

ARCC 2009 Report: College Level Indicators

Oxnard College

Ventura County Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	51.4%	48.6%	49.4%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	72.7%	71.7%	67.2%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	59.1%	63.0%	63.4%

NA: This performance indicator is not applicable for schools of continuing education



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Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	78.7%	77.7%	77.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	63.0%	59.8%	58.0%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	25.2%	26.7%	26.4%
Basic Skills Improvement Rate	44.1%	50.6%	48.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)

0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education



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Page 500

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ARCC 2009 Report: College Level Indicators

Oxnard College

Ventura County Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	10,255	10,450	11,354
Full-Time Equivalent Students (FTES)*	4,351	4,534	4,689

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	30.6%	33.2%	32.4%
20 - 24	28.0%	27.9%	28.6%
25 - 49	36.2%	33.8%	34.0%
Over 49	5.2%	5.0%	5.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	58.1%	57.9%	56.7%
Male	40.5%	40.9%	42.2%
Unknown	1.5%	1.2%	1.1%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	4.1%	4.1%	4.1%
American Indian/Alaskan Native	0.9%	0.9%	0.9%
Asian	3.9%	3.5%	3.3%
Filipino	5.6%	5.3%	5.3%
Hispanic	59.4%	60.9%	61.4%
Other Non-White	0.6%	0.8%	0.7%
Pacific Islander	0.7%	0.8%	1.0%
Unknown/Non-Respondent	3.9%	4.6%	5.1%
White Non-Hispanic	20.9%	19.1%	18.3%

Source: Chancellor's Office, Management Information System



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College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	49.4	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	67.2	67.0	56.2	74.0	B1
C	Persistence Rate	63.4	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.9	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.0	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	48.5	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	26.4	41.3	7.9	80.5	G2

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



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College Self-Assessment

Oxnard College is one of three colleges in the Ventura County Community College District. The college serves a diverse population of students that come primarily from the Oxnard Plain, located in the southwest area of Ventura County. Approximately 75% of the students are from ethnic minority groups with Hispanic students making up the largest group of students. This diversity is reflective of the population of the surrounding community.

Although Oxnard College's student progress and achievement rate is similar to its peer group average, there is concern that only about 50% of first-time students show progress in obtaining an associate's degree or certificate, completing transfer-level courses, or transferring to a four-year institution. We have seen an increase in the persistence rate of first-time students over the past few years, but over one-third of the students do not return in the subsequent year. The college is encouraged to see that the successful course completion rate for vocational courses is relatively high (approximately 80%). We realize the competing demands on our students' time and how this impacts persistence and achievement. The Student Success Committee, developed in the last year, brings together key campus stakeholders to formulate strategies to address these issues.

Pre-collegiate improvement in Basic Skills and ESL are specific areas that Oxnard College has identified to better serve students. Although the percentage of students who successfully complete basic skills courses (reading, writing, and math) and then go on to take higher level courses has increased in the last few years, there is still a great deal of work that needs to be done. The college's Success Academy emphasizes a "high tech/high touch" approach in serving the needs of basic skills students. The modular design of the curriculum combines computerized instruction and a hands-on approach including one-on-one and small group instruction. The college is working to enhance delivery and coordination of ESL and basic skills, better align entry/exit skills and track student learning outcomes, and encourage innovation in developing new approaches to ESL and basic skills through providing professional development opportunities to faculty and staff.

Two Hispanic-Serving Institutions Program cooperative grants (Title V and CCRAA) have been awarded to Oxnard College in partnership with our local universities (CSU Channel Islands and UC Santa Barbara). These grants focus on developing and enhancing academic and student services to help students be successful at the college and then transfer to the university. The focus is on basic skills and also on science, technology, engineering, and mathematics (STEM) areas. Cooperative efforts are also underway with the high schools. The college anticipates that student progress and achievement rates will increase as a result of these efforts.

Oxnard College has experienced an increase in student enrollments in the last few years, and a number of facility and classroom technology improvements are underway including the opening of the new student services building in the summer of 2009. The college is committed to improving its instructional, academic support, and student services to fully serve its diverse student population.

