

ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	49.7%	47.8%	49.5%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	67.3%	68.9%	72.5%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	63.6%	64.6%	68.8%



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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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	77.9%	77.1%	76.5%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	58.0%	61.8%	61.6%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	55.9%	46.0%	56.1%
Basic Skills Improvement Rate	55.2%	46.9%	45.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



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College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	11,354	12,310	12,924
Full-Time Equivalent Students (FTES)*	4,689	5,405	5,482

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	32.4%	31.8%	31.0%
20 - 24	28.6%	29.6%	30.8%
25 - 49	34.0%	33.7%	33.6%
Over 49	5.0%	4.9%	4.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	56.7%	56.7%	56.1%
Male	42.2%	42.3%	43.6%
Unknown	1.1%	1.0%	0.3%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.1%	3.8%	3.5%
American Indian/Alaskan Native	0.9%	0.7%	0.5%
Asian	3.3%	3.1%	2.8%
Filipino	5.3%	4.7%	4.4%
Hispanic	61.4%	64.0%	65.2%
Pacific Islander	1.0%	0.8%	0.5%
Two or More Races	.%	0.5%	1.9%
Unknown/Non-Respondent	5.8%	4.2%	2.0%
White Non-Hispanic	18.3%	18.2%	19.3%

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	49.5	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	72.5	70.2	57.8	80.0	B1
C	Persistence Rate	68.8	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.5	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.6	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	45.9	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	56.1	49.4	9.6	83.3	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 primarily from the Oxnard Plain, located in the southwest area of Ventura County. Approximately 78% of our students are from ethnic minority groups most of which are Hispanic. This diversity is reflective of our service area.

Oxnard College rates are higher than peer averages in four of seven areas and very close to the average in two more. We are pleased to see continued increases in both the percentage of students completing 30+ units and fall-to-fall persistence, although, with fewer than 70% of students persisting we would like to see greater improvement. Oxnard College's student progress and achievement rate is slightly above our peer average, but despite recent increase not quite 50% of first-time students show progress in obtaining associate's degrees or certificates, becoming transfer prepared, or transferring to a four-year institution.

The Student Success Committee, commended during our 2010 accreditation site visit, brings together key campus stakeholders from instruction, student services, and academic support to engage in ongoing dialogue on ways to increase student access, achievement, and success for all students by identifying and addressing road blocks. We have found that students receiving special support services, through programs such as EOPS, DSPS, STAR and STEM tend to yield higher persistence and achievement rates.

The successful course completion rate for vocational courses remains high (76.5%) and the successful completion of Basic Skills courses has remained steady. Improvement rates in Basic Skills and ESL are areas that Oxnard College continues to address to better serve students. The improvement rate for ESL has jumped significantly this past year, but overall the percentage of students in basic skills courses (reading, writing, math) going on to take higher level courses appears to be decreasing indicating there is still a great deal of work to be done. The Transitional Studies Advisory Committee is aware of these trends and is working with departments to facilitate better alignment of entry/exit skills, tracking student learning outcomes, and innovative approaches to ESL and basic skills through providing professional development opportunities.

Two Hispanic-Serving Institution cooperative grants (Title V, CCRAA) have been instrumental in fostering partnerships with CSU Channel Islands and UC Santa Barbara and cooperative programs with local high schools to better serve students from admittance through transfer. Enhancements of many academic and student services designed to help students succeed at Oxnard College and transfer to the university have been developed and institutionalized. While the focus of these grants is on basic skills and STEM, the initiatives have ultimately contributed to identifying models of success for all students.

Although enrollment at Oxnard College has declined due to budget reductions we have implemented a number of facility and classroom technology improvements which, along with programs already mentioned, have greatly enhanced the student experience. The college remains committed to continual improvement of instruction, academic support, and student services to fully serve its diverse student population and increase graduation rates.

