Student Equity and Achievement Program Produced: 02/02/2023 08:33 AM PST Leah Alarcon

Oxnard College - Student Equity Plan (2022-25): Certified

Details

Assurances

Legislation

✓ I have read the legislation Education Code 78220 and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

📄 EDC_78220.pdf

Additional 78220 Acknowledgement

✓ I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

View Memo

Race Consciousness in Equity Plan Development *

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

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

1-year outcome: Increase Black/African Am. enrollment by 20% from 2019-2020
2-year outcome: Increase Black/African Am. enrollment by 30% from 2019-2020
3-year outcome: Increase Black/African Am. enrollment by 50% from 2019-2020

Completed Transfer-Level Math & English

Disabled

1-year outcome: Increase completion rates by 2% for students with disabilities in transfer-level Math and English classes.
2-year outcome: Increase completion rates by 5% for students with disabilities in transfer-level Math and English classes.
3-year outcome: Increase completion rates by 10% for students with disabilities in transfer-level Math and English classes.

Persistence: First Primary Term to Secondary Term

Black or African American

1-year outcome: Increase the number of Black or African American students who successfully retain from Primary Term to Secondary Term by 10%.
2-year outcome: Increase the number of Black or African American students who successfully retain from Primary Term to Secondary Term by 20%.
3-year outcome: Increase the number of Black or African American students who successfully retain from Primary Term to Secondary Term by 30%.

Transfer

Hispanic or Latino

1-year outcome: Increase the number of Hispanic or Latinx students who transfer to a four-year university by 1%.
2-year outcome: Increase the number of Hispanic or Latinx students who transfer to a four-year university by 3%.
3-year outcome: Increase the number of Hispanic or Latinx students who transfer to a four-year university by 5% .

Completion

Hispanic or Latino

1-year outcome: Increase Hispanic/Latino male completion by 2%.
2-year outcome: Increase Hispanic/Latino male completion by 5%.
3-year outcome: Increase Hispanic/Latino male completion by 10%

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Metric: Access | Overall Student Population
- Metric: Retention |Overall Student Population
- Metric: Transfer | Overall Student Population
- Metric: Attained the Vision Goal Completion Defition | Overall Student Population
- Metric: Completion of Transfer Level Math & English | Overall Student Population
- Metric: Access | DI groups
- Metric: Retention | DI groups
- Metric: Transfer | DI Groups
- Metric: Completion of Transfer Level Math & English | DI Groups
- Metric: Attained Vision Goal Completion Definition | DI Groups

Key Initiatives/Projects/Activities *

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

AB705 was unofficially implemented Fall 2018 for English to gather data and initiate best practices as was an English Lending Library and Math in Spring 2019 . AB705 was fully implemented Fall 2019. Corequisite support classes, embedded tutoring, and expanded tutoring services support students; multiple measures and informed self-placements guide students.

Anthropology added an African American culture class, English added African American Literature, and African American History was added to the History. Low enrollment is always an issue, but the effort was made.

AB1040 Ethnic Studies impacted Social Science. Three classes fulfill this need: Introduction to Chicano Studies, Anthropology of Native Americans, and Introduction to Border Studies. More Chicano Studies courses will be designed for the CCC Ethnic Studies graduation requirement.

The Dream Resource Center (DRC) supports undocumented students and families. Students receive free immigration, labor, and rights legal aid, AB540 form support, Financial Aid resources, an AB540 liaison in Admissions & Records, UndocuLiaison in Financial Aid and mental wellness counseling. DRC personnel provide support for the CA Dream Act, leisure library, textbook

library, scholarship support, graduation stoles, excursions, and college events. DRC conducts high school outreach and K-12 students are invited to the DRC welcoming students and families to higher education, informing on the onboarding process. DRC partners with local organizations at Family Resource Fairs at OC's Community Market. DRC also spearheads OC's Undocumented Student Action Week.

The library has free laptops, hotspots, textbooks & rental calculators.

Mentoring programs for students in STEM, Condor to Condor Peer mentoring, Condor Connections provides opportunities for OC employees to mentor students, and EOPS/CARE peer facilitators.

First Year Experience helps students adjust with peer mentorship, learning communities, financial literacy, educational and career guidance.

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

OC LIVE hosted a program discussing social, cultural and political issues and the impact on the college.

Evidence of Decreased Disproportionate Impact *

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

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

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

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

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

2022-25 Planning Efforts *

The 2019-2022 student equity plan informed the planning of the 2022-2025 student equity planning efforts in that an open and comprehensive dialogue occurred in the Student Equity and Success Committee (SESC) meetings in the 2021-22 academic year. Data examination sessions were held in addition to the regularly scheduled SESC meetings. These data meetings looked at specific data, such as pertaining to AB705 impacts and DI groups and what additional interventions could be provided to close equity gaps and increase student success. More tutors, embedded tutors, and professional development for faculty who teach AB705 classes is needed, specifically addressing DI students. For faculty, professional development for teaching culturally relevant texts, curriculum revision to reduce curricular Eurocentrism, and sharing best practices among multidisciplinary faculty to serve DI students is needed. Professional development opportunities are being explored in the form of creating more focus on equity and excellence. It can include regularly scheduled professional development for faculty, classified, and management such

as informal lunch trainings, distance education trainings, suggested readings and links to articles and videos. To create more opportunities to focus on equity and excellence, the college will use data and self-reflection to inform decisions for professional development or other innovations to close equity gaps.

Planning was also influenced by the work being done to create an equity definition. The equity definition workgroup consisted of faculty, classified, and management. The equity definition is being developed and will be vetted at the Academic Senate, Classified Senate, Associated Student Government, Dean's and President's Council, and SESC.

SESC regularly had reports and discussions about Basic Needs, Vision for Success goals and how they pertained to Oxnard College, and equity in grading. SESC regularly invited the college community to serve as Equity Ambassadors and attend various CCCCO workshops or webinars and report to SESC. This included college wide discussions about equity and how it impacts each aspect of the college. Equity is the entire college's responsibility. Assembling the Student Equity Plan writing team and discussion of the plan occurred regularly at SESC meetings in 2021-2022 and will continue in 2022-2023. Regular and ongoing transparent and data informed discussions of equity and DI groups are conducted at SESC meetings.

Pandemic Acknowledgement

✓ Interrupted Work Fully

Provide an explanation (optional)

The pandemic affected equity efforts and access to student services. Many students utilize in person services and with the abrupt closure, we were forced to move all services online. While we were successful in this transition, many students either didn't have access to a computer to use these services, didn't know how to use these services because there was not adequate instruction due to the rapid transition, or were severely impacted because they did not have the in-person support they needed.

The Library Learning Resource Center held curbside events outside in various parts of the campus and classrooms for students to check out materials throughout the Spring 2020 and Summer 2020 semesters. Beginning Fall 2020, the library worked in person so current VCCCD students could check out items and use the computer lab to study and/or participate in zoom classes. Printing/copying services were offered. All LLRC information services were conducted online during this time, including reference/research, library instruction and tutorial services. The Technical Services and Circulation Departments purchased and distributed laptop computers and hotspots to students via pick up or obtained through check out at the LLRC with limited physical contact during pick up. Free-to-students shipping was extended to semester-loan textbook checkouts as well. The Reference Dept. (librarians) procured substantial new collections of electronic books and e-textbooks to assist students, faculty and staff for the duration. These last services continue today and were important in moving the LLRC's collections further into the e-collections era.

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

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

✓ Catalyzed Work

Provide an explanation (optional)

Streamlining services included moving to online fillable forms, eliminating the need for students to wait in person to be seen by a counselor by allowing them to sign-up and get a call at their time to meet with a counselor, offering live Zoom drop in sessions in many services, and transitioning many events online, increasing access to services students may not have been able to attend in the past.

As we began to return to campus, we were able to build our relationships with our local high schools who were also struggling to ensure students continued their education. Oxnard College now has a college counselor located at all of our local high schools to

assist students with major and career exploration, dual enrollment and overall guidance on enrolling at Oxnard College.

✓ Delayed Work

Provide an explanation (optional)

Not Entered

Executive Summary URL *

https://www.oxnardcollege.edu/committees/student-success/student-equity

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✗	✓	✗	✗
Disabled	✗	✓	✗	✗	✗
Hispanic or Latino	✗	✗	✗	✓	✓

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has not been intentional in specifically recruiting for enrollment of Black or African American students.

OC needs to investigate what Black or African American students need. For example we need to explore living situations and access to community resources that are crucial to create a greater sense of belonging and community for Black or African American students.

The college has hosted an annual clergy meeting to provide an overview of the academic programs and support services offered at Oxnard College. The goal is to identify strategies that will help improve outreach and increase enrollment of Black or African American students here at Oxnard College. This is just one intentional program to help Black or African American students enroll but one event is not enough.

Structure Evaluation

Current Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See statement above.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See statement above.

Ideal Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Conduct an internal review to identify barriers to enrollment to facilitate a plan for solutions.

Many local Black or African American students take classes at different campuses. Local data on this demographic in OC's service area can facilitate outreach, and guide inclusive efforts.

Sense of belonging for Black or African American students is key. Arts, social activities, and culture that celebrate Black or African American culture intentionally and involve this community may lead to enrollment.

Increasing Black or African American employees, cultural events, working intentionally with the local Black or African American community, and inviting panels to encourage and develop dialogue may facilitate enrollment.

Outreach strategies include talking to Black or African American students in a small forum. OC can work with athletics on specific strategies to support Black or African American student athletes including summer programs.

OC reached out to clergy first. Reverse the focus to hear from Black or African American students, faculty, and classified first. Bring this to clergy to provide resources and support. Keep the partnership with clergy but listen to students first.

Concerts, events, culinary gatherings, and speaker series, which are open to the community and culturally relevant to Black or African American students.

Identify specific opportunities to encourage Black or African American students to enroll like meeting with parents of K-12 students and providing college tours.

Seek local Black or African American K-12 teachers and counselors to partner with OC to increase enrollment.

Include OC Black or African American students, faculty and classified, and their stories in marketing and social media.

Build trust through partnerships with Black or African American community organizations like barbershops, arts & entertainment venues, fostering greater awareness of OC that may lead to increase in enrollment.

Work with OC athletics, high school, & middle school athletics to provide information on the history of OC athletics, awards, athletics community, academic requirements to participate, & have a Black or African American community member speak to them directly.

Increase culturally relevant classes for Black or African American students. Practice culturally relevant pedagogy to increase enrollment.

Investigate programs and activities intentionally focused on promoting a supportive cultural environment for students is needed, like Black Student Union or Umoja.

Action

Action Steps *

Conduct an internal review to identify barriers to enrollment to facilitate a plan for solutions.

Have focus groups with Black or African American students to identify what OC needs to do to increase sense of belonging, representation, and increase culturally relevant college wide practices.

Look at disaggregated internal data to determine needs and identify local disproportionate impact and barriers for Black or African American students.

Contact local organizations with members of the Black or African American community and inquire if they are willing to accept visits from Oxnard College to discuss higher education and Oxnard College resources with their members.

Review college data related to financial aid practices, drop for non-payment and payment plans that may be an impediment for enrollment for Black or African American students

Review onboarding practices that may be an impediment for enrollment for Black or African American students

Host specific events to invite the Black or African American community to OC.

Explore HBCU pathway opportunities as an opportunity to encourage enrollment that may lead to transfer.

Explore providing professional development that provides awareness to the diversity and intersectionality that exists among Black and African American students that can be addressed to support enrollment.

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✓ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Technical Assistance / Professional Development: Creating a community of belonging for Black or African-American students, such as but not limited to a Black Student Union or establishing a branch of Umoja. Including providing funding to support such efforts.

Data & Research: Survey the California Community College system Black or African American students on student service satisfaction (or lack thereof) and what CCCs can do to provide greater and more intentional support and services.

Pilots & Building Communities of Practice: Provide funding for implementing a group of dedicated classified, faculty, and administrators to support starting initiatives for specific student populations - support on how to shift a campus culture to be more inclusive and equitable.

Completed Transfer-Level Math & English

Disabled

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in

learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

AB 705 multiple measures and guided self-placement gave students the choice of which Math and English classes to enroll in, yet some classes below transfer-level were still offered until recently. Course syllabi written for the transfer-level classes can make them seem intimidating and unwelcoming; furthermore, students report anecdotally that they have been encouraged to take lower-level classes first.

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

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

Structure Evaluation

Current Structure

✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See statement above.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See statement above.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure

✓ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Expand paired corequisite support classes in Math, English, & Learning Skills classes

Develop free noncredit courses for students to learn supplemental skills without a corequisite class or a Learning Skills class

Hire more Learning Disability and specific DSPS counselors

Hire more Math and English tutors and expand tutoring hours

Connect students with other student mentors and provide a mandatory Library tour highlighting tutoring services and meet student tutors to raise awareness and make students less intimidating to ask for help

Provide embedded tutors for all Math and English classes so that students have a designated peer tutor who they are comfortable working with

Provide training to tutors on working with students with disabilities

Explore creating the Oxnard College Center for Equity and Excellence, where personnel can access learning resources and work together to improve serving students

Teach faculty how to humanize their courses by creating a Dynamic Welcoming Webpage

Provide professional development for instructional faculty to create curriculum that reflects the lived experiences of students with disabilities, develop a sense of belonging, starting on the first day of class with a welcoming syllabus and equitable grading policies to change the college culture

Provide required training for the college to understand and meet accessibility standards for all content disseminated to students

Increase awareness of assistive technologies available for students with disabilities and normalize their use for all students

Continue establishing the OC Summer Scholars program into the academic year; include Math and English classes. Provide marketing materials for the EAC at local high schools

Expand dedicated counseling for students with disabilities

Career placement to recommend proper math class to avoid wasted courses. Promote Degree Planner to clarify path of courses. Clarify degree requirements may be different than transfer

Increase communication for DSPS offices at the colleges to support students who take classes at more than one college

Create success story examples of members in the disabilities community to highlight completion and progress. Highlight resources and encourage other members of the community to feel comfortable at the college

Administration leads the college in identifying resources or suggestions for how to increase sense of belonging for students with disabilities. Best practices guidelines to help the college improve the overall experience

Action

Action Steps *

Offer more corequisite support courses. Professional development should be provided for all instructional faculty on best practices for supporting students with disabilities, including meeting requirements for accessibility of documents, videos, and online course material.

Additional faculty and staff should be hired to teach Learning Skills classes, offer specialized tutoring through the EAC, and provide more dedicated counseling for students with disabilities the support them in Math and English classes. For students that don't qualify or choose not to take Learning Skills classes, offer more corequisite support courses.

More Learning Disability specialists are needed at to assess students and determine what accommodations they need. Many students need to access course materials in alternate formats. For example, students may need to listen to audiobook versions of course textbooks.

More tutoring in the library and embedded tutoring within Math and English classes requires more hours and student workers. Encourage greater faculty participation of early alert program that allows faculty to notify students of concerns and kudos regarding their academic progress and a referral notice for services and counseling to connect with students. A tutoring recommendation form could be developed, and at the end of each semester faculty could recommend at least one student from each transfer-level Math and English class who was successful and has potential to be a great tutor. Students can then be interviewed for a tutoring position and matched with Math and English classes that need an embedded tutor, with training provided by the Writing and Reading Center Director and the STEM Director for both the student tutors and the instructional faculty who will be working with them in class.

OC Summer Scholars is for incoming first-time students to navigate college. Students attend an orientation and register in both Personal Growth 101 and English 101, which is a great way for students to complete transfer-level English over the summer. In the future, this program could expand to offer Math courses as well. Other cohorts could be designed to serve students with disabilities.

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

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools
✓ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Technical Assistance/Professional Development: Widely available workshops and webinars would be helpful, especially topics related to developing a sense of belonging for students with disabilities, reducing stereotype

threat and imposter syndrome in Math and English classes, creating a warm and welcoming syllabus, grading for equity, and Universal Design for Learning.

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

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

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

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

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

Oxnard College also has a limited selection of ethnic-based studies and culturally identifying instructors. Course selection honoring specifically African American related studies is limited and not regularly offered. The

Anthropology and Ethnic Studies programs offer African American Culture and Experience (ANTH R114 & ETHS R114); the English and Ethnic Studies programs offer African-American Literature (ENGL R134 & ETHS R114), and History offers African-American History (R108). Multiple departments offering the same course provides students the same subject under a particular departmental lens that contributes to a diverse learning environment. To achieve a richer environment, departments should adopt their own distinctive courses to expand access to African-American or Black studies. Institutional support is needed to offer courses regularly as enrollment may be limited. They require a level of protection to launch & grow enrollment as the community becomes aware.

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

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See statement above.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See statement above.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure
✓ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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

Students Services designed specifically to for Black or African-American students.

Orientation Programming – Early introductions for college resources, services, and academic opportunities the address Black or African American student needs.

Establish a Black Student Union or Umoja program; create a physical space student via college student-led organizations with faculty/classified mentorship.

Encourage hands-on faculty, classified, and administrative participation, like creating a mini version of an Umoja in collaboration with ASG.

Increase Black or African American student representation in ASG - Leadership and communication development opportunities via ASG outreach and work in the Black or African-American local community.

Mental Wellness Resources – Black or African American student wellness circles.

Extensive on-campus events and presentations to Black or African-American students, substantial marketing.

First-to-second term intervention processes that line up with the Guided Pathways model should students be steering off the path; encourage more faculty to use Early Alert.

Community outreach and integration with local Black or African-American community organizations; invitation to present at college events.

Curriculum reform: addition of African-American studies/courses; adoption of course textbooks written by African-American/Black authors (representation in the classroom); course material reflecting lived experiences and include sections historically excluded from early education; training and understanding of Black community would be crucial for faculty teaching these courses.

Action

Action Steps *

 A cultural space or Umoja where students can convene, receive counseling/general services, study, build community, network, and develop further cultural awareness. The center will also bridge students to other qualifying campus services and work together with respective staff.

The Oxnard College Associated Student Government is home to student clubs. Black or African American students will be encouraged to explore self-leadership through initiative and team building. Participation includes networking, skill and interest exploration, communication, leadership trainings and retreats, liberty to represent oneself and culture for the purpose of collegiate life. Students are also encouraged to join a student senate position (when available), becoming key decision makers in campus policies and practices.

Inviting the student community into one space from the beginning of the semester, clarifying services, next steps (to avoid discouragement), upcoming events/workshops, making early community.

OC can explore developing a Teaching Women and Men of Color Advocate consortium similar to what Moorpark college has.

Workshops to support student retention, financial literacy, entrepreneurship, guest presenter from the Black or African American community.

Black or African American OC Alumni mixers will revive the persistence and determination of currently enrolled Black or African American students.

Conduct outreach to local schools and Black or African American organizations. Community organization leaders can be speakers/guests/trainers in student workshops.

Encourage faculty to use early alert for referrals or areas of concern but to also encourage students through kudos and positive reinforcement.

Through curriculum reform, different instructional departments can adopt Black or African American based courses to expand the diversity of offered classes. This includes adopting course textbooks written by Black or African American authors for classes already adopted or soon-to-be implemented.

Curriculum reform may also implement a new series of courses that can (in the long-term) compose their own degree.

Representation is also important to students, considering on-boarding staff and/or faculty in the future that resemble their personal experience.

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✓ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Technical Assistance / Professional Development: Creating a community of belonging for Black or African American students, such as but not limited to a Black Student Union or establishing a branch of Umoja. Including providing funding to support such efforts.

Data & Research: Survey the California Community College system Black or African American students on student service satisfaction (or lack thereof) and what CCCs can do to provide greater and more intentional support and services.

Pilots & Building Communities of Practice: Provide funding for implementing a group of dedicated classified, faculty, and administrators to support starting initiatives for specific student populations support on how to shift a campus culture to be more inclusive and equitable.

Transfer

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The University Transfer Center (UTC) offers workshops that help students, including Hispanic or Latinx, gain the knowledge to prepare to transfer. It is difficult consistently to offer these workshops in various modalities due to limited staffing. Limited staffing impacts frequency of workshops and availability of staff to outreach into classrooms. Students have shared anecdotally that the limited and turnover of staffing out of the UTC makes it difficult for students seeking transfer support to build trusting relationships with counseling staff and can result in a loss of student contact.

The Proyecto Éxito grant has an assigned Transfer Specialist to help support and connect Hispanic and Latinx students with the UTC; however, this poses a few issues as the Transfer Specialist is limited in the types of services they are able to provide, which means that students seeking counseling and academic advisement are at times unable to be served due to the constraints of the classification of the position itself as well as the limited counseling staff in the UTC.

Students have also shared anecdotally that financial aid and a lack of financial literacy play a pivotal role in their decision to transfer and where. It is important to note that going to a university in the Hispanic or Latinx community is a family decision. It is worthwhile to explore expanding services beyond the English language to include all communities in our service area.

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

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

Lastly, transfer rates are directly impacted by multiple variables similar to other metrics such as but not limited to AB705 mandated completion of transfer level English and Math coursework.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See statement above.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See statement above.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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

Permanent Transfer Specialist position.

Student Clubs that keep a transfer mindset – creating a "Transfer Club".

Faculty to include transfer information or support in their syllabi and identify themselves as a Transfer Ally.

Creating a Transfer Ally program, similar to the Safe Zone Ally training/program, composed of staff including classified, faculty and administrators who have undergone the proper training to be deemed as an ally to train the campus community in how to foster transfer in each of their respective departments. It can aid in creating a transfer culture and continuous conversation about transfer.

Transfer Peer Mentorship program (current 4-year students at UCs and CSUs & current OC students) to support areas like housing, school life balance and other aspects

Transfer marketing campaign around campus to invite a greater transfer culture.

OC can highlight UTC events, services and tools on the college homepage more frequently and create an easier pathway to get to the UTC webpage. The UTC webpage provides students with a link to DegreeWorks. There is also a UC transfer academic planner on the UTC website that is an advising tool for students seeking transfer.

Include a Transfer Financial Aid Specialist to offer special workshops geared towards transfer.

Collaborate with Financial Literacy organizations in the community to provide wraparound support and uniform information regarding scholarships, grants, credit, debt to students and explore working with our college Business program to provide financial literacy information to our students.

Expand Transfer Thursday initiative to involve faculty and staff storytelling their own educational journeys/transfer pathways.

Greater K-12 outreach to demystify transfer process and timeline.

Connection to HBCUs (CCC TAG Program)

Action

Action Steps *

In order to outreach and advise students on transfer, additional counseling faculty should be hired for the University Transfer Center. Additional UTC faculty can help serve current students but also work to outreach and share transfer knowledge/practices to K-12 stakeholders so that incoming students can arrive to Oxnard College with a transfer foundation. Counseling faculty can also support creating transfer related information alongside financial aid and vice-versa. UTC faculty can create pre-recorded transfer informational videos to be shared with all the college. In addition to this, all material including written and pre-recorded, should be available in both English, Spanish**, and when possible, Spanish dialects,** as a way to foster inclusivity and support our Hispanic and Latinx students and their families.

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

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

Chancellor's Office Supports

Supports Needed
✓ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✓ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Field Guidance & Implementation: Videos from transfer experts with guidelines and/or framework to support local decisions from the Chancellor's Office to provide structure when implementing these changes at our specific college.

Technical Assistance/Professional Development: Funding to provide local professional development for classified and faculty related to transfer. Funding for local professional development to capitalize on transfer relationships with local universities. Professional development to foster transfer culture and sense of belonging in higher education at Oxnard College and state wide transfer oriented taskforces.

Pilots & Building Communities of Practice: OC is located in an urban/agriculture area, so students with intersecting identities could be part of a pilot program that recruits, invites, welcomes students in our community with culturally specified events, such as Family Transfer Events, etc. In addition to this, the CO could support by proposing a statewide network of educators to promote a transfer culture such as a statewide expansion of Transfer Thursdays to other community colleges.

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

Completion

Hispanic or Latino

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✓ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

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

males. Providing professional development for faculty to practice equity minded teaching for Latino males can support this. Offering more online, evening, or weekend courses would provide the flexibility to those who need to work full time.

Lack of funding for initiatives such as the Oxnard Male Educational Goal Achievement (OMEGA) could be impeding the efforts to bring back our male college students as well as contributing to their completion. This lack of funding could mean a lack of Latino male role models, male leaders for the students, and male representation. Having a mental health ally for OMEGA would allow our Latino male students to express themselves, their struggles, and their accomplishments. Greater funding for the OMEGA program would allow for more marketing, student services, cohort-based learning, field trips, hiring of staff and proper data gathering on Latino male student completion. OC can examine what retention is like for this group, and if students start first year and then don't move on to 2nd year, interventions can then be developed.

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See statement above.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See statement above.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure
✓ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See statement below.

✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Providing more funding for the success and completion of our Latino male students at Oxnard College would begin a foundation for a shift to equitable outcomes for this population. Utilizing data collection methods to receive feedback from Latino male students may help them overcome barriers they face and lead to success.

Working with the Oxnard College Foundation to provide scholarships, grants, book vouchers, field trips, and more specifically for Latino males will provide access and incentive for our Latino male students to attend the college and help continue to move towards completion. Higher education research experts who specialize in Latino males in higher education would be a great resource for developing equitable practices geared toward male success. Encourage faculty to use the early alert program for early academic intervention for Latino males who appear to be struggling. Encourage faculty to introduce Latino male students to library resources such as tutoring and technology assistance.

Introduce the OMEGA initiative to Latino male students early during high school recruitment and provide them an understanding of the initiative's goals for them to succeed. Providing Latino male students knowledge on the essential services of OC's Basic Needs department would provide equitable support.

Enhancing initiatives specifically for Latino males would provide male college students a foundation of support. This could allow for Personal Growth courses with a focus on males, encouraging use of existing tools for academic success. Provide professional development for faculty to include culturally enriching readings focusing on diverse authors and issues regarding social justice and equity for Latino males. Additional initiatives could include field trips to support comradery and mentorship, sense of belonging and resiliency workshops, and tools for success in life and college.

Oxnard College has the OMEGA initiative to support male students. Exploring additional funding for OMEGA would provide action and direction towards the initiative, providing more support for male students. Possibly making OMEGA cohort-based could provide a brotherhood, opportunities for bonding, and shared academic experiences among males. Regular reports from OMEGA at the Student Equity and Success Committee would bring attention and action to the program.

Action

Action Steps *

Utilizing research methods with Latino male students and alumni could provide an insight into how they overcome struggles, and what provides motivation towards success. This information and listening to Latino male students could allow the college to receive valuable information and take action on solutions.

Identifying funding sources and providing it to programs such as OMEGA would allow expansion of student services for Latino male students. Encouraging faculty to use early alert for Latino males who appear to be struggling would allow intervention to provide the attention and resources students need for success.

Oxnard College established the OC Summer Scholars program in summer 2022, and OC could explore a Latino male focused cohort to support males and lead to completion by establishing an early introduction to college life.

Exploring professional development for the college on how to restore our Latino male population on campus. This would also increase the institution's knowledge of what is effective in college retention and success for our Latino male students.

Personal Growth courses, embedding OMEGA with priority registration, sense of belonging, resiliency, financial literacy, tools for success, equitable teaching and instructional materials that represent students' lived experience could supply Latino male students with confidence to complete their educational pathway.

Support is essential for Latino men at Oxnard College. OC can explore connecting Latino male mentors with male students. Early interventions through high school outreach may increase completion later on for Latino males who have been introduced to tools for college success, and classes on career education. Including parents may help them understand their children's college ambitions for example with Noche de Colegio or Día de Colegio, parent workshops at the high school, or parent financial aid workshops. Communication is vital explaining the importance of higher education, transfer, and career education to families.

Ensure OMEGA representation and involvement at SESC meetings by providing regular reports and OMEGA data, increase funding for outreach and inclusivity in OMEGA, and exploring a taskforce committed to enhancing OMEGA.

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✓ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Technical Assistance/Professional Development: Provide training for the college that supports Latino male students in higher education.

Data & Research: Provide workshops from an educational consultant/advisor who specializes Latino males in higher education for guidance. Survey, focus group, and interview current Latino male students to ask equity minded questions on what helps them succeed, overcome struggles and difficulties in higher education and what will motivate them to attend college.

Pilots & Building Communities of Practice: Creation of a state cohort based program for Latino male college completion similar to OC's OMEGA initiative with funding to support this effort at all colleges across the state.

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

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

Corequisite support classes, embedded tutoring, and expanded tutoring services support students; multiple measures and informed self-placements guide students in math and English.

AB1040 Ethnic Studies impacted Social Science. Three classes fulfill this need: Introduction to Chicano Studies, Anthropology of Native Americans, and Introduction to Border Studies. More Chicano Studies courses will be designed for the CCC Ethnic Studies graduation requirement.

Through the Dream Resource Center (DRC) continue to provide free immigration, labor, and rights legal aid, AB540 form support, Financial Aid resources, an AB540 liaison in Admissions & Records, UndocuLiaison in Financial Aid and mental wellness counseling. DRC personnel provide support for the CA Dream Act, leisure library, textbook library, scholarship support, graduation stoles, excursions, and college events. DRC conducts high school outreach and K-12 students are invited to the DRC welcoming students and families to higher education, informing on the onboarding process. DRC partners with local organizations at Family Resource Fairs at OC's Community Market. DRC also spearheads OC's Undocumented Student Action Week in accordance with CCC.

The library has free laptops, hotspots, textbooks & rental calculators.

Mentoring programs for students in STEM, Condor to Condor Peer mentoring, Condor Connections provides opportunities for OC employees to mentor students, and EOPS/CARE peer facilitators.

First Year Experience helps students adjust with peer mentorship, learning communities, financial literacy, educational and career guidance.

The Antiracism Workgroup will continue to refer the college to workshops on anti-racism.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

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

OC created program maps that a student may view online to learn about the courses and time needed for a degree. Students are also able to learn about areas of interest and resources for those who are unsure of their path. Outreach works closely with middle schools, high schools and community partners to inform students of their educational options at OC.

OC implemented the MyPath program into the application process. Students are given prompt recommendations for services and support specific to their needs based on the information provided on the college application. Admissions & Records ensures welcome letters to students provide useful information. Online orientation is being updated to include a Spanish version. Outreach events help students complete matriculation requirements such as completing an education plan, discussing math and English placement recommendations, financial aid, and orientation. CondorFest is for new students to meet their peers and faculty members to help them prepare for college. The OC Expo event in the first weeks of school highlights all college services and academic programs allowing students to interact with programs and to learn how these programs meet their needs.

The early alert system is for faculty to provide feedback to students on their progress, raise flags, and referrals to campus services, counseling programs and categorical programs. All flags and referrals are addressed and each student is contacted to provide support. All counseling programs reach out to students reminding them to complete an educational plan. We provide a free lending library for books, laptops, hot spots and a variety of classroom resources to assist with success. We conduct phone campaigns about financial aid and reminding students about registration. We have peer mentors call students so they can feel connected to the college.

Faculty regularly review student learning outcomes and adjust if needed. Faculty use innovative teaching and hands on opportunities for students to learn. The college provides access to internships, volunteer opportunities, and peer to peer

interaction to encourage learning. Program review provides opportunity to reflect on the success of our students and make program adjustments as necessary.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

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

1. Working with the CCC Accessibility Center to provide training to faculty and staff (online or in person) on making their class materials and public facing documents accessible. EAC needs to promote and improve digital accessibility college wide to address the digital inequity many of our students with disabilities face. They will also set up a game where faculty are encouraged to complete the self-paced CCC Canvas Accessibility Training module and be eligible to win a prize for their participation.

2. Created the Oxnard College EAC App that students can download to their phone to make access to the program and requesting services/accommodations easier and convenient.

3. Created the OC/EAC Faculty/Staff App for faculty to download and schedule a test and submit their packets with their test for students.

4. Created support links for faculty, staff, and students on their website.

5. Improving physical accessibility at the college, including fixing auto accessible doors that don't work, improving access to bathrooms, checking sidewalk ramps and making sidewalks even without cracks, adding braille signage that is accessible and crosswalks that beep for blind students.

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

Oxnard College is committed to providing financial assistance to qualified students who cannot afford to pay their educational expenses. The Financial Aid office awards 70% of Oxnard College students with some form of financial assistance. Below are three strategies the college plans to implement to increase FASFA participation and completion on the campus.

Partner with the local feeder high schools to offer weekly FAFSA/CADAA (California Dream Act Application) assistance by placing Student Ambassadors at the high schools (October-March).

Increase the number of Cash for College Workshops from 4 to 8 (October-March).

Collaborate with the OC Marketing Team to create targeted marketing messages to students, parents and the community throughout the application cycle.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

Oxnard College is committed to providing financial assistance to qualified students who cannot afford to pay their educational expenses. The Financial Aid office awards 70% of Oxnard College students with some form of financial assistance. Below are three strategies the college plans to implement to increase FASFA participation and completion on the campus.

Partner with the local feeder high schools to offer weekly FAFSA/CADAA (California Dream Act Application) assistance by placing Student Ambassadors at the high schools (October-March).

Increase the number of Cash for College Workshops from 4 to 8 (October-March).

Collaborate with the OC Marketing Team to create targeted marketing messages to students, parents and the community throughout the application cycle.

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

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

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

Student Success Completion Grants for students receiving a Cal Grant with 12-15 units or more per term to offset costs, encourage full-time attendance and completion.

Immediate Action Grants are part of SB85 for low income students impacted by Covid-19.

AB19 Grants for AB540 or students in need.

EOPS/CARE/CalWorks Grants-Categorial grants provided to students in those programs.

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

Phil Greene Memorial Emergency Grant provides financial assistance to OC students.

California Community College Promise Grant waives enrollment fees for eligible California residents and AB540 students.

Federal Pell Grant is based on financial eligibility and enrollment. Grants range from $650-$6,495 per academic year.

Federal Supplemental Educational Opportunity Grant available to students who qualify for a Pell Grant and is a campus-based program (limited funds). Contingent on availability of funds and awarded to students with the greatest financial need. Grants range from $200-$2,000 per academic year.

Federal Work Study is a college-based program that provides part-time employment at the college to eligible students. Awards are based on need and contingent on availability of funds. Amounts range from $500-$8,000 per academic year.

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

Cal Grant recipients are selected by the California Student Aid Commission. Students must submit the FAFSA or California Dream Application and Cal Grant GPA Verification form by Mar 2. Students who miss the deadline may

compete for a Cal Grant by Sept 2.

Cal Grant B is for students from disadvantaged and low income families. an be used for tuition, fees, and access costs at schools whose programs are at least one year in length. Grants range from $414-$6,008 per academic year.

Cal Grant C helps pay for tuition and training costs in vocational/technical programs not to exceed two years. Grants range from $547-$2,188 per academic year.

5. Basic Needs

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

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

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

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

Food:

Snack Pantry-Currently enrolled students are eligible for (2) free snacks a day. Snacks include but are not limited to crackers, granola bars, sports drinks, protein milk, trail mix, cookies, hot chocolate, hot instant soup, etc.

Food Pantry-Currently enrolled students have access to non-perishable food items such as canned goods, various cereals, raw rice and beans, pasta, peanut butter, condiments, etc.

Farmer's Market-Weekly, no-cost distribution of fresh fruits and vegetables.

Cal-Fresh Outreach-Basic Needs works with the Oxnard College Cal-Fresh team (Financial Aid Specialist and Outreach Liaison) to increase number of applicants for further access to food.

Gift Cards-2021-2022 academic year (Fall and Spring only) gift card disbursement to students facing critical need/hunger.

Housing:

Student intakes for those facing housing insecurity (eviction/homelessness).

Networking with various housing services in community and local landlords/complex managers.

Adopting utility financial resources.

We plan to move into temporary shelter support.

Clothing and Personal Care:

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

Community Liaisons:

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

Future Center Plans:

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

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

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

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

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

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

Next to the pantry is the snack pantry, where students receive up to 2 free snacks a day. The snack pantry contains smaller, 1-time style eats like granola bars and small milk boxes. Students also have access to fresh produce once a week. The program may also explore bringing back a drive-thru services similar to what was available during the campus closure.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

Faculty have been offered up to 200 paid hours through CARES money to create Zero-Textbook Cost (ZTC) classes. Faculty were offered this in academic year 21-22 and in this current academic year, 2022-23. The class offerings remain largely online as the campus transitions to in-person instruction. Oxnard College is working towards fully online degrees for students with more ZTC classes. ZTC classes have continually increased since Fall 2019, and at the time of the CARES money mini grant for faculty to create ZTC classes in AY21/22, there was a significant increase. The following reflect the increase in ZTC classes: F19 – 83; F20 – 72; F21 – 122; F22 – 164; Sp20 – 87; Sp21 – 114; Sp22 – 167; Su20 – 13; Su21-35; Su22 – 38. The CARES money mini grant continues in AY 22-23 and will be advertised widely across the college. A Microsoft forms platform through which faculty could submit requests for funding to develop OER material was established. Plans to create additional ZTC/OER for students in other areas of the campus are being explored. This includes tutorial services, library services, and counseling services. Many programs including but not limited to math and English have many ZTC and LTC (Low-Textbook Cost) classes; some faculty also have OER (Open Educational Resources) classes.

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

LGBTQI+ center: The Athletic Center conference room is a temporary location for the Rainbow Resource Center (RRC). The RRC has community & college resources, snacks & art supplies. The RRC is open 12-5pm on Mondays and staffed by an Associate Marriage and Family Therapist. The RRC is a safe space for students seeking resources or to relax. Plans include finding a permanent location and funding for staff to increase hours of availability.

Bathrooms: There are few all-gender bathrooms, but the need was not being met. The Campus Use, Development and Safety Committee is working with students, staff, and Maintenance & Operations to provide signage for additional all-gender bathrooms improving accessibility.

Professional development/training on serving LGBTQI+ students: Funding for Safe Zone training by Moorpark College in the Fall and Spring semester is available for 5 years under our LGTBQI+ grant.

Mental health: The Rainbow Café is an LGTBQI+/Ally support group on Thursdays. It is facilitated by a mental health therapist providing a therapeutic, safe, & comforting space for students to process challenges & engage in mutual support with each other. The Student Health Center provides access to individual therapy.

Housing insecurity services: Student Health Services refers students to our Basic Needs Center to provide information on housing insecurity and community resources.

Support for gay and straight alliance clubs: The LGTBQI+ grant provides $2,000 per year to support club activities.

LGBTQI+ curriculum: Faculty may explore additional curriculum development related to LGBTQI+. The college currently offers Introduction to LGBTQ Studies and Introduction to LGBTIQ Literature.

Lavender graduation: A district-wide group is planning for the first Lavender Graduation in Spring 2023. The ceremony will honor LGBTQI+ and all students to acknowledge their achievements and contributions.

Workshops/speaker series: The Rainbow Café hosts speakers from community groups such as The Diversity Collective, The Rainbow Umbrella, and the Coalition for Family Harmony. For Transgender Day of Remembrance, OC LIVE presented "Transgender Resilience and the Path to Equality" with Delia Rawdon.

Implementation of college surveys to determine needs: The American College Health Association-National College Health Assessment was conducted October 2022. The data can be analyzed to identify physical, psychological, and social health issues affecting the OC LGTBQI+ community.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Mental health services are offered via HIPPA compliant zoom as well as in person.

More therapists were hired: total four therapists, two are bilingual Spanish/English.

Four support groups were started: Rainbow Cafe (LGBTQ students), Veteran's Muster (student veterans), EAC Support group (students with disabilities/neurodiverse students), and Dreamer's Cafe (DACA and undocumented students).

Annual events to raise mental health awareness including having the Coalition For Family Harmony present on domestic violence resources and events dedicated to student self-care.

Collaboration with Ventura County Behavioral Health in a monthly meeting to improve the ability of student connection to higher level of mental health services. An MOU was developed as well to enhance collaboration. Monthly meeting established with all the Ventura County Community Colleges (Oxnard, Ventura and Moorpark) to collaborate and discuss student issues. Monthly presentations open to all Ventura County Community Colleges student health centers with presentations from diverse community mental health organizations to aid in educating the health centers on referrals for students. Behavioral Intervention & CARE Team (BICT) meetings every two weeks during the semester to address student referrals from faculty and classified. Most of the BICT referrals are mental health related concerns. More trainings for faculty, classified, administrators, and student workers including Mental Health 101, SafeTalk or other suicide prevention trainings.

Further mental health services that can be developed are general support groups and specific groups that works towards developing a sense of belonging, for example, for Hispanic or Latino/a/x males, Black or African-American males and females, low-income students, and students with disabilities. Each of these groups can be associated with mental health services at the college and/or with certain student services like the Educational Assistance Center, for our disabled students, and the OMEGA initiative, for our male students. Starting and maintaining such aforementioned groups specifically for our DI students who have been identified in this report is important to support them in closing equity gaps and working towards a community of belonging.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The State of District June 2021: Diversity, Equity, and Inclusion included the Board of Trustees Resolution on Commitment to Student Success for Black and African American Students. Further, the Strategic Planning Session in January 2022 Values Statement asserts the VCCCD bases actions on what will best serve students and the community. They will maintain high standards in constant pursuit of excellence. They will recognize and celebrate creativity, innovation, and entrepreneurship. They will demonstrate integrity and honesty in action and word. They will communicate openly and respectfully to students, colleagues and members of the public. They will hire and retain personnel who reflect the diversity of the communities served. They will promote inclusiveness, and openness to differing viewpoints. They will use data, research and open discussion to drive plans and decisions. They will demonstrate responsible stewardship for human, financial, physical and environmental resources. They will seek and maintain long-term partnerships with the communities served.

Two VCCCD Strategic Goals that address student equity are:

- Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee

- Increase equitable access and success for all students

On November 9, 2022, the Board of Trustees adopted Board Policy 7100 Commitment to Diversity in which the Board acknowledges the existence of systemic racism and is committed to abolishing them and adopting anti- racist practices within the VCCCD. Diversity, equity, and inclusion in the academic environment fosters cultural awareness and promotes mutual understanding and respect, providing role models for all students, employees, and the community it serves. The Board is strongly committed to the hiring and development of employees through processes that support diversity, equity, and inclusion. The District will provide equal consideration for all qualified candidates, celebrating the full range of human ability and contributions to an anti-racist academic and employment environment.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

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

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

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

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