

ARCC 2012 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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	48.2%	49.9%	50.7%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	68.2%	72.4%	71.2%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	64.6%	68.7%	61.5%



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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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.1%	76.5%	77.2%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	61.8%	61.6%	66.1%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	46.0%	56.1%	52.5%
Basic Skills Improvement Rate	58.1%	52.0%	58.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%



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Ventura County Community College District

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	12,310	12,924	10,618
Full-Time Equivalent Students (FTES)	5,405	5,482	4,816

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	31.8%	31.0%	26.4 %
20 - 24	29.6%	30.8%	34.1 %
25 - 49	33.7%	33.6%	34.7 %
Over 49	4.9%	4.6%	4.7 %
Unknown	0.0%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	56.7%	56.1%	54.5%
Male	42.3%	43.6%	45.3%
Unknown	1.0%	0.3%	0.2%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.8%	3.5%	3.5%
American Indian/Alaskan Native	0.7%	0.5%	0.4%
Asian	3.1%	2.8%	2.5%
Filipino	4.7%	4.4%	4.3%
Hispanic	64.0%	65.2%	66.0%
Pacific Islander	0.8%	0.5%	0.5%
Two or More Races	0.5%	1.9%	2.3%
Unknown/Non-Respondent	4.2%	2.0%	1.2%
White Non-Hispanic	18.2%	19.3%	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	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.7	49.9	38.0	60.5	A1
B	Percent of Students Who Earned at Least 30 Units	71.2	69.7	57.8	80.0	B1
C	Persistence Rate	61.5	69.1	60.4	79.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.2	73.3	62.6	81.3	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.1	63.8	52.3	72.6	E1
F	Improvement Rate for Credit Basic Skills Courses	58.4	58.4	38.8	76.9	F2
G	Improvement Rate for Credit ESL Courses	52.5	48.8	10.1	67.5	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 primarily from the Oxnard Plain, located in the southwest area of Ventura County. Nearly 80% 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 five of seven areas and is equal to the average in another. Oxnard College's student progress and achievement rate is slightly above our peer average and continues to increase although just over 50% of first-time students show progress in obtaining associate's degrees or certificates, becoming transfer prepared, or transferring to a four-year institution. Of greater concern are drops in the percentage of students completing 30+ units and fall to fall persistence rate which fell seven percentage points. It may be that this phenomenon is a consequence of budget constraints and reduction in offerings and requires further review.

The Student Success Committee brings together key campus stakeholders from instruction, student services, and academic support. In response to accreditation recommendations, the committee will be focusing on benchmarking and the review and utilization of data to identify gaps and engage in ongoing dialogue to increase student success for all students by addressing those roadblocks. We see that students receiving special support services, through programs such as STEM, EOPS, DSPS and CalWORKs tend to yield higher persistence and achievement rates.

The successful course completion rate for vocational courses remains high (77.2%) and the successful completion of Basic Skills courses has jumped. Improvement rates in Basic Skills and ESL are areas that Oxnard College continues to address to better serve students. While the overall percentage of students in basic skills courses (reading, writing, math) going on to take higher level courses increased, the improvement rate for ESL fell this past year. 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, including community partnerships and professional development, to foster improvement.

Two Hispanic-Serving Institution cooperative grants (Title V, CCRAA) have been instrumental in cultivating 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 continue to implement 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.

