Oxnard College

STUDENT SERVICES PROGRAM REVIEW

(Student Services)

☐ 3 Year Plan ☒ Annual Update

3/1/2017

A. PROGRAM OVERVIEW / ANALYSIS

1. Program Description: Project Adelante is cooperative project with Oxnard College (2-year institution) as the Lead, partnering with CSU Channel Islands (4-year institution). It creates the Adelante academic and transfer pathways for high-need students at critical transition points in the 2 to 4 year pipeline by:

a) Creating a first year experience that immediately incorporates "transfer discussions and educational planning" to a 4-year institution and/or career; integrates learning communities across disciplines; incorporates academic hybrid on-line curricular/student support capabilities; assigns first year OC students a CSUCI and OC peer mentor and year-long activities; incorporates community/industry mentors to enhance self-efficacy, career awareness and leadership skills; integrates innovative technologies and software, devising an early warning system to monitor success, challenges and barriers that impact student' persistence;

b) Initiating high impact practices to increase college readiness by: developing and implementing a dual-enrollment program with the local high schools; initiating bridges (Math and English booster programs); developing summer orientation programs for first year students and; enhancing outreach efforts to parents and students around college readiness, expectations, awareness and success;

c) Increasing distance learning/hybrid opportunities and technologies development, as well as focusing on integrating student support services into curriculum for students in developmental studies. Through the sharing with its sister colleges, Project Adelante will allow the VCCCD to regionally build its capacity and access to local high schools and the University to increase the number of high need under-represented and low-income students who graduate and transfer.

2. **Student Demographics (FYE only)**

(service area)							OC Total Students
	2014-2015		2015-2016		2016-2017		
# Students Served	N/A		N/A		FYE		
# / %	#	%	#	%	#	%	
Male					23		23
Female					32		32
Full-Time					55		55
Part-Time							
Ethnicity							
African American							
Asian/Filipino					2		2
Hispanic					51		51
Native American							
White					1		1
Other					1		1
Unknown							
Age							
18					55		55
19-21							
22-24							
25-29							
30-39							
40-49							
50+							

3. **Program / Service Data (success rates)**

N/A

4. **Student Learning Outcomes:**

In Component one of the Title V grant the goals for our students are to improve student awareness, access and college preparedness in a primarily Hispanic-serving region, by focusing regionally on high-impact outreach strategies, on-line and/or hybrid credit-bearing opportunities and dual enrollment opportunities that improve upon college-readiness to a two or four-year higher education institution.

In the second component of the Title V grant the goal is to increase the academic student success of all students from first year (FYE) to transfer, focusing on Hispanic, low-income and first generation (high-need students) at critical points in the 2-year and 4-year pipeline.

Through our Peer mentor program we facilitate ongoing collaborative-based activities in the workshops to promote a strong sense of community in the first year. Adelante Peer Mentors facilitate first-year learning communities throughout the year focusing on academic student success strategies (i.e., study skills, student services resources at OC, time management, understanding the course syllabus, how to communicate with faculty, how to work in small groups, etc.) as well as transfer readiness (i.e., preparing for the transfer process, peer advising, navigating the university experience, understanding university culture and expectations). Peer mentor trainings will also include cross-training with OC and CSUCI faculty and staff.

5. **Program Costs / Budget: Please see attached document**

6. **Staffing Patterns**

1. **Grant Director**
2. **Administrative Assistant**
3. **Matriculation Specialist**
4. **Industry Partners (Elevate and Key Class)**
5. **Personal Service Contract (Bob Allen)**
6. **Student Specialist (FYE mentors and Tutors)**
7. **External Evaluator**
8. **Provisional Research Analyst (Hala Sun)**

B. PLANNING (Please see attached Grant Time line)

- **Address prior program review input / recommendations**

N/A

2. Planning assumptions, trends, internal and external factors impacting program/service

The District hiring process for positions and delays in signing our MOU with our educational partner was longer in duration than anticipated therefore leaving a balance significant carryover in Labor & Direct Expenses as well as causing delays in our programing. We came up with a plan, which was approved by our program officer, to reallocate these funds in an efficient and productive manner. Furthermore we have made significant strides in meeting our annual goals and objectives with all but one of the ten objectives being met. We have begun collaborating more effectively and efficiently with other Oxnard college programs and do not foresee not being able to meet or exceed all of our second year objectives. Although cuts in grant funding is plausible we are confident that we can make the necessary adjustments as needed and continue to provide the outstanding services and programing that we offer. Another external factor that we are dealing with is the increased role that I have been assigned with the Dual Enrollment program. The DE program is a significant program that requires a lot of time, but I have been able to effectively manage my time making sure that all the programs under my grant continue to run efficiently and effectively.

- **Goals and Objectives:**
  Objective 1- Increase the number of Dual Enrollment courses offered.
  Objective 2- Increase the number of Dual Enrollment student participation.
  Objective 3- Increase Distance Learning/Hybrid and Education Access.
  Objective 4 – Increase Preparedness/Outreach.
  Objective 5- Increase First Year Gateway Success (FYE).
  Objective 6- Aligning Academic Success (FYE).
  Objective 7- Increase Retention rates of FYE students**.**
  Objective 8- Culture of Transfer Success (FYE).
  Objective 9- Aligning learning outcomes and Guided pathways to success (Faculty/staff participation in FYE).
  Objective 10- Regional Cross-Institutional collaboration (Faculty and staff Professional Development).

3. Action Plans

- Aligning Title V grant with Title III promise programs and other OC programs.

  A) FYE (transitioning from FYE STEM (only stem students) to FYE (open to all students)
  B) Collaborating with ASG to provide students with opportunities to visit northern California campuses.
  C) Collaborating with other SSSP programs to provide the following:
     1) Lending Library
     2) College readiness workshops
     3) Educational excursions
     4) Self-efficacy and personal growth workshops
  D) Collaborating with Robert Cabral (entrepreneur course) for first ever networking and professional etiquette workshop which includes a hands on component where students will put what they learned to practice at OC Bistro.
  E) Setting up Dual Enrollment systems and establishing relationships with OUHSD and partner schools to possibly expand DE program.
  F) Aligning FYE Discovery week with Condor Fest so not to duplicate

5. Resource Requests

Food for FYE Discovery week (August) and Professional etiquette and networking workshop (Second Semester)

C. APPENDICES

PROGRAM REVIEW TEAM SIGNATURES

_____ _____
Date

_____ _____
Date

_____ _____
Date

SUPERVISOR/COORDINATOR

_____ _____
Date

_____ _____
Date

Vice President, Student Development

_____ _____
Date