: The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

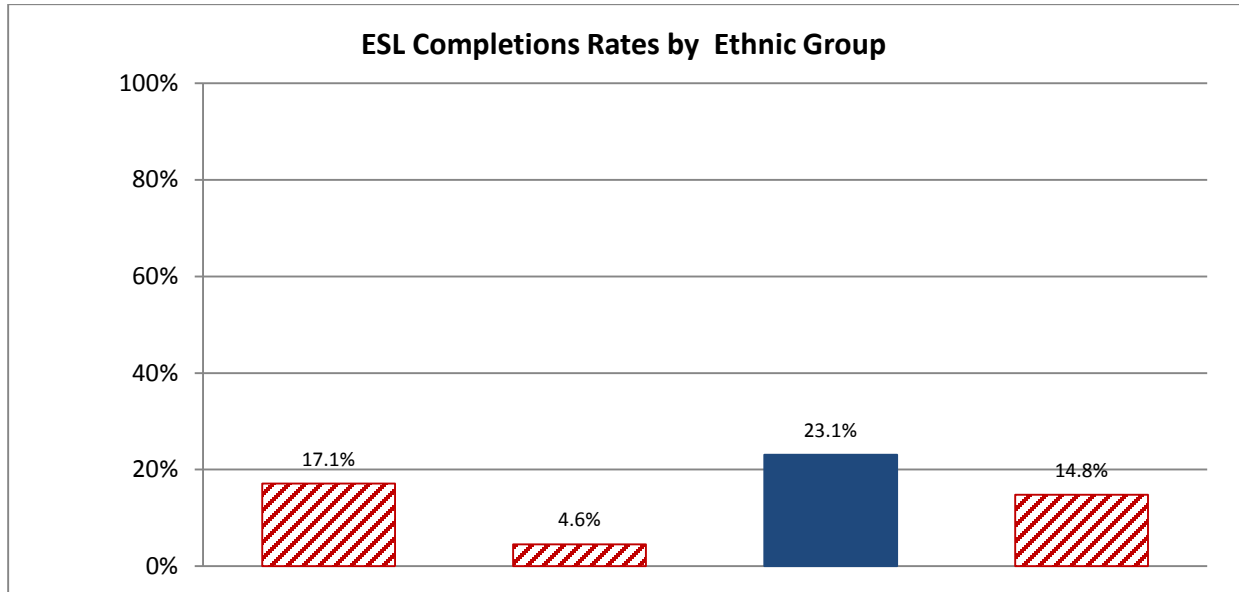
The data presented defines ESL Completion/ESL Progression as the percentage of all students who first attempted an ESL course in the cohort year and successfully completed the final course of the ESL sequence or a degree applicable transfer English course within six years of first attempting an ESL course.



	Female	Male
ESL Cohort	312	168
Completed	21	10
Completion Rate	6.6%	6.0%
80% Rule Index	1.00	0.90

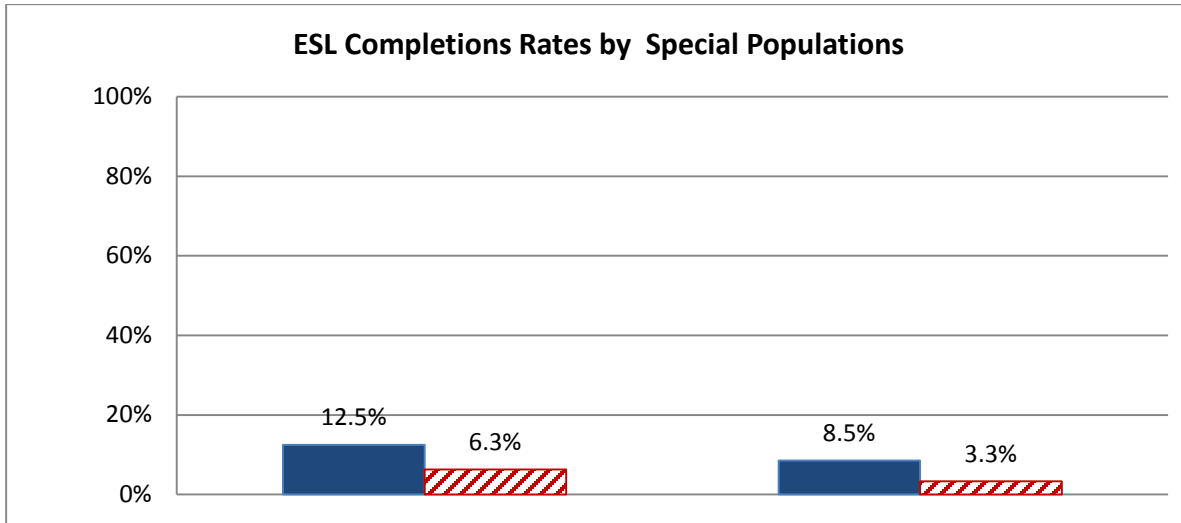
	<20	20 to 24	25 to 49	50 +
ESL Cohort	48	66	334	42
Completed	11	3	17	1
Completion Rate	22.9%	4.5%	5.1%	2.4%
80% Rule Index	1.00	0.20	0.22	0.10

CAMPUS-BASED RESEARCH



	Asian	Hispanic	White	Other
ESL Cohort	35	417	13	27
Completed	6	19	3	4
Completion Rate	17.1%	4.6%	23.1%	14.8%
80% Rule Index	0.74	0.20	1.00	0.64

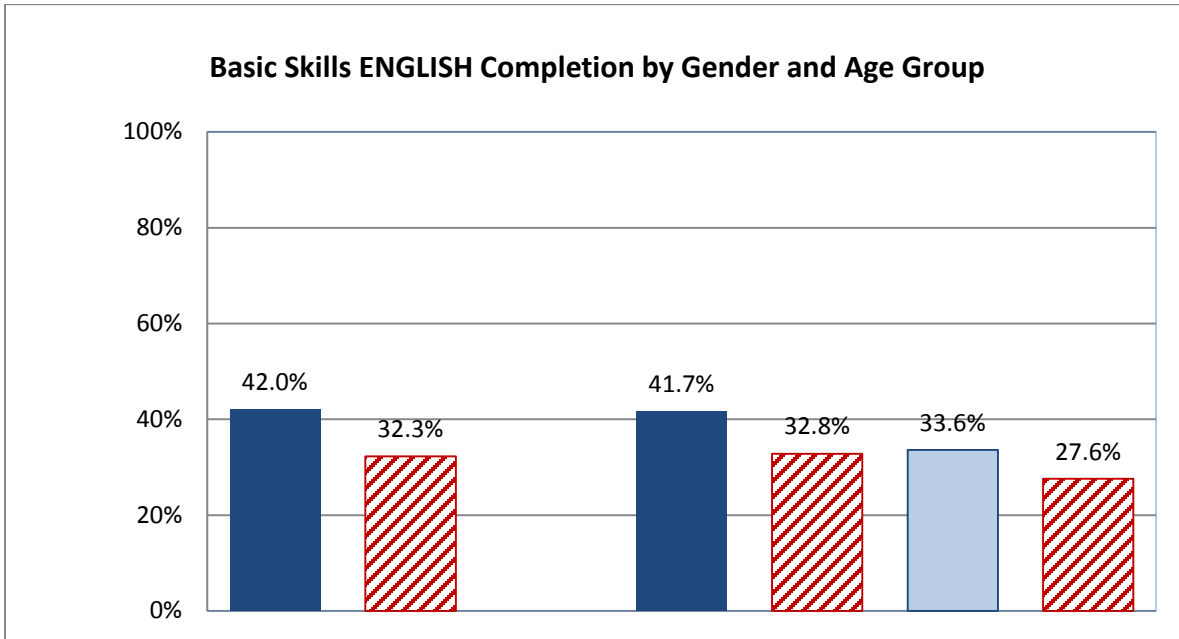
CAMPUS-BASED RESEARCH



	DSPS	Not DSPS
ESL Cohort	16	474
Completed	2	30
Completion Rate	12.5%	6.3%
80% Rule Index	1.00	0.51

	Econ Dis	Not Econ Dis
ESL Cohort	306	184
Completed	26	6
Completion Rate	8.5%	3.3%
80% Rule Index	1.00	0.38

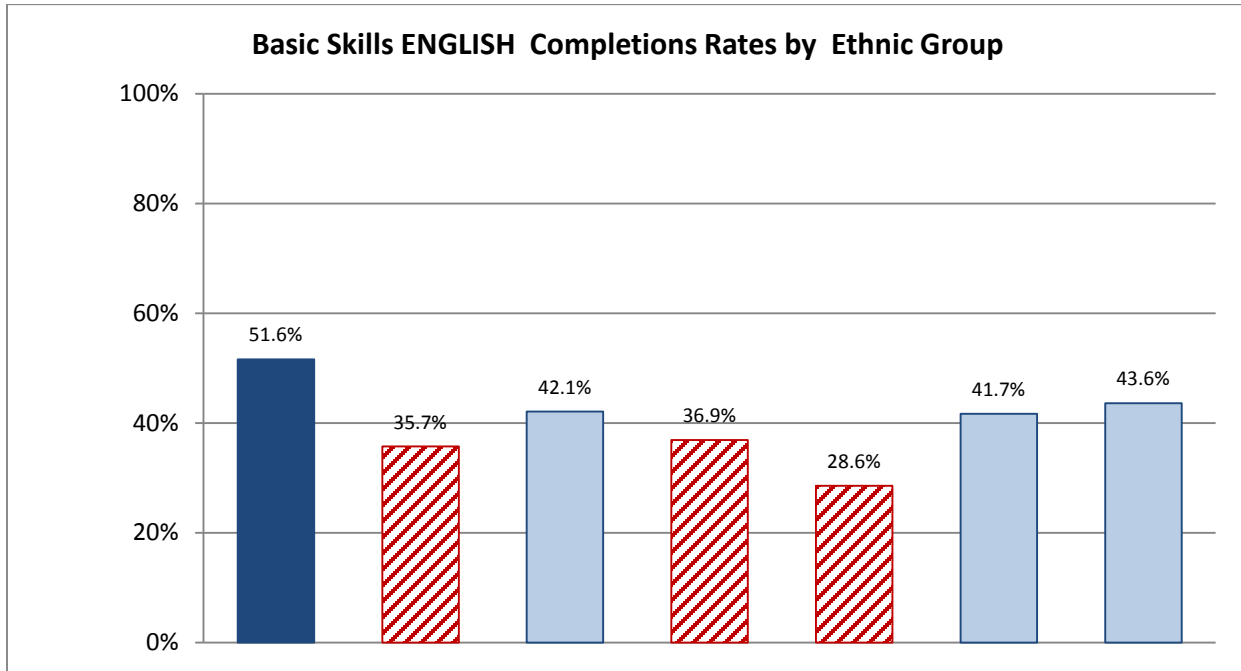
CAMPUS-BASED RESEARCH



	Female	Male
English Cohort	785	582
Completed	330	188
Completion Rate	42.0%	32.3%
80% Rule Index	1.00	0.77

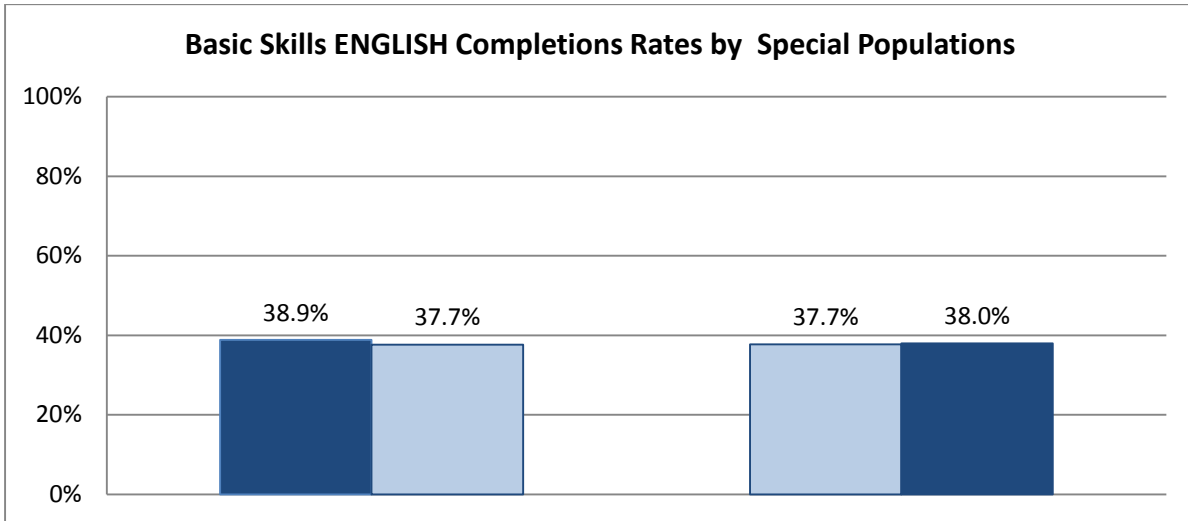
	< 20	20 to 24	25 to 49	50 +
English Cohort	760	259	336	29
Completed	317	85	113	8
Completion Rate	41.7%	32.8%	33.6%	27.6%
80% Rule Index	1.00	0.79	0.81	0.66

CAMPUS-BASED RESEARCH



	<i>Asian</i>	<i>African-American</i>	<i>Filipino</i>	<i>Hispanic</i>	<i>Native American</i>	<i>White</i>	<i>Unknown/Other</i>
English Cohort	31	56	57	1,098	14	84	39
Completed	16	20	24	405	4	35	17
Completion Rate	51.6%	35.7%	42.1%	36.9%	28.6%	41.7%	43.6%
80% Rule Index	1.00	0.69	0.82	0.71	0.55	0.81	0.84

CAMPUS-BASED RESEARCH

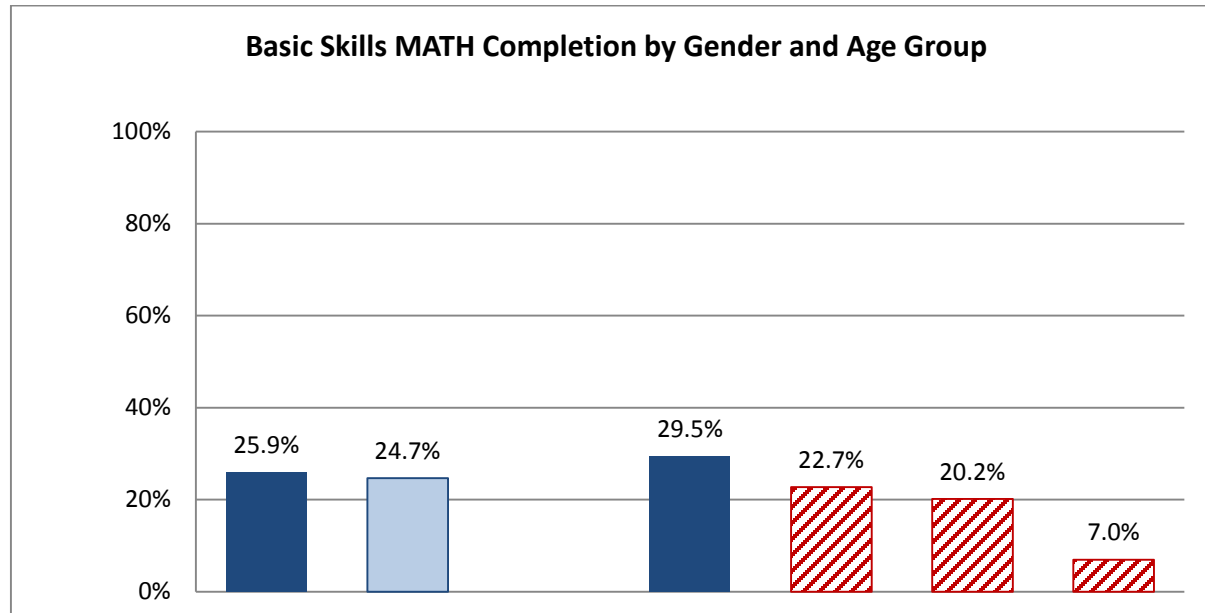


	DSPS	Not DSPS
English Cohort	144	1,240
Completed	56	467
Completion Rate	38.9%	37.7%
80% Rule Index	1.00	0.97

	Econ Dis	Not Econ Dis
English Cohort	1,002	382
Completed	378	145
Completion Rate	37.7%	38.0%
80% Rule Index	1.00	1.01

English Progression/Completion Rate										
RACE_GENDER	Cohort Count					Progression Rate				
	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
Asian-F	12	9	15	5	9	50.0%	33.3%	53.3%	80.0%	66.7%
Asian-M	4	12	12	9	8					
Asian-X	1									
African Amer.-F	22	13	16	16	14	27.3%	53.8%	31.3%	37.5%	42.9%
African Amer.-M	14	14	16	13	13	21.4%	35.7%	37.5%	38.5%	23.1%
African Amer.-X		1								
Filipino-F	17	12	18	12	16	35.3%	50.0%	61.1%	66.7%	37.5%
Filipino-M	6	7	6	17	12	50.0%	42.9%	16.7%	29.4%	41.7%
Filipino-X	1	1					100.0%			
Hispanic-F	337	300	315	302	338	44.8%	44.3%	41.6%	41.1%	41.7%
Hispanic-M	199	181	210	229	215	30.2%	31.5%	34.8%	34.5%	26.5%
Hispanic-X	18	10	8	9	5	50.0%	30.0%			
Native Amer-F	2	1	1	4	4					
Native Amer-M	2	4	1	3	3					
Native Amer-X	1									
Pacific Islander-F	1	2	3		1					
Pacific Islander-M	3	2		3	1					
White-F	25	28	41	17	28	56.0%	32.1%	34.1%	41.2%	42.9%
White-M	26	16	20	25	14	34.6%	31.3%	25.0%	40.0%	42.9%
White-X	1	2								
Unknown-F	10	7	14	8	11	10.0%	28.6%	57.1%		45.5%
Unknown-M	10	10	13	9	8	20.0%	40.0%	38.5%		
Unknown-X	1	1	2	3						

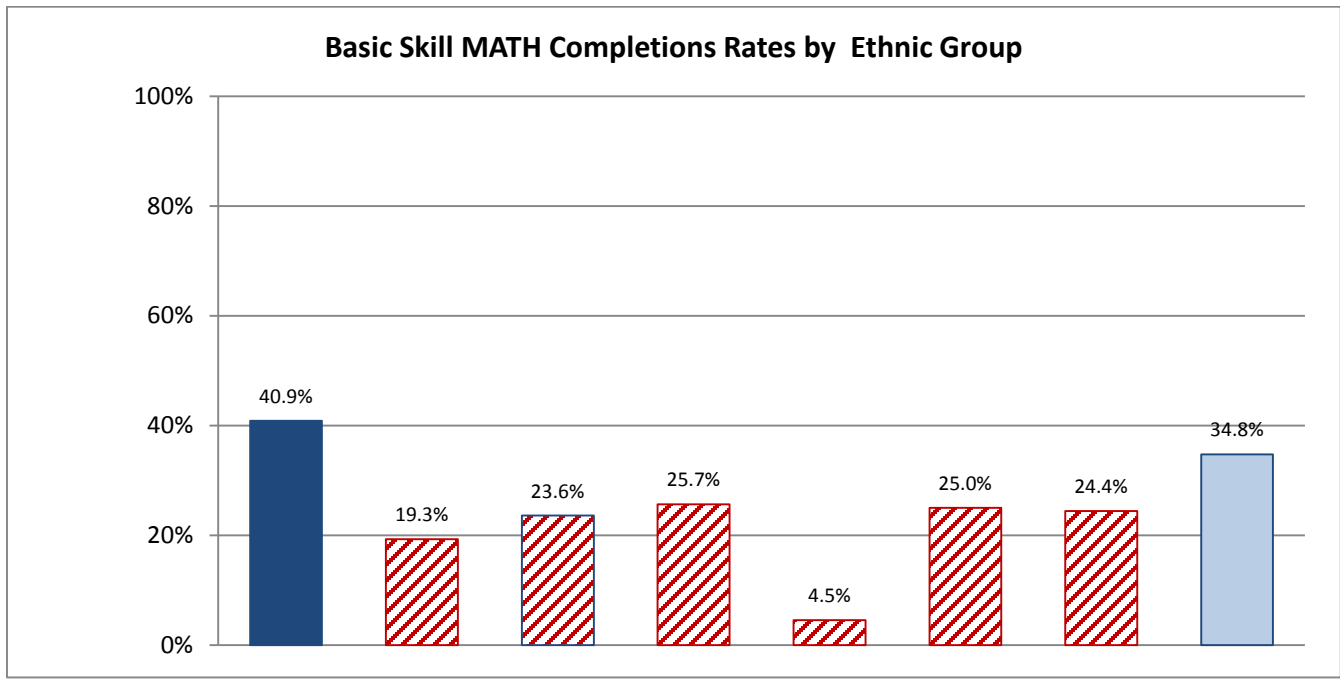
Race-Gender	2003-04	2004-05	2005-06	2006-07	2007-08
African Amer.-F	27.3%	53.8%	31.3%	37.5%	42.9%
African Amer.-M	21.4%	35.7%	37.5%	38.5%	23.1%
Hispanic-F	44.8%	44.3%	41.6%	41.1%	41.7%
Hispanic-M	30.2%	31.5%	34.8%	34.5%	26.5%



	Female	Male
Math Cohort	1,363	878
Completed	353	217
Completion Rate	25.9%	24.7%
80% Rule Index	1.00	0.95

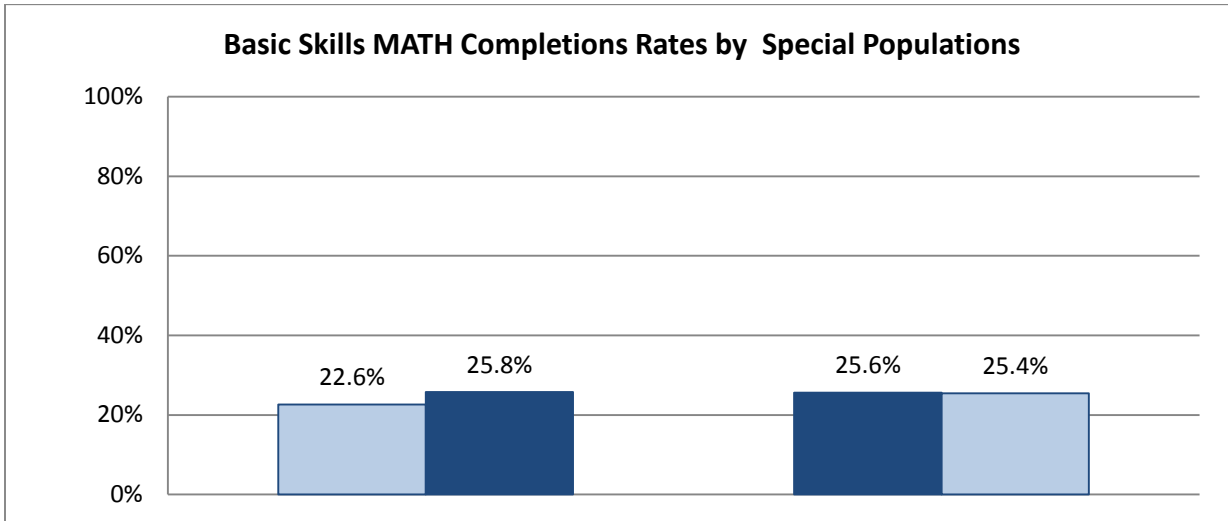
	< 20	20 to 24	25 to 49	50 +
Math Cohort	1,242	453	520	43
Completed	366	103	105	3
Completion Rate	29.5%	22.7%	20.2%	7.0%
80% Rule Index	1.00	0.77	0.69	0.24

CAMPUS-BASED RESEARCH



	<i>Asian</i>	<i>African-American</i>	<i>Filipino</i>	<i>Hispanic</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>White</i>	<i>Other/Multi-Ethnic</i>
Math Cohort	44	119	89	1,606	22	24	262	92
Completed	18	23	21	412	1	6	64	32
Completion Rate	40.9%	19.3%	23.6%	25.7%	4.5%	25.0%	24.4%	34.8%
80%	1.00	0.47	0.58	0.63	0.11	0.61	0.60	0.85

CAMPUS-BASED RESEARCH



	DSPS	Not DSPS
Math Cohort	168	2,090
Completed	38	539
Completion Rate	22.6%	25.8%
80% Rule Index	0.88	1.00

	Econ Dis	Not Econ Dis
Math Cohort	1,502	756
Completed	385	192
Completion Rate	25.6%	25.4%
80% Rule Index	1.00	0.99

Math Progression/Completion Rate

RACE_GENDER	Cohort Count					Progression Rate				
	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
Asian-F	8	9	14	10	20			50.0%		40.0%
Asian-M	5	8	18	7	7			16.7%		
Asian-X	1									
African Amer.-F	33	34	34	36	33	15.2%	29.4%	20.6%	19.4%	18.2%
African Amer.-M	32	24	24	22	28	25.0%	20.8%	20.8%	18.2%	21.4%
African Amer.-X	4	1								
Filipino-F	31	34	33	23	27	32.3%	41.2%	36.4%	17.4%	37.0%
Filipino-M	37	19	28	23	16	32.4%	42.1%	25.0%	13.0%	25.0%
Filipino-X	1									
Hispanic-F	531	435	459	467	499	25.4%	27.6%	29.0%	23.8%	29.3%
Hispanic-M	327	273	334	347	282	24.5%	24.2%	27.5%	25.1%	22.7%
Hispanic-X	17	18	14	6	5	41.2%	33.3%	42.9%		
Native Amer-F	4	4	8	9	8					
Native Amer-M	3	4	3	3	2					
Native Amer-X			1							
Pacific Islander-F	4	7	3	4	8					
Pacific Islander-M	3	4	2	4	8					
White-F	123	85	86	82	85	22.8%	24.7%	22.1%	19.5%	25.9%
White-M	47	67	52	52	42	34.0%	26.9%	36.5%	30.8%	23.8%
White-X	3	2	1		1					
Unknown-F	26	16	17	28	24	26.9%	6.3%	52.9%	21.4%	41.7%
Unknown-M	10	20	23	20	15	40.0%	25.0%	21.7%	45.0%	26.7%
Unknown-X	1	1	7	3	2					

Race-Gender	2003-04	2004-05	2005-06	2006-07	2007-08
African Amer.-F	15.2%	29.4%	20.6%	19.4%	18.2%
African Amer.-M	25.0%	20.8%	20.8%	18.2%	21.4%
Hispanic-F	25.4%	27.6%	29.0%	23.8%	29.3%
Hispanic-M	24.5%	24.2%	27.5%	25.1%	22.7%

Conclusions: Disproportionately Impacted Student Groups

The data shows that African-American, Hispanic and Filipino students are disproportionately impacted when it comes to progressing from an ESL and/or basic skills course to a degree applicable transfer course in ESL, English or math. Specifically, African-American and Hispanic males and Filipino females have been trending downward in basic skills English progression for three years and African-American females, Hispanic Males, Filipino males and White males have been trending downward in basic skills math progression. The overall number of students disproportionately impacted in ESL and Basic Skills completion are 245 female students and 3,036 male students.

Goals, Activities, Funding and Evaluation

Goal:

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal*	Goal Year
African American male students	Incrementally increase basic skills English completion rates annually by 1%	Spring 2018
Hispanic male students	Incrementally increase basic skills English completion rates annually by 1%	Spring 2018
Filipino female students	Incrementally increase basic skills English completion rates annually by 1%	Spring 2018
Hispanic students	Incrementally increase ESL completion rates annually by 1%	Spring 2018
African-American female students	Incrementally increase basic skills math completion rates annually by 1%	Spring 2018
Hispanic Male students	Incrementally increase basic skills math completion rates annually by 1%	Spring 2018
Filipino male Students	Incrementally increase basic skills math completion rates annually by 1%	Spring 2018
White Male Students	Incrementally increase basic skills math completion rates annually by 1%	Spring 2018

Activity C.1

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	African-American female students	170
C.1	African-American male students	70
C.1	Hispanic male students	2,603
C.1	Filipino female students	75
C.1	Filipino male students	123
C.1	White male students	260

Activity Implementation Plan

Through collaboration with faculty, counselors and the Curriculum Committee, the Transitional Studies Department will continue to offer accelerated Transitional Studies (basic skills) courses. According to Bailey, T. and Cho, S.W. (2010), “The aim of the [accelerated courses], which...is to help students maximize the likelihood of success in their first college-level course and to speed up their progress through the developmental sequence...Students needing remediation are...“mainstreamed” directly into college level coursework that incorporates supplemental instruction, tutoring, or other supports. In some other acceleration models, colleges combine developmental courses at different levels, thus reducing the total number of such courses students must take. The Community College of Baltimore County (CCBC)...had [accelerated courses] since the 2007-08 academic year. Using a multivariate analysis, one study found that...[these students] were significantly more likely to take and pass that college-level course and the course immediately after it (English 101 and 102) than those who enrolled in the highest level of developmental education. [Accelerated Learning] was also found to be a significantly more cost-effective pathway through the required college-level English courses than the traditional developmental sequence, as measured by cost per successful student.”

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.1	Ongoing planning; Implementation for spring 2016	--	--

- **Link to Goal**

By continuing to offer accelerated courses and identifying the best time(s) of day to offer them Oxnard College will provide access to more potential students in the community.

Evaluation:

- Data that will be collected:
 - Enrollment data in accelerated courses
 - Overall enrollment data
- Timeline of/frequency of data collection and review:
 - Enrollment data will be collected and reviewed semesterly

Activity C.2• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.2	African-American female students	170
C.2	African-American male students	70
C.2	Hispanic male students	2,603
C.2	Filipino female students	75
C.2	Filipino male students	123
C.2	White male students	260

• **Activity Implementation Plan**

Through collaboration with faculty and the Tutorial Services Specialist II develop and implement embedded tutoring in ESL and Transitional Studies (Basic Skills) Courses. Hendriksen, et. al., 2005 found that “students in [their] course-embedded tutoring programs, such as Supplemental Instruction (SI) and study groups where tutors are frequently in the classroom...regularly outperformed their non-tutored peers.” This will be in addition to the general, drop-in tutoring Oxnard College will be offering its students.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Ongoing planning; Implementation for fall 2015 and spring 2016	\$12,200(Embedded tutoring)	--

- **Link to Goal**

By offering embedded tutoring students will receive direct academic student support in the classroom and beyond. Connecting the tutors to the classroom will allow for better student-tutor relationships and provide students with the level of comfort needed to seek and receive needed support.

Evaluation:

- Data that will be collected:
 - Enrollment data for embedded tutor courses
 - Course completion rates for embedded tutor courses
- Timeline of/frequency of data collection and review:
 - Course completion rates will be collected and reviewed semesterly

Activity C.3

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
x	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.3	African-American female students	170
C.3	African-American male students	70
C.3	Hispanic male students	2,603
C.3	Filipino female students	75
C.3	Filipino male students	123
C.3	White male students	260

- **Activity Implementation Plan**

Through collaboration with faculty, deans and counselors develop and implement a learning community model for students who are placed in Transitional Studies level English (or ESL) and math classes. As Smith, R.A. (2010) states in her research, "At the core of... 'best practices' is the notion that students have an integrative educational experience (Boylan, Bonham, & White, 1999). Learning communities that involve basic skills courses vary in curricular structure but strive for this integration. For example, they could contain two linked basic skills courses; a basic skills

course and a college level, credit-bearing course; or a cluster containing a mix of three to five basic skills and college-level courses. At their best, therefore, they embody many of the best practices recommended for basic-skills education."

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Ongoing planning; Implementation for fall 2015 and spring 2016	--	--

• *Link to Goal*

By offering a learning community model for Transitional Studies students the college hopes to address the academic and student support services needs of these target groups. Additionally, these learning communities will provide these students with the supportive and safe learning environment needed to succeed.

Evaluation:

- Data that will be collected:
 - Enrollment data for students in learning communities
 - Course completion rates for students in learning communities
 - Persistence rates for students in learning communities
- Timeline of/frequency of data collection and review:
 - The above mentioned data will be collected and reviewed semesterly

Activity C.4

• *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

• *Target Student Group(s) & # of Each Affected**:

ID	Target Group(s)	# of Students Affected
C.4	African-American female students	170
C.4	African-American male students	70
C.4	Hispanic male students	2,603
C.4	Filipino female students	75
C.4	Filipino male students	123
C.4	White male students	260

- **Activity Implementation Plan**

Through collaboration with faculty, staff, deans and counselors implement the recently developed male student initiative. The OMEGA (Oxnard Male Educational Goal Achievement) Initiative strives to address the disproportionate impact of male student success rates in basic skills courses by providing them with academic and student support services needed to succeed. OMEGA students will be required to participate in mandatory tutoring hours, group meetings and events in order to receive the incentives provided to participants including meal vouchers, book vouchers, free on-campus parking and access to The OMEGA room where food, clothing and other basic necessity donations are stored for them to access and receive. The OMEGA room is located in the library, which is where the majority of the college's tutoring takes place. Additionally, the college library also has over one hundred computers, several graphing and scientific calculators, noise cancelling headphones available for those who prefer a quieter space, and library reference support for students to assist with course content, assignments, etc. As Harewood, W.R. (2013) states that, "it is up to community colleges to help remedy [the] crisis and to educate a host of unprepared...men." Furthermore, Harewood states that black males in particular, "are the group most likely to be negatively stereotyped, the most likely to drop out of K-12, the most likely to be harshly punished, and the most likely to be labeled as a trouble maker." Although, Harewood focuses on Black males in his research, the same can be said for the Hispanic/Latino males in this community as well.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Ongoing planning; Ongoing Implementation	\$67,500(OMEGA)	--

- **Link to Goal**

By providing incentives that students truly value they will more likely participate in mandatory academic and student support services they need to complete their ESL and/or basic skills courses. Additionally, providing male students with a safe, welcoming and familiar support group of other male students will lead to a stronger sense of belonging, community and in turn directly impact ESL and basic skills course completion, persistence and overall course completion as well.

Evaluation:

- Data that will be collected:
 - Enrollment data for students in The OMEGA Initiative
 - Course completion rates for students in The OMEGA Initiative
 - Persistence rates for students in The OMEGA Initiative
- Timeline of/frequency of data collection and review:
 - The above mentioned data will be collected and reviewed semesterly

Activity C.5

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.5	African-American female students	170
C.5	African-American male students	70
C.5	Hispanic male students	2,603
C.5	Filipino female students	75
C.5	Filipino male students	123
C.5	White male students	260

- **Activity Implementation Plan**

Through planning and research, identify and purchase materials and software that will provide supplemental support for students in the Library and Learning Resource Center where they will also have access to tutors. As Bitner, N., and Bitner, J., (2002) state, "Technology integration necessarily alters the traditional paradigm of the teacher providing wisdom and the student absorbing knowledge...and for good reason. The knowledge needed for tomorrow's jobs will change before many of today's students enter the job market. Students today must learn to search and discover knowledge, actively communicate with others, and solve problems so that they can become productive life-long members of our society."

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.5	Ongoing research; Purchase subscription and licensing fees annually or as needed	\$5,000(Supplemental Instructional Software)	--

- **Link to Goal**

Providing additional, supplemental software for student use will allow students to become self-sufficient, self-motivated and resourceful and in turn directly impact ESL and basic skills course completion, persistence and overall course completion as well.

Evaluation:

- Data that will be collected:
 - Number of students who use the software
 - Surveys from students about the software available and its effectiveness
- Timeline of/frequency of data collection and review:
 - The above mentioned data will be collected and reviewed semesterly

Activity C.6• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.6	African-American female students	170
C.6	African-American male students	70
C.6	Hispanic male students	2,603
C.6	Filipino female students	75
C.6	Filipino male students	123
C.6	White male students	260

Activity Implementation Plan

In collaboration and coordination with Transitional Studies faculty, Oxnard College will purchase and/or rent the course material for all levels of ESL & Basic Skills English courses and make them available on reserve for the semester. This will help address the concerns of potential students who believe the cost of college is too much and outweighs the benefits. With the potential for financial aid to cover the cost of registration and enrollment, the additional benefit of free books will increase access to many low-income community members.

Funding:

ID	Timeline (s)	Student Equity Funds	Other Funds
C.6/A.4	Spring 2016; ongoing	\$61,402(Course Material/Books)	

Link to Goal

Providing free books to our ESL and Basic Skills level English students will increase access to many low-income community members who would not otherwise be able to afford the supplemental costs of enrolling at a community college.

Evaluation:

- Data to be collected:
 - Enrollment rates of student who work full-time
 - Number of library visits during extended hours of operation
- Timeline of/frequency of data collection and review:
 - Data on enrollment rates will be collected and reviewed semesterly
 - Data on library visits collected and reviewed semesterly

Degree and Certificate Completion

Campus-Based Research

Overview

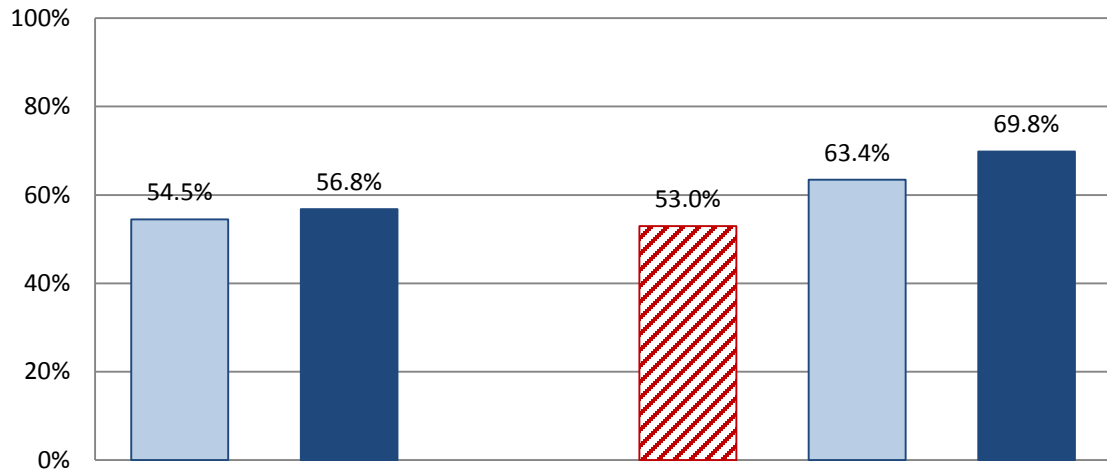
The average student persistence rate for the 2007-2008 cohort is 55.4%

- Students less than 20 years of age are disproportionately impacted when compared to the top performing age group of 25 to 49 year olds. There were only 4 students 50 years of age or higher with a persistence rate of 75%. Since the cell size was so small, they were removed from this analysis.
- Both special populations, disabled students and economically disadvantaged students, have a term-to-term persistence rate that is higher than their general population counterparts. Non-DSPS students are disproportionately impacted for term-to-term persistence, however the small cohort size of the high performing reference group (DSPS) points to the need for further information.

Indicator Definitions and Data

DEGREE AND CERTIFICATE COMPLETION: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

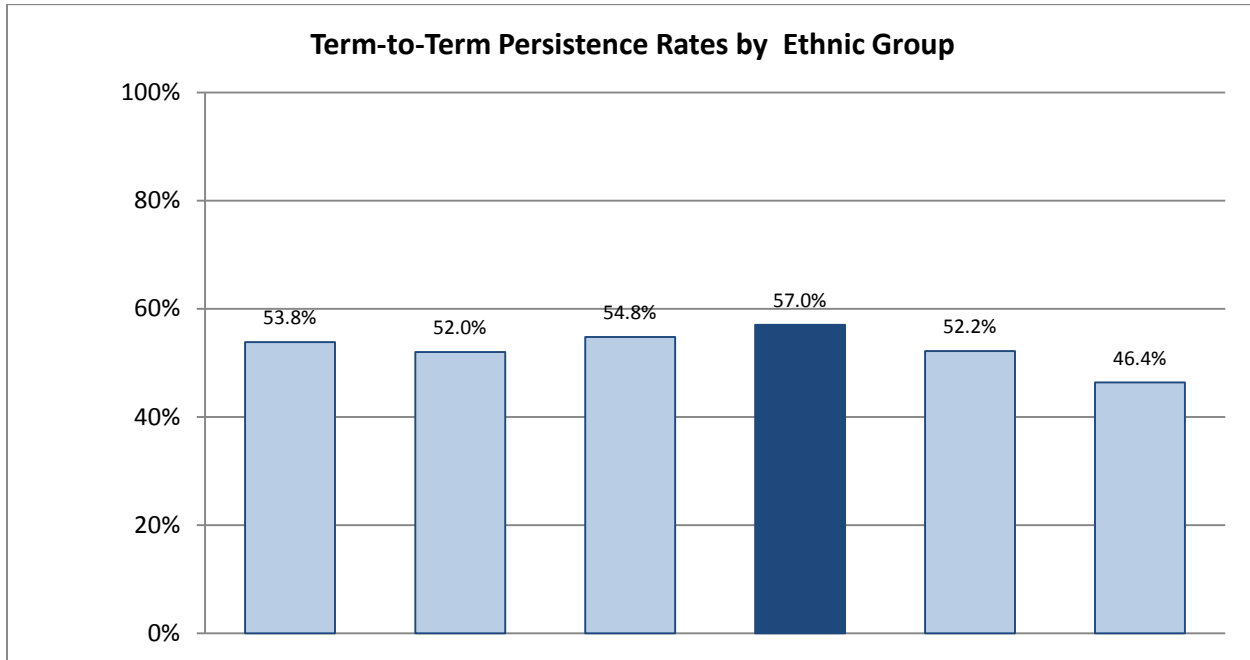
Term-to-Term Persistence Rates by Gender and Age Group



	Female	Male
Cohort	668	440
Persisted	364	250
Persistence Rate	54.5%	56.8%
80% Rule Index	0.96	1.00

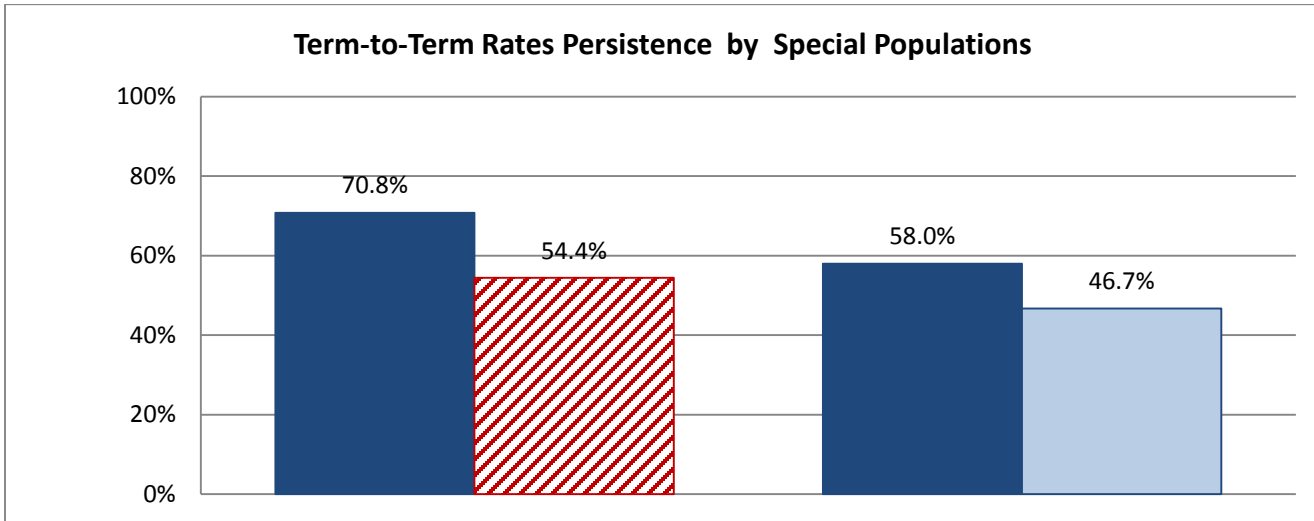
	< 20	20 to 24	25 to 49
Cohort	921	82	110
Persisted	488	52	77
Persistence Rate	53.0%	63.4%	69.8%
80% Rule Index	0.76	0.91	1.00

CAMPUS-BASED RESEARCH



	<i>Asian</i>	<i>African-American</i>	<i>Filipino</i>	<i>Hispanic</i>	<i>White</i>	<i>Other</i>
Cohort	26	50	73	747	136	69
Persisted	14	26	40	426	71	32
Persistence Rate	53.8%	52.0%	54.8%	57.0%	52.2%	46.4%
80% Rule Index	0.94	0.91	0.96	1.00	0.92	0.81

CAMPUS-BASED RESEARCH



	DSPS	Not DSPS
Cohort	65	1049
Persisted	46	571
Persistence Rate	70.8%	54.4%
80% Rule Index	1.00	0.77

	Economically Disadvantaged	Not Economically Disadvantaged
Cohort	859	255
Persisted	498	119
Persistence Rate	58.0%	46.7%
80% Rule Index	1.00	0.80

Conclusions: Disproportionately Impacted Student Groups

The data shows that students 20 years and younger are disproportionately impacted in regards to degree and certificate completion rates. However, this may be due to the fact that it takes students on average 3-4 years to complete their degree or earn their certificate. Therefore, recent high school graduates between 17-18 years of age would not complete a degree or earn a certificate by 20 years of age. There are no disproportionately impacted groups under this student success indicator. However, degree and certificate completion will be addressed by providing students with tutoring in a variety of subjects. Course completion leads to degree and certificate completion.

Goals, Activities, Funding and Evaluation

Goal:

The goal is to improve degree and certificate completion for the student groups identified throughout the Oxnard College Student Equity Plan. The activities listed under previous success indicators all directly or indirectly impact Degree and Certificate completion. Therefore, the activities listed in this section may be duplicates of activities listed in previous sections.

Activity D.1

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Activity Implementation Plan**

Increase the amount of tutors available to students and increase the information dissemination of the tutorial services available to students at the college. According to House, J.D., and Wohlt, V. (1991), "Tutoring is felt to be an important component of services designed to improve the performance and retention of academically underprepared students...[their research found that] students who were tutored showed significantly higher persistence rates. The results of [their] study indicate that tutoring is associated with improved persistence of academically underprepared minority students."

Additionally, "tutoring ranks as the most frequently indicated effective practice in developmental education (Boylan, 2002). Tutored students achieved significantly higher GPAs and showed greater course passing rates, course completion rates, and short-term retention rates (Hendriksen, Yang, Love & Hall, 2005; Topping, 1996)" (Young, 2011).

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.1/ B.3	ongoing	\$85,800(Tutoring)	

- **Link to Goal**

Providing students with this direct academic support service will impact and improve course completion rates. Additionally, saturating the campus with information about this resource will lead more students to access this support and increase the amount of students who complete their courses.

Evaluation:

- Data that will be collected:
 - Number of students who receive tutoring

- Timeline of/frequency of data collection and review:
 - will be collected semesterly

Activity D.2

• *Activity Type(s)*

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• *Activity Implementation Plan*

Provide workshops on important graduation requirements, processes, etc. at various times of the day to reach as many students as possible. Provide food for students at these workshops to encourage more participation. Connect participating students with counselors to review Ed Plans and other critical information to ensure they are on track to graduate or earn their certificate. Saturate the campus with information about these workshops and inform all faculty and staff to assist with information dissemination of the workshops dates and times. This allows for interaction between student and counselor/faculty in an informal setting to allow for a safe environment with their peers to ask pressing questions they may not have wanted or thought to ask in a formal setting. As Pascarella, E.T., (1980) states, “significant positive associations exist between extent and quality of student-faculty informal contact and students’ educational aspirations, their attitudes toward college, their academic achievement, intellectual and personal development, and their institutional persistence.”

Funding:

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.2	Ongoing planning and implementation	\$2,500(Workshops)	--

• *Link to Goal*

Providing students with critical information in various methods, in addition to the traditional counselor-student advising session, will help keep more students informed about critical graduation requirements, deadlines and processes. This will directly impact graduation rates and certificate completion rates.

Evaluation:

- Data that will be collected:
 - Number of students who attend workshops
 - Surveys of students who attend workshops
- Timeline of/frequency of data collection and review:
 - Data will be collected after each workshop

Transfer

Campus-Based Research

Overview

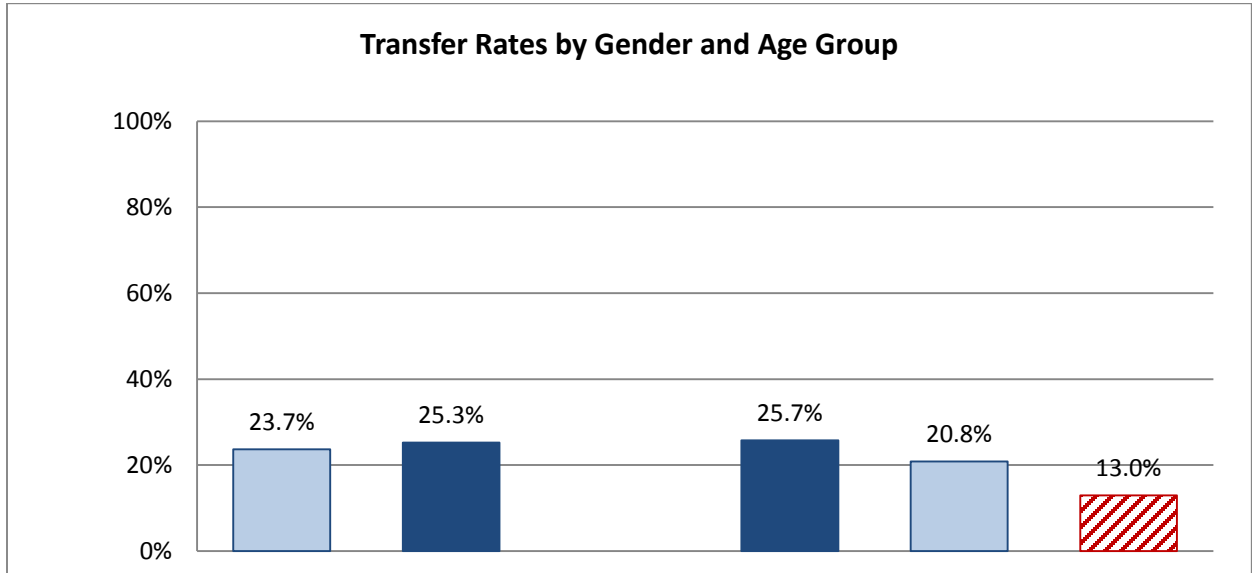
The overall six year transfer rate for the 2007-2008 cohort is 24.5%.

- A review of gender shows no disproportionate impact for males or females in terms of transfer with rates of 25.3% and 23.7% respectively.
- Although the number of students is well under 100, it appears that students who are 25 to 49 may be disproportionately impacted on transfer rate. Their transfer rate of 13% is about half of the highest performing age group (less than 20 years) which has a transfer rate of 25.7%. More information is needed, however, regarding students who are in the 25 to 49 age group and their transfer rate. The 50+ age group was removed because the cell size was under 10.
- White students represent the highest performing ethnic group transferring to four-year institutions (35.4%) although their cell size is under 100, so more information is needed regarding transfer rates by ethnic group. Pacific Islanders and Native Americans have cohort counts under 10 so they were removed from the analysis. Transfer rates for all remaining ethnic groups may be disproportionately impacted to varying degrees. The only ethnic group with a cohort size over 100 was the Hispanic cohort with a transfer rate of 23.4%
- The transfer velocity reporting from the CCCCCO disaggregates four special populations, Disabled students, CalWORKs, EOPS students and students who are financial aid recipients
- Campus research shows no disproportionate impact to Disabled students (20.7% transfer rate) compared to non-disabled students (24.6%).
- Special populations of economically disadvantaged students (EOPS and financial aid) are disproportionately impacted. CalWORKs students may be impacted, but the cohort size is very small. More information is needed regarding CalWORKS students and their transfer rate.

Indicator Definitions and Data

TRANSFER: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

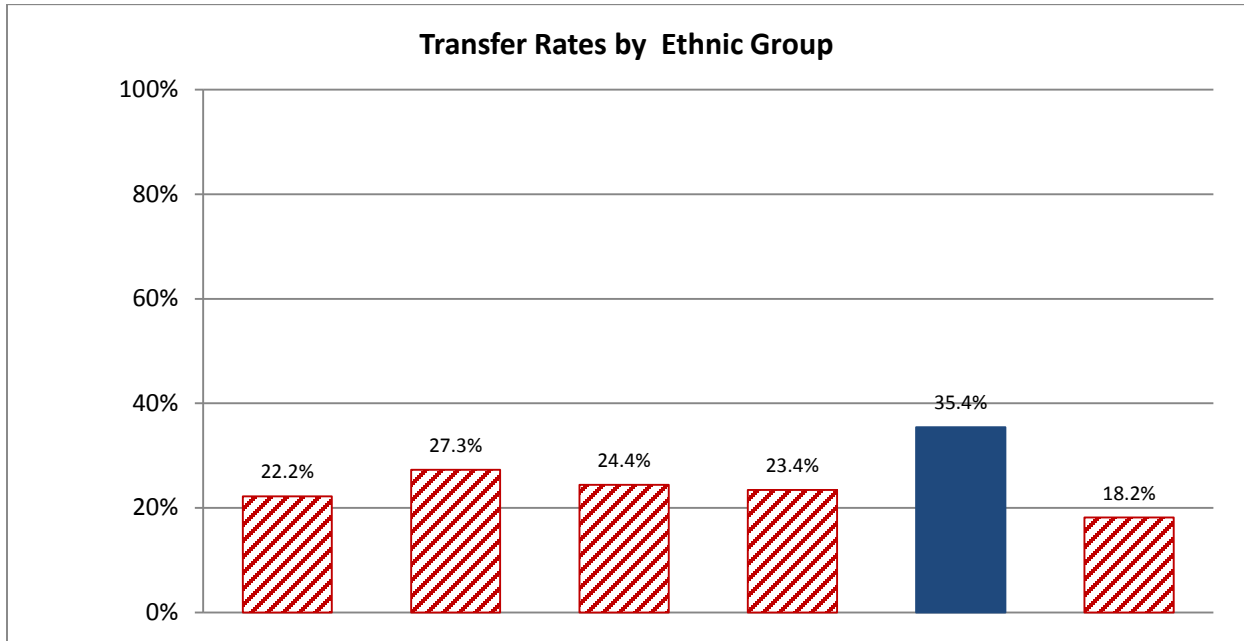
CAMPUS-BASED RESEARCH



	Female	Male
Transfer Cohort	439	285
Transferred	104	72
Transfer Rate	23.7%	25.3%
80% Rule Index	0.94	1.00

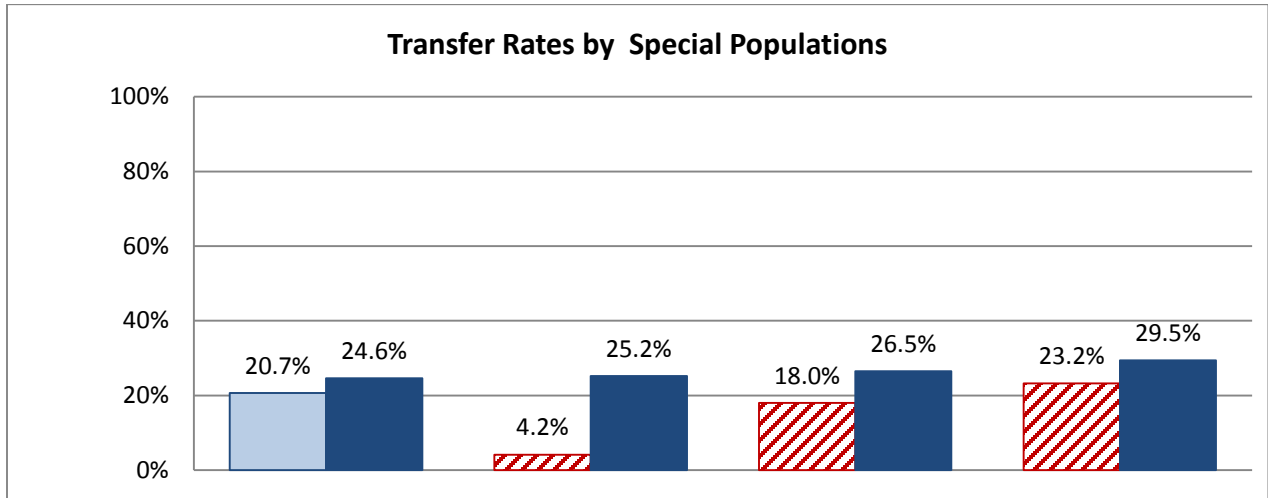
	< 20	20 to 24	25 to 49
Transfer Cohort	622	48	54
Transferred	160	10	7
Transfer Rate	25.7%	20.8%	13.0%
80% Rule Index	1.00	0.81	0.50

CAMPUS-BASED RESEARCH



	<i>Asian</i>	<i>African-American</i>	<i>Filipino</i>	<i>Hispanic</i>	<i>White</i>	<i>Unknown</i>
Transfer Cohort	18	22	41	517	79	44
Transferred	4	6	10	121	28	8
Transfer Rate	22.2%	27.3%	24.4%	23.4%	35.4%	18.2%
80% Rule Index	0.63	0.77	0.69	0.66	1.00	0.51

CAMPUS-BASED RESEARCH



	DSPS	Not DSPS	CalWORKs	Not CalWORKs	EOPS/CARE	Not EOPS	Financial Aid	Not Fin Aid
Transfer Cohort	29	698	24	703	172	555	581	146
Transferred	6	172	1	177	31	147	135	43
Transfer Rate	20.7%	24.6%	4.2%	25.2%	18.0%	26.5%	23.2%	29.5%
80% Rule Index	0.84	1.00	0.17	1.00	0.68	1.00	0.79	1.00

Conclusions: Disproportionately Impacted Student Groups

The data shows that Asian, African-American, Filipino, and Hispanic students are disproportionately impacted in regards to Transfer Rates. Among these groups Hispanic students represent the largest cohort of disproportionately impacted students.

Goals, Activities, Funding and Evaluation

Goals:

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal*	Expected Outcome/Timeline
Asian Students	Increase Transfer rates by 1 % annually	Spring 2018
African American Students	Increase Transfer rates by 1% annually	Spring 2018
Filipino Students	Increase Transfer rates by 1% annually	Spring 2018
Hispanic Students	Increase Transfer rates by 1% annually	Spring 2018

Activity E.1

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.1	Asian Students	18
E.1	African American Students	22
E.1	Filipino Students	41
E.1	Hispanic Students	517

- **Activity Implementation Plan**

Continue to collaborate with California State University, Channel Islands and their Project ALAS (**A**ligning **L**earning and **A**cademic **S**uccess). Project ALAS enables a partnership between Channel Islands, Moorpark, Oxnard and Ventura Colleges to increase student enrollment, transfer and graduation rates in the county – particularly among underserved students. Additionally collaborate with other local 4 year universities to coordinate and schedule campus visits for Oxnard College Students. As Flaga, C.T. (2006) states, “Customized programming could facilitate early connecting to the academic, social, and physical environments. It would also provide students with opportunities to seek out housing information and peer mentoring resources, and to get a sense of campus life.”

Funding:

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Ongoing planning and implementation	\$10,000(Campus visits)	

- **Link to Goal**

By providing students with these campus visits they will be connected to the academic, social, and physical environments as well as campus resources and will develop a familiarity and level of comfort that will ideally lead to more students transferring to four year universities.

Evaluation:

- Data that will be collected:
 - Number of students who participate in project ALAS events
 - Number of students who participate in field trips for campus visits
 - Data on students that transfer to four year universities
- Timeline of/frequency of data collection:
 - All data listed above will be collected annually

**Other College- or District-wide
Initiatives Affecting Several Indicators**

Goals, Activities, Funding and Evaluation

Activity F.1

- *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation		Professional Development	

- *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
F.1	African American students	296
F.1	Hispanic students	6,681
F.1	Male students	4,510
F.1	Foster Youth	134

• **Activity Implementation Plan**

In order to assist with the research, planning and effectiveness of the Student Equity Plan and the Student Support and Success Plan the college has hired a Dean of Institutional Effectiveness.

Funding:

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	OCTOBER 1 ST , 2015; ongoing	\$80,000(Dean of IR)	\$80,000 SSSP

• **Link to Goal**

The Dean of Institutional Effectiveness will plan, organize, control and direct operations and activities involved in the research, review, analysis, interpretation and reporting of variety data and information used in assessing institutional effectiveness and equity efforts. Additionally the Dean of IE will provide leadership in the dissemination and evaluation of institutional data to departments and offices to advance student equity, student success, and completion initiatives.

Evaluation:

- Data that will be collected:
 - All data collected will go through the Dean of IE
- Timeline of/Frequency of data:
 - Data will be collected semesterly/annually

Activity F.2

• **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.2	African American students	296
F.2	Hispanic students	6,681
F.2	Male students	4,510
F.2	Foster Youth	134

• **Activity Implementation Plan**

One of the key activities included in the Oxnard College Student Equity Plan is tutoring for students. The goal is to hire several new tutors and provide students with direct academic support for their courses to help address the overall completion rates and ESL and basic skills completion rates. This will require a lot of recruitment, training and supervision. Therefore, a Tutorial Services Specialist II will be hired to be responsible for the oversight of the tutorial services offered at Oxnard College.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Fall 2015; ongoing	\$83,500(TSSII)	

• **Link to Goal**

This position directly oversees the tutorial services offered at Oxnard College. This individual will hire, train and supervise all tutors which provide direct academic support services to the target groups.

Evaluation:

- Data that will be collected:
 - Number of student that receive tutoring
 - Number of tutors available
- Timeline of/frequency of data collected:
 - The data listed above will be collected semesterly

Activity F.3

- **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.3	African American students	296
F.3	Hispanic students	6,681
F.3	Male students	4,510
F.3	Foster Youth	134
F.3	Students with disabilities	

- **Activity Implementation Plan**

Students attending higher poverty schools are less likely to be labeled with Learning Disabilities (LD) (Ortiz,A., 2009). The highest at risk groups are Latino and African America males. The process of handling academic demands can be smoother when students with learning disabilities have strong resources and know how to express their needs to professors and peers. Research also indicates that the disproportionate labeling of Hispanic students with learning disabilities in high school is attributable to the over-labeling of language minorities, (Shifer, D. 2012). In order to address these points, Oxnard College will hire a part-time Learning Disabilities Technician to provide students with learning disability assessment.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	Fall 2015; ongoing	\$17,930(PT Learning Disabilities Tech)	

• **Link to Goal**

This position provides direct student support services by administering learning disability assessments to students who may not have been previously diagnosed or incorrectly diagnosed. Either result will lead to providing students with the appropriate academic and student support services to help them complete their courses and meet their academic goals.

Evaluation:

- Data that will be collected:
 - Number of student that receive LD assessment
 - Number of students who are diagnosed with a learning disability
- Timeline of/frequency of data collected:
 - The data listed above will be collected semesterly

Activity F.4

• **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.4	African American students	296
F.4	Hispanic students	6,681
F.4	Male students	4,510
F.4	Foster Youth	134

• **Activity Implementation Plan**

Through collaboration with EOPS, Oxnard College will hire a part-time counselor who will also serve as the Student Equity Coordinator. This position will work 60% FT as a counselor and 40% FT as the SEP Coordinator. This position will also serve as the counselor for the students impacted through the activities and services listed in the Student Equity Plan.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Spring 2016; ongoing	\$107,670(Student Equity Coordinator/Counselor)	

• **Link to Goal**

The Student Equity Coordinator/Counselor will directly impact all the goals and activities listed in the Oxnard College Student Equity plan. Additionally, this position will provide direct student support services to students as a part-time counselor.

Evaluation:

- Data that will be collected:
 - Number of foster youth served
 - Success/completion rates of foster youth
- Timeline of/frequency of data collected:
 - The data listed above will be collected semersterly and annually

Activity F.5

- **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.5	African American students	296
F.5	Hispanic students	6,681
F.5	Male students	4,510
F.5	Foster Youth	134

- **Activity Implementation Plan**

Through collaboration with student services and foster youth services, Oxnard College will hire a full-time foster car & kinship education (FKCE) program coordinator to address the equity gaps of the college’s current or former foster youth students. This would be a designated specialist assigned to the project who could act as a navigator for foster youth who need a safe zone in which to seek guidance in navigating the college systems, deadlines, requirements and community.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.5	Fall 2015; ongoing	\$23,600(Foster Care Coordinator)	

• **Link to Goal**

The FCKE Coordinator will directly impact all the goals and activities that directly serve foster youth. It will be this individual’s primary responsibility to work directly with Oxnard College foster youth and serve as their advocate and liaison between students and administration.

Evaluation:

- Data that will be collected:
 - Number of foster youth served
 - Success/completion rates of foster youth
- Timeline of/frequency of data collected:
 - The data listed above will be collected semesterly and annually

Activity F.6

• **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.6	African American students	296
F.6	Hispanic students	6,681
F.6	Male students	4,510
F.6	Foster Youth	134

• **Activity Implementation Plan**

There are several statewide initiatives (BSI, SSSP, SEP, etc.) that are targeting student success, achievement gaps and completion rates at the Community College. In order to better address these gaps and have a wider impact on student success, Oxnard College will work with faculty and staff on researching and offering professional development opportunities.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	ongoing	\$15,000(Professional Development)	

• **Link to Goal**

Providing faculty and staff with professional development opportunities will equip these individuals, and their colleagues with the tools they need to make an impact on student success rates in their classes, their offices and anywhere they interact with the disproportionately impacted student groups.

Evaluation:

- Data that will be collected:
 - Number of faculty and staff that receive professional development
 - Cost of professional development opportunities
- Timeline of/frequency of data collected:
 - The data listed above will be collected annually

Activity F.7

• **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.7	African American students	296
F.7	Hispanic students	6,681
F.7	Male students	4,510
F.7	Foster Youth	134

• **Activity Implementation Plan**

The majority of Oxnard College Students are low-income and cannot afford to purchase necessary school and other educational supplies. Through the use of student equity funds Oxnard College will purchase miscellaneous supplies for targeted groups.

Funding:

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	Spring 2016; ongoing	\$16,066(Student Supplies)	

- ***Link to Goal***

The Student Equity Coordinator will directly impact all the goals and activities in the Oxnard College Student Equity Plan. It will be this individual's primary responsibility to implement the plan as it is written and through collaboration with the Student Equity Planning Committee and supervising dean.

Evaluation:

- Data that will be collected:
 - All the data needed for annual reports and revisions for the student equity plan will be collected and organized by this individual
- Timeline of/frequency of data collected:
 - The data listed above will be collected semesterly and annually

Summary Budget

SOURCES OF FUNDING

Student Equity funding is the primary source of funding for the activities listed in the Oxnard College Student Equity Plan. Goals and activities delineated in the Student Equity Plan are interrelated and are coordinated with those funded through the Student Success and Support Program (SSSP) Plan, the Basic Skills Initiative (BSI) Action Plan, grants and General Fund. During the college’s planning and budgeting process, Student Equity goals are considered when allocating resources for faculty and staff, professional development, technology and instructional materials, and facilities improvements. Below is a summary of planned expenditures:

Student Success Indicator	Activity	Funds
A. Access	Hire Matriculation/ Outreach Specialist	\$38,316.00
	Hire 2 FT library assistants to extend library hours	\$138,320.00
	Hire hourly PT librarian for extend library hours	\$5,580.00
	Hire Financial Aid Specialist for targeted groups	\$74,432.00
	Purchase Course Material for all levels of ESL & Basic Skills level English	\$61,402.00
B. Course Completion	Early Academic Alert system using GradesFirst	\$0.00
	First Year Experience Program	\$0.00
	Tutoring	\$85,800.00
C. ESL and Basic Skills Completion	Accelerated basic skills courses	\$0.00
	Embedded tutoring	\$12,200.00
	Learning Community	\$0.00
	Male Student Initiative (OMEGA)	\$67,500.00
	Supplemental, instructional software	\$5,000.00
	Purchase Course Material for all levels of ESL & Basic Skills level English (listed above)	\$0.00
D. Degree & Certificate Completion	Tutoring (listed above)	\$0.00
	Workshops	\$2,500.00
E. Transfer	Campus visits to four year universities	\$10,000.00
F. Other College - or District-Wide Initiatives	Hire Dean of Institutional Effectiveness	\$80,000.00
	Hire Tutorial Services Specialist II	\$83,500.00
	Hire PT Learning Disabilities Technician	\$17,930.00
	Hire a Student Equity Coordinator	\$107,670.00
	Hire a Foster Care & Kinship Education Coordinator	\$23,600.00
	Professional Development	\$15,000.00
	Supplies for students	\$16,066.00
SEP Projected total		\$844,816.00
SEP Anticipated Award		\$844,816.00

Attached is the breakdown for planned Student Equity Expenditures

Summary Evaluation

Evaluation of Student Equity Plan

Schedule and Process

Evaluation of all Student Success Indicators and related goal areas will be conducted annually. The Student Equity Coordinator (Assistant Dean, Transitional Studies/Academic Support/Library Services) will ensure that all activities are implemented and that expected outcomes for all Student Success Indicators and their related goals and activities are assessed. In collaboration with the Workgroups/Persons Responsible for the activities, the Coordinator will prepare annual reports for the Student Success Committee, responsible for oversight of the Student Equity plan. In addition, the Coordinator will provide periodic updates for the Student Success Committee, the Academic Senate and appropriate governance groups.

The Student Success Indicators to be addressed and assessed are as follows:

1. Access
2. Successful Course Completion
3. ESL and Basic Skills Progression
4. Degree and Certificate Completion
5. Transfer
6. Other College Initiatives

Annual Evaluation

With regard to annual reporting and evaluation of progress, at the beginning of each year (spring 2015 for 2014-2015 academic year), the Student Equity Coordinator will meet with the Persons Responsible/Workgroup for each of the activities that are focused on the goals designated for each Student Success Indicator. In collaboration with these Workgroups, the Coordinator will prepare for the Student Success Committee a report that specifies who will implement activities described, the target date for their completion, and the expected outcome(s) for each activity. During the academic year, the Coordinator will monitor completion and provide updates for the Student Success Committee, the Academic Senate and appropriate governance groups. At the end of each year, the Coordinator will meet with the Workgroups and prepare an annual report describing the outcomes for the activity(ies) related to its goal and Student Success Indicator. An improvement plan will be included if progress made is insufficient.

For reporting on Student Success Indicator 2, Successful Course Completion, for example, the Coordinator will report at the beginning of the year that the first goal is to increase the successful course completion rate of African-American students and that one of the activities is to provide several drop-in tutoring hours for academic support. This initial report will include data on the number of tutors, tutoring hours available and how many students used the service. For the end-of-the year report for subsequent years, the success rates of African-American students who received tutoring will be addressed to determine if the increase in success rate has been achieved, as specified in the Student Equity Plan.

The data collection and evaluation process has been identified for each success indicator and activity in previous sections throughout the Student Equity Plan. Below is a brief summary of each success indicator goal, activity and evaluation plan.

ACCESS

Goal:

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal*	Goal Year
Hispanic Students	Incrementally increase annually by 0.8%	Fall 2018
African American Students	Incrementally increase annually by 0.1%	Fall 2018
ESL Students	Increase ESL enrollment annually by 10% of current enrollment	Fall 2018

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1	Hispanic Students	6,681
A.1	African American Students	296
A.1	ESL Students	51

Activity A.1

• **Activity Implementation Plan**

In collaboration and coordination with the college's Student Success and Support Plan hire a matriculation and outreach coordinator to implement the college's outreach efforts during the summer for graduating high school students. Additionally, the matriculation and outreach coordinator will connect students to the college's student support services like financial aid, counseling and assessment in order to ensure that college-intending students matriculate in college. According to research from Castleman and Page 2013 and 2014, "During the post-high school summer...students must complete a range of financial and informational tasks prior to college enrollment, yet no longer have access to high school counselors...Recent research documents summer attrition rates ranging from 10 to 40 percent among students who had...an intention to enroll in college as of high school graduation. Encouragingly, several experimental interventions demonstrate that students' postsecondary plans are quite responsive to additional outreach during the summer months."

- ***Link to Goal***

The matriculation and outreach coordinator will implement the college's outreach efforts and directly impact the Hispanic student recruitment and enrollment.

Evaluation:

- Data to be collected:
 - Hispanic student enrollment rates
 - Number of outreach visits/events
- Timeline of/frequency of data collection and review:
 - Data on enrollment rates will be collected and reviewed semesterly
 - Data on outreach visits/events collected and reviewed semesterly

Activity A.2

Activity Implementation Plan

In collaboration and coordination with Library faculty and staff, extend library hours of operation for potential students who work full-time and only have time to access academic support services in the evenings and weekends. These students rely on the services being available when they are free and currently the weekend hours are minimal. The library provides students with access to over one hundred computers, two large, multipurpose printers, books on reserve, calculators available for checkout, laptops available for checkout, free wi-fi and internet, and tutorial services for a variety of subjects. Providing these services on the weekend may encourage more students to enroll given the fact that they will have access to these academic support services. This activity will require staffing of the library handled by part-time library assistants and a part-time librarian. These will be part-time positions to cover the wide ranging hours of operation for the library.

Link to Goal

The library assistants will staff the library during extended hours of operation, which directly impacts the recruitment and enrollment of students who work full-time and require access to services during untraditional days and times like the weekend.

Evaluation:

- Data to be collected:
 - Enrollment rates of student who work full-time
 - Number of library visits during extended hours of operation
- Timeline of/frequency of data collection and review:
 - Data on enrollment rates will be collected and reviewed semesterly
 - Data on library visits collected and reviewed semesterly

Activity A.3***Activity Implementation Plan***

In collaboration and coordination with student services and the financial aid department, hire a financial aid specialist dedicated to working with the targeted population groups identified in the Oxnard College student equity plan. Approximately 80% of students at Oxnard College receive some form of financial aid and over 14% of the Oxnard population is below the poverty level. The additional financial aid specialist will provide dedicated and targeted services to the disproportionately impacted student groups identified in the student equity plan including the male students that are part of the male student initiative, foster youth, veteran's and other disproportionately impacted groups.

Link to Goal

The financial aid specialist will provide direct student support services to targeted groups and provide them with critical financial aid information that will alleviate student concerns regarding the cost of college. This will address one of the barriers Oxnard College students face when it comes to access and persistence.

Evaluation:

- Data to be collected:
 - Number of students that visit the new specialist
 - Number of Pell Grants awarded by the college
- Timeline of/frequency of data collection and review:
 - Data will be collected and reviewed semesterly

Activity A.4

Activity Implementation Plan

In collaboration and coordination with Transitional Studies faculty, Oxnard College will purchase and/or rent the course material for all levels of ESL & Basic Skills English courses and make them available on reserve for the semester. This will help address the concerns of potential students who believe the cost of college is too much and outweighs the benefits. With the potential for financial aid to cover the cost of registration and enrollment, the additional benefit of free books will increase access to many low-income community members.

Link to Goal

Providing free books to our ESL and Basic Skills level English students will increase access to many low-income community members who would not otherwise be able to afford the supplemental costs of enrolling at a community college.

Evaluation:

- Data to be collected:
 - Enrollment rates of student who work full-time
 - Number of library visits during extended hours of operation
- Timeline of/frequency of data collection and review:
 - Data on enrollment rates will be collected and reviewed semesterly
 - Data on library visits collected and reviewed semesterly

COURSE COMPLETION

Goal:

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal*	Goal Year
African American Students	Incrementally increase annually by 1%	Spring 2018
Foster Youth Students	Incrementally increase annually by 1%	Spring 2018

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.1	African American Students	466
B.1	Foster Youth	134

Activity B.1

• **Activity Implementation Plan**

Develop and implement Early Academic Alert using the Grades First system and track African-American, foster youth and male student response to referrals made. According to Boroch, Hope, Smith, Gabriner, Mery, Johnstone, and Asera 2010, “a popular approach to proactive intervention is the so-called ‘early-alert’, in which academic and student services personnel collaborate to identify students who need help and refer them for assistance...students in these programs were more likely to successfully complete a course in which they were experiencing academic difficulty; maintain higher rates of continuous enrollment to the end of the academic year; have higher persistence rates for two or more consecutive semesters; exhibit higher persistence rates up to four year later.”

• **Link to Goal**

By developing and implementing successful early alert system students can be provided with timely and necessary academic advising and support. The timely academic advising and support should directly impact course completion for the target groups.

Evaluation:

- Data that will be collected:
 - Number of students identified through the Early Alert System
 - Number of students who receive academic advising and/or support due to Early Alert System
 - Course completion rates
- Timeline of/frequency of data collection and review:
 - Data will be collected and reviewed semesterly

Activity B.2

- **Activity Implementation Plan**

Develop and implement first year experience program for target population groups. According to Fowler and Hunter 2010, “a first-year transition [program] goes beyond the orientation and assists in the integration of students into both the intellectual and social aspects of college life...[It] may also focus on familiarizing students with campus resources. At the same time...may offer psychological inventories so students may begin to better understand themselves and how they learn. The first-year transition course should function cooperatively with various other campus departments in order to...provides a support structure and referral service to answer student questions; interpret assessment results; and deal with academic, nonacademic, and personal issues that threaten to become barriers to student success.”

- **Link to Goal**

By developing and implementing a first-year experience program students will develop the confidence, peer & instructor relationships and study skills necessary to succeed. Additionally, students will become familiar with the various resources available to them at the college early on.

Evaluation:

- Data that will be collected:
 - Number of students who participate in first-year experience program (FYEP)
 - Course completion rates of students who participate in first-year experience program
 - Overall course completion rates
- Timeline of/frequency of data collection and review:
 - FYEP data will be collected annually
 - Course completion rates will be collected semesterly

Activity B.3

- **Activity Implementation Plan**

Provide tutoring to students and increase the information dissemination of the tutorial services available at the college. According to House, J.D., and Wohlt, V. (1991), “Tutoring is felt to be an important component of services designed to improve the performance and retention of academically underprepared students...[their research found that] students who were tutored showed significantly higher persistence rates. The results of [their] study indicate that tutoring is associated with improved persistence of academically underprepared minority students.” Additionally, “tutoring ranks as the most frequently indicated effective practice in developmental education (Boylan, 2002). Tutored students achieved significantly higher GPAs and showed greater course passing rates, course completion rates, and short-term retention rates (Hendriksen, Yang, Love & Hall, 2005; Topping, 1996)” (Young, 2011).

- **Link to Goal**

Providing students with this direct academic support service will impact and improve course completion rates. Additionally, saturating the campus with information about this resource will lead more students to access this support and increase the amount of students who complete their courses.

Evaluation:

- Data that will be collected:
 - Number of students who receive tutoring
- Timeline of/frequency of data collection and review:
 - will be collected semesterly

ESL & BASIC SKILLS COMPLETION

Goal:

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal*	Goal Year
African American male students	Incrementally increase basic skills English completion rates annually by 1%	Spring 2018
Hispanic male students	Incrementally increase basic skills English completion rates annually by 1%	Spring 2018
Filipino female students	Incrementally increase basic skills English completion rates annually by 1%	Spring 2018
Hispanic students	Incrementally increase ESL completion rates annually by 1%	Spring 2018
African-American female students	Incrementally increase basic skills math completion rates annually by 1%	Spring 2018
Hispanic Male students	Incrementally increase basic skills math completion rates annually by 1%	Spring 2018
Filipino male Students	Incrementally increase basic skills math completion rates annually by 1%	Spring 2018
White Male Students	Incrementally increase basic skills math completion rates annually by 1%	Spring 2018

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	African-American female students	170
C.1	African-American male students	70
C.1	Hispanic male students	2,603
C.1	Filipino female students	75
C.1	Filipino male students	123
C.1	White male students	260

Activity C.1

Activity Implementation Plan

Through collaboration with faculty, counselors and the Curriculum Committee, the Transitional Studies Department will continue to offer accelerated Transitional Studies (basic skills) courses. According to Bailey, T. and Cho, S.W. (2010), “The aim of the [accelerated courses], which...is to help students maximize the likelihood of success in their first college-level course and to speed up their progress through the developmental sequence...Students needing remediation are...“mainstreamed” directly into college level coursework that incorporates supplemental instruction, tutoring, or other supports. In some other acceleration models, colleges combine developmental courses at different levels, thus reducing the total number of such courses students must take. The Community College of Baltimore County (CCBC)...had [accelerated courses] since the 2007-08 academic year. Using a multivariate analysis, one study found that...[these students] were significantly more likely to take and pass that college-level course and the course immediately after it (English 101 and 102) than those who enrolled in the highest level of developmental education. [Accelerated Learning] was also found to be a significantly more cost-effective pathway through the required college-level English courses than the traditional developmental sequence, as measured by cost per successful student.”

- **Link to Goal**

By continuing to offer accelerated courses and identifying the best time(s) of day to offer them Oxnard College will provide access to more potential students in the community.

Evaluation:

- Data that will be collected:
 - Enrollment data in accelerated courses
 - Overall enrollment data
- Timeline of/frequency of data collection and review:
 - Enrollment data will be collected and reviewed semesterly

Activity C.2

• **Activity Implementation Plan**

Through collaboration with faculty and the Tutorial Services Specialist II develop and implement embedded tutoring in ESL and Transitional Studies (Basic Skills) Courses. Hendriksen, et. al., 2005 found that “students in [their] course-embedded tutoring programs, such as Supplemental Instruction (SI) and study groups where tutors are frequently in the classroom...regularly outperformed their non-tutored peers.” This will be in addition to the general, drop-in tutoring Oxnard College will be offering it students.

• **Link to Goal**

By offering embedded tutoring students will receive direct academic student support in the classroom and beyond. Connecting the tutors to the classroom will allow for better student-tutor relationships and provide students with the level of comfort needed to seek and receive needed support.

Evaluation:

- Data that will be collected:
 - Enrollment data for embedded tutor courses
 - Course completion rates for embedded tutor courses
- Timeline of/frequency of data collection and review:
 - Course completion rates will be collected and reviewed semesterly

Activity C.3

• **Activity Implementation Plan**

Through collaboration with faculty, deans and counselors develop and implement a learning community model for students who are placed in Transitional Studies level English (or ESL) and math classes. As Smith, R.A. (2010) states in her research, "At the core of... 'best practices' is the notion that students have an integrative educational experience (Boylan, Bonham, & White, 1999). Learning communities that involve basic skills

courses vary in curricular structure but strive for this integration. For example, they could contain two linked basic skills courses; a basic skills course and a college level, credit-bearing course; or a cluster containing a mix of three to five basic skills and college-level courses. At their best, therefore, they embody many of the best practices recommended for basic-skills education."

- **Link to Goal**

By offering a learning community model for Transitional Studies students the college hopes to address the academic and student support services needs of these target groups. Additionally, these learning communities will provide these students with the supportive and safe learning environment needed to succeed.

Evaluation:

- Data that will be collected:
 - Enrollment data for students in learning communities
 - Course completion rates for students in learning communities
 - Persistence rates for students in learning communities
- Timeline of/frequency of data collection and review:
 - The above mentioned data will be collected and reviewed semesterly

Activity C.4

- **Activity Implementation Plan**

Through collaboration with faculty, staff, deans and counselors implement the recently developed male student initiative. The OMEGA (Oxnard Male Educational Goal Achievement) Initiative strives to address the disproportionate impact of male student success rates in basic skills courses by providing them with academic and student support services needed to succeed. OMEGA students will be required to participate in mandatory tutoring hours, group meetings and events in order to receive the incentives provided to participants including meal vouchers, book vouchers, free on-campus parking and access to The OMEGA room where food, clothing and other basic necessity donations are stored for them to access and receive. The OMEGA room is located in the library, which is where the majority of the college's tutoring takes place. Additionally, the college library also has over one hundred computers, several graphing and scientific calculators, noise cancelling headphones available for those who prefer a quieter space, and library reference support for students to assist with course content, assignments, etc. As Harewood, W.R. (2013) states that, "it is up to community colleges to help remedy [the] crisis and to educate a host of unprepared...men." Furthermore, Harewood states that black males in particular, "are the group most likely to be negatively stereotyped, the most likely to drop out of K-12, the most likely to be harshly punished, and the most likely to be labeled as a trouble maker." Although, Harewood focuses on Black males in his research, the same can be said for the Hispanic/Latino males in this community as well.

- ***Link to Goal***

By providing incentives that students truly value they will more likely participate in mandatory academic and student support services they need to complete their ESL and/or basic skills courses. Additionally, providing male students with a safe, welcoming and familiar support group of other male students will lead to a stronger sense of belonging, community and in turn directly impact ESL and basic skills course completion, persistence and overall course completion as well.

Evaluation:

- Data that will be collected:
 - Enrollment data for students in The OMEGA Initiative
 - Course completion rates for students in The OMEGA Initiative
 - Persistence rates for students in The OMEGA Initiative
- Timeline of/frequency of data collection and review:
 - The above mentioned data will be collected and reviewed semesterly

Activity C.5

- ***Activity Implementation Plan***

Through planning and research, identify and purchase materials and software that will provide supplemental support for students in the Library and Learning Resource Center where they will also have access to tutors. As Bitner, N., and Bitner, J., (2002) state, "Technology integration necessarily alters the traditional paradigm of the teacher providing wisdom and the student absorbing knowledge...and for good reason. The knowledge needed for tomorrow's jobs will change before many of today's students enter the job market. Students today must learn to search and discover knowledge, actively communicate with others, and solve problems so that they can become productive life-long members of our society."

- ***Link to Goal***

Providing additional, supplemental software for student use will allow students to become self-sufficient, self-motivated and resourceful and in turn directly impact ESL and basic skills course completion, persistence and overall course completion as well.

Evaluation:

- Data that will be collected:
 - Number of students who use the software
 - Surveys from students about the software available and its effectiveness
- Timeline of/frequency of data collection and review:
 - The above mentioned data will be collected and reviewed semesterly

Activity C.6

Activity Implementation Plan

In collaboration and coordination with Transitional Studies faculty, Oxnard College will purchase and/or rent the course material for all levels of ESL & Basic Skills English courses and make them available on reserve for the semester. This will help address the concerns of potential students who believe the cost of college is too much and outweighs the benefits. With the potential for financial aid to cover the cost of registration and enrollment, the additional benefit of free books will increase access to many low-income community members.

Link to Goal

Providing free books to our ESL and Basic Skills level English students will increase access to many low-income community members who would not otherwise be able to afford the supplemental costs of enrolling at a community college.

Evaluation:

- Data to be collected:
 - Enrollment rates of student who work full-time
 - Number of library visits during extended hours of operation
- Timeline of/frequency of data collection and review:
 - Data on enrollment rates will be collected and reviewed semesterly
 - Data on library visits collected and reviewed semesterly

DEGREE AND CERTIFICATE COMPLETION

Goal:

The goal is to improve degree and certificate completion for the student groups identified throughout the Oxnard College Student Equity Plan. The activities listed under previous success indicators all directly or indirectly impact Degree and Certificate completion. Therefore, the activities listed in this section may be duplicates of activities listed in previous sections.

Activity D.1

- **Activity Implementation Plan**

Increase the amount of tutors available to students and increase the information dissemination of the tutorial services available to students at the college. According to House, J.D., and Wohlt, V. (1991), "Tutoring is felt to be an important component of services designed to improve the performance and retention of academically underprepared students...[their research found that] students who were tutored showed significantly higher persistence rates. The results of [their] study indicate that tutoring is associated with improved persistence of academically underprepared minority students."

Additionally, "tutoring ranks as the most frequently indicated effective practice in developmental education (Boylan, 2002). Tutored students achieved significantly higher GPAs and showed greater course passing rates, course completion rates, and short-term retention rates (Hendriksen, Yang, Love & Hall, 2005; Topping, 1996)" (Young, 2011).

- **Link to Goal**

Providing students with this direct academic support service will impact and improve course completion rates. Additionally, saturating the campus with information about this resource will lead more students to access this support and increase the amount of students who complete their courses.

Evaluation:

- Data that will be collected:
 - Number of students who receive tutoring
- Timeline of/frequency of data collection and review:
 - will be collected semesterly

Activity D.2

- **Activity Implementation Plan**

Provide workshops on important graduation requirements, processes, etc. at various times of the day to reach as many students as possible.

Provide food for students at these workshops to encourage more participation. Connect participating students with counselors to review Ed Plans and other critical information to ensure they are on track to graduate or earn their certificate. Saturate the campus with information about these workshops and inform all faculty and staff to assist with information dissemination of the workshops dates and times. This allows for interaction between student and counselor/faculty in an informal setting to allow for a safe environment with their peers to ask pressing questions they may not have wanted or thought to ask in a formal setting. As Pascarella, E.T., (1980) states, "significant positive associations exist between extent and quality of student-faculty informal contact and students' educational aspirations, their attitudes toward college, their academic achievement, intellectual and personal development, and their institutional persistence."

- **Link to Goal**

Providing students with critical information in various methods, in addition to the traditional counselor-student advising session, will help keep more students informed about critical graduation requirements, deadlines and processes. This will directly impact graduation rates and certificate completion rates.

Evaluation:

- Data that will be collected:
 - Number of students who attend workshops
 - Surveys of students who attend workshops
- Timeline of/frequency of data collection and review:
 - Data will be collected after each workshop

TRANSFER

Goals:

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal*	Expected Outcome/Timeline
Asian Students	Increase Transfer rates by 1 % annually	Spring 2018
African American Students	Increase Transfer rates by 1% annually	Spring 2018
Filipino Students	Increase Transfer rates by 1% annually	Spring 2018
Hispanic Students	Increase Transfer rates by 1% annually	Spring 2018

Activity E.1

- **Activity Implementation Plan**

Continue to collaborate with California State University, Channel Islands and their Project ALAS (**A**ligning **L**earning and **A**cademic **S**uccess). Project ALAS enables a partnership between Channel Islands, Moorpark, Oxnard and Ventura Colleges to increase student enrollment, transfer and graduation rates in the county – particularly among underserved students. Additionally collaborate with other local 4 year universities to coordinate and schedule campus visits for Oxnard College Students. As Flaga, C.T. (2006) states, “Customized programming could facilitate early connecting to the academic, social, and physical environments. It would also provide students with opportunities to seek out housing information and peer mentoring resources, and to get a sense of campus life.”

- **Link to Goal**

By providing students with these campus visits they will be connected to the academic, social, and physical environments as well as campus resources and will develop a familiarity and level of comfort that will ideally lead to more students transferring to four year universities.

Evaluation:

- Data that will be collected:
 - Number of students who participate in project ALAS events
 - Number of students who participate in field trips for campus visits
 - Data on students that transfer to four year universities
- Timeline of/frequency of data collection:
 - All data listed above will be collected annually

OTHER COLLEGE INITIATIVES**Activity F.1**

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.1	African American students	296
F.1	Hispanic students	6,681
F.1	Male students	4,510
F.1	Foster Youth	134

- **Activity Implementation Plan**

In order to assist with the research, planning and effectiveness of the Student Equity Plan and the Student Support and Success Plan the college has hired a Dean of Institutional Effectiveness.

- **Link to Goal**

The Dean of Institutional Effectiveness will plan, organize, control and direct operations and activities involved in the research, review, analysis, interpretation and reporting of variety data and information used in assessing institutional effectiveness and equity efforts. Additionally the Dean of IE will provide leadership in the dissemination and evaluation of institutional data to departments and offices to advance student equity, student success, and completion initiatives.

Evaluation:

- Data that will be collected:
 - All data collected will go through the Dean of IE
- Timeline of/Frequency of data:

- Data will be collected semesterly/annually

Activity F.2

• Activity Implementation Plan

One of the key activities included in the Oxnard College Student Equity Plan is tutoring for students. The goal is to hire several new tutors and provide students with direct academic support for their courses to help address the overall completion rates and ESL and basic skills completion rates. This will require a lot of recruitment, training and supervision. Therefore, a Tutorial Services Specialist II will be hired to be responsible for the oversight of the tutorial services offered at Oxnard College.

• Link to Goal

This position directly oversees the tutorial services offered at Oxnard College. This individual will hire, train and supervise all tutors which provide direct academic support services to the target groups.

Evaluation:

- Data that will be collected:
 - Number of student that receive tutoring
 - Number of tutors available
- Timeline of/frequency of data collected:
 - The data listed above will be collected semesterly

Activity F.3

• Activity Implementation Plan

Students attending higher poverty schools are less likely to be labeled with Learning Disabilities (LD) (Ortiz,A., 2009). The highest at risk groups are Latino and African America males. The process of handling academic demands can be smoother when students with learning disabilities have strong resources and know how to express their needs to professors and peers. Research also indicates that the disproportionate labeling of Hispanic students with learning disabilities in high school is attributable to the over-labeling of language minorities, (Shifer, D. 2012). In order to address these points, Oxnard College will hire a part-time Learning Disabilities Technician to provide students with learning disability assessment.

- ***Link to Goal***

This position provides direct student support services by administering learning disability assessments to students who may not have been previously diagnosed or incorrectly diagnosed. Either result will lead to providing students with the appropriate academic and student support services to help them complete their courses and meet their academic goals.

Evaluation:

- Data that will be collected:
 - Number of student that receive LD assessment
 - Number of students who are diagnosed with a learning disability
- Timeline of/frequency of data collected:
 - The data listed above will be collected semesterly

Activity F.4

Activity Implementation Plan

Through collaboration with EOPS, Oxnard College will hire a part-time counselor who will also serve as the Student Equity Coordinator. This position will work 60% FT as a counselor and 40% FT as the SEP Coordinator. This position will also serve as the counselor for the students impacted through the activities and services listed in the Student Equity Plan.

- ***Link to Goal***

The Student Equity Coordinator/Counselor will directly impact all the goals and activities listed in the Oxnard College Student Equity plan. Additionally, this position will provide direct student support services to students as a part-time counselor.

Evaluation:

- Data that will be collected:
 - Number of foster youth served
 - Success/completion rates of foster youth
- Timeline of/frequency of data collected:
 - The data listed above will be collected semesterly and annually

Activity F.5

- **Activity Implementation Plan**

Through collaboration with student services and foster youth services, Oxnard College will hire a full-time foster care & kinship education (FKCE) program coordinator to address the equity gaps of the college's current or former foster youth students. This would be a designated specialist assigned to the project who could act as a navigator for foster youth who need a safe zone in which to seek guidance in navigating the college systems, deadlines, requirements and community.

- **Link to Goal**

The FKCE Coordinator will directly impact all the goals and activities that directly serve foster youth. It will be this individual's primary responsibility to work directly with Oxnard College foster youth and serve as their advocate and liaison between students and administration.

Evaluation:

- Data that will be collected:
 - Number of foster youth served
 - Success/completion rates of foster youth
- Timeline of/frequency of data collected:
 - The data listed above will be collected semesterly and annually

Activity F.6

- **Activity Implementation Plan**

There are several statewide initiatives (BSI, SSSP, SEP, etc.) that are targeting student success, achievement gaps and completion rates at the Community College. In order to better address these gaps and have a wider impact on student success, Oxnard College will work with faculty and staff on researching and offering professional development opportunities.

- **Link to Goal**

Providing faculty and staff with professional development opportunities will equip these individuals, and their colleagues with the tools they need to make an impact on student success rates in their classes, their offices and anywhere they interact with the disproportionately impacted student groups.

Evaluation:

- Data that will be collected:
 - Number of faculty and staff that receive professional development
 - Cost of professional development opportunities
- Timeline of/frequency of data collected:
 - The data listed above will be collected annually

Activity F.7**• Activity Implementation Plan**

The majority of Oxnard College Students are low-income and cannot afford to purchase necessary school and other educational supplies. Through the use of student equity funds Oxnard College will purchase miscellaneous supplies for targeted groups.

• Link to Goal

The Student Equity Coordinator will directly impact all the goals and activities in the Oxnard College Student Equity Plan. It will be this individual's primary responsibility to implement the plan as it is written and through collaboration with the Student Equity Planning Committee and supervising dean.

Evaluation:

- Data that will be collected:
 - All the data needed for annual reports and revisions for the student equity plan will be collected and organized by this individual
- Timeline of/frequency of data collected:
 - The data listed above will be collected semesterly and annually

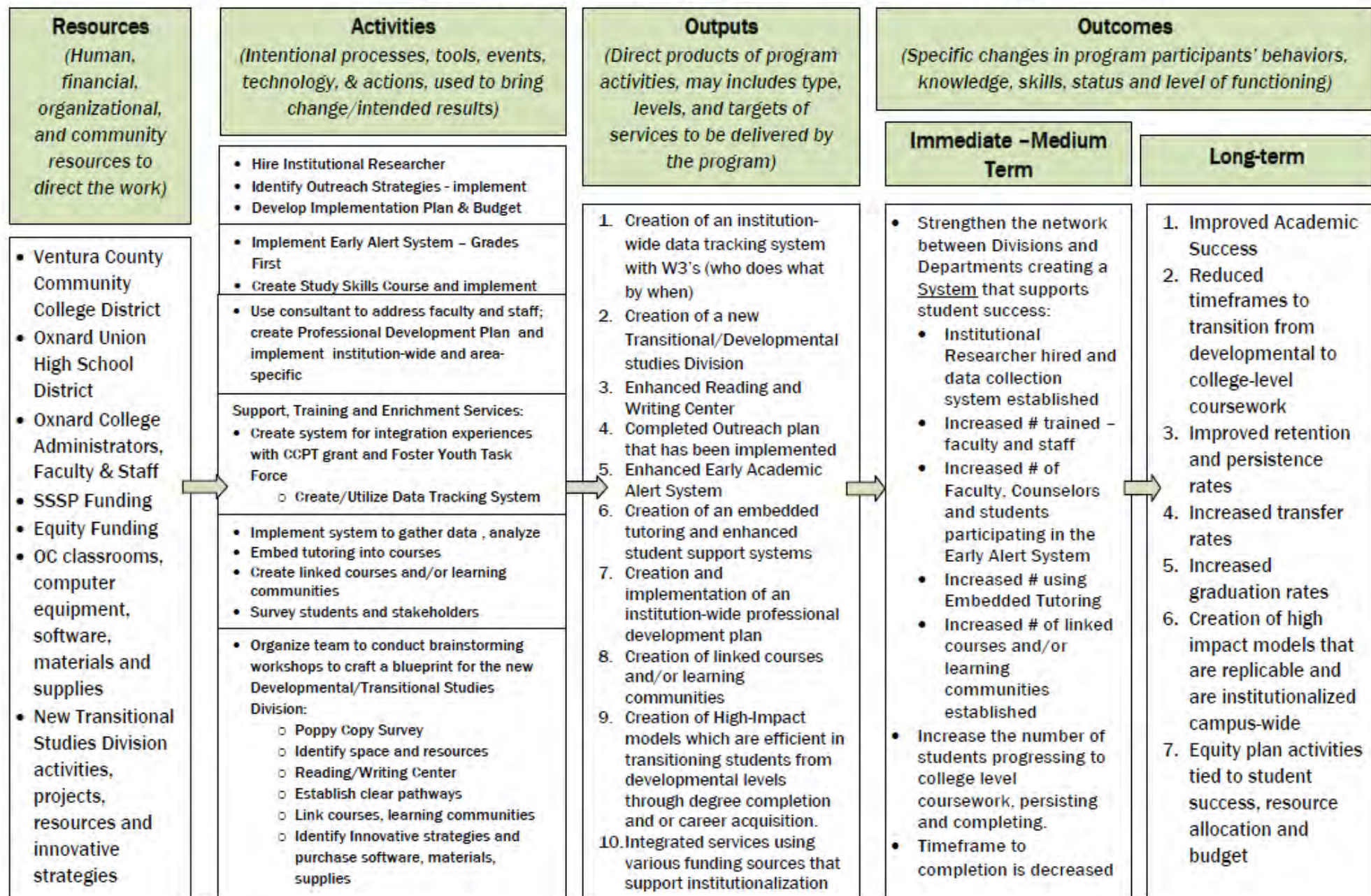
Attachments

Logic Model for the Equity Plan at Oxnard College

See attached Logic Model for the Equity Plan at Oxnard College that provides a broad summary/overview of the Resources and Activities and their Outputs and Outcomes (Medium-Term and Long-Term) addressed in the plan. This model briefly describes the activities and their direct products as well as medium-term and long-term outcomes or specific changes that can be documented.

Oxnard College

Logic Model for the Equity Plan at Oxnard College



Oxnard College

Participatory Governance Committees:

Student Success Committee

AUTHORITY

The Student Success Committee derives its authority from the Oxnard College Participatory Governance/Standing, Advisory and Ad-Hoc Committees Manual in 2013 by the Academic and Classified Senates, Associated Student Government, and OC Management. The Committee is recommended by staff and approved by the President. The Committee is appointed by and is a participatory governance committee to the President and the Academic Senate of Oxnard College.

PURPOSE

The purpose of the Student Success Committee is to develop, implement and assess a model that examines data for the evaluation of student success and advise appropriate shared governance bodies related to the charge of the committee and its findings. The data elements will provide a foundation for examining effectiveness and will serve to frame recommendations. The focus of the committee will be to establish baselines, measures of effectiveness, on-going analysis and recommendations for improving student success at Oxnard College. This committee directly supports Item No(s). 4 and 5 under 10+1.

MEMBERSHIP

Co-Chairs

- President or designee
- Academic Senate President or designee

Voting Members

- A Representative from each academic department
- Dean of Student Services
- Managerial Co-Chair of the Transitional Studies Committee
- A Representative from the Transitional Studies Committee
- Representatives from Categorical Programs
- A Representative from the General Counseling area
- A Representative from Matriculation
- A Representative from Academic Support
- A Representative from Institutional Research
- A Representative from Instructional Support Services
- A Representative from Admissions & Records
- A Representative from Financial Aid
- A Representative from Business Services
- Classified Senate President or designee
- Associated Student Government representation

Participatory Governance Committees:

Student Success Committee (continued)

Ex-Officio

- Grant Directors

The meetings of the Student Success Committee are open to all constituents and/or divisions/departments of the College.

GOALS

- To provide a collaborative venue for shared leadership determining the student access and success needs of the College to promote overall student learning and success.
- To provide opportunities for constituents across the College from instructional, student services, business services, and academic support areas to engage in ongoing dialogue on student success issues.
- To promote a better understanding of the use of data and research in assessing student success and developing/refining College programs and activities to better support student success.
- To provide advocacy for ongoing access to data and the use of data.

ACTIVITIES

In order to accomplish the above goals, the Student Success Committee will:

- Serve as a forum and share discussions on how to identify and promote student access and success.
- Use research and other information on student performance and achievement (including student retention, persistence, degrees and certificates, transfer, satisfaction) to develop recommendations in support of student success.
- Identify and discuss “high impact practices” that create an environment at the College to improve student success.
- Develop and refine “Models of Student Success” for the College.

EXPECTED OUTCOMES

- Increase dialogue and communication on student access and success across the campus.
- Provide a venue for the College community to discuss planning and resources related to programs and services needed to promote student access and success.
- Make recommendations to appropriate entities and follow-up on those recommendations.
- Keep students and their success at the center of planning.

MEETINGS

The Student Success Committee meets the first Tuesday of each month during academic year. Additional meetings to be scheduled as needed.

Job Descriptions

Oxnard College will follow district policies and procedures when it comes to classified and faculty recruitment protocols. The district has set job descriptions for classified employees and references the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook for faculty and administrative positions including, but not limited to counselors, librarians and deans. Three of the positions funded through the Student Equity Plan will rely on the state's minimum qualifications handbook and only has a set job descriptions for the Dean of Institutional Effectiveness and Counselor positions. The librarian job description will be developed with the assistance of the district human resources department. Below are the job descriptions for the positions listed in the Student Equity Plan. Their impact on the Student Success Indicators has been listed in previous sections.

Matriculation/Outreach Specialist

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT CLASS TITLE: MATRICULATION SPECIALIST II

BASIC FUNCTION:

Under the direction of an assigned supervisor, plan, organize and implement student services programs and activities to enhance the matriculation process involving assessment, orientation, early alert strategies, data collection and analysis, transfer/ transition programming and other student services involved in the matriculation process; serve as a liaison between the College and local senior and junior high schools in outreach and recruitment efforts.

DISTINGUISHING CHARACTERISTICS:

The Matriculation Specialist II is a single incumbent classification who serves as a liaison between local senior and junior high schools in outreach and recruitment efforts and performs the full range of matriculation responsibility. The Matriculation Specialist I classification is assigned a variety of programs and activities to enhance the matriculation process on campus.

REPRESENTATIVE DUTIES:

Plan, organize and implement student services programs and activities to enhance the matriculation process involving assessment, orientation, early alert strategies, data collection and analysis, transfer/transition programming and other student services involved in the matriculation process. *E*

Serve as a liaison between the College and local senior and junior high schools in outreach and recruitment efforts; drive a vehicle to school campuses. *E*

Prepare and disseminate materials regarding campus matriculation; coordinate matriculation process across the campus and respond to inquiries regarding requirements, policies and procedures. *E*

Assist in the development of comprehensive assessment program; administer assessment test to new and continuing students; administer competency and ability to benefit tests; and prepare and distribute test schedules. *E*

Assist in the coordination of orientation activities; prepare follow-up student orientation surveys. *E*
Work with counselors and faculty in developing an early alert system to identify students who are having difficulty in their classes. *E*

Collect data regarding retention rates, student success rates, transfer rates, and other data providing retention information; perform research studies and special projects as assigned. *E*

Work cooperatively with Counselors in referring students for academic, vocational, occupational, and career planning and for personal assistance. *E*

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Matriculation process

Outreach and recruitment efforts related to an assigned student services area

Assessment tests and administration

Problems and barriers facing students

Data collection and record-keeping techniques

Marketing and promotion skills

Interpersonal communication skills

Organization and planning skills

Special needs and the cultural barriers of students from under-represented and disadvantaged populations

ABILITY TO:

Coordinate a comprehensive assessment program as part of the matriculation process

Organize, plan, direct, and implement comprehensive programs and services related to matriculation

Establish and maintain an effective outreach and recruitment program related to an assigned student services area

Communicate student services information to students, faculty and counselors

Communicate effectively both orally and in writing

Work cooperatively with others

Work with a diverse, multi-cultural population

EDUCATION AND EXPERIENCE:

Any combination equivalent to: bachelor's degree in psychology, education, liberal arts or other related field and three years student services or human services experience

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license

WORKING CONDITIONS:

ENVIRONMENT:

Student Services office environment Constant interruptions

PHYSICAL ABILITIES:

Hearing and speaking to communicate with others, seeing to observe and assure accurate completion of documents, and sitting and standing for extended periods of time

Library Assistant (2 positions)

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT CLASS TITLE: LIBRARY ASSISTANT

BASIC FUNCTION:

Under the direction of a Learning Resources Supervisor or a Dean, a Library Assistant performs a variety of clerical tasks in support of the library.

REPRESENTATIVE DUTIES:

Utilize library electronic information systems to input and download inventory, requisition, and invoice data for copy cataloging, including the processing of standing order requisitions, annual database renewals, periodical subscriptions, and supplies; gather data required for standardized circulation reports and inventory management. **E**

Copy catalog and process incoming materials including books, magazines, newspapers, college catalogs, microfilm and periodicals, compact disks and records, and digital media using library inventory electronic information systems; label and media stamp articles; affix security strips; prepare

media for distribution; remove records of discarded materials from library catalog; process invoices; document and resolve inventory discrepancies, including contacting publishers to resolve discrepancies as needed. *E*

Check in and out print, non-print, and digital material such as books, periodicals, special collections, compact disks, and digital media to patrons at circulation desk; issue library cards as appropriate. *E*

Provide routine information to library patrons and staff concerning library materials, services, policies, and programs; assist patrons on-site, online, and by telephone with directions and general information regarding the library; assist library patrons in the use of equipment such as computers, copiers, microfilm and microfiche readers, printers, and scanners. *E*

Process overdue notices; calculate, collect, and record library fees for lost or overdue materials; issue receipts for fees paid. *E*

Assist staff in preserving, digitizing, and maintaining special collections such as reserves, textbook lending, rare books, periodicals, reference, and digital media. *E*

Prepare and submit interlibrary loan requests for both loaned and borrowed materials; maintain interlibrary loan records. *E*

Shelve materials; check condition of materials, removing from circulation damaged articles in need of repair; repair damaged and worn articles as appropriate. *E*

File, duplicate, compile, update, and maintain records and reports regarding circulation and library services; update library website as directed. *E*

Train and provide work direction to student workers as assigned. Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Principles and practices of library ordering, cataloging, processing, and maintenance of print, non-print, and digital library materials

Computerized library and office productivity software such as inventory management databases, spreadsheets, word processing, scheduling and publishing software

Common library equipment, photocopiers, digital recorders, cash registers, and microfilm and microfiche readers

Library terminology and standard practices

Library of Congress cataloging system

Library services, programs, resources, and technology available for patron use

General clerical principles and practices

Modern office practices, procedures, and technologies

Record-keeping, filing, and reporting techniques Basic math

Correct English usage, grammar, spelling, punctuation and vocabulary

Principles of telephone etiquette

ABILITY TO:

Communicate effectively, both orally and in writing

Understand and follow oral and written directions

Operate a cash register and make change accurately and completely

Interpret, apply, and explain rules and procedures

Keyboard/type at 35 net words per minute from clear copy

Establish and maintain cooperative and effective working relationships with others using tact, patience, and courtesy

Train and provide work direction to others

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and one year of clerical experience including six months of clerical or higher level experience working in a library.

WORKING CONDITIONS:

ENVIRONMENT:

Library environment subject to constant interaction with students, staff, and the public

PHYSICAL ABILITIES:

Hearing and speaking to communicate with library patrons

Seeing to read library materials

Reaching horizontally and above the shoulder to shelve and retrieve books and other media

Carrying and lifting books

Dexterity of hands and fingers to operate audio-visual and office equipment

Pulling and pushing to move book carts

Bending at the waist to retrieve and shelve media

Financial Aid Specialist

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT CLASS TITLE: FINANCIAL AID SPECIALIST

BASIC FUNCTION:

Under the direction of the Financial Aid Officer, assist the Financial Aid Officer in coordinating and implementing an effective student financial aid program according to legal requirements.

REPRESENTATIVE DUTIES:

Assist in coordinating and implementing an effective student financial aid program according to legal requirements. *E*

Review and analyze documents, compile and verify information to determine accuracy; perform need analysis, make determinations and award financial aid packages to eligible students according to established guidelines and procedures; assure compliance with federal and state laws and regulations governing financial aid programs and with district and internal policies and procedures. *E*

Assist students and parents with information regarding the financial aid process and the completion of applications; collect student and parent financial data; determine student budgets and compute financial need. *E*

Meet with students and parents to resolve issues and discrepancies or to make revisions in awards; discuss a variety of sensitive and confidential information with students, parents, faculty and staff; make professional judgments and decisions regarding eligibility. *E*

Review, interpret and apply complex regulations and policies governing all Title IV financial assistance and programs administered by the State and federal government. *E*

Oversee the maintenance of student records regarding financial aid; advise students of program eligibility. *E*

Assist with the planning and implementation of college and community financial aid workshops; participate in and represent the college at meetings, workshops and conferences relating to financial aid. *E*

Coordinate awards and other outside resources to determine financial aid eligibility. *E*
Issue and collect emergency student loans; maintain loan records. *E*

Prepare a variety of reports and statistical data as requested by State or federal officials; develop office forms for verifying information. *E*

Provide financial planning information and assistance to students planning to transfer to other colleges; receive and provide a variety of information to other district departments, staff, management, faculty, students, parents, outside agencies and the public regarding the financial aid process and financial aid policies and procedures. *E*

Review and evaluate students' academic progress in accordance with the current Financial Aid Satisfactory Academic Progress Policy; review, evaluate and take action on student complaints and appeals relating to financial aid eligibility; keep current with federal and state financial aid laws relating to eligibility and disbursement procedures. *E*

Use complex student system and financial aid computer software; submit and receive data and information via various financial aid internet sites in compliance with federal regulations; prepare and process a variety of letters and forms. *E*

Maintain special programs as assigned; coordinate special program activities between the college, private agencies and the public; prepare program reports as needed. *E*

Provide work direction and guidance to student workers or other staff as assigned; assist with staff training as needed; provide input to the Financial Aid Officer on the evaluation of financial aid staff and student workers; oversee Financial Aid Office operations when Financial Aid Officer is away as requested. *E*

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Federal, State and local financial aid programs and regulations

Financial and statistical record-keeping

Interviewing and counseling techniques

Personal budget management

Basic mathematics

Principles of training and providing work direction

Federal methodology needs analysis system
Correct English usage, grammar, spelling, punctuation and vocabulary
District organization, operations, policies and objectives
Oral and written communications skills
Report preparation
Applicable sections of State Education Code and other laws
Technical aspects of field of specialty
Income tax and financial statements
Telephone techniques and etiquette
Interpersonal skills using tact, patience and courtesy
Financial programs for under-represented students
Basic research methods
Financial statement preparation
Modern office practices and procedures

ABILITY TO:

Assist in coordinating and implementing an effective student financial aid program according to legal requirements

Perform difficult financial and statistical record-keeping work for a variety of federal and state financial aid programs

Prepare and maintain complete and concise reports, records and files

Read, interpret, apply and explain complex laws, regulations, policies and procedures regarding student financial aid and awards

Exercise sound judgment in reviewing student financial aid applications

Relate to students with economically deprived backgrounds

Operate a calculator, copier, typewriter, computer and assigned software

Make arithmetic calculations quickly and accurately

Review personal budgets

Understand and follow oral and written directions

Meet schedules and timelines

Work independently with little direction Prepare and deliver oral presentations

Work confidentially with discretion

Establish and maintain effective working relationships with others

Communicate effectively both orally and in writing

Analyze situations accurately and adopt an effective course of action

Plan and organize work

Compile and analyze data and prepare reports concerning financial aid for students Train and provide work direction to others

Maintain current knowledge of technological advances in the field

Complete work with many interruptions

EDUCATION AND EXPERIENCE:

Any combination equivalent to: completion of two years of college and three years of increasingly responsible experience in a college financial aid office.

WORKING CONDITIONS:

ENVIRONMENT:

Financial Aid Office environment

Constant interruptions and frequent interaction with students, staff, lending institutions, agencies and the public

PHYSICAL ABILITIES:

Sitting and standing for extended periods of time Hearing and speaking to communicate with others

Seeing to review and inspect documents

Dexterity of hands and fingers to operate a computer keyboard

Reaching to retrieve and file records

Dean of Institutional Effectiveness

Under the direction of the President, the Dean of Institutional Effectiveness will provide college-wide leadership in the critical functions and activities related to meeting the college mission and ensuring all students receive an equitable educational experience and achieve academic success. These functions and activities will include the leadership to the Office of Institutional Research and Effectiveness, supporting equity through the college enrollment management activities, and providing administrative oversight to the student learning outcomes and program review processes.

Job Duties:

Develop, direct, coordinate, supervise, and evaluate the programs, personnel, operations, and activities of the unit, including program planning, analysis, and review, to ensure compliance with Education Code, state and federal regulations, accreditation standards, district policies, and all contractual agreements between the Governing Board and recognized bargaining units. E

Assist in the recruitment, selection, and development of classified and academic personnel within the unit, and evaluate all personnel in accordance with applicable policies and procedures; plan and project unit staffing requirements; monitor proper and efficient use of assigned staff; provide staffing recommendations in compliance with Equal Employment Opportunity principles and guidelines. E

Direct and implement sound fiscal planning in the development and management of the division budget; supervise the preparation and submission of unit budget and, upon approval, assume overall responsibility for timely and accurate implementation; develop and implement externally funded initiatives; plan resource allocations for facilities, equipment and technologies that support instructional programs in the division. E

Provide guidance to and receive advice from faculty organizations on matters relating to the instructional programs; promote the inclusion of students in the participatory decision-making process. E

Ensure that all student services programs comply with applicable laws, other federal, state and local requirements, district rules and regulations, Education Code, and collective bargaining agreements; review, monitor and participate in the shaping of regional, statewide and national issues concerning community colleges. E

Coordinate the establishment and implementation of unit advisory committees; establish and maintain liaisons with business and community representatives as participants in the planning, development and modification of division curriculum and programs. E

Coordinate and prepare timely and accurate instructional reports required by various federal, state, district and college departments. E

Promote and participate in the application of computer technology to division programs and activities; use a variety of computer software to research, enter, modify and retrieve data for preparation of reports, correspondence and other written materials. E

Keep abreast of emerging services, methodologies, and technologies relevant to division. E

Coordinate and prepare timely, accurate and comprehensive reports and responses to all required state, federal, and district and college departments. E

Provide leadership in the development, implementation, budgeting, and evaluation of campus-wide student equity initiatives. E

Supervise and coordinate the Office of Institutional Research and Effectiveness. E

Plan, organize, control and direct operations and activities involved in the research, review, analysis, interpretation and reporting of variety data and information used in assessing institutional effectiveness and equity efforts. E

Provide leadership in the dissemination of institutional data to departments and offices to advance student equity, success and completion. E

Provide leadership to the Oxnard College Inquiry Team (campus team trained in conducting focus groups). E

Provide leadership in the development, assessment, and interpretation of student learning outcomes. E

Monitor and keep the campus community current concerning demographics and community information and adequacy and effectiveness of college service. E

Provide support of the campus enrollment management process. E

Identify primary institutional, local, state, federal and national demographics, economic trends, and other data to be used in research projects, reports, presentations, educational planning, and development. E

Additional Job Duties:

Develop, maintain and use institutional database to support decision making, budgeting, assessments and evaluations, program review, student learning outcomes, enrollment management and planning. Serve on management councils and other college and district committees.

Perform other duties as assigned.

E = Essential duties

Minimum Qualifications:

Possession of a Master's degree from an accredited college or university and one year of formal training, internship, or leadership experience reasonably related to the administrative assignment.

Experience in program development, implementation, and evaluation. Experience in applied quantitative and qualitative research methodology, and evaluative statistical analysis and data processing techniques, preferably at a community college.

Preferred Qualifications:

Experience with the practices, procedures and techniques involved in the design, development and implementation of projects, surveys and studies in institutional assessment, planning, research and decision-making.

Experience with the development and assessment of student learning outcomes.

Experience developing and working with a college program review process. Experience with the techniques and processes involved in enrollment management.

Knowledge Of:

Philosophy, mission, and goals of the community college.

Goals, policies, regulations, contractual requirements and methods related to effective curriculum development and implementation, program/class scheduling, faculty assignments and instruction.

Current theories on teaching and learning, including use of technology and multicultural issues that affect instructional and related support programs and services.

Institutional research models and methodologies.

Respectful and sensitive communication with people who are diverse in their cultures, language groups and abilities.

Strategic planning and program development. Community and business organizations.

Participatory approaches to governance.

Best practices related to student success and ensuring equitable educational outcomes for students.

Advanced principles, practices, procedures, theories, models and techniques involved in the research, collection, analysis, interpretation and reporting of statistical data.

Instructional techniques and student engagement and support techniques designed to accommodate diverse learning styles and promote welcoming classroom environments for students from culturally diverse groups.

Ability To:

Work effectively as part of a management team dedicated to collaboration and the college goal of integrating instruction and student services as a way to create and maintain a supportive student learning environment.

Exercise group leadership skills that emphasize collaboration, consensus building, conflict resolution, and problem solving.

Create and maintain a high level of staff morale to achieve consensus while demonstrating a sensitivity to, and understanding of and sensitivity to the diverse academic, socio-economic, ethnic, cultural, disability, sexual orientation, and religious backgrounds of the college students.

Demonstrate commitment to the continued improvement of teaching and learning.

Create an environment conducive to the development of instructional and service innovations.

Work in a dynamic environment and handle multiple responsibilities. Direct, coordinate and evaluate the work of others.

Develop and manage a budget, including externally funded initiatives. Plan effectively in the process of allocating resources to further institutional goals, evaluating the results of the allocations, and developing strategies for continued strength of the college's programs and services.

Work comfortably in an interdisciplinary environment.

Solve problems creatively.

Communicate effectively, both orally and in writing. Exercise independent judgment.

Establish and maintain good community relations and deliver effective public presentations.

Physical Abilities:

Hearing and speaking to exchange information and make presentations. Vision to read correspondence and reports and to use the computer.

Dexterity of hands and fingers to operate office equipment, prepare reports and forms and use a computer keyboard.

Sitting, standing, walking, reaching, twisting, turning, kneeling, bending, squatting and stooping in the performance of daily activities.

Tutorial Services Specialist II

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT CLASS TITLE: TUTORIAL SERVICES SPECIALIST II

BASIC FUNCTION:

Under the direction of the Learning Resources Supervisor or other assigned supervisor, plan, organize, and coordinate the activities of the Supplemental Instruction (SI) and Interdisciplinary Study (IDS) programs and other special tutoring activities as needed. Serve as a liaison between faculty, tutors, and students; conduct data research and analysis to support programs. Provide instructional support services to learning resources as needed.

DISTINGUISHING CHARACTERISTICS:

The Tutorial Services Specialist I classification coordinates the activities of the college Tutorial Center, while the Tutorial Services Specialist II classification coordinates specialized, focused tutoring programs for students in identified courses. The Tutorial Services Specialist II works closely with faculty to recruit qualified SI tutors who facilitate student learning techniques in selected courses, and also conducts data research to provide program results to college management.

REPRESENTATIVE DUTIES:

Collaborate with faculty and/or staff to identify SI needs for each discipline and/or department. *E*

Develop, coordinate and implement supplemental instruction activities; collaborate with other college retention-related programs on the development of SI program materials. *E*

Recruit, select, train and provide work direction to SI leaders (Supplemental Instruction tutors) and student assistants; schedule hours, monitor performance, prepare and process payroll and other related records. *E*

Interview, assess needs, and schedule students requesting services; provide assistance with appointment scheduling and assessment as needed. *E*

Coordinate program communication among students, tutors, faculty, SI leaders and other departments. *E*

Conduct outreach activities to disseminate information regarding SI programs and independent study workshops; promote services by attending meetings and creating marketing materials such as brochures, posters, literature, and website content. *E*

Research and collect pertinent SI and IDS (Interdisciplinary Study) data, including information on course completion rates, student participation and success rates, continued enrollment, student

grades, tutor hours, types of learning activities, etc. Survey participants; compile data into meaningful reports for college management needs. *E*

Monitor budget of assigned area; make budget recommendations as appropriate. *E*

Participate in a variety of meetings and workshops, including planning and assessment sessions with faculty, SI leaders, and students; attend related staff meetings, tutorial conferences and workshops. *E*

Serve as the lead staff for the Tutoring Center as needed; schedule individual tutoring appointments and group sessions. Provide instructional support services to learning resources as needed. *E*

Perform a variety of clerical and technical functions related to programs; maintain program records and files. *E*

Perform other duties as assigned.

E = essential duty

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Current methods, procedures and materials used in tutorial services

Correct English usage, grammar, spelling, punctuation, and vocabulary Interpersonal skills using tact, patience, and courtesy

Oral and written communication skills

Record-keeping techniques

Principles and practices of training and assigning and evaluating work

Modern office practices, procedures and equipment and computer software applications

ABILITY TO:

Plan and organize activities of supplemental instruction program

Incorporate instructional technology with learning strategies

Learn industry trends in tutorial practices and incorporate new techniques and materials into program

Work independently with little direction

Analyze situations accurately and adopt an effective course of action

Plan and organize work of self and others

Interpret, apply, and explain program, office, and department policies, rules and regulations
Maintain records of client needs, client progress, and quality assessment of services provided
Collect, compile and analyze information and data
Communicate effectively, both orally and in writing
Type at an acceptable rate of speed
Establish and maintain cooperative and effective working relationships with others
Interact tactfully and effectively with others at all levels of the organization

EDUCATION AND EXPERIENCE:

Any combination equivalent to: a Bachelor's degree in an academic area with supplemental course work in education or related field and one year of experience administering a supplemental instruction or tutoring program; or one year of full-time teaching experience.

WORKING CONDITIONS:

ENVIRONMENT:

College tutoring/lab environment

PHYSICAL ABILITIES:

Hearing and speaking to communicate with others
Seeing to review documents to ensure accurate completion Reaching to retrieve and file records
Dexterity of hands and fingers to operate computer and instructional equipment

Learning Disabilities Technician

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

BASIC FUNCTION:

Under the direction of a Coordinator, administer assessment instruments and provide other assistance to students with disabilities; direct the tutorial program for students with learning disabilities.

REPRESENTATIVE DUTIES:

Interview prospective students with learning disabilities; assist students in completing appropriate registration forms and screening forms as needed; verify eligibility of services. *E*

Coordinate the tutorial program for students with disabilities; interview, hire and train tutors; assign tutors to students; approve payroll for tutors; maintain appropriate records. *E*

Administer assessment instruments to students under the general direction of the Learning Disability Specialist; provide input on observations as necessary. *E*

Interpret and apply rules, regulations, policies and laws related to services for students with disabilities. *E*

Score and record assessment test information and assemble the appropriate individual student file for use by the Learning Disability Specialist. *E*

Schedule students for the screening process. *E*

Operate and maintain a variety of office machines, including a computer, copier, recording and audio-visual equipment. *E*

Provide continuing assistance as needed for students at the direction of the Learning Disability Specialist or Coordinator. *E*

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Resources and services of College program for students with disabilities

Applicable sections of State Education Code and other applicable laws

Special needs of students with disabilities

Interpersonal skills using tact, patience and courtesy

Oral and written communications skills

Technical aspects of field of specialty

Correct English usage, grammar, spelling, punctuation and vocabulary

Record-keeping techniques

District organization, operations, policies and objectives

ABILITY TO:

Coordinate a tutorial service program for students with learning disabilities.

Relate to, understand and work effectively with students of varying degrees of disability.

Coordinate and implement programs and services for students with disabilities.

Administer standardized assessments with general direction.

Operate and instruct in the proper operation of a variety of specialized equipment and machinery.

Read, interpret, apply and explain rules, regulations, policies and procedures.

Analyze situations accurately and adopt an effective course of action.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Work independently with little direction.

Plan and organize work.

Train, and provide work direction to assigned hourly and student personnel.

Maintain records and prepare reports.

Operate a variety of office equipment such as typewriters, computers, calculators, audio-visual and recording equipment.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school supplemented by six or more units of college-level instruction in the area of Special Education (Learning Disabilities), Psychology, Educational Psychology or Psycho-Educational Assessment and three years experience in a special education program.

WORKING CONDITIONS:

ENVIRONMENT:

Student Services office environment

Frequent interaction with staff and students with learning disabilities

PHYSICAL ABILITIES:

Sitting for extended periods of time

Hearing and speaking to exchange information and conduct interviews

Seeing to score and prepare records

Dexterity of hands and fingers to operate specialized equipment

Student Equity Coordinator/Counselor

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

BASIC FUNCTION:

Under the general supervision of a dean, a Counselor provides comprehensive counseling, career guidance, and advisement services to students from diverse backgrounds for the purpose of developing and facilitating the attainment of their academic, vocational and personal objectives.

REPRESENTATIVE DUTIES:

Provide comprehensive academic, personal and vocational counseling to students; assist students in developing their educational plans and acquisition of college survival skills; foster academic success to retain students; assist students in the selection of a course of study, major, or certificate program. E

Refer students to appropriate support services, programs, resources, and other professionals based on need and eligibility for assistance; monitor academic progress; and counsel students on academic probation. E

Develop individual plans with students preparing to enter the labor market; identify skill training needs and opportunities for student internship, job search, work experience/work-study and employment. E

Counsel students regarding career choices, goal setting, and decision making; provide information on the matriculation process and program requirements at other colleges or universities. E

Assist in the development of outreach activities to identify and recruit eligible students and facilitate their enrollment in the college. E

Conduct orientation events to familiarize students with the location and function of college programs and services, including the application and registration process, academic and grading standards, college terminology, course add and drop procedures and related rules, and financial aid application procedures. E

Maintain current, accurate records of counseling sessions; assist in compiling statistical data and prepare reports related to program operations, activities, and progress. E

Assist in the preparation of counseling-related publications and presentation of workshops for targeted populations. E

Advocate for students with special needs and collaborate with college instructors, counselors, and other campus and community resources to assist students in the pursuit of their educational goals. E

Assist in the development and implementation of programs focusing on access and retention for targeted populations. E

Provide work direction to others.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Principles and practices of effective counseling

Concepts of human growth and development, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect behavior

Methods of planning, coordinating, and implementing projects and events

Theory and methods of administering and interpreting assessments and standardized tests

Techniques and methods of providing career guidance

Community college curricula

Matriculation standards among California secondary and higher education systems

Education and training required for entry into specific career fields

Growth industries and occupations within the local and regional labor market

Community and campus resources, services, programs, and professionals available to students

Methods of gathering, analyzing, and preparing data

Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973

Modern computing technology to access student information systems

Record keeping techniques

ABILITY TO:

Serve students with diverse needs, backgrounds, ethnicities, abilities and other unique characteristics

Maintain professional standards that protect student confidentiality

Communicate effectively, both orally and in writing, with respect, sensitivity, and understanding of the diverse academic, social, economic, cultural, disability and ethnic background of community college students

Establish and maintain effective working relationships, both on and off-campus

Analyze situations accurately and adopt effective courses of action

Gather, analyze, and prepare data

Determine accommodations necessary to facilitate student access to college programs and services

Evaluate and verify assessment documentation from outside sources

EDUCATION AND EXPERIENCE:

1.A. Possession of a master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling;

OR

B. Possession of a Marriage and Family Therapist (MFT) license issued by the California Department of Consumer Affairs, Board of Behavioral Sciences. (Note: This is an alternative qualification for this discipline, pursuant to Title 5, section 53410.1.);

OR

C. Possession of an appropriate California Community College Credential;

OR

D. The equivalent.

2.A. EOPS Counselors must possess a master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development OR the equivalent.

B. EOPS counselors hired after October 24, 1987, shall have completed a minimum of nine semester units of college coursework predominantly relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages;

OR

Have completed six semester units or the equivalent of a college level counseling practicum or counseling fieldwork courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social, or economic disadvantages; and

C. EOPS counselors hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages.

3.A. Counselors of students with disabilities shall have possession of a master's degree, or equivalent foreign degree, in rehabilitation counseling;

OR

- B. Possession of a master's degree, or equivalent foreign degree, in special education, and twenty-four or more semester units in upper division or graduate-level course work in counseling, guidance, student personnel, psychology, or social work;

OR

- C. A master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; and either twelve or more semester units in upper division or graduate-level course work specifically in counseling or rehabilitation of individuals with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following;

Counseling or guidance for students with disabilities; or

Counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.

- 4.A. Counselors of students with speech and language disabilities shall have possession of a master's degree, or equivalent foreign degree, in speech pathology and audiology, or in communication disorders; and licensure or eligibility for licensure as a speech pathologist or audiologist by the Medical Board of California;

OR

- B. Possession of an appropriate California Community College Counselor Credential;

WORKING CONDITIONS:

ENVIRONMENT:

Office environment

Counselors are scheduled throughout the fiscal year calendar (July 1 - June 30) and duties may include weekly evening hours and occasional weekend assignments.

PHYSICAL ABILITIES:

Operate a computer terminal keyboard and other office equipment

Exchange information and make presentations

References

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PLAN. INVEST. TRACK.

Fund: Integrated Planning, Year: Produced: Apr 25, 2018, 12:55 PM PDT



Oxnard College - Integrated Plan

Description

COLLEGE: Oxnard College

READ DEADLINES AND IMPORTANT INFORMATION: Yes

UPLOADED SIGNATURE PAGE: IP_Signature-Page.pdf (date: Jan 10, 2018, 3:19 PM PST)

EXECUTIVE SUMMARY: http://www.oxnardcollege.edu/sites/default/files/files/departments/student-services/tutoring-center/final_executive_summary-including_expenditures_0.pdf

Project Contacts

Point of Contact	Alternate Point of Contact	Alternate Point of Contact
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Approver Contacts

Chancellor/President	Chief Business Officer	Chief Instructional Officer
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Previous Efforts

Assess Previous Effort 1a

GOAL #1: EQUITY: Improve access/enrollment for the following target populations (Goal Year Fall 2018): • Hispanic Students – annually by .8% • African-American Students – annually by .1% • ESL students – annually by 10% of current enrollment

PROGRESS #1: According to the Chancellor's Office data mart, the overall enrollment increased from 6,684 students in Fall 2015 to 6,811 in Fall 2016. Specifically, the target population enrollments for Fall '16 are listed below: • Hispanic Fall 2016 5,254 (increase 3.6%) • African-American Fall 2016 198 (decrease 8.8%) • ESL Fall 2016 58 (increase 7%)

GOAL #2: EQUITY: Improve course completion for the following target populations (Goal Year Spring 2018): • Incrementally increase annually by 1% for African American students & Foster youth students

PROGRESS #2: • Fall- Black F2014 62.2%, F2015 61.2%; F2016 61.9% • Fall – Foster F2014 56.5%, F2015 48.4%, F2016 60.8%

GOAL #3: EQUITY: Improve ESL and basic skills completion for the following target populations (Goal Year Spring 2018): • Incrementally increase basic skills English completion rates annually by 1% for African American male students, Hispanic male students, Filipino female students • Incrementally increase ESL completion rates annually by 1% for Hispanic students • Incrementally increase basic skills math completion rates annually by 1% for African American female students, Hispanic male students, Filipino male students, White male students

PROGRESS #3: Basic Skills English Completion Rate African Amer.-Male 08-09: 33% (N=36), 09-10: 66.7% (N=3), 10-11: 9.1% (N=11) Filipino-Female 08-09: 40% (N=30), 09-10: 44.4% (N=18), 10-11: 61.5% (N=13) Hispanic-Male 08-09: 32.6% (N=466), 09-10: 37.1% (N=264), 10-11: 47.4% (N=285) Basic Skills ESL Completion Rate Hispanic- 08-09: 9.5% (N=421), 09-10: 12.4% (N=145), 10-11: 8.5% (N=177) Basic Skills Math Completion Rate African Amer.-Female 08-09: 21.3% (N=47), 09-10: 18.5% (N=27), 10-11: 25% (N=24) Filipino-Male 08-09: 17.1% (N=35), 09-10: 40.9% (N=22), 10-11: 36.4% (N=11) Hispanic-Male 08-09: 29.8% (N=645), 09-10: 26.7% (N=438), 10-11: 30.4% (N=404) White-Male 08-09: 21.8% (N=124), 09-10: 29% (N=69), 10-11: 39.7% (N=58)

GOAL #4: EQUITY: Improve transfer for the following target populations (Goal Year Spring 2018): • Increase Transfer rates by 1 % annually for African American students, Filipino students & Hispanic students

PROGRESS #4: Completion/SPAR (Scorecard) 6yr Cohort Asian 08-09: 69.6.3%; 09-10: 45.5%; 10-11: 35.3% African American 08-09: 48.6%; 09-10: 48.3%; 10-11: 31.0% Filipino 08-09: 47.3%; 09-10: 54.2%; 10-11: 66.7% Hispanic 08-09: 41.4%; 09-10: 42.4%; 10-11: 39.8%

GOAL #5: BSI: English, ESL and Math faculty will implement an accelerated learning model for all basic skills courses. Then, leverage that model to increase the percentage of basic skills students who transition into transfer-level courses by 2% annually over the next five years

PROGRESS #5: English faculty have implemented an accelerated model in which two basic skills courses are condensed from 18 weeks to 9 weeks and a student has the opportunity to complete two basic skills level courses in one semester. In the Fall of 2016 the success rate for the accelerated classes are below: Fall 2016 Two levels below transfer--Accelerated-96.2%; Traditional-69.6% Fall 2016 One level below transfer--Accelerated-77.5%; Traditional- 69.3%. Math faculty have implemented a math program through Pearson that allows a student to self-pace, with faculty and tutor assistance, and potentially complete the course in less than 18 weeks.

GOAL #6: BSI: Continue to partner with the Oxnard Adult School; to maximize use of state-funded programs, and share resources so that Oxnard College can accelerate efforts to accurately place students at their level of ability and facilitate their learning for timely transitions into certificate and transfer programs—and meet federal demands for increased college completion rates.

PROGRESS #6: There is continued collaboration with the Oxnard Adult School. ESL faculty from Oxnard College and the Adult School will meet prior to the start of Fall 2017 to discuss curriculum and how to best prepare exiting Adult School students to transition to Oxnard College. This will be an ongoing collaboration. Additionally, they will discuss the future of noncredit at Oxnard College and the role it will play in the community and potential impacts on the Adult School.

GOAL #7: SSSP: Increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals by providing at least an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.

PROGRESS #7: Oxnard College provided more opportunities to complete an abbreviated educational plan by working closely with high schools, adult schools and community agencies to bring students to campus to meet with a counselor during day and evening hours. Our target were those students that identified one of the areas outlined in the goals. 2015-2016 Abbreviated Educational Plan--Summer 2015-1027, Fall 2015-665, Spring 2016-847, Total-2539. 2016-2017 Abbreviated Educational Plan--Summer 2016-1232, Fall 2016-963, Spring 2017-888, Total-3083.

GOAL #8: SSSP: Increase student access and success by providing an orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students.

PROGRESS #8: Students were provided opportunities for an in-person or online orientation; an opportunity to take an assessment test and to meet with a counselor to determine course placement utilizing multiple measures as coordinated with the Oxnard College faculty, local high school district and using national trends and data; supported and encouraged to meet with counseling and other education planning services directed to all first-time students. 2015-2016 Orientation--Summer 2015-1,139, Fall 2015-1,077, Spring 2016-1,043, Total-3,259 2016-2017 Orientation-- Summer 2016-1,241, Fall 2016-803, Spring 2017-927, Total-2,971. 2015-2016 Assessment--Summer 2015-1,030, Fall 2015-785, Spring 2016-967, Total-2,782 2016-2017 Assessment-- Summer 2016-1,237, Fall 2016-765, Spring 2017-1,074, Total-3,076. 2015-2016 Counseling--Summer 2015-3,100, Fall 2015-3,615, Spring 2016-3,228, Total-9,943 2016-2017 Counseling-- Summer 2016-3,538, Fall 2016-3,861, Spring 2017-3,277, Total-10,676. 2015-2016 Other Follow Up Services--Summer 2015-2,351, Fall 2015-2,627, Spring 2016-2,575, Total-7,553 2016-2017 Other Follow Up Services-- Summer 2016-2,398, Fall 2016-2,381, Spring 2017-2,429, Total-7,208.

GOAL #9: SSSP: Increase student access and success by providing students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.

PROGRESS #9: More targeted efforts were implemented such as emails, phone calls, flyers, banners and classroom presentations to students. These efforts were instituted to ensure students were aware of the importance of completing a comprehensive student educational plan to achieve their goals. 2015-2016 Comprehensive Educational Plan--Summer 2015-934, Fall 2015-1,859, Spring 2016-1,099, Total-3,892 2016-2017 Comprehensive Educational Plan-- Summer 2016-782, Fall 2016-1,294, Spring 2017- 975, Total-3,051.

GOAL #10: SSSP: Increase student access and success by providing follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

PROGRESS #10: A campaign to target at risk students was implemented using collaboration with the Student Equity, Athletics and Personal Counseling. Personal phone calls, emails and presentations in the classrooms allowed for students to be more informed of the services available for at risk students and those on academic probation. Students are encouraged to attend an academic success workshop and REACH workshop to discuss academic and personal concerns that may be affecting their academic success. In late summer, 2017, the campus updated the early academic alert program to allow for faculty to inform the student, and appropriate referral area, of areas in which the student could benefit from additional assistance or support to foster academic success. The academic alert helps "close the loop" by ensuring the service areas are informed of students in need of academic and student services. The Counseling Department is notified that an instructor has submitted an alert and a counselor then follows up with the students. 2015-2016 At Risk Follow Up--Summer 2015-267, Fall 2015-203, Spring 2016-176, Total-646 2016-2017 At Risk Follow Up-- Summer 2016-359, Fall 2016-263, Spring 2017-206, Total-828.

Assess Previous Effort 1b

GOAL: The overall success is attributed to staffing and consistent leadership, which led to more activities being developed, implemented and assessed. For example, we now have dedicated counseling staff for targeted groups, collaboration with high schools to facilitate completion of SSSP requirements (including multiple measures and data sharing), and continued development and implementation of accelerated basic skills courses. The lack of success can be attributed to SSSP requirements not being mandatory, which makes it more challenging to ensure all students complete these requirements. Additionally, a large percentage of equity funds are set aside for staffing leaving little to enhance promising practices.

Assess Previous Effort 1c

GOAL: Improve access for the target populations (Goal Year Fall 2018)

SSSP ACTIVITIES THAT SERVE THE GOAL: Promise Program - Covers cost of first year of local incoming freshman & addressing the financial barrier that impacts access -Dual enrollment

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: Purchased textbooks for semester loan for all levels of basic skills English and ESL

BSI ACTIVITIES THAT SERVE THE GOAL: Purchased textbooks for all incoming students for the lowest level math course at the college

Share A Success

GOAL: Oxnard College has been offering accelerated basic skills English since Fall of 2013 as an opportunity for students to transition from basic skills level English to transfer level English in a shorter amount of time. According to the California Acceleration Project (CAP), the more levels of developmental courses a student is required to take, the less likely they are to complete college courses in English and math. Additionally, CAP's website states that in a series of 8 regional workshops in 2010-11, initiative leaders Katie Hern and Myra Snell made the case that high attrition rates are structurally guaranteed in multi-semester developmental sequences. The more "exit points" where students can fall away by not passing or not enrolling in the next course, the smaller the number of students who will complete the final course. In order to address the issue of exit points and shorten the amount of time required to complete basic skills level English courses, the English Department worked on compressing their 18 week courses into 9 weeks. This condensed two levels of non-transferable English courses (ENGL 68-basic skills & ENGL 96-degree applicable; the numbering has changed and ENGL 68 is now ENGL 87 and ENGL 96 is now ENGL 97) allowing students to complete the two courses in one semester and transition into transfer level English by the following semester. Oxnard College began offering accelerated English courses in fall of 2013. The data shows that students are succeeding at a higher rate in our accelerated courses by a significant margin. This has been one strategy that has been one of our successful strategies that resulted in significant gains in student completion or closing of achievement gaps.

Future Goals

Integrated Goal #1

GOAL: Increase access and enrollment to Oxnard College (Including target populations: Hispanic, African American and ESL students)

GOAL AREA: Access, Retention, ESL / Basic Skills

SSSP ACTIVITIES THAT SERVE THE GOAL: -Collaborate with high school faculty & staff to identify appropriate measures for placement; -Collaborate with HS district and provide opportunities for students to meet with OC counselors to create an educational plan; -Inform HS, community and students about support services provided to ensure student success; -Expand articulation and college pathway courses; -Promote the Oxnard College Promise program to local high school students and community to cover first year enrollment fees (paid for through the OC foundation)

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: -Extend library hours and services to meet needs of students; -Increase lending library collection for various disciplines including transfer level courses; -Enhance, develop and implement support groups for target populations -Pay for full time counselor and financial aid specialist to work with disproportionately impacted student groups

BSI ACTIVITIES THAT SERVE THE GOAL: -Created a semester-long lending library textbook collection for basic skills courses; -Collaborate with Oxnard Adult School to improve transition of their exiting students to Oxnard College; -Collaborate with local high schools to increase dual enrollment in ESL courses.

Integrated Goal #2

GOAL: Increase course completion (Including for target populations: African American and Foster Youth Students)

GOAL AREA: Access, Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion

SSSP ACTIVITIES THAT SERVE THE GOAL: -Work closely with faculty, campus resources and students to utilize the early academic alert system to identify student needs early in the semester.

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: -Provide professional development for faculty across various disciplines; -With faculty support, provide tutoring in multiple subject areas; -Personnel: 1FT Counselor, 1 FT Financial Aid Specialist, 1 FT Tutorial Services Specialist II; -Expanding the lending library collection for a wider variety of disciplines

BSI ACTIVITIES THAT SERVE THE GOAL: -Provide targeted & specific professional development opportunities for basic skills faculty; -Provide tutoring in the writing & reading center; -Personnel – Writing & Reading Center Director;

Integrated Goal #3

GOAL: Increase ESL and Basic Skills Completion (Including for target populations: African American students, Hispanic students, and male students)

GOAL AREA: Retention, ESL / Basic Skills

SSSP ACTIVITIES THAT SERVE THE GOAL: -Work closely with faculty, campus resources and students to utilize the early academic alert system to identify student needs early in the semester. Faculty will be able to easily identify students that may need support by using an online system that allows them to identify the concern(s), recommended resource(s) and recommended follow up. The faculty, student and resource area will receive notification of the alert to begin working with students immediately.

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: -Provide professional development for faculty across various disciplines, including ESL & Basic Skills; -With faculty support, provide tutoring in multiple subject areas including ESL & Basic Skills; -Personnel- 1FT Counselor, 1 FT Financial Aid Specialist, 1 FT Tutorial Services Specialist II; - Created a semester-long lending library textbook collection for basic skills courses;

BSI ACTIVITIES THAT SERVE THE GOAL: -Provide targeted & specific professional development opportunities for basic skills faculty; -Provide tutoring in the writing & reading center; -Personnel – Writing & Reading Center Director; -Provide faculty release-time for curriculum development for potential accelerated courses in basic skills and noncredit support courses that will impact both basic skills and transfer level completion rates

Integrated Goal #4

GOAL: Increase transfer rates

GOAL AREA: Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion

SSSP ACTIVITIES THAT SERVE THE GOAL: -Oxnard College has a dedicated location in the Career and Transfer Information Center to provide individual and group counseling to ensure that students are able to identify their transfer goals early and create an educational plan to achieve that goal. The transfer counselor will provide major exploration, transfer workshops, university representative visits, campus tours and access to information on deadline and transfer requirements for UC, CSU and private universities.

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: -Provide professional development for faculty across various disciplines & collaborate with counseling faculty on implementation and student awareness; -With faculty support, provide tutoring in multiple subject areas; -Personnel- 1FT Counselor, 1 FT Financial Aid Specialist, 1 FT Tutorial Services Specialist II, Dean of Institutional Effectiveness; -Expand the lending library collection for a wider variety of disciplines;

BSI ACTIVITIES THAT SERVE THE GOAL: -Faculty will collaborate with counselors and local high school districts to establish revised multiple measures to allow proper placement into degree applicable or transfer level courses; -Provide faculty release-time for curriculum development for potential accelerated courses in basic skills and noncredit support courses that will impact both basic skills and transfer level completion rates and indirectly impact transfer rates

Integrated Goal #5

GOAL: Increase student awareness of available resources and services that impact student success and completion

GOAL AREA: Access, Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion

SSSP ACTIVITIES THAT SERVE THE GOAL: -The SSSP area will continue to work closely with marketing and use more social media and current avenues to connect with students about the SSSP requirements and services available to promote success. We hope to utilize postcard mailings, classroom presentations, the student handbook and on campus flyers to inform students. We also hope that the use of the early academic alert system will not only inform students about resources but allow faculty to play an active role in learn more about resources that they can share with students.

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: -Personnel – 1 FT Tutorial Services Specialist II – this staff member will present to faculty and students on the tutoring support services and available at the library; additionally this staff member will be available to present to individual classes as well

BSI ACTIVITIES THAT SERVE THE GOAL: -Personnel – 1 Writing and Reading Center Supervisor – this faculty member will present to faculty and students on the support services and resources available at the Writing & Reading Center; additionally, this faculty member will be available to present to individual classes as well; -This faculty member will also be teaching paired courses with transfer level faculty which will also increase student awareness.

Integration & Coordination

INTEGRATION AND COORDINATION: Oxnard College's Integrated Plan is tied to the Strategic Plan of the college by addressing two of the Strategic Plan Initiatives – I. Innovate to achieve equitable and inclusive student success, and II. Provide outstanding integrated college programs and services. The goals and activities outlined in this Integrated Plan will directly or indirectly address these college's Strategic Plan initiatives as well. Additionally, integration of matriculation, instruction and student support services will be achieved through the Student Success Committee. The committee was formed to develop, implement and assess a model that examines data, current programs and activities for the evaluation of student success and inform appropriate shared governance bodies (which includes matriculation, instruction and student support) on high impact practices and areas for improvement. The focus of the committee is to establish baselines, measures of effectiveness, on-going analysis and recommendations for improving student success for students at Oxnard College. The Student Success Committee consists of the following: President (co-chair), Academic Senate President designee (co-chair), representatives from each department, Vice President of Student Development, representatives from Categorical Programs and General Counseling areas, a representative from the Academic Support area, a representative from Instructional Technology, Classified Senate President or designee, Associated Student Government representative, a representative from the Transitional Studies, a representative from Matriculation, a representative from Instructional Support Services and Grant Directors (ex-officio). The Student Success Committee is open to all constituents and/or divisions/departments of the College. The committee meets on a monthly basis and is also listed as the steering committee of record for both the Equity and Student Support and Success Plan. The integrated plan and goals were thoroughly vetted by the committee and discussed with all other appropriate shared governance groups including Academic Senate, Classified Senate, Department Chairs, Deans Council, Presidents Cabinet, and Associated Student Government. The integrated plan and goals will be added as a standing agenda item for the committee to discuss data, progress towards achieving goals, make recommendations for improvement and budget recommendations as it relates to equity, student success & support program and basic skills.

NONCREDIT: Not Applicable

PROFESSIONAL DEVELOPMENT: The Integrated Plan (IP) coordinators will work to identify potential professional development (PD) opportunities from the State Chancellor's Office & reputable organizations including local district & college events. There will be a process developed to submit proposals for consideration. Funding of PD will be decided using the expenditure decision tree & must address one or more of the IP goals &/or core services. Participants will share findings with departments & Student Success Committee.

EVALUATING PROGRESS: Progress will be evaluated each semester. We will work with Institutional Effectiveness and district research to analyze enrollment, completion rates, core services (orientation, assessment, counseling, educational plans, follow up services), and transfer rates. Instructional Support and Student Support Services annual program review will be used to synthesize student usage, quality and effectiveness of services. These will be measured against the goals to determine if goals are being met.

MULTI-COLLEGE DISTRICT COORDINATION: Oxnard College is one of three colleges in the Ventura County Community College District. The colleges have an established

consortium of SSSP Directors, coordinators, Vice Presidents of Student Development, Institutional Research staff, Instructional Technology staff, registrars, financial aid directors, and counseling chairs. This consortium will expand to include student equity & BSI leads to review the IP. High impact practices and outcomes will be shared.

Support

CHANCELLOR'S OFFICE SUPPORT: Continued workshops that clearly identify and describe the Chancellor's Office expectations from the colleges and their respective plans. Additionally, providing colleges enough time to both complete these plans and have enough time to vet them across campus for valuable input from faculty and staff. Provide a wide variety, and local, professional development opportunities that allow for true integration and collaboration between faculty, staff and administrators.

Additional Support Documents (Not Required)

DOCUMENT TITLE	FILE NAME	COMMENT	UPLOADED
Integrated_Plan_Crosswalk	IP_Crosswalk_9-8-17.pdf		Jan 9, 2018, 1:49 PM PST

Expenditures

OBJECT CODE - CATEGORY	BASIC SKILLS INITIATIVE	STUDENT EQUITY	CREDIT SSSP	CREDIT SSSP - MATCH	NONCREDIT SSSP	NONCREDIT SSSP - MATCH
1000 - Instructional Salaries	\$45,337	\$150,286	\$254,170	\$595,473		
2000 - Non-Instructional Salaries	\$63,000	\$428,927	\$655,118	\$701,141		
3000 - Employee Benefits	\$33,585	\$196,933	\$316,895	\$546,806		
4000 - Supplies and Materials	\$13,068	\$2,000	\$100,000			
5000 - Other Operating Expenses and Services	\$2,694	\$2,904	\$129,172			
6000 - Capital Outlay			\$15,000			
7000 - Other Outgo		\$2,849				
PROGRAM TOTALS	\$157,684	\$783,899	\$1,470,355	\$1,843,420		
				MATCH		MATCH
					BSI, SE, & SSSP BUDGET TOTAL	\$4,255,358



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NOVA Site Version: 3.2.3

New Student Equity Plan Template

Part I – Deadlines and Information

- Submission deadline: **June 30, 2019**
- The 2019-22 Student Equity Plan will cover three years. The budget plan will reflect the 2019-20 allocations
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align equity plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.
- An online tool will be developed to submit Equity plans.

Part I – Deadlines and Information. (cont.)

PROGRAM INTEGRATION

Both the *Vision for Success* and Guided Pathways promote integrated planning and program coordination at the district and college level. Plans are to be developed based on disproportionate impact studies and in consultation with students, staff, Instructional and Student Services administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by **June 30, 2019**. A separate plan must be submitted for each college in the district.

Part I – Deadlines and Information. (cont.)

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your plan, you should refer to campus-based research as to the extent of student equity by gender and for the categories of students listed below using the Percentage Point Gap methodology. Colleges may use additional methodologies of their choosing in addition to the Percentage Point Gap method.

Part I – Deadlines and Information. (cont.)

Student Equity Populations:

- (A) Current or former foster youth.
- (B) Students with disabilities.
- (C) Low-income students.
- (D) Veterans.
- (E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:
 - (i) American Indian or Alaska Native.
 - (ii) Asian.
 - (iii) Black or African American.
 - (iv) Hispanic or Latino.
 - (v) Native Hawaiian or other Pacific Islander.
 - (vi) White.
 - (vii) Some other race.
 - (viii) More than one race.
- (F) Homeless students.
- (G) Lesbian, gay, bisexual, or transgender students.
- (H) Additional categories of students determined by the governing board of the community college district.

Part I – Deadlines and Information. (cont.)

Colleges are required to set three-year goals for the overall student population and for each student equity population shown to have disproportionate impact in the following areas:

- Access – Community Alignment
- Retention – Fall to Spring
- Transfer to a four-year institution
- Completion of transfer-level math and English
- Earned credit certificate over 18 units, associate degree, CCC bachelor's degree

Part II – Program Goals and Planning

1. In the chart below list at least one three-year goal (colleges may choose to list additional goals) for each goal area based on data for the college's overall student population and identify the activities that support goal attainment.



Part II – Program Goals and Planning

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<i>Access: Community Alignment</i>			
<i>Retention: Fall to Spring</i>			
<i>Transfer to a four-year institution</i>			
<i>Completion of transfer level math and English</i>			
<i>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</i>			

Part II – Program Goals and Planning

2. In the chart below the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.



Part II – Program Goals and Planning

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
<i>Access: Community Alignment</i>			
<i>Retention: Fall to Spring</i>			
<i>Transfer to a four-year institution</i>			
<i>Completion of transfer level math and English</i>			
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>			



Part II – Program Goals and Planning

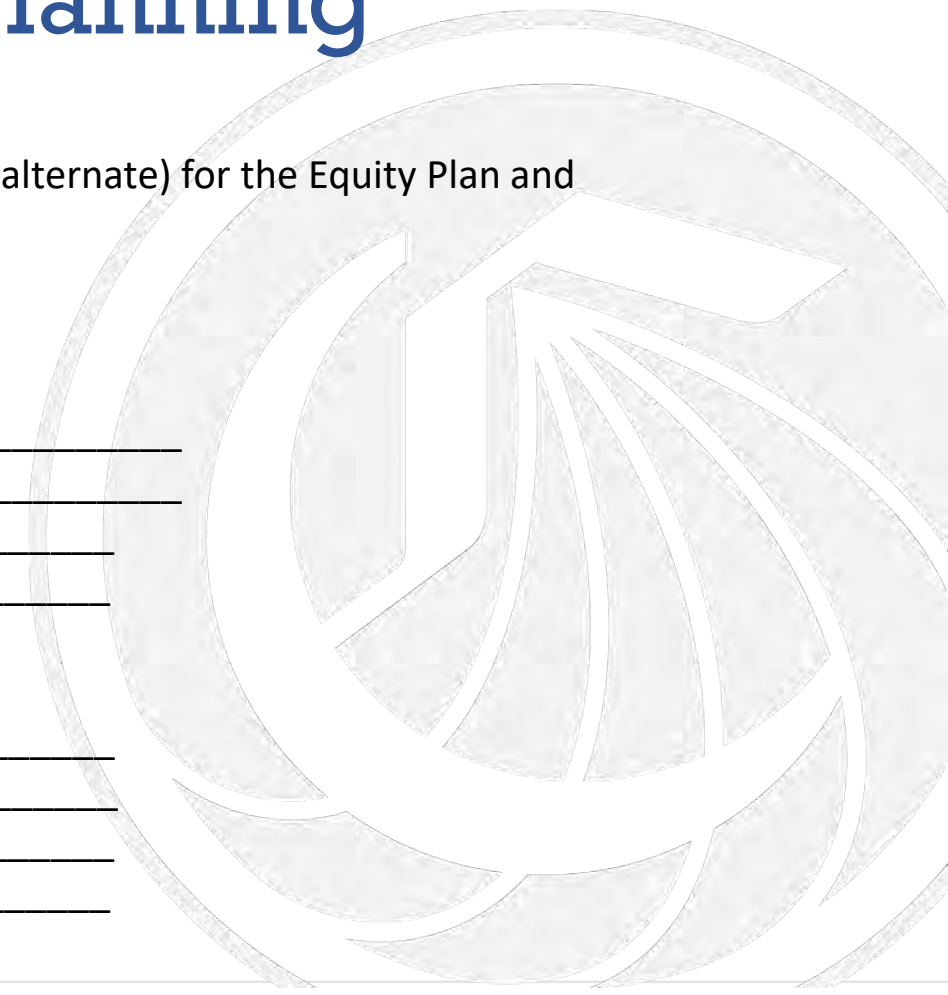
6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name _____
Title _____
Email Address _____
Phone _____

Alternate Point of Contact:

Name _____
Title _____
Email Address _____
Phone _____



Part II – Program Goals and Planning

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)
4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)
5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2016-17, 2017-18 and 2018-19 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

Part III – Approval and Signatures

Part III – Approval and Signature Page

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College: _____ District: _____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

Chancellor/President Date Email Address

Chief Business Officer Date Email Address

Chief Instructional Officer Date Email Address

Chief Student Services Officer Date Email Address

