OXNARD COLLEGE
YOUR FUTURE. NOW.

Student Centered Funding Formula: Commitment to future "Plan of Action"

Introduction

Oxnard College agrees to develop plans for its effective operation and growth to further advance the obtainment of an aligned systemwide "College Plan for Success" that is numerically measurable with specific timelines for achieving the goals identified in this plan.

Oxnard College's Plan will focus on striving to achieve the California Community College systems' goals which include the following:

1. Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
3. Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
4. Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

The plan will align with the seven core commitments outlined in the "Vision for Change".

- *Focus relentlessly on students' end goals*. Getting students to their individual educational goals, whether a degree, certificate, transfer, or specific skill set, will be the explicit focus of Oxnard College (OC). More than just offering courses, OC will be offering pathways to specific outcomes and providing supports for students to stay on those paths until completion.

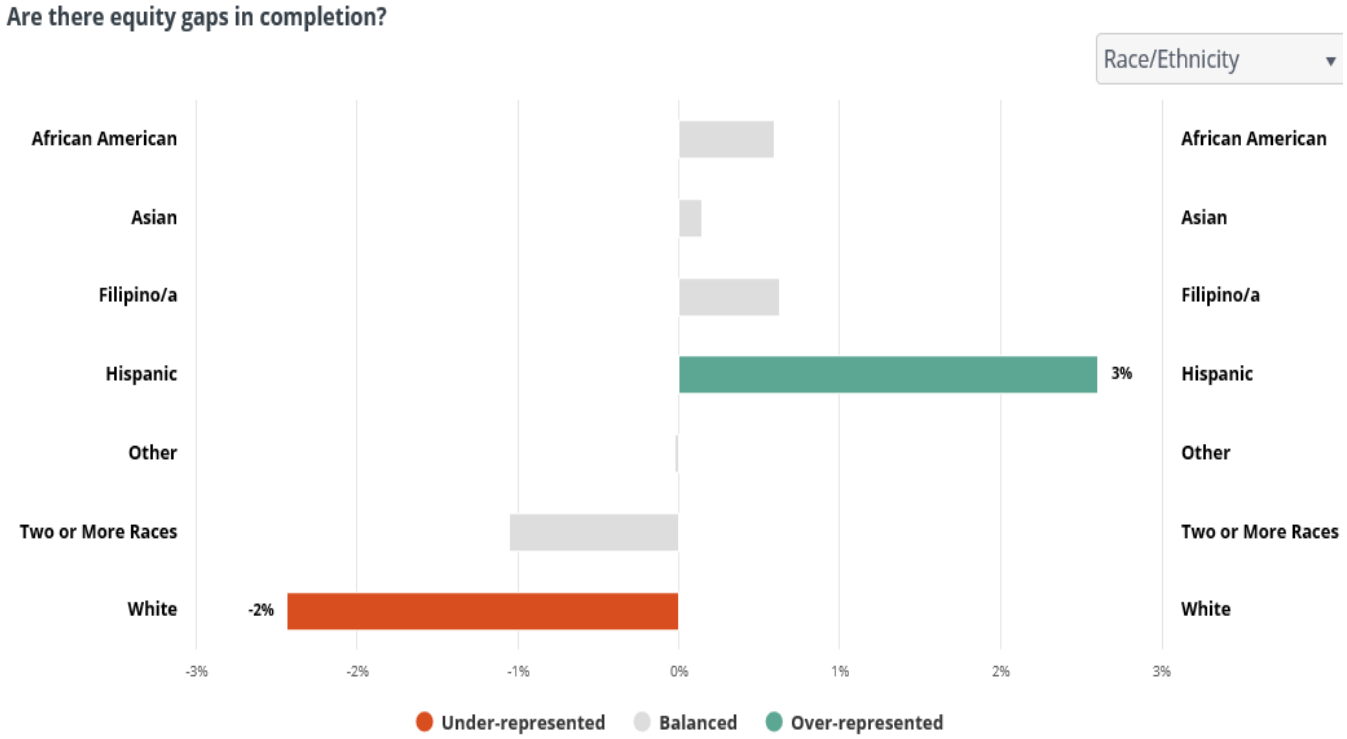
- *Always design and decide with the student in mind*. OC will make it easy for all students, including working adults, to access the courses and services they need.
- *Pair high expectations with high support*. Students will be encouraged to go "all in" on their education, with support to meet their personal and academic challenges. Assessment and placement practices will be reformed so that students are placed at the highest appropriate course level, with ample supports to help them succeed.
- *Foster the use of data, inquiry, and evidence*. Data analysis will be a regular practice used for improving services at all levels, not a compliance activity. Decisions will be based on evidence, not anecdotes or hunches.
- *Take ownership of goals and performance*. OC will be rigorously transparent about its performance, own its challenges, and adopt a solution-oriented mindset to those things it can control. Goals will be used to motivate and provide direction, not punish.
- *Enable action and thoughtful innovation*. Moving the needle on student outcomes will require calculated risk, careful monitoring, and acceptance that failures will sometimes happen. Innovation will be thoughtful and aligned with goals; results should be tracked early and often.
- *Lead the work of partnering across systems.* OC will meet with the other colleges within the District and across the 4-year educational institutions and workforce development entitites. By working together OC can strengthen pathways for students and improve results.

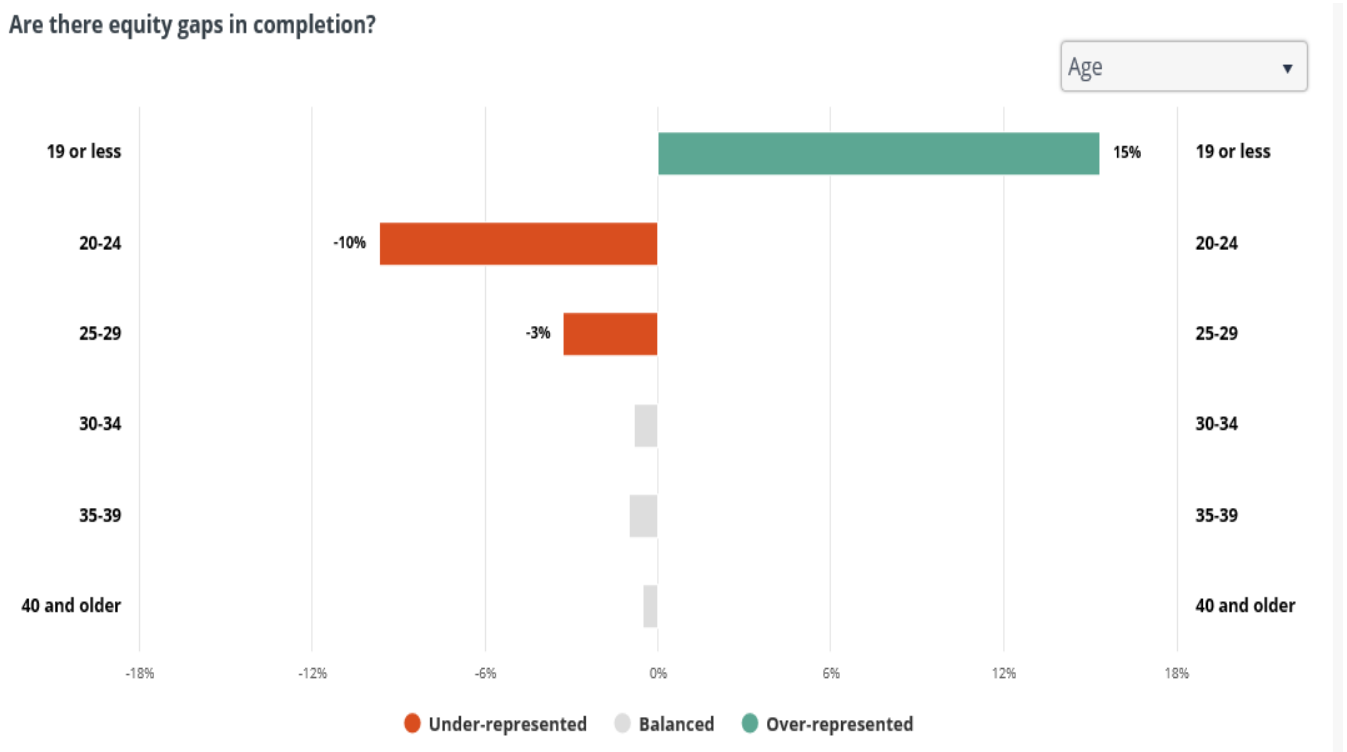
Baseline Data: Oxnard College Student Success Metrics - Launchboard

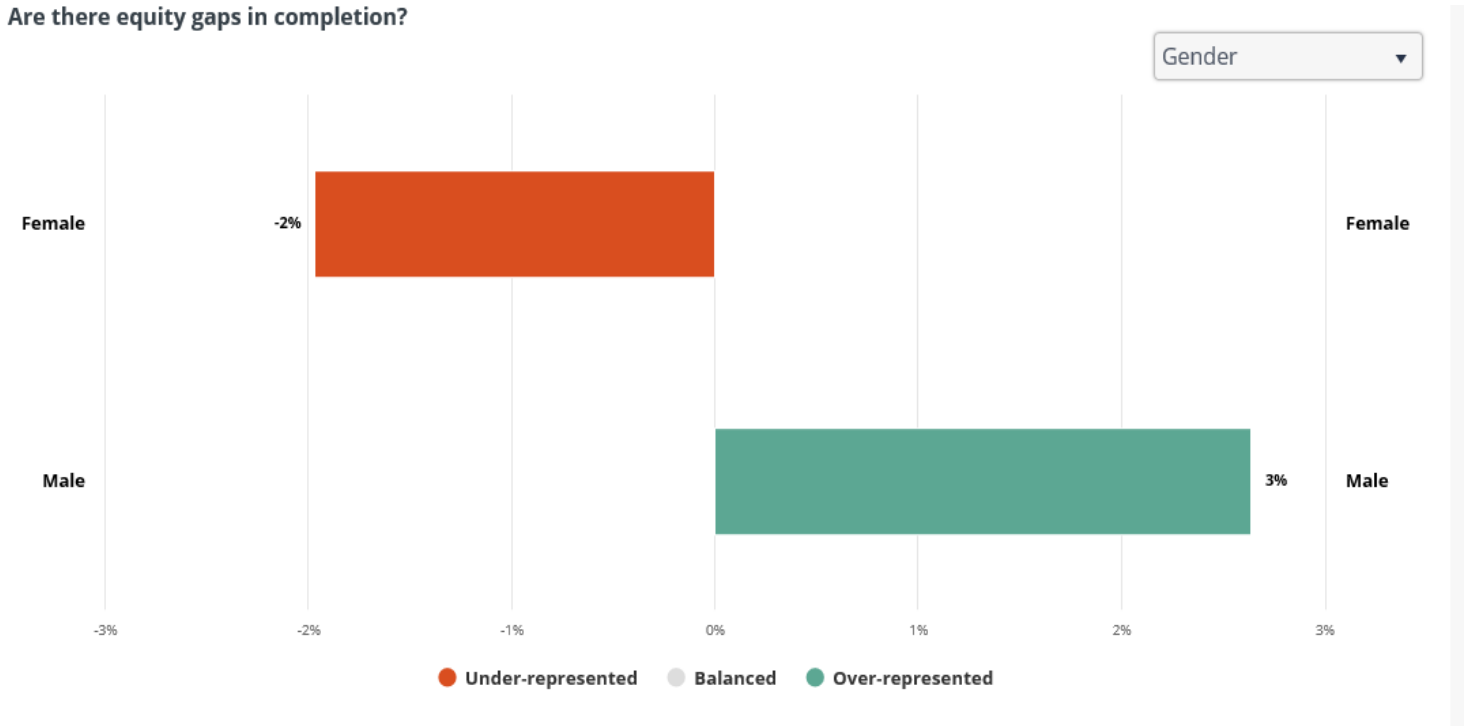
Completion & Unit Accumulation Metrics	2013-2014	2014-2015	2015-2016
Number of First Time Students, Including Summer and Early College	1,219	1,379	1,321
Attempted 15+ Credits in the First Term	9.8%	9.9%	9.5%
Attempted 30+ Credits in Year One	13.6%	14.5%	14.8%
Average Number of Credits Attempted in Year One	18.9	19.2	19.5
Average Number of Degree-Applicable Credits Attempted in the Year One	16.2	16.2	17.0
College-Level Course Success Rate	75.6%	76.6%	74.0%
Percent Full-Time Students	36.1%	35.8%	34.4%
Persisted from Term 1 to Term 2	65.7%	68.3%	69.0%
Successfully Completed Both Transfer-Level English and Math in Year One	7.1%	5.7%	9.2%

Successfully Completed Transfer-Level English in Year One	22.0%	26.2%	29.9%
Successfully Completed Transfer-Level Math in Year One	9.2%	8.0%	11.4%
Successfully Earned 12+ College Credits in First Term	16.1%	14.3%	17.3%
Successfully Earned 15+ College Credits in First Term	3.6%	3.6%	3.7%
Successfully Earned 15+ College Credits in Year One	33.5%	34.4%	34.7%
Successfully Earned 24+ College Credits in Year One	13.8%	14.0%	15.8%
Successfully Earned 30+ College Credits in Year One	4.3%	5.0%	5.7%
Successfully Earned 6+ College Credits in First Term	46.3%	48.4%	49.3%
Term-to-Term Retention Rate	63%	65%	66%
Persistence Rate	35%	36%	37%

Transfer and Certificate Metrics	2013-14	2014-15	2015-16	2016-17
Students who earned locally-issued certificates				104
Students who earned Chancellor's Office Approved Certificates	365	369	463	557
Students who earned Associate Degrees	493	521	626	628
Skills-Builder Students Who had a wage gain	130	155	166	
Students who transferred to a 4-year Institution	641	775	801	
Employment	69%	74%	73%	
Earning Gain	27%	41%	38%	


Are there equity gaps in completion?
Race/Ethnicity
African American
Asian
Filipino/a
Hispanic
Other
Two or More Races
White
-2%
3%
-3%
-2%
-1%
0%
1%
2%
3%
Under-represented
Balanced
Over-represented


Are there equity gaps in completion?
Age
19 or less
20-24
25-29
30-34
35-39
40 and older
15%
-10%
-3%
-18%
-12%
-6%
0%
6%
12%
18%
Under-represented
Balanced
Over-represented



Commitment to Developing the Plan of Action (Due May 31, 2019)

- November/December 2018:
    - Intitiate Discussion with Student Success Committee and Review Metrics (Participatory Governance Committee)
    - Identify Metrics to Track and Establish Goals/Targets based on OC Trends
    - Vet: Academic Senate, Classified Senate, Assocation Student Government
- January -February 2019:
    - Review existing OC Initatives/Plans and Priorities to Integrate into the Student Centered Funding Plan
        - Student Equity Achievement Plan (SEAP)
        - Guided Pathways Plan
        - Strong Workforce Plan
        - Strategic Plan
            - Institutional Objectives
            - Department Objectives
        - Facilities Master Plan
        - Technology Plan
    - Set Goals
- March – April
    - Vet Goals: Participatory Governance Committees, Academic Senate, Classified Senate, ASG, District
- May 2019
    - Present to Board of Trustees and Submit via on-line to CCCCO by May 31, 2019