

COLLEGE PROFILE
and
INSTITUTIONAL
EFFECTIVENESS REPORT



2015 - 2016



Institutional Effectiveness &
Grant Initiatives Division

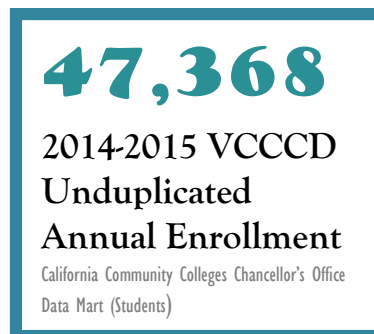
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Overview of Ventura County Community College District

The [Ventura County Community College District](#) (VCCCD) is a public community college district serving the residents of Ventura County.

The Colleges are accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.



The VCCCD is comprised of three sister Colleges:



OXNARD COLLEGE

[Oxnard College](#), is the newest of the three community colleges in the county. Set on 118 acres and located two miles from Pacific Ocean beaches, the college is easily accessible by the Ventura Freeway or the Pacific Coast Highway. Ideally situated on California's Central Coast and within two miles of Ventura County beaches, Oxnard has recently undergone major reconstruction as part of the Measure S Bond-funded expansion of the VCCCD.

Founded: **1975**

Fall 2015 Enrollment: **7,014**

In addition to a full range of academic programs:

CTE Specialty:

Culinary Arts
Dental Hygiene and Assisting
Firefighter Academy / Fire Technology
Automotive Technology



VENTURA COLLEGE

[Ventura College](#) is one of the oldest community colleges in California. In 1925 a junior college department was added to the high school in Ventura and Ventura Junior College was founded shortly after. In 1955, the college moved to its present 112-acre hillside campus in the western part of Ventura. The satellite Santa Paula Site offers convenient and expanded access to higher education several rural communities in the area.

Founded: **1925**

Fall 2015 Enrollment: **13,085**

In addition to a full range of academic programs:

CTE Specialty:

Nursing
Paramedic
Welding
Environmental Science
Criminal Justice



MOORPARK COLLEGE

[Moorpark College](#) is the second-oldest and largest of the colleges, located on 150 acres of sloping hillside land in the eastern region of Ventura County. The Physics and Astronomy departments house Ventura County's only public observatory.

Founded: **1967**

Fall 2015 Enrollment: **14,022**

In addition to a full range of academic programs:

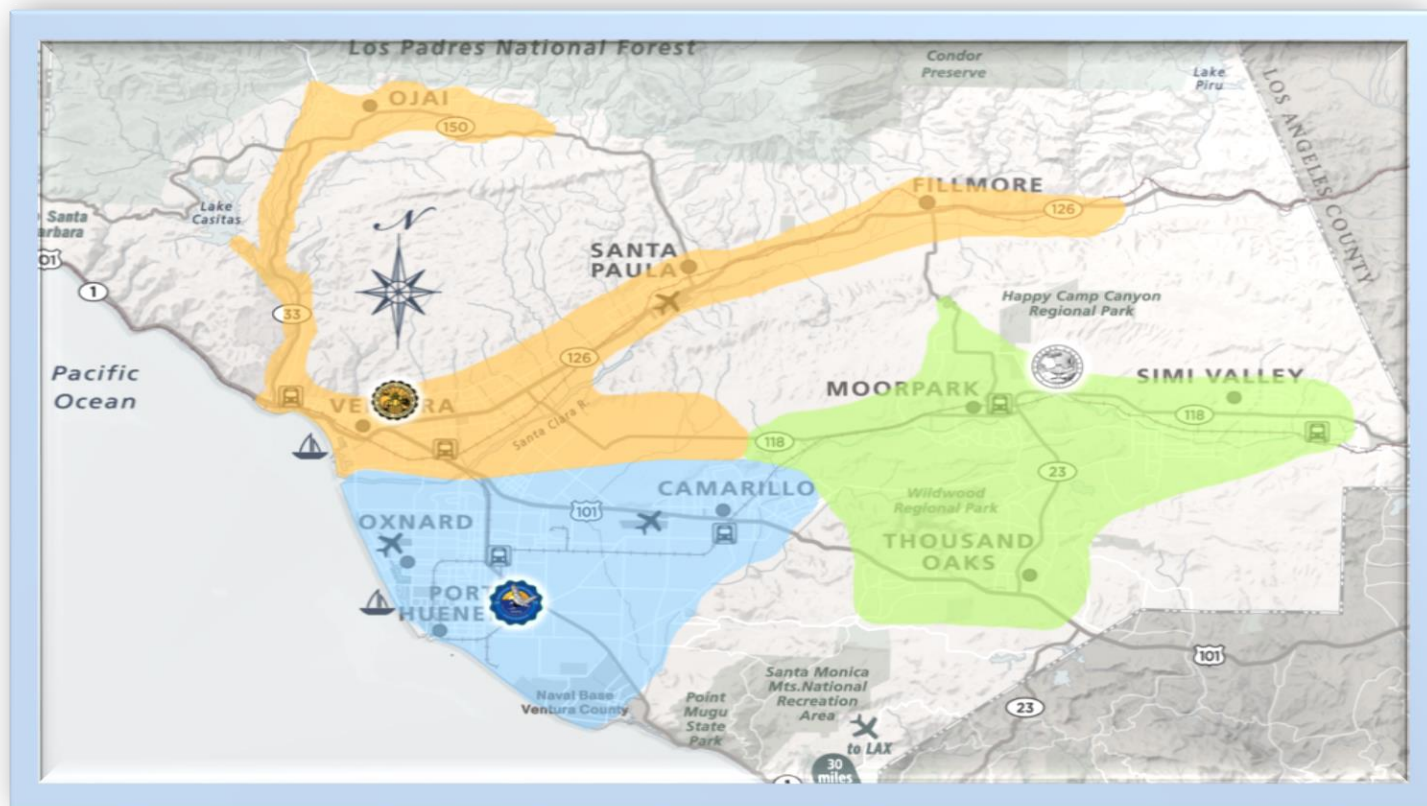
CTE Specialty:

Exotic Animal Management & Training
Radiologic Technology
Health Information Technology

Ventura County Community College Service Areas

Each college offers the following educational programs:

- AA/AS Degrees and Certificates
- AA-T and AS-T Degrees that provide preparation for transfer to four-year colleges and universities
- Career & Technical Education in occupational and vocational training
- Provides basic skills needs



The **Oxnard College** service area consists of the City of **Camarillo**, the City of **Oxnard**, the community of **Somis**, the City of **Port Hueneme**, unincorporated areas of El Rio and Naval Base Ventura County. Almost half of this area is agricultural, with the US Naval Base Ventura County occupying the southernmost tip of the area. (Blue area on map)



The **Ventura College** service area includes the City of Ventura, the City of Fillmore, the community of Piru, the City of Santa Paula, the City of Ojai, the communities of Mira Monte and Oak View. This area is bounded by the Los Padres National Forest. It includes both agricultural areas and the steep Ventura Foothills, areas of sparse population. (Gold area on map)



The **Moorpark College** service area consists of the City of Newbury Park, the City of Thousand Oaks, the City of Westlake Village, the City of Moorpark, the community of Santa Susana, the City of Simi Valley, and the community of Brandeis. The most developed and populated suburban area in the District supports the highest enrollment of the three colleges. (Green area on map)

VENTURA COUNTY



850,536

2015 Population

\$ 2.1 BILLION

Gross Value Ventura Crops, 2014 Farm Bureau



47,368

2014-2015 VCCCD
Unduplicated Annual
Enrollment Headcount



Inhabited for thousands of years by the native Chumash, the fertile Ventura plain is surrounded by rugged mountains and opens into the sunsets of the Pacific Ocean.

In 1782 the Spanish Mission San Buenaventura brought agriculture and ranching traditions to the valley. The Southern Pacific Railroad shortened the name to Ventura in 1887 to fit into their timetables.

In the early 20th century oil production exceeded 1.5 million barrels a year. US Highway 101 and the excellent climate brought development from Los Angeles.

[Ventura County](#) is 53% National Forest land, and of the remaining 47%, almost 60% is agricultural. The United States Department of Agriculture Economic Research Service (Federal Statistical System) rated [Ventura County](#) the most desirable County to live in the 48 contiguous states.

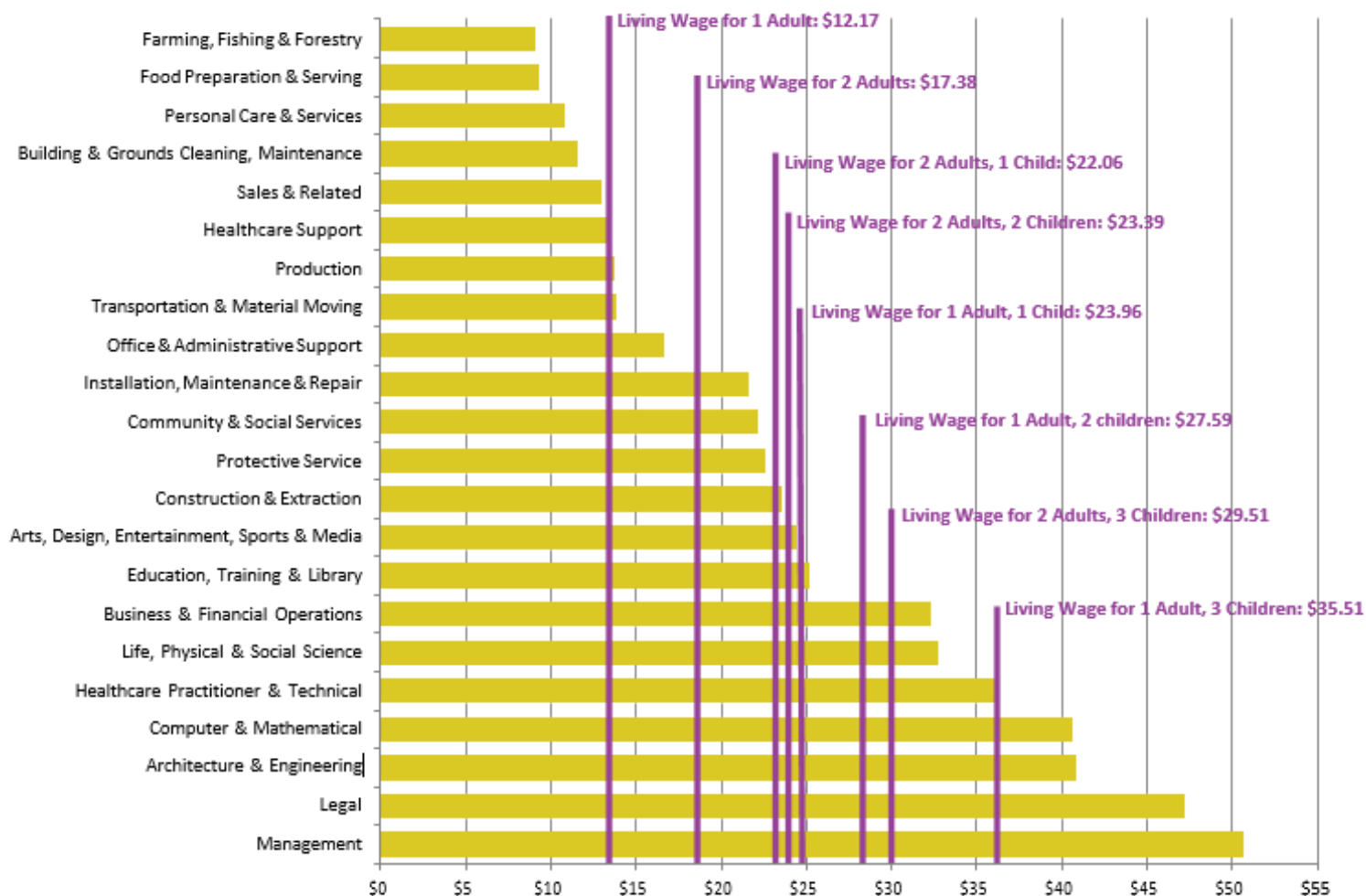
Wages and Cost of Living

The measure is the hourly wage that a full-time worker in Ventura County must earn to support a family. It represents the income needed to cover housing, food, child care, transportation, health care and miscellaneous expenses. Wages are just half of a household's financial equation. The cost of living is equally important, and those costs are greater for bigger families. The fact an individual worker earns more than the minimum wage or even a "living wage" can be misleading, because many wage earners have families to support.

Most job sectors in Ventura County pay enough for a single person to earn a living wage of \$12.17 an hour, though, the jobs that pay less are in the largest and fastest-growing industries. Once a household gets larger than one person, fewer and fewer jobs pay a true living wage. For example, to support two children, a single parent in Ventura County needs to earn \$27.59 per hour. Jobs that pay this much generally require advanced degrees or specialized skills and experience.

The living wage shown below is the hourly rate that individuals must earn to support their families, if they are sole providers and working full-time (2,080 hours per year).

Ventura County Cost of Living and Hourly Wage Comparison (2014)



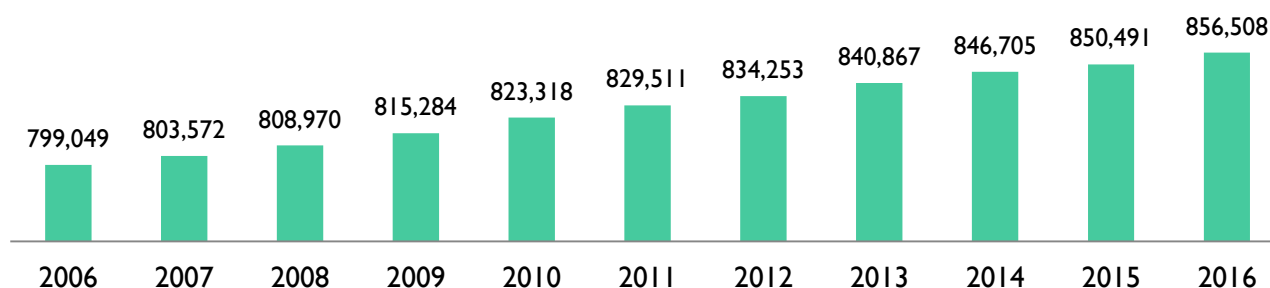
(2015 State of the Region Report: VC Civic Alliance)

Ventura County Demographics

Ventura County Population Growth

Ventura County population has increased slightly over 7% since 2006. The average increase per year was .72%, or little less than one percent a year. The greatest increase, at over 1%, was 2009, perhaps due to the Great Recession.

Ventura County Growth - 10 Years

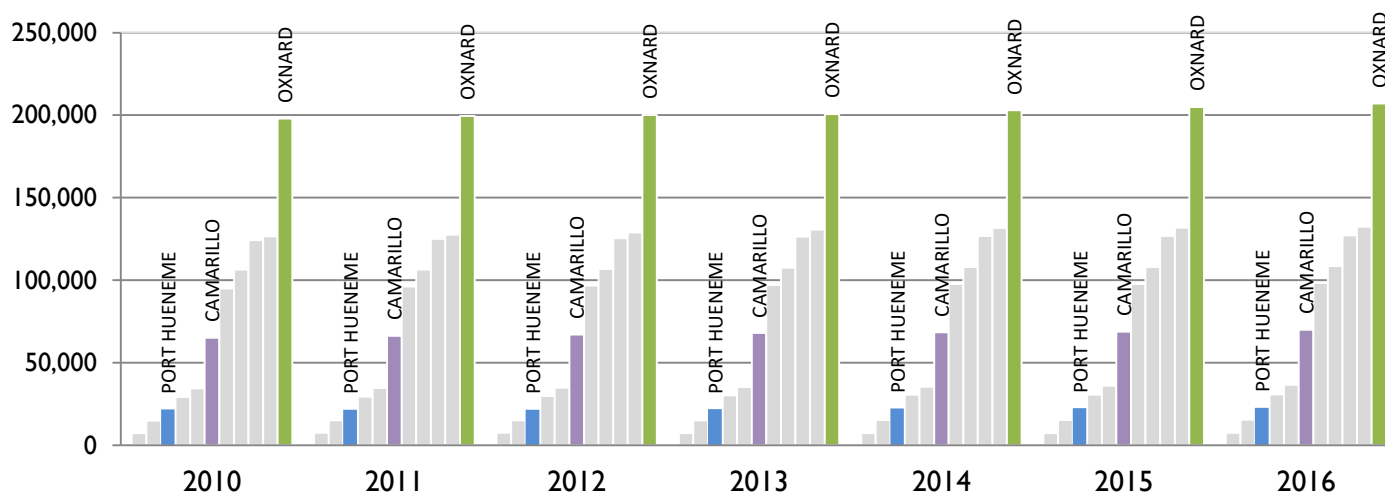


California Department of Finance E-I Cities/Counties



Cities in Oxnard College's service area also followed the overall growth trend of Ventura County. While Port Hueneme is one of the smaller service area cities, it is home to Naval Base Ventura County.

Cities in Oxnard College Service Area Growth (Population/Year)



California Department of Finance E-I Cities/Counties

Population of Cities in Ventura County & Oxnard College Service Area

Service Area	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Ojai	7,650	7,543	7,505	7,468	7,461	7,500	7,486	7,454	7,467	7,450	7,477
Fillmore	14,550	14,510	14,818	14,824	15,002	15,111	15,143	15,216	15,342	15,407	15,529
PORT HUENEME	22,023	21,908	21,771	21,808	21,723	21,581	21,613	21,925	22,226	22,529	22,702
Santa Paula	28,477	28,468	28,763	29,012	29,321	29,525	29,946	30,192	30,632	30,684	30,752
Moorpark	33,693	33,682	34,089	34,221	34,421	34,710	34,964	35,330	35,552	36,064	36,715
CAMARILLO	62,762	64,012	63,844	64,697	65,201	66,351	67,037	68,087	68,424	68,861	69,924
Ventura	103,827	104,140	104,752	105,437	106,433	106,358	106,774	107,692	107,980	108,037	108,557
Simi Valley	120,194	121,598	122,692	123,188	124,237	124,981	125,506	126,372	126,862	126,843	127,167
Thousand Oaks	124,578	124,158	124,979	125,154	126,683	127,626	128,970	130,705	131,558	131,885	132,365
OXNARD	187,275	189,844	191,887	194,764	197,899	199,571	200,091	200,751	202,955	204,998	206,997
Total City Populations:	705,029	709,863	715,100	720,573	728,381	733,314	737,530	743,724	748,998	752,758	758,185
Unincorporated Ventura County	94,020	93,709	93,870	94,711	94,937	96,011	96,723	97,143	97,707	97,733	98,323
Total Population:	799,049	803,572	808,970	815,284	823,318	829,325	834,253	840,867	846,705	850,491	856,508

California Department of Finance E-I Cities/Counties

Unincorporated Ventura County



In 2016, the population of the **Unincorporated** areas (shaded brown in map above) of Ventura County was **98,323**. The unincorporated areas of Ventura County contribute **13%** of the total population.

Service Area Cities - Enrollment at Oxnard College

Of the incorporated Cities in Ventura County, the percentage of the population enrolled in Oxnard College runs consistently between **2.37%** and almost **3%**.

City	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PORT HUENEME	22,023	21,908	21,771	21,808	21,723	21,581	21,613	21,925	22,226	22,529	22,702
CAMARILLO	62,762	64,012	63,844	64,697	65,201	66,351	67,037	68,087	68,424	68,861	69,924
OXNARD	187,275	189,844	191,887	194,764	197,899	199,571	200,091	200,751	202,955	204,998	206,997
Incorporated Cities Total:	272,060	275,764	277,502	281,269	284,823	287,503	288,741	290,763	293,605	296,388	299,623
OC Enrollment (Fall Headcount)	6,447	7,067	7,646	8,350	7,918	7,440	7,126	6,961	7,103	7,014	
OC % Enrollment	2.37%	2.56%	2.76%	2.97%	2.78%	2.59%	2.47%	2.39%	2.42%	2.37%	

Ventura County Management Resources



Oxnard College Students - City of Residence

Across the six-year period examined, as indicated in the chart below, the majority of OC students indicated that they resided in Ventura County.

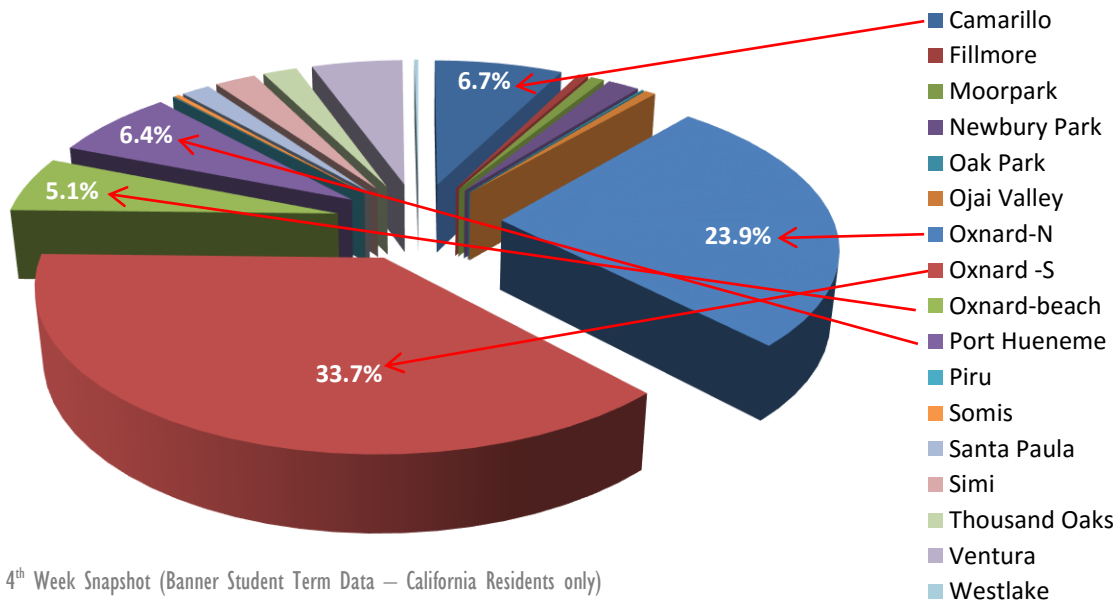
City	2009		2010		2011		2012		2013		2014		2015	
CAMARILLO	662	8%	614	8%	540	7%	524	7%	487	7%	496	7%	490	7%
Fillmore	55	1%	58	1%	56	1%	45	1%	34	0%	39	1%	44	1%
Moorpark	83	1%	83	1%	72	1%	66	1%	65	1%	49	1%	50	1%
Newbury Park	103	1%	112	1%	101	1%	102	1%	101	1%	123	2%	120	2%
Oak Park	10	0%	13	0%	8	0%	15	0%	15	0%	14	0%	8	0%
Oak View	14	0%	23	0%	15	0%	22	0%	15	0%	12	0%	15	0%
Ojai	45	1%	45	1%	39	1%	41	1%	38	1%	26	0%	28	0%
OXNARD	5,615	67%	5,274	67%	4,897	66%	4,622	65%	4,510	65%	4,720	66%	4,678	67%
PORT HUENEME	678	8%	587	7%	610	8%	536	8%	533	8%	530	7%	502	7%
Santa Paula	121	1%	74	1%	91	1%	105	1%	105	2%	100	1%	111	2%
Simi Valley	132	2%	162	2%	141	2%	153	2%	172	2%	158	2%	155	2%
Somis	21	0%	22	0%	19	0%	16	0%	27	0%	19	0%	20	0%
Thousand Oaks	127	2%	121	2%	117	2%	113	2%	147	2%	143	2%	129	2%
Ventura	376	5%	390	5%	411	6%	388	5%	362	5%	344	5%	339	5%
Westlake Village	19	0%	23	0%	24	0%	29	0%	34	0%	19	0%	14	0%
Ventura County	8,061	97%	7,601	96%	7,141	96%	6,777	95%	6,645	95%	6,792	96%	6,703	96%
All Others	289	3%	317	4%	299	4%	349	5%	316	5%	311	4%	310	4%
Total Student	8,350	100%	7,918	100%	7,440	100%	7,126	100%	6,961	100%	7,103	100%	7,013	100%

Oxnard College Institutional Effectiveness – 4th Week Census (Banner Student Term Data)



City of Residence Among Oxnard College Students (California Residents) - Fall 2015

In Fall 2015, the proportion of students coming from the Oxnard Union High School District (Oxnard North, Oxnard South, Oxnard Beach, Port Hueneme and Camarillo) totaled 75.1% of Oxnard College's student population.



VCCCD - 4th Week Snapshot (Banner Student Term Data — California Residents only)

Service Area Cities Population by Age (2010 Census)

(2010 Census)	PORT HUENEME	%	CAMARILLO	%	OXNARD	%	VENTURA COUNTY	%
Under 5 years	1,862	8.6	3,690	5.7	17,649	8.9	55,336	6.7
5 to 9 years	1,628	7.5	4,179	6.4	15,853	8.0	56,970	6.9
10 to 14 years	1,439	6.6	4,494	6.9	15,459	7.8	60,390	7.3
15 to 19 years	1,610	7.4	4,249	6.5	16,977	8.6	64,407	7.8
20 to 24 years	1,947	9.0	3,667	5.6	16,993	8.6	56,183	6.8
25 to 29 years	1,899	8.7	3,784	5.8	16,487	8.3	54,253	6.6
30 to 34 years	1,628	7.5	3,747	5.7	14,750	7.5	51,207	6.2
35 to 39 years	1,499	6.9	4,027	6.2	13,854	7.0	53,448	6.5
40 to 44 years	1,232	5.7	4,337	6.7	12,875	6.5	57,635	7.0
45 to 49 years	1,276	5.9	4,971	7.6	12,326	6.2	62,731	7.6
50 to 54 years	1,275	5.9	4,865	7.5	11,338	5.7	60,973	7.4
55 to 59 years	1,091	5.0	4,260	6.5	9,456	4.8	51,164	6.2
60 to 64 years	951	4.4	3,729	5.7	7,464	3.8	42,312	5.1
65 to 69 years	677	3.1	2,974	4.6	5,168	2.6	29,834	3.6
70 to 74 years	527	2.4	2,221	3.4	3,922	2.0	21,562	2.6
75 to 79 years	437	2.0	2,046	3.1	3,175	1.6	17,443	2.1
80 to 84 years	406	1.9	1,737	2.7	2,253	1.1	13,427	1.6
85 years and over	339	1.6	2,224	3.4	1,900	1.0	14,043	1.7
Total City	21,723		65,201		197,899		823,318	
Average Age	31.3		40.80		29.90		36.20	

The city of **Oxnard** has the **youngest** average population age of 29.90, and **Camarillo** the **oldest** average population age at 40.80.

Potential Pool of Service Area Cities by 15 to 29 Years of Age (2010 Census)

(2010 Census)	PORT HUENEME	CAMARILLO	OXNARD	VENTURA COUNTY
15 - 19 years	1,610	4,249	16,977	64,407
20 - 24 years	1,947	3,667	16,993	56,183
25 - 29 years	1,899	3,784	16,487	54,253
Total 15 to 29 years	5,456	11,700	50,457	174,843

The total pool of potential students (ages 15 to 29 years) for Oxnard College in **Port Hueneme, Camarillo** and **Oxnard** Cities is: **67,613**. The Fall 2015 Headcount at Oxnard College was **7,014**. Therefore, approximately **10.3%** of the potential pool of students (15 to 29 years) attended Oxnard College from the three Service Area Cities.



Percent of Oxnard Union High School District Graduates Enrolled at Oxnard College

Oxnard Union High School Graduation Population – Students who enrolled in Oxnard College Percentage of Enrollment at Oxnard College																		
Year	2009-10			2010-11			2011-12			2012-13			2013-14			2014-15		
Cohort	HS Grads	OC Enrolled	Going Rate	HS Grads	OC Enrolled	Going Rate	HS Grads	OC Enrolled	Going Rate	HS Grads	OC Enrolled	Going Rate	HS Grads	OC Enrolled	Going Rate	HS Grads	OC Enrolled	Going Rate
Condor High										100	5		126	9		181	18	
Frontier	120	10	8.3%	117	8	6.8%	145	13	9.0%	120	16	13.3%	147	18	12.2%	131	20	15.3%
Camarillo	526	24	4.6%	534	23	4.3%	537	25	4.7%	499	21	4.2%	559	39	7.0%	600	33	5.5%
Rio Mesa	463	65	14.0%	402	50	12.4%	420	27	6.4%	389	33	8.5%	381	36	9.4%	358	40	11.2%
Oxnard	662	109	16.5%	653	97	14.9%	609	74	12.2%	542	70	12.9%	572	93	16.3%	585	106	18.1%
Hueneme	389	134	34.4%	368	137	37.2%	424	125	29.5%	342	131	38.3%	309	139	45.0%	319	123	38.6%
Pacifica	633	147	23.2%	651	109	16.7%	642	103	16.0%	647	103	15.9%	635	141	22.2%	654	159	24.3%
Channel Islands	553	251	45.4%	532	221	41.5%	525	206	39.2%	480	206	42.9%	502	218	43.4%	531	239	45.0%
Total	3,346	740	22.1%	3,257	645	19.8%	3,302	573	17.4%	3,119	585	18.8%	3,231	693	21.4%	3,359	738	22.0%

California Department of Education – DataQuest; Oxnard College Institutional Effectiveness - 4th Week Census (Banner Student Term Data)

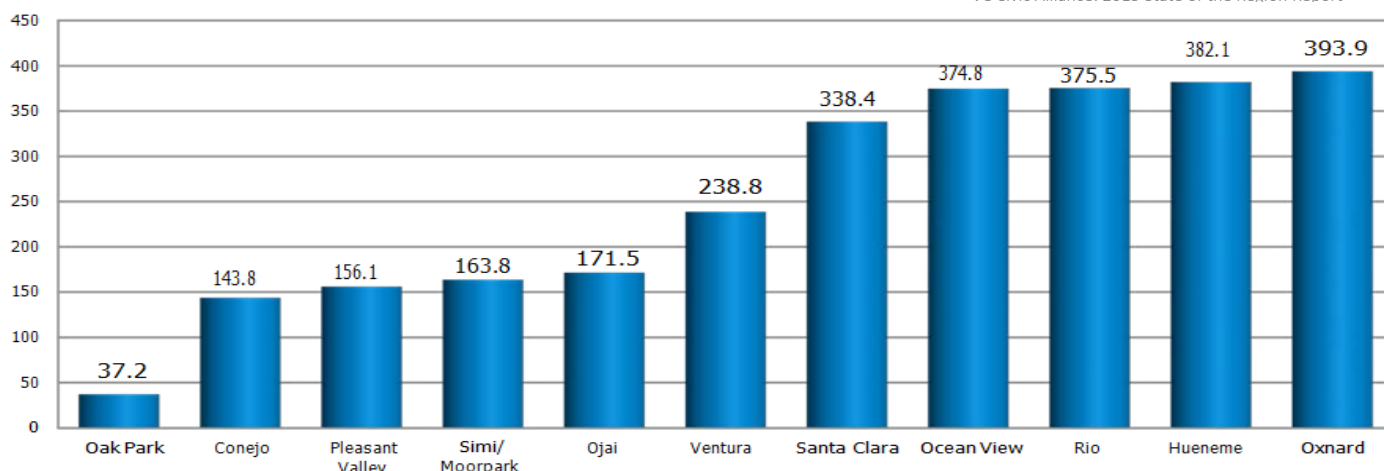
Misery Index in Ventura County

The “Misery Index,” is made up of seven socioeconomic indicators, applied to 11 areas (called Neighborhood for Learning or NfLs) in Ventura County. The seven indicators are: the poverty rate among children age 5 and under; the percentage of women-led households with children 5 and younger who are below the poverty line; the percentage of adults 25 and older without a high school diploma; the percentage of people who speak English “less than very well”; the portion of schoolchildren eligible for subsidized lunches; the portion of students classified as English learners; and the percentage of students who tested at “below proficient” for math and language arts. The percentages are added together and weighted equally for the index.

The following graph depicts the cities of Oxnard, Hueneme, Rio and Ocean View as having the highest misery index in the County. All schools in these areas are “feeder” schools to Oxnard College!

**“Misery Index” for Ventura County
Neighborhoods for Learning (NfL) (2011)**

VC Civic Alliance: 2015 State of the Region Report

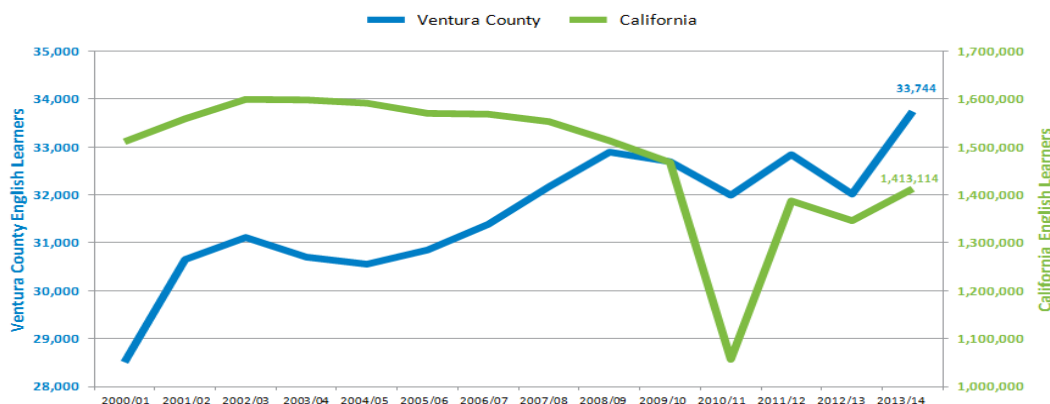


English Learners in Ventura County Public Schools

There were 33,744 English learners in Ventura County public schools in 2013/14, more than ever before. The total has gone up and down in the past few years, but has grown by about 10 percent over the past decade. The population is in constant flux; as students improve their English and graduate out of special programs, they are replaced by new students with limited English skills.

VC Civic Alliance: 2015 State of the Region Report

**Number of Public School Students Classified as English Learners
(2000/01 - 2013/14)**



Oxnard College



7,014

Fall 2015 Students

Unduplicated Headcount

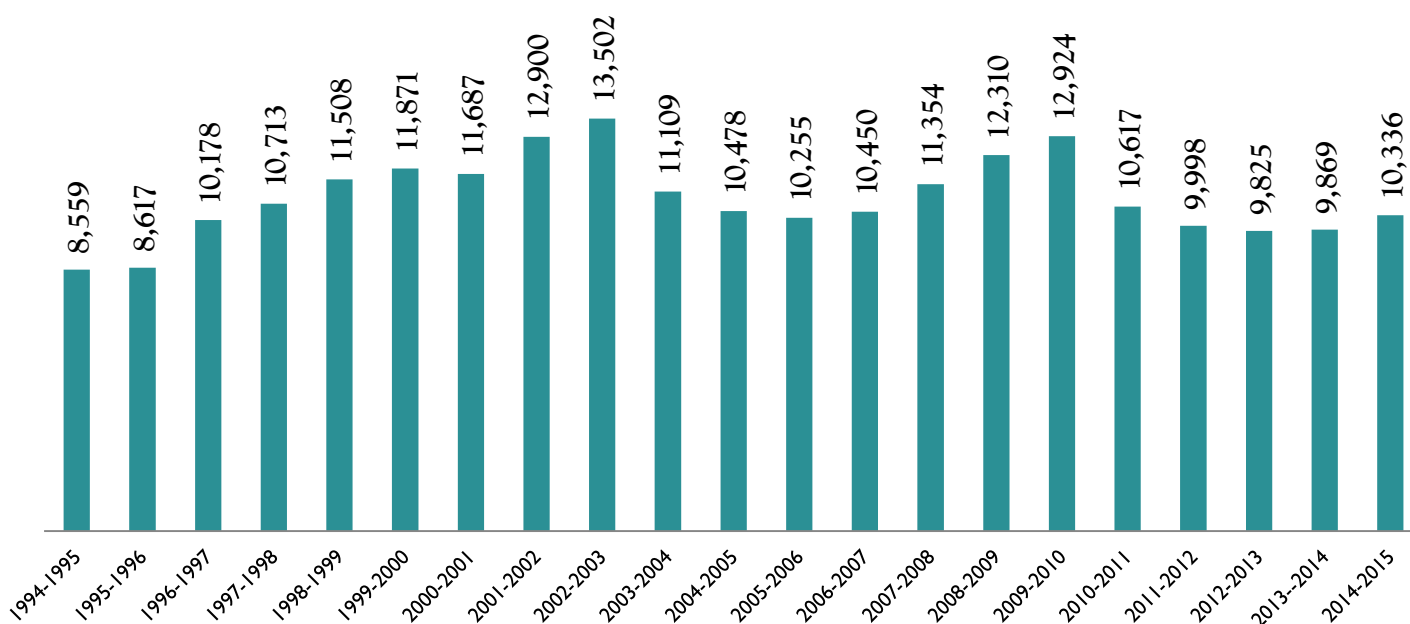
Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success.

Located in the City of Oxnard ([2016 population 207,997](#)) Oxnard College has been a part of the Ventura County Community College District since 1975.

The college recently celebrated 40 years of education to the residents of Oxnard, Port Hueneme and Camarillo, and Ventura County, California.

Truly the result of grass roots community movement in the 1970's, the College had more than 4,400 students enrolled during its first semester, which may be a record for first-year community colleges.

Oxnard College Annual Enrollment 1992 - 2015



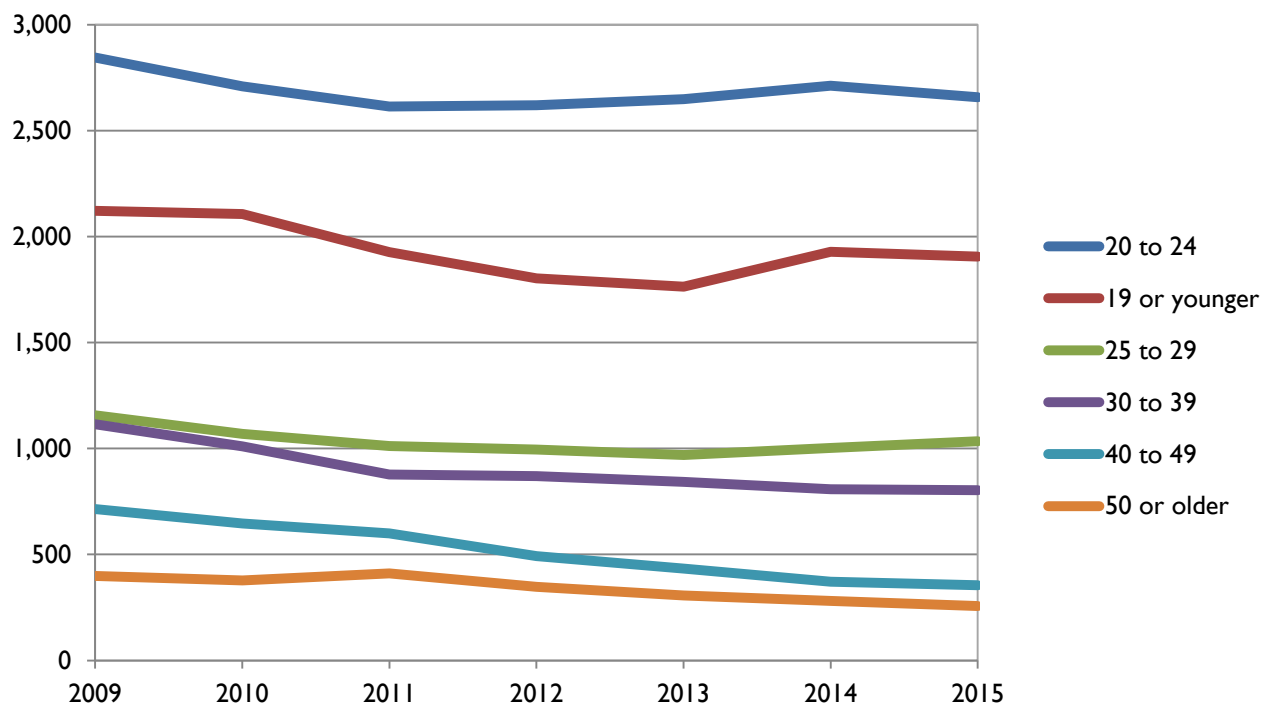
California Community Colleges Chancellor's Office Data Mart (Students)

Fall Enrollment by Age Group

Age in Years	2009	2010	2011	2012	2013	2014	2015
19 or younger	2,122	2,107	1,926	1,803	1,763	1,928	1,905
20 to 24	2,845	2,708	2,614	2,619	2,648	2,711	2,658
25 to 29	1,156	1,069	1,012	995	969	1,003	1,035
30 to 39	1,114	1,011	878	870	842	808	804
40 to 49	714	646	599	492	433	372	355
50 or older	399	377	411	347	306	281	257
Total Count	8,350	7,918	7,440	7,126	6,961	7,103	7,014

Oxnard College Institutional Effectiveness — 4th Week Census (Banner Student Term Data)

In the Fall of 2015 at Oxnard College, there were **5,598** students who were less than 29 years old. Therefore, **80%** of the student population is less than 29 years old. This trend has remained fairly consistent since Fall 2009.



The following three pages compare race/ethnicity by County, Oxnard College Fall 2015 Enrollment and by Oxnard College's service area 2010 population data (most recent data). Oxnard College's student demographics are predominately Hispanic/Latino which reflects its "primary feeder" cities of Oxnard and Port Hueneme.

Enrollment by Disability Status

Between Academic Year (AY) 2010-11 and AY 2014-15 the proportion of the student population, identified as having a disability, increased slightly from 4.6% to 5.2%.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Oxnard Total	10,617	9,998	9,825	9,869	10,336
Disabled	4.6%	4.3%	4.5%	4.6%	5.2%
Not Disabled	95.4%	95.7%	95.5%	95.4%	94.8%

California Community Colleges Chancellor's Office Data Mart (Student Services)

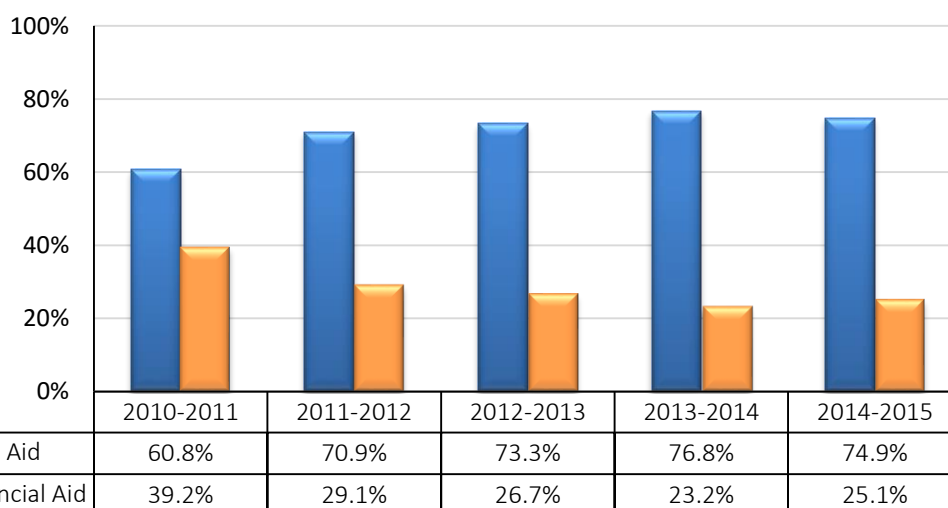
Enrollment by Socioeconomic Status - Financial Aid

As seen in the following chart and graph, between 2010-11 and 2014-15 the proportion of the student population receiving financial aid increased substantially (from 60.8% to 74.9%).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Financial Aid	N=6,451	N=7,093	N=7,201	N=7,579	N=7,740
Not Receiving Financial Aid	N=4,166	N=2,905	N=2,624	N=2,290	N=2,596
Total N=	10,617	9,998	9,825	9,869	10,336

Financial Aid Status

AY 2010-11 to FY2014-15

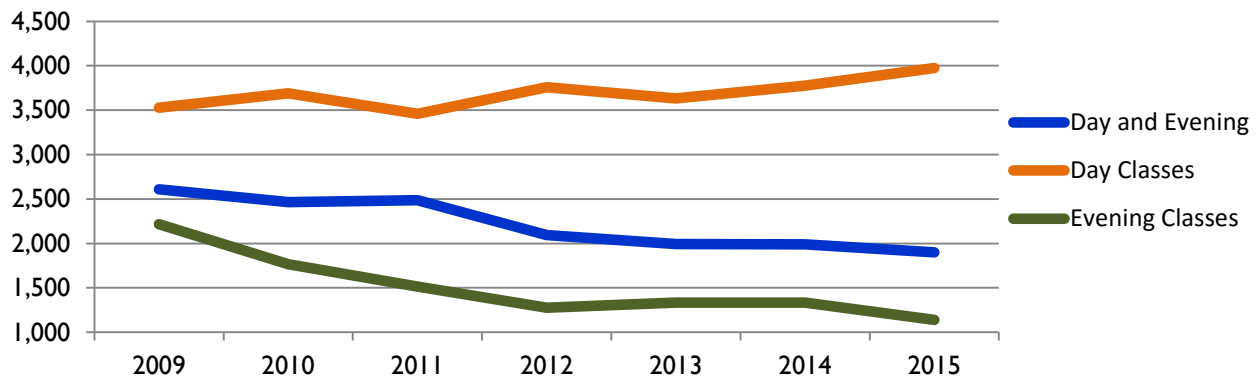


California Community Colleges Chancellor's Office Data Mart (Student Services)

Fall Enrollment by Day/Evening & Full-Time/Part-Time Status

As seen below, the majority of Oxnard College students are part-time students attending classes during the day.

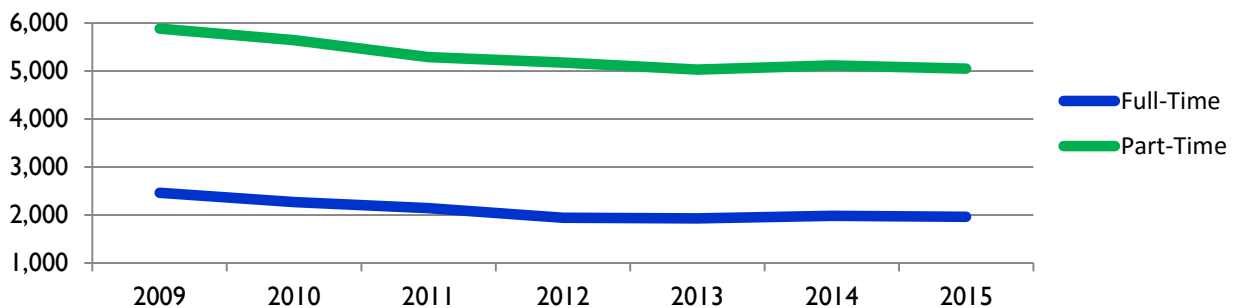
Attends	2009		2010		2011		2012		2013		2014		2015	
Day & Evening	2,608	31%	2,464	31%	2,487	33%	2,093	29%	1,993	29%	1,991	28%	1,901	27%
Day Classes	3,526	42%	3,688	47%	3,460	46%	3,757	53%	3,632	52%	3,777	53%	3,975	57%
Evening Classes	2,216	27%	1,766	22%	1,513	20%	1,276	18%	1,336	19%	1,335	19%	1,138	16%
Total Count	8,350	100%	7,918	100%	7,460	100%	7,126	100%	6,961	100%	7,103	100%	7,014	100%



Oxnard College Institutional Effectiveness — 4th Week Census (Banner Student Term Data)



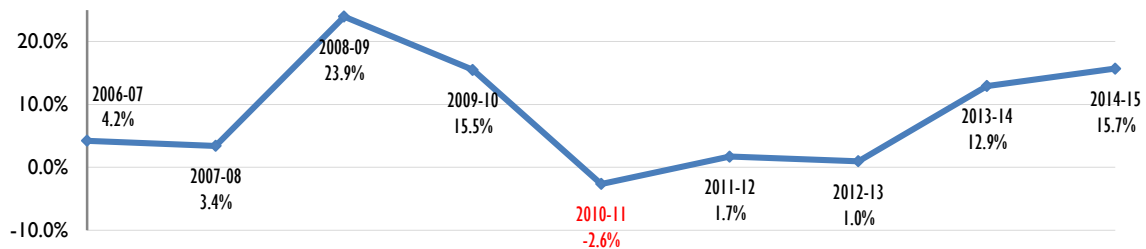
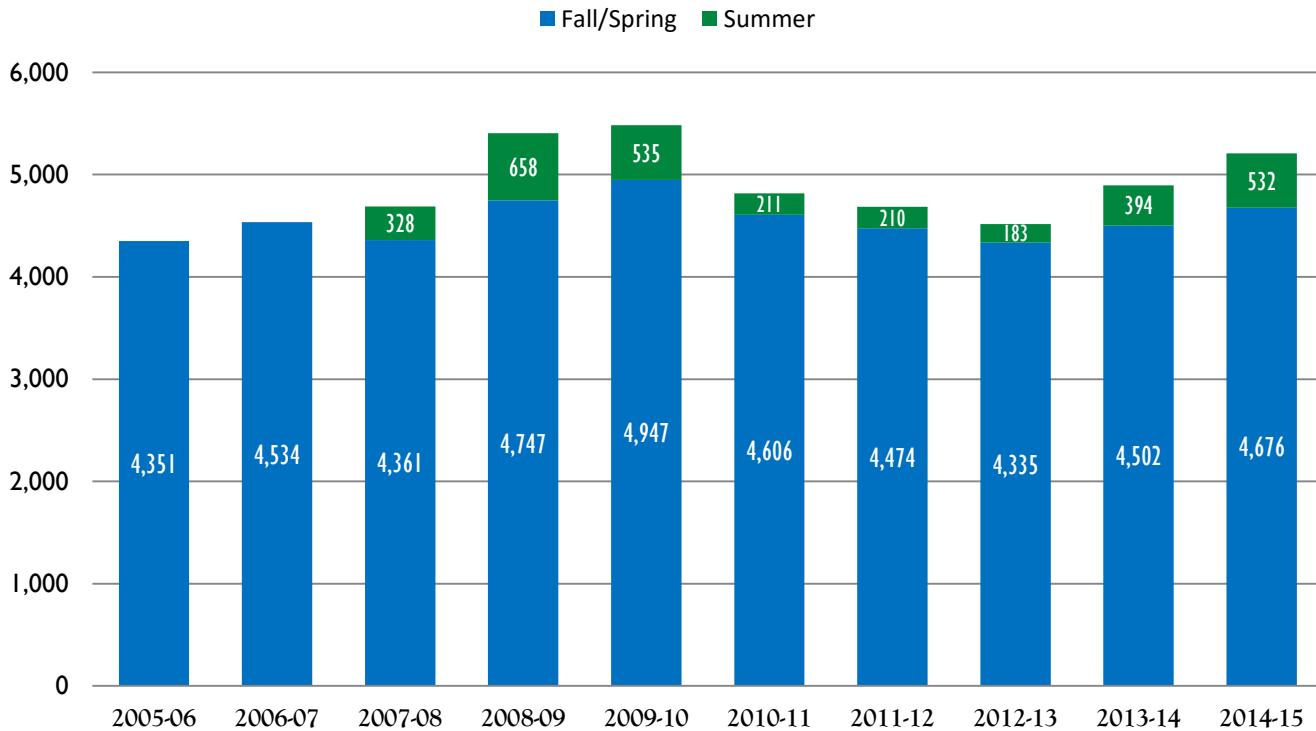
FULL & PART Time	2009		2010		2011		2012		2013		2014		2015	
Full-Time	2,464	30%	2,273	29%	2,145	29%	1,944	27%	1,928	28%	1,987	28%	1,963	28%
Part-Time	5,886	70%	5,645	71%	5,295	71%	5,182	73%	5,033	72%	5,116	72%	5,051	72%
Total Count	8,350	100%	7,918	100%	7,440	100%	7,126	100%	6,961	100%	7,103	100%	7,014	100%



Oxnard College Institutional Effectiveness — 4th Week Census (Banner Student Term Data)

FTES - State-Appportioned Full-Time Equivalent Students

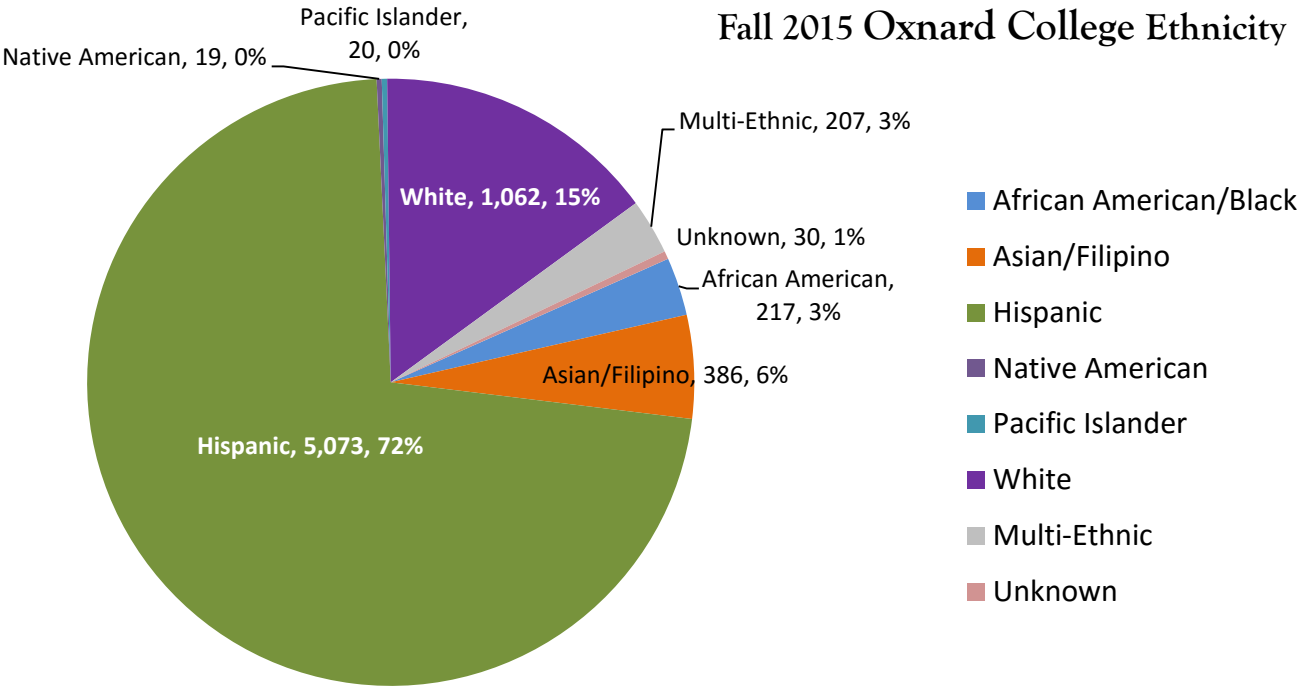
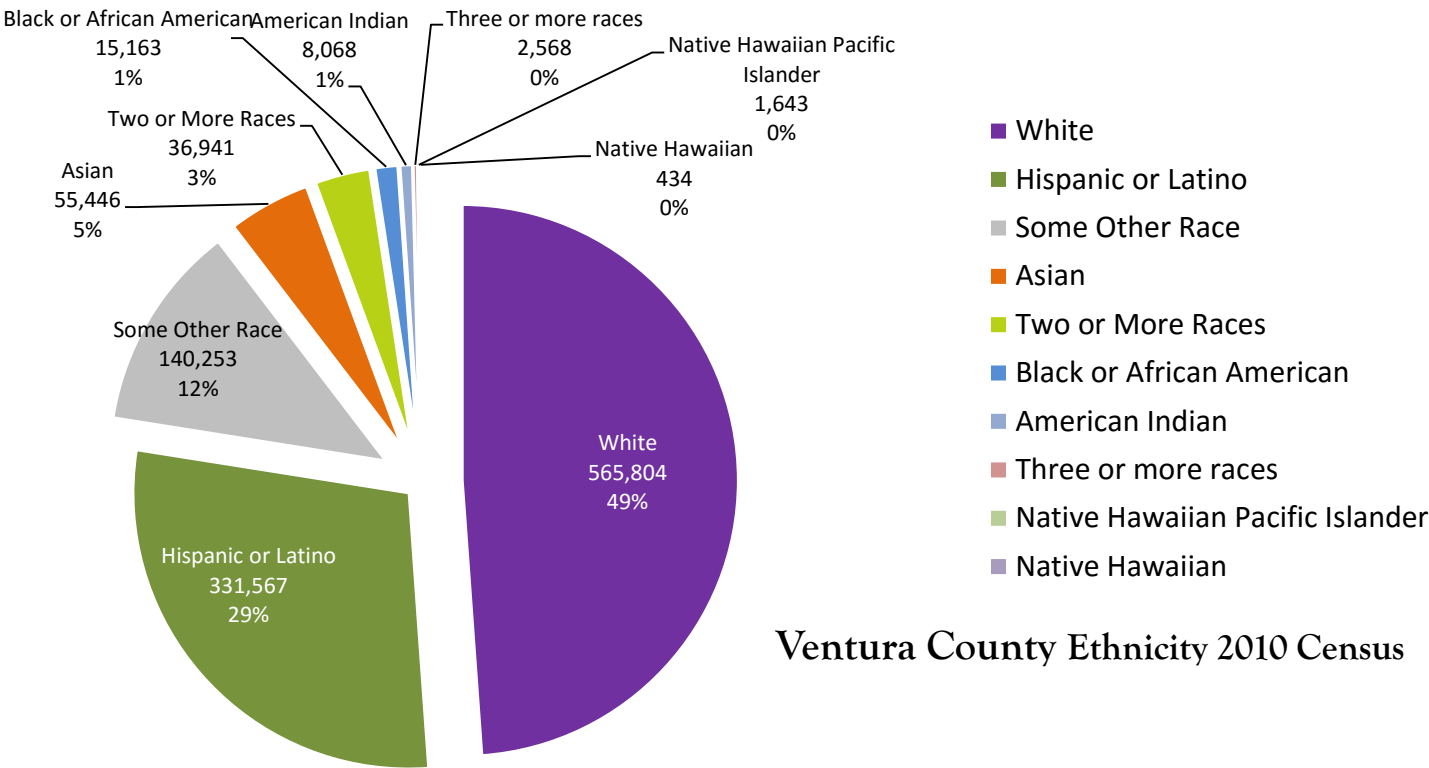
State-Appportioned FTES Oxnard College



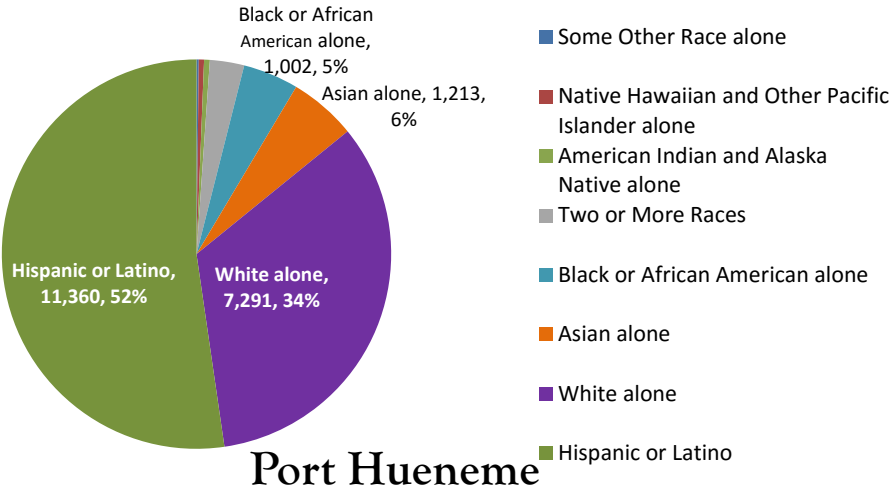
Terms	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Fall and Spring	4,351	4,534	4,361	4,747	4,947	4,606	4,474	4,335	4,502	4,676
Summer			328	658	535	211	210	183	394	532
Total FTES	4,351	4,534	4,689	5,405	5,482	4,816	4,684	4,518	4,895	5,208

Ventura County Community College Fiscal Website Source: 320 reports/VCCCC IR link

Oxnard College & Ventura County Population by Race/Ethnicity



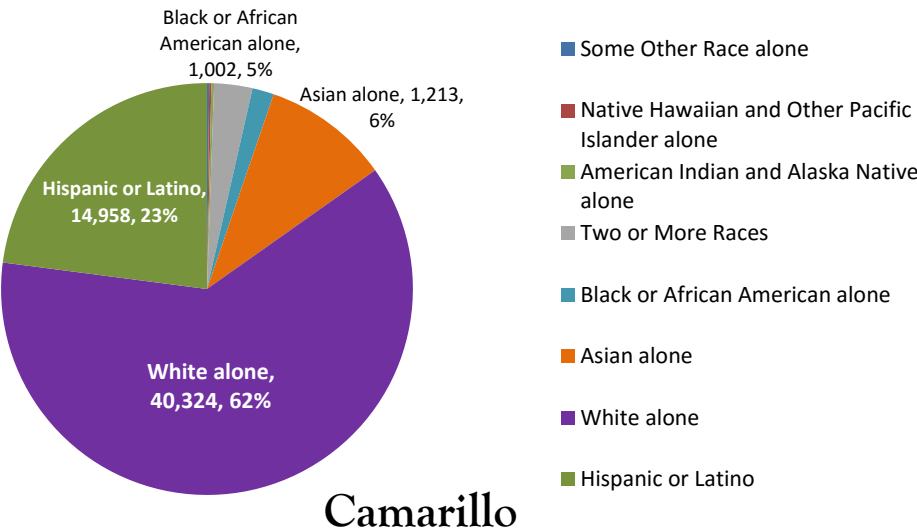
Ethnicity by Service Area Cities for Oxnard College



Port Hueneme

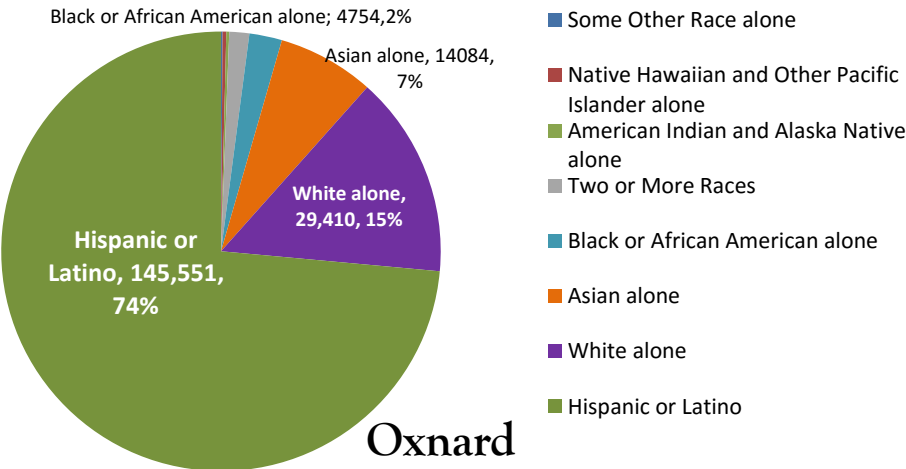
Port Hueneme 2010 population:
21,723

Naval Base Ventura County, which is located in the City of Port Hueneme, supports a population of more than 19,000 personnel, the largest employer in Ventura County.



Camarillo

City of Camarillo 2010 population:
65,201



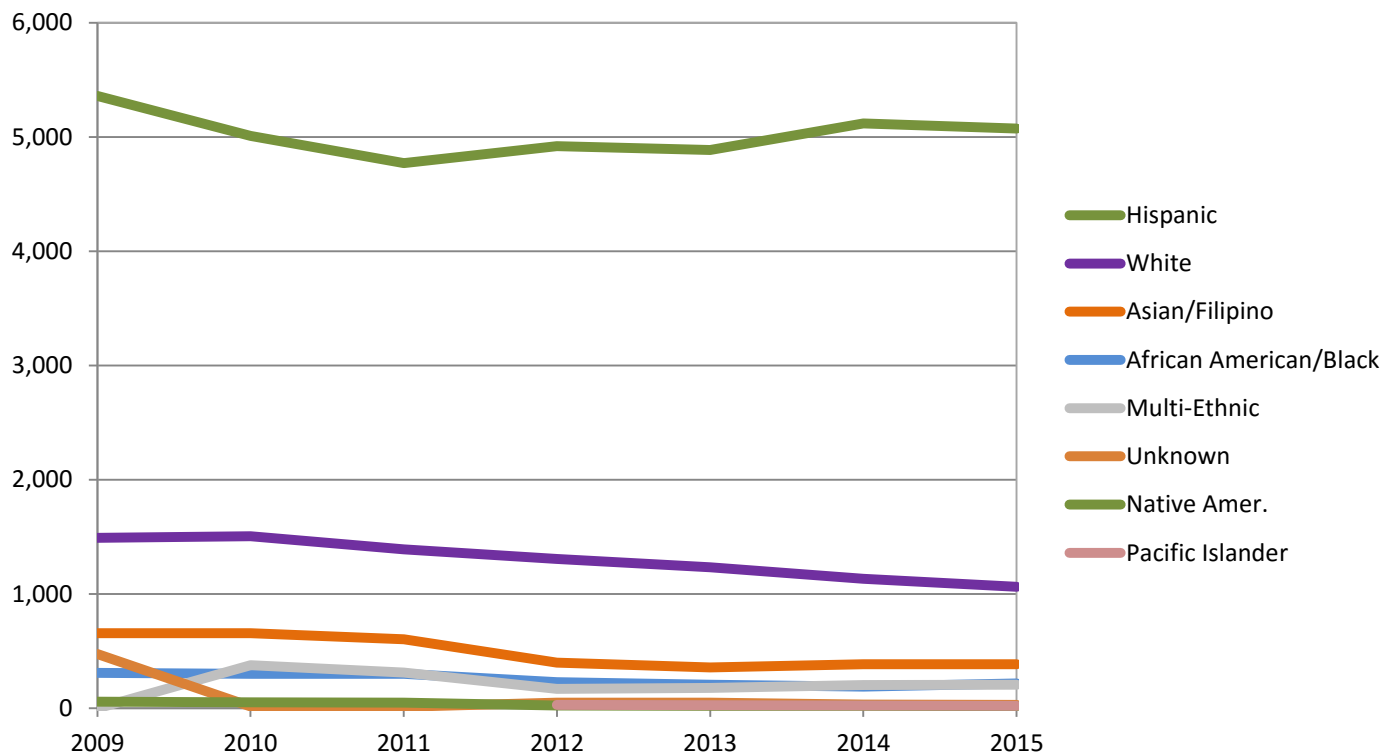
Oxnard

City of Oxnard 2010 population:
197,899

Fall Enrollment by Ethnicity

Enrollment trends from Fall 2009 to 2010 remain consistent with minor fluctuations from year to year.

Ethnicity	2009		2010		2011		2012		2013		2014		2015	
Hispanic	5,358	64%	5,010	63%	4,772	64%	4,920	69%	4,886	70%	5,117	72%	5,073	72%
White	1,491	18%	1,505	19%	1,391	19%	1,306	18%	1,235	18%	1,132	16%	1,062	15%
Asian or Filipino	657	8%	657	8%	603	8%	399	6%	357	5%	385	5%	386	6%
African American	309	4%	301	4%	301	4%	228	3%	206	3%	188	3%	217	3%
Multi-Ethnic	0	0%	377	5%	312	4%	171	2%	178	3%	203	3%	207	3%
Unknown	476	6%	15	0%	12	0%	48	1%	49	1%	32	0%	30	0%
Native American	59	1%	53	1%	49	1%	25	0%	22	0%	21	0%	19	0%
Pacific Islander							29	0%	28	0%	25	0%	20	0%
Total Count	8,350	100%	7,918	100%	7,440	100%	7,126	100%	6,961	100%	7,103	100%	7,014	100%



Oxnard College Institutional Effectiveness – 4th Week Census (Banner Student Term Data)

Having described Oxnard College's (OC) and the local areas' ethnicity and age demographics, the next section will analyze OC's student success outcomes. (Definition of Successful: "Percentage of Fall term credit course enrollments where student earned a grade of C or better". Definition of Retained: "Percentage of Fall term credit course enrollments who completed the course with a transcribed grade").

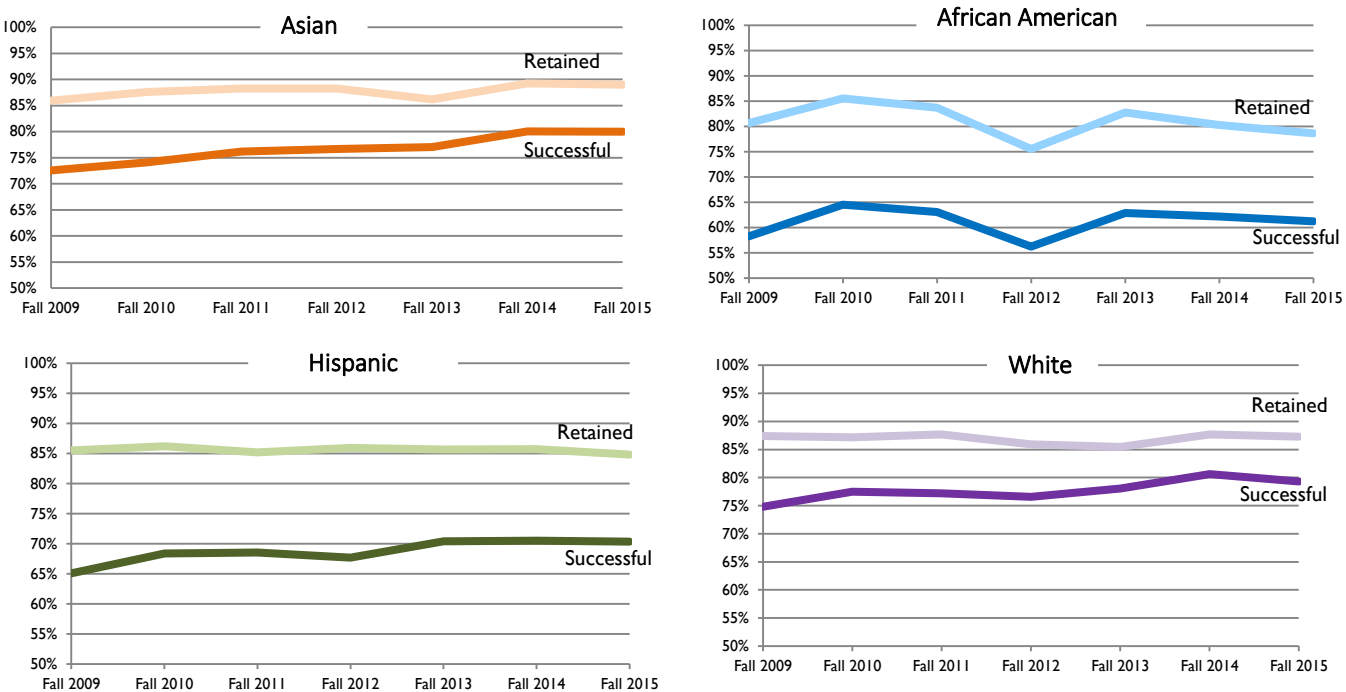
Retention & Success: Course Outcomes by Ethnicity

Retention and Success by Ethnicity							
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	Rate/Count	Rate/Count	Rate/Count	Rate/Count	Rate/Count	Rate/Count	Rate/Count
Asian							
Retained	86.0%	87.6%	88.7%	88.3%	86.2%	89.2%	89.0%
Successful	72.6%	74.1%	76.5%	76.7%	77.0%	80.0%	80.0%
Total	1,385	1,232	1,155	930	818	892	954
African American							
Retained	80.7%	85.5%	83.7%	75.5%	82.7%	80.3%	78.6%
Successful	58.3%	64.6%	63.1%	56.2%	62.9%	62.2%	61.2%
Total	821	725	650	539	463	492	580
Hispanic							
Retained	85.5%	86.2%	85.2%	86.0%	85.7%	85.7%	84.8%
Successful	65.1%	68.4%	68.6%	67.7%	70.4%	70.5%	70.4%
Total	15,741	14,152	13,228	12,961	12,336	13,240	13,105
Native American							
Retained	84.0%	88.7%	75.4%	86.8%	88.6%	85.4%	89.1%
Successful	71.3%	72.6%	56.5%	64.2%	79.5%	73.2%	78.3%
Total	94	62	69	53	44	41	46
Pacific Islander							
Retained	90.5%	89.9%	87.5%	85.2%	80.0%	94.9%	72.7%
Successful	64.7%	66.3%	60.2%	70.5%	63.5%	71.2%	59.1%
Total	116	89	88	88	85	59	44
Multi-Ethnic							
Retained	81.6%	80.5%	83.9%	86.7%	86.2%	88.6%	87.4%
Successful	64.4%	62.9%	70.2%	71.2%	78.7%	79.3%	76.3%
Total	419	447	423	406	413	498	452
White							
Retained	87.4%	87.2%	87.7%	85.9%	85.4%	87.7%	87.3%
Successful	74.8%	77.5%	77.2%	76.6%	78.1%	80.6%	79.3%
Total	3,400	3,279	2,980	2,764	2,591	2,344	2,215
Unknown							
Retained	90.2%	85.7%	86.9%	84.3%	82.8%	87.3%	79.0%
Successful	70.5%	69.8%	58.8%	73.1%	70.7%	77.5%	71.0%
Total	224	182	160	108	99	71	62
Overall							
Retained	85.7%	86.3%	85.7%	85.8%	85.6%	86.1%	85.2%
Successful	66.9%	70.0%	70.1%	69.3%	71.9%	72.4%	71.9%
Total	22,200	20,168	18,753	17,849	16,849	17,637	17,458

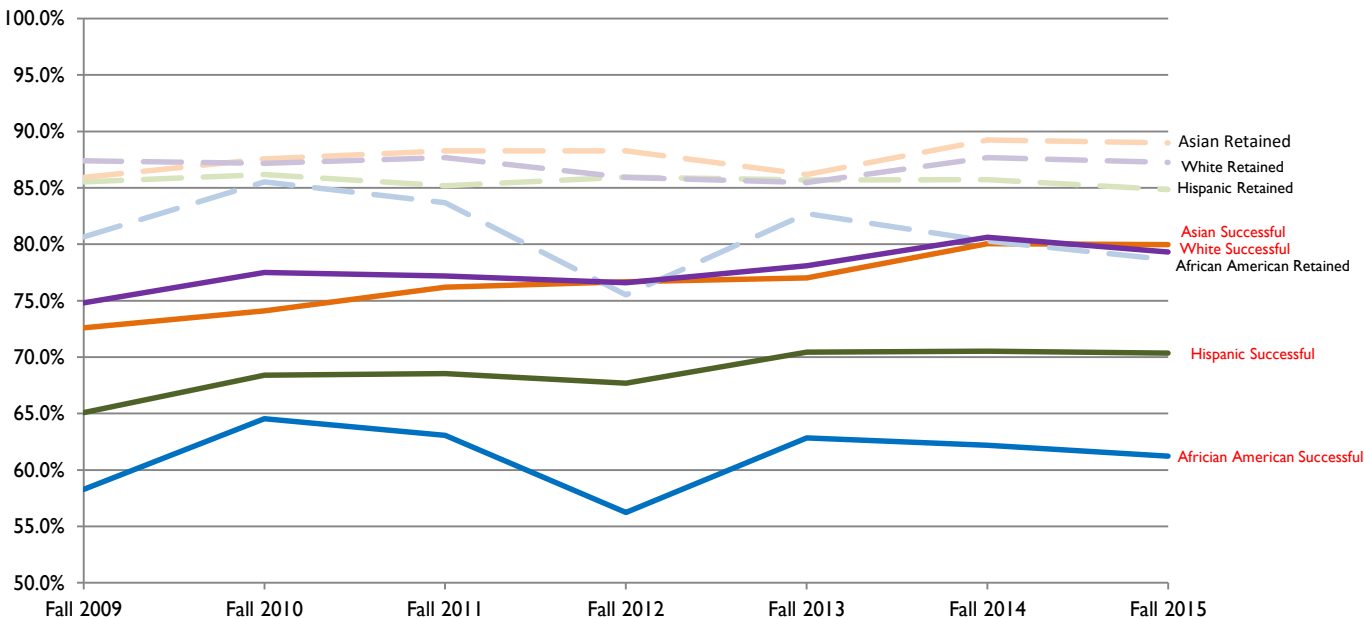
Oxnard College Institutional Effectiveness – Banner Academic History

Top Four Ethnicity Retention & Success Graphs

Of notable mention, the charts below identify a consistently lower retention rate for Hispanic and African American students from the Fall 2009 to Fall 2015.

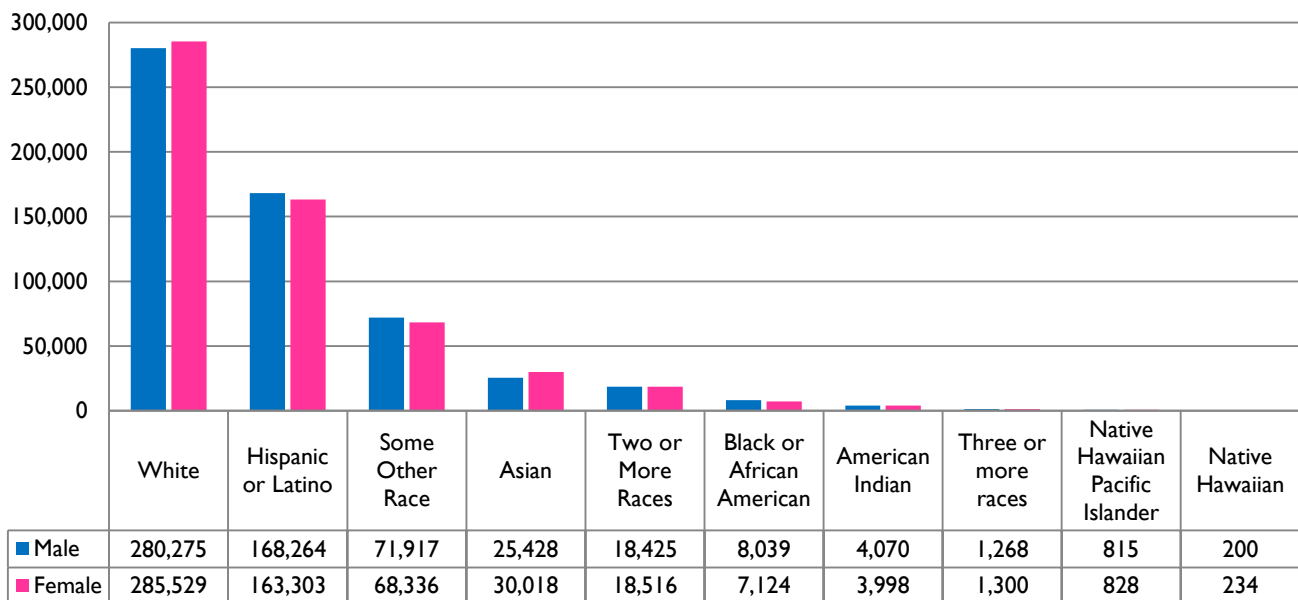


Definition of Retained: "Percentage of Fall term credit course enrollments who completed the course with a transcripted grade".
Definition of Successful: "Percentage of Fall term credit course enrollments where student earned a grade of C or better".



Gender/Race Ethnicity Comparison

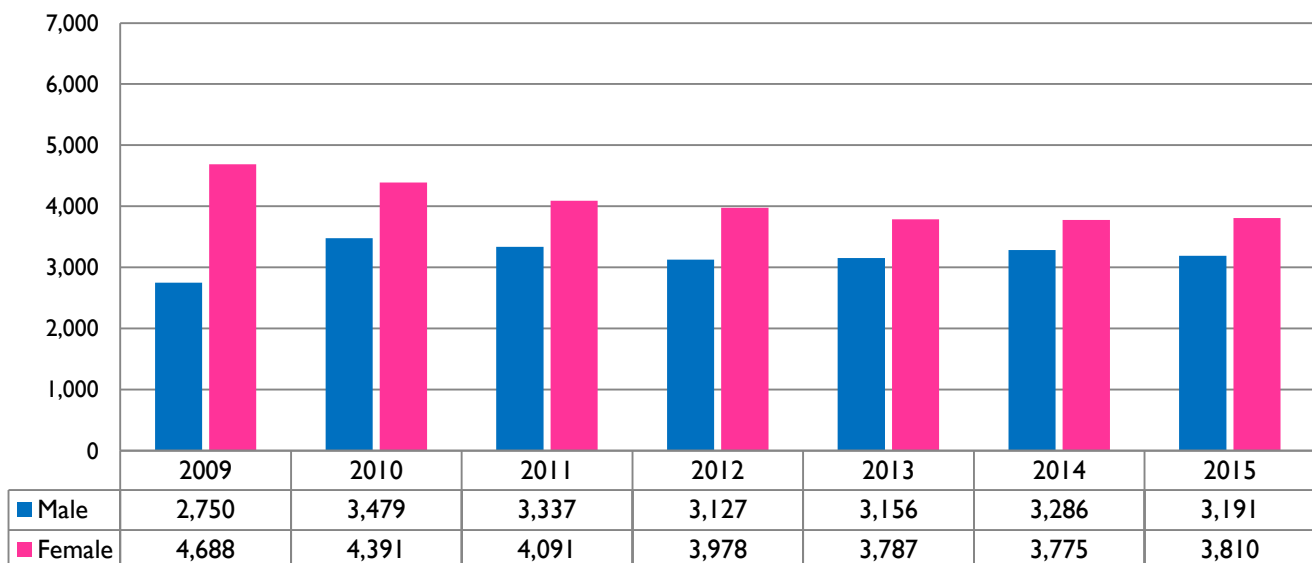
Ventura County Gender/Race Ethnicity 2010 Census



<https://suburbanstats.org/population/california/how-many-people-live-in-ventura-county>

Ventura County Male/Female Gender distribution across ethnicities is fairly equal, whereas Oxnard College Enrollment by Gender consistently indicates that more females enroll when compared to male enrollments.

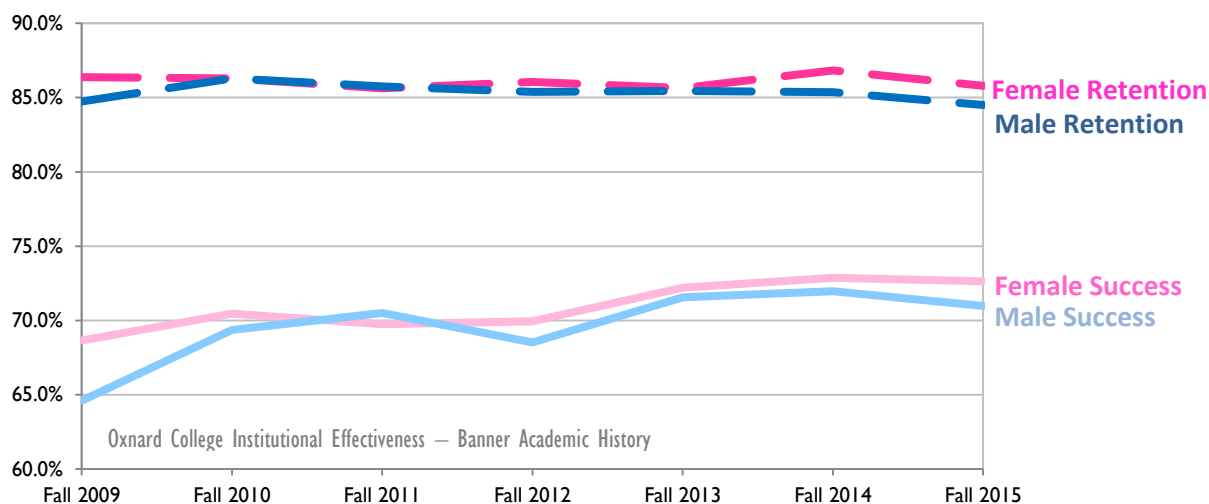
Oxnard College Gender Fall Enrollment



Oxnard College Institutional Effectiveness – 4th Week Census (Banner Student Term Data)

Retention & Success – Course Outcomes by Gender

Gender Retention and Success							
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Gender	Rate/Count	Rate/Count	Rate/Count	Rate/Count	Rate/Count	Rate/Count	Rate/Count
Female							
Retention	86.4%	86.3%	85.6%	86.1%	85.7%	86.8%	85.8%
Success	68.6%	70.5%	69.8%	69.9%	72.2%	72.9%	72.6%
Total Grades	12,611	11,396	10,417	9,932	9,159	9,340	9,457
Male							
Retention	84.7%	86.3%	85.8%	85.4%	85.5%	85.4%	84.5%
Success	64.6%	69.4%	70.5%	68.6%	71.6%	72.0%	71.0%
Total Grades	9,549	8,762	8,325	7,907	7,671	8,191	7,982
Unreported							
Retention	77.5%	100.0%	90.9%	70.0%	89.5%	83.0%	78.9%
Success	45.0%	80.0%	54.5%	60.0%	78.9%	63.2%	73.7%
Total Grades	40	10	11	10	19	106	19
Overall							
Retention	85.7%	86.3%	85.7%	85.8%	85.6%	86.1%	85.2%
Success	66.9%	70.0%	70.1%	69.3%	71.9%	72.4%	71.9%
Total Grades	22,200	20,168	18,753	17,849	16,849	17,637	17,458

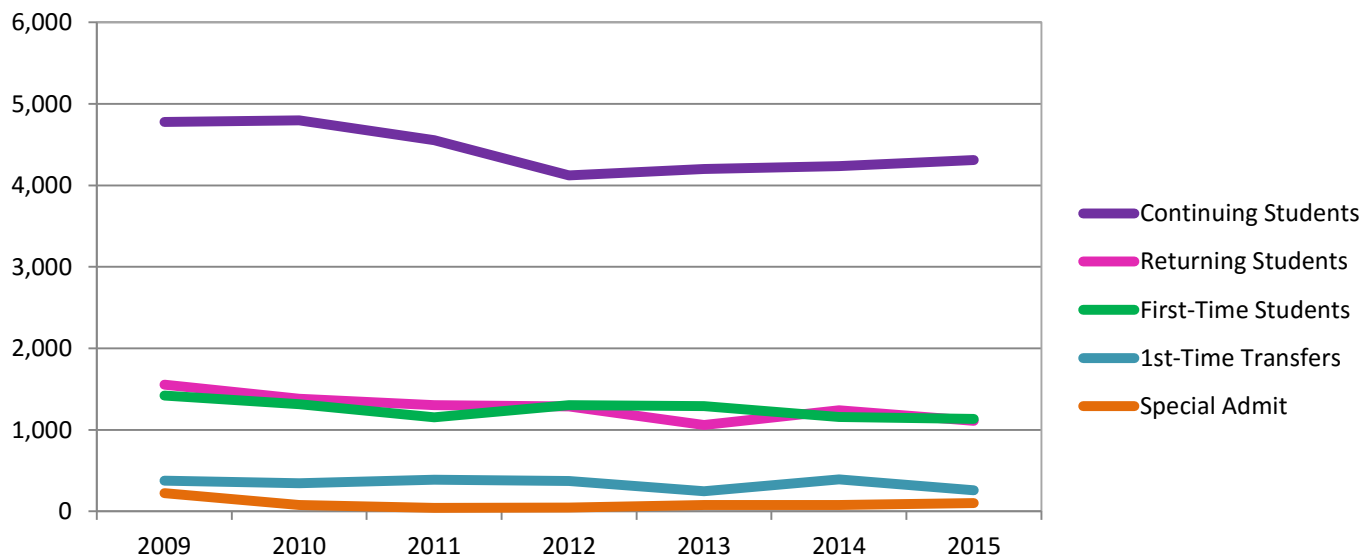


As noted in the above chart and graph, the female success rates (Definition of Success: "Percentage of Fall term credit course enrollments where student earned a grade of C or better") are consistently and slightly higher than male success rates, with the exception occurring in Fall 2011. Female retention rates have been increasing since Fall 2013 whereas male retention rates appear to be on the decrease as of Fall 2013. (Definition of Retention: "Percentage of Fall term credit course enrollments who completed the course with a transcribed grade")

Fall Enrollment by Enrollment Status

Enrollment Status	2009		2010		2011		2012		2013		2014		2015	
Continuing Students	4,778	57%	4,799	61%	4,555	61%	4,121	58%	4,199	61%	4,237	60%	4,311	62%
Returning Students	1,552	19%	1,381	17%	1,304	18%	1,285	18%	1,057	15%	1,239	17%	1,110	16%
First-Time Students	1,422	17%	1,314	17%	1,154	16%	1,304	18%	1,292	19%	1,157	16%	1,135	16%
1st-Time Transfers	377	5%	345	4%	386	5%	370	5%	247	4%	391	6%	257	4%
Special Admit	221	3%	79	1%	41	1%	46	1%	77	1%	79	1%	101	1%
Total Count	8,350	100%	7,918	100%	7,440	100%	7,126	100%	6,872	100%	7,103	100%	6,914	100%

Oxnard College Institutional Effectiveness — 4th Week Census (Banner Student Term Data)



Returning Student: Absent for two (2) or more primary Terms. Once a student has been gone for two or more Terms they are considered Returning students when they come back.

Continuing Student: A continuing student is a student that has been attending continuously without missing two primary Terms. They can, however, skip just one primary Term and still be considered Continuing.

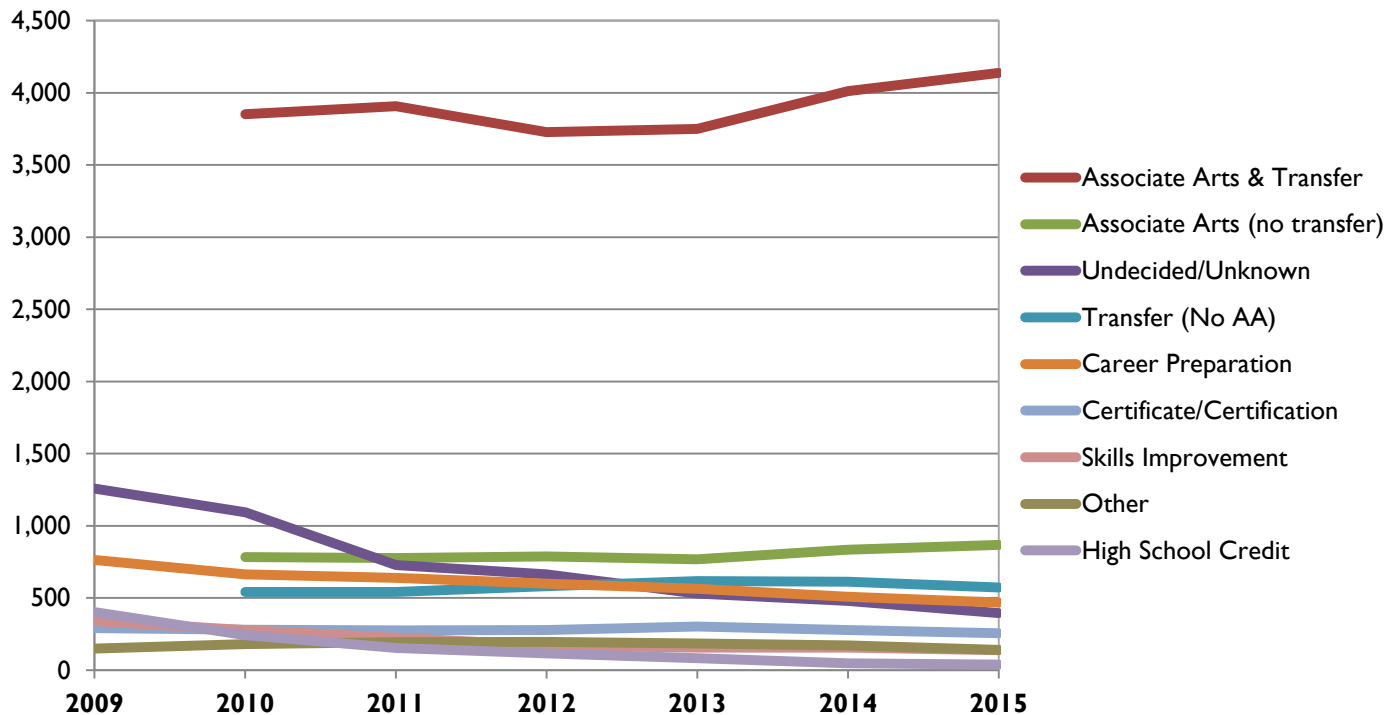
The predominate “enrollment status”, as seen on the aforementioned chart and diagram, is the “continuing student” at Oxnard College. This remains consistent since 2009.

Fall Enrollment by Educational Goal

Goal	2009		2010		2011		2012		2013		2014		2015	
Associate Arts & Transfer			3,851	49%	3,906	53%	3,728	52%	3,749	54%	4,012	56%	4,137	59%
Associate Arts (no transfer)			784	10%	777	10%	789	11%	767	11%	835	12%	868	12%
Undecided or Unknown	1,259	39%	1,093	14%	728	10%	664	9%	530	8%	480	7%	395	6%
Transfer (No AA)			542	7%	542	7%	582	8%	618	9%	614	9%	572	8%
Career Preparation	764	24%	665	8%	640	9%	600	8%	565	8%	509	7%	468	7%
Certificate or Certification	292	9%	281	4%	275	4%	279	4%	303	4%	278	4%	257	4%
Skills Improvement	341	11%	278	4%	225	3%	171	2%	156	2%	156	2%	139	2%
Other	149	5%	181	2%	194	3%	197	3%	186	3%	172	2%	140	2%
High School Credit	403	13%	243	3%	153	2%	116	2%	84	1%	47	1%	38	1%
Total Count	3,208	100%	7,918	100%	7,440	100%	7,126	100%	6,958	100%	7,103	100%	7,014	100%

Oxnard College Institutional Effectiveness — 4th Week Census (Banner Student Term Data)

The majority of Oxnard College students self-identify their educational goal as “Associate Arts & Transfer.”



Basic Skills Progression – Math

It is interesting to note that the majority of Oxnard College students self-identify as having their educational goal as “Associate Arts/Transfer Degree” (see chart on previous page). However, based on the data below, students that attempt pre-college level math (Math R009- Math R011/14: Transitional Math 1-2) are very unlikely to complete the math progression to the Transfer Level Math within a three-year period. And, as seen on the next page (27), a large percentage of all enrolled First-Time 2014-15 Oxnard College students who took the college math placement test, assessed into pre-collegiate level Math coursework (96.5%).

	Students Attempting First Math in Fall 2012 Starting in Math R009 with Highest Level Attempted/Successful by Spring 2015																										
	Math R009 (Basic Math)			Math R010 (Pre-Algebra)			Math R011 (Elementary Algebra)			Math R014 (Intermediate Algebra)			Transfer Level Math (College Algebra and above)														
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success												
Cohort Progression	273	350	165	148	219	76	63	98	43	45	62	30	14	21	9												
% Starting Cohort	60.4%			54.2%			27.8%			23.1%			15.8%			16.5%			11.0%			5.1%			3.3%		

Math Compass Placement Test – All Students & STEM-declared Students (2014-15)

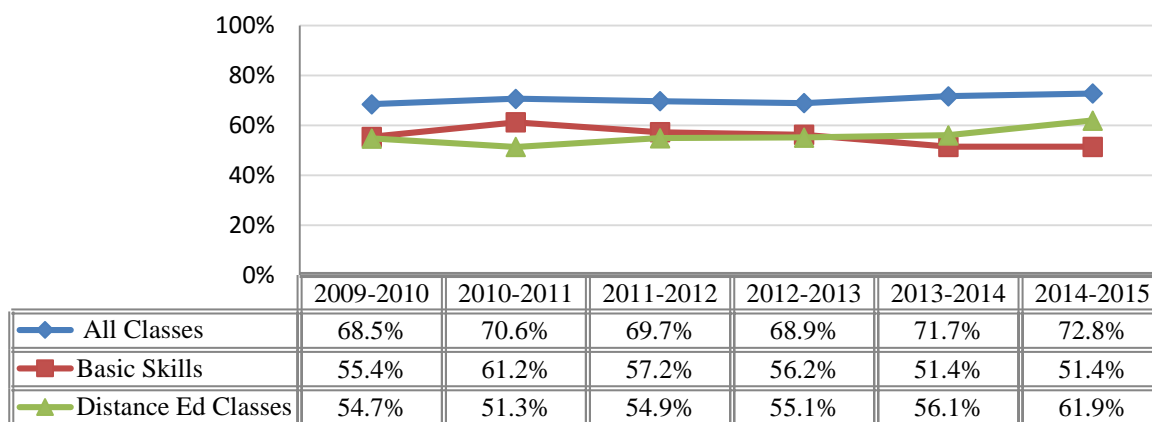
	Total	Asian	Two or More	White	Hispanic	African American	Native American	Pacific Islander	Unknown
All FIRST TIME Students 2014-15 (includes all enrolled)	1291	51	36	113	1049	32	2	5	3
Percent Distribution of First Time Students of All Enrolled at Oxnard College	100.0%	4.0%	2.8%	8.8%	81.3%	2.5%	0.2%	0.4%	0.2%
Percentage of FIRST TIME Students who took the Math assessment at OC (n=1007) and assessed into Remedial Math at Oxnard.	96.5%	76.7%	92.9%	94.3%	97.7%	100.0%	100.0%	100.0%	100.0%
All FIRST TIME STEM Students 2014-15 (Only enrolled students with declared Oxnard programs)	262	18	6	14	221	2	0	0	1
Percent Distribution of First Time STEM Declared Enrolled	100.0%	6.9%	2.3%	5.3%	84.4%	0.8%			0.4%
Percentage of FIRST TIME declared STEM students who tested (n=216) and assessed into Remedial Math at Oxnard.	94.9%	92.3%	100.0%	91.7%	95.1%	100.0%			100.0%
ALL Oxnard Students 2014-15	9732	502	296	1779	6774	278	26	30	47
Percent Distribution ALL Oxnard Students	100.0%	5.2%	3.0%	18.3%	69.6%	2.9%	0.3%	0.3%	0.5%
All STEM Students at Oxnard	1377	104	45	129	1051	33	5	4	6
Percent Distribution All STEM Students at Oxnard	100.0%	7.6%	3.3%	9.4%	76.3%	2.4%	0.4%	0.3%	0.4%
Percentage of Students with declared STEM programs of Total Enrollment	14.1%	20.7%	15.2%	7.3%	15.5%	11.9%	19.2%	13.3%	12.8%
Total Oxnard College Program Enrollees	6921	320	182	940	5208	202	19	23	27
Percentage of Oxnard Students with declared STEM programs (excludes students with declared majors for Ventura or Moorpark College)	19.9%	32.5%	24.7%	13.7%	20.2%	16.3%	26.3%	17.4%	22.2%

Oxnard College Institutional Effectiveness – Banner Assessment Scores; Academic History (PEPC data)

Remedial (Basic Skills) Student Success- Cohorts

Several changes were made in 2012, including a re-design in Basic Skills Math. It is anticipated that this new redesign will positively impact completion rates over the next several years. It was also noted in 2012 that basic skills success rates remained consistently lower than “all classes” and “Distance Education Classes”, hence the focus on the development of a Transitional Studies Division to address these findings with the intent of increasing student success rates through innovative approaches is underway. In 2016, Oxnard College was awarded a \$1.3 million grant by the California State Chancellors Office to transform and accelerate basic skills courses and progression through the Basic Skills and Success Outcomes Transformation Program (BSSOTP).

Course Success Rate by Course Type
Ay 2010-11 to 2014-15



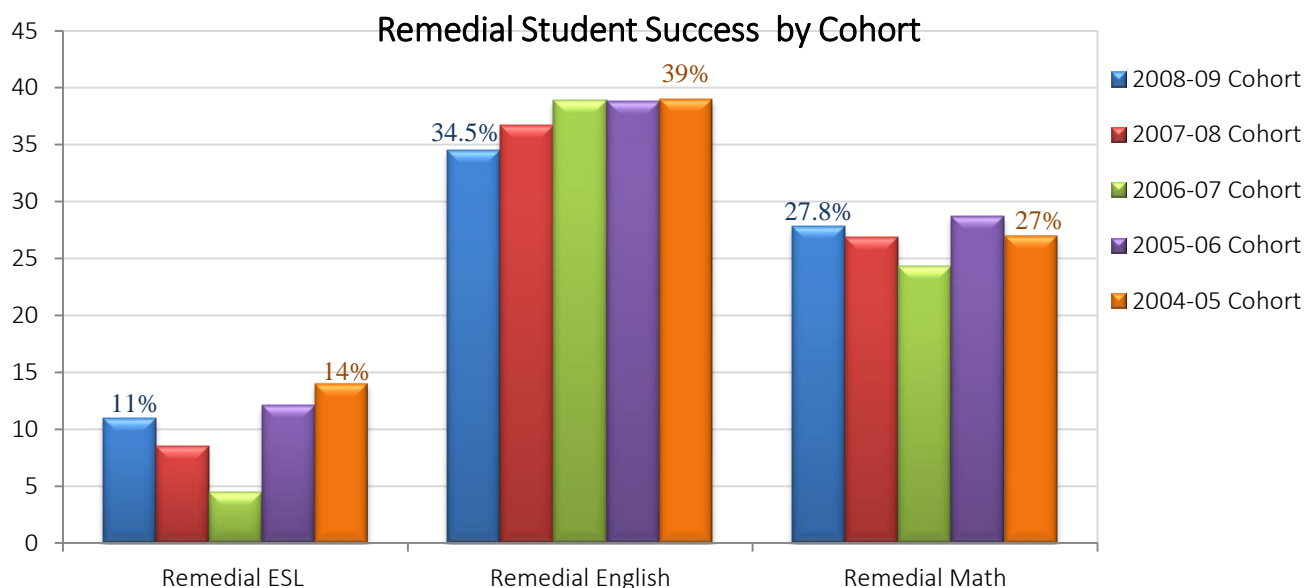
Oxnard College Institutional Effectiveness – Banner Academic History (AY rates include Summer, Fall and Spring terms)

Course success rates are calculated by the number of students that received an “A, B or C”. (Successful course completion, grade C or better if graded, over the number of students enrolled when the general enrollment period ends).



Based on Scorecard remedial cohort success data (percent of student-cohort beginning in remedial ESL, English and Math who attempt a college level course within 6 years), the following is observed.

- Remedial Math success rates increased to nearly 28% from the prior cohort. The Math Department implemented the Transitional Math program which, as expected, has helped students transition into college-level Math more effectively. Additional strategies will certainly affect continued improvements.
- English success rates dropped by approximately 2%. Ongoing discussions are currently underway in the new Transitional Division to improve success rates.
- Of students starting in ESL about 11% complete a course in college level English within 6 years, up by 2.5% over the prior year's cohort.
- Despite showing increases in some instances, the Scorecard data for the transition from remedial classes to colleges level Math, ESL and English is still low, overall. To address the issue of remedial transition, Oxnard College implemented the reorganization plan for remedial level Math, English, and ESL in which the Asst. Dean oversees an independent division dedicated solely to the needs of remedial level students. In addition, targeted programs have been implemented or are in the planning stages to assist students in areas such as bridge programs assessment skills.



California Community Colleges Chancellor's Office - 2015 Student Success Scorecard

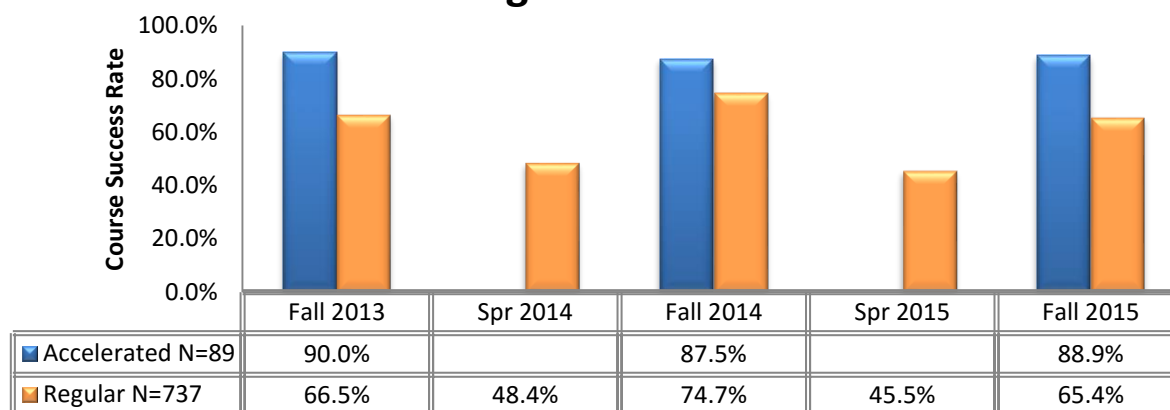
Oxnard College was awarded a \$1.3 million grant by the California State Chancellors Office to transform and accelerate basic skills through the Basic Skills and Success Outcomes Transformation Program (BSSOTP).



New Accelerated Approach to Teaching Remedial English

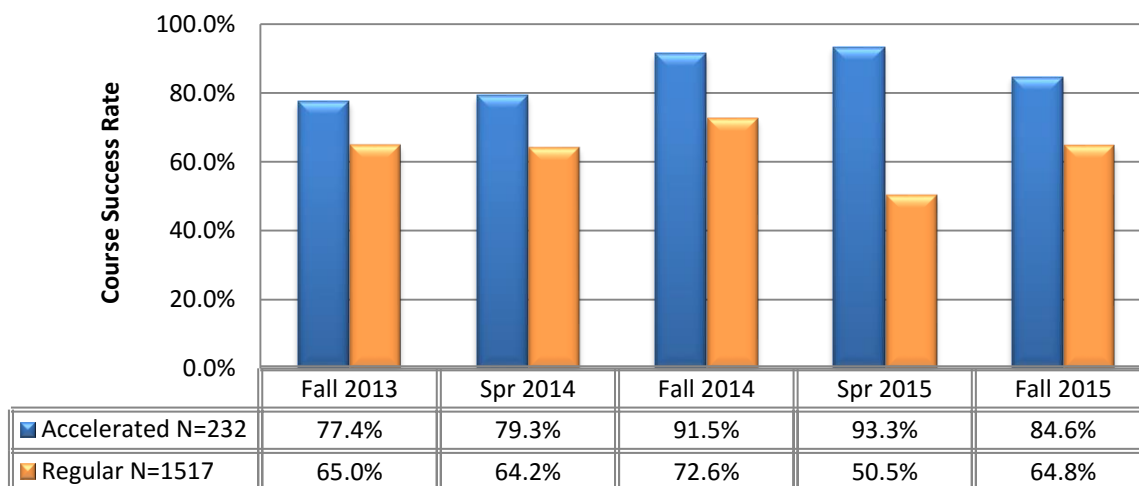
In Fall 2013, the English Department implemented a new accelerated approach to teaching remedial English 68 and 96. The proportion of students succeeding in the new accelerated approach, based on results found in the following two graphs, appears very promising! In all semesters where the accelerated version was offered, the proportion of student success exceeded the regular course offerings by approximately 20% overall in each semester. However, because the number of students participating in the accelerated approach was much lower than the proportion of students enrolled in the regular remedial classes, additional data is needed to determine its true significance and impact. We look forward to capturing additional data.

English R068



Oxnard College Institutional Effectiveness — Banner Academic History

English R096



Oxnard College Institutional Effectiveness — Banner Academic History

Program Completion Rates (6-Year Cohort Tracking)

Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcomes. (Scorecard Data)

Year	2010-11	2011-12	2012-13	2013-14	2014-15
	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort
Only College-Prepared	67.5 %	72 %	66.9 %	74.4 %	69.8 %
Unprepared for College	36 %	34 %	37.9 %	35 %	35.2 %
Overall Completion Rate	43.2 %	41.5 %	44.1 %	44.2 %	42.7 %

Distance Education - Fall Enrollments

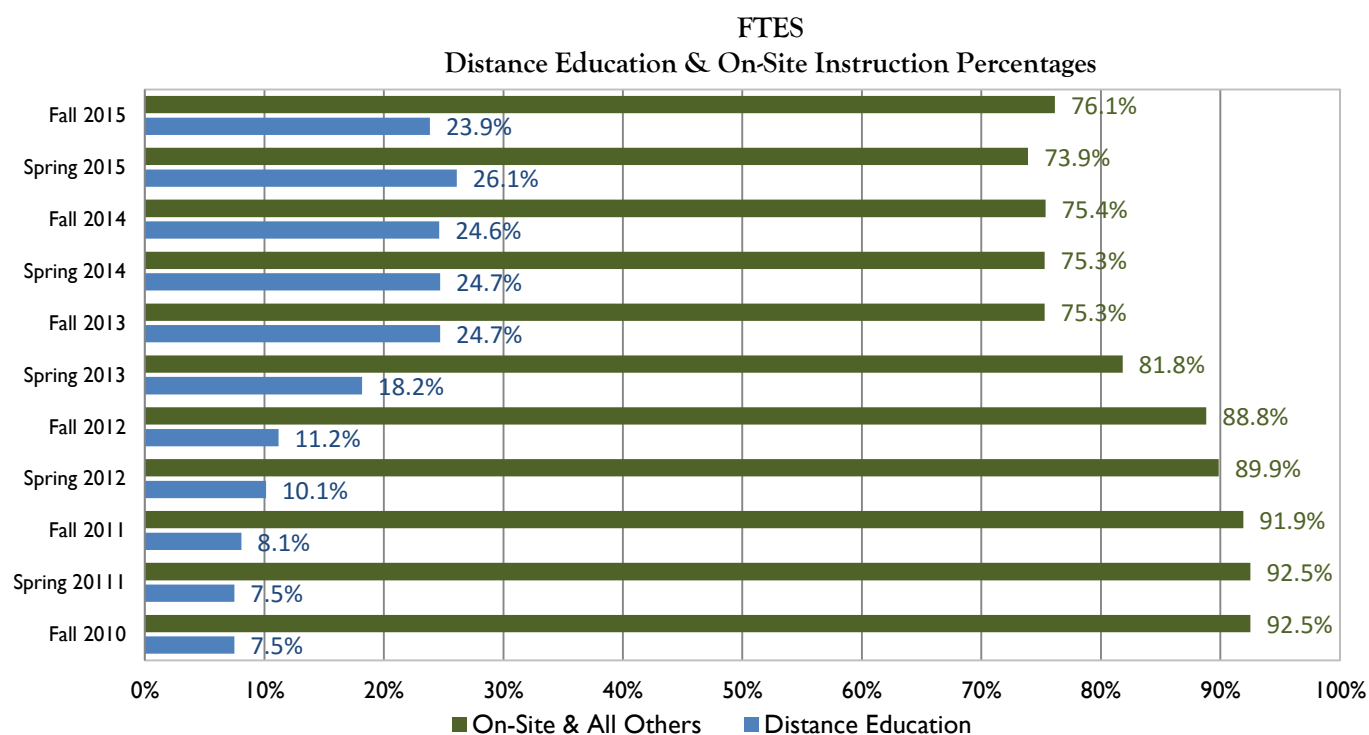
Oxnard College Institutional Effectiveness — Banner Academic History

Oxnard College – Course Outcomes by Mode of Instruction							
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Modality	Rate/Count	Rate/Count	Rate/Count	Rate/Count	Rate/Count	Rate/Count	Rate/Count
Distance Ed							
Retained	77.7%	71.4%	79.0%	73.7%	75.5%	78.8%	78.5%
Successful	51.1%	51.6%	55.9%	57.6%	54.5%	59.3%	60.5%
Total	1,371	1,590	1,683	2,142	3,284	3,390	3,574
Non-D/E							
Retained	86.2%	87.6%	86.4%	87.4%	88.0%	87.8%	86.9%
Successful	67.9%	71.6%	71.5%	70.9%	76.1%	75.5%	74.8%
Total	20,829	18,578	17,070	15,707	13,565	14,247	13,884
Overall							
Retained	85.7%	86.3%	85.7%	85.8%	85.6%	86.1%	85.2%
Successful	66.9%	70.0%	70.1%	69.3%	71.9%	72.4%	71.9%
Total	22,200	20,168	18,753	17,849	16,849	17,637	17,458

Distance Education Compared to On-Site Instruction by FTES



Course offerings, FTES and Success & Retention rates are significantly lower when compared to “All other” modes of instruction. AP 4105 Distance Education defines distance education as instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. This definition includes both hybrid and fully online courses. AP 4105 also stipulates that all courses offered by distance education must be approved separately.

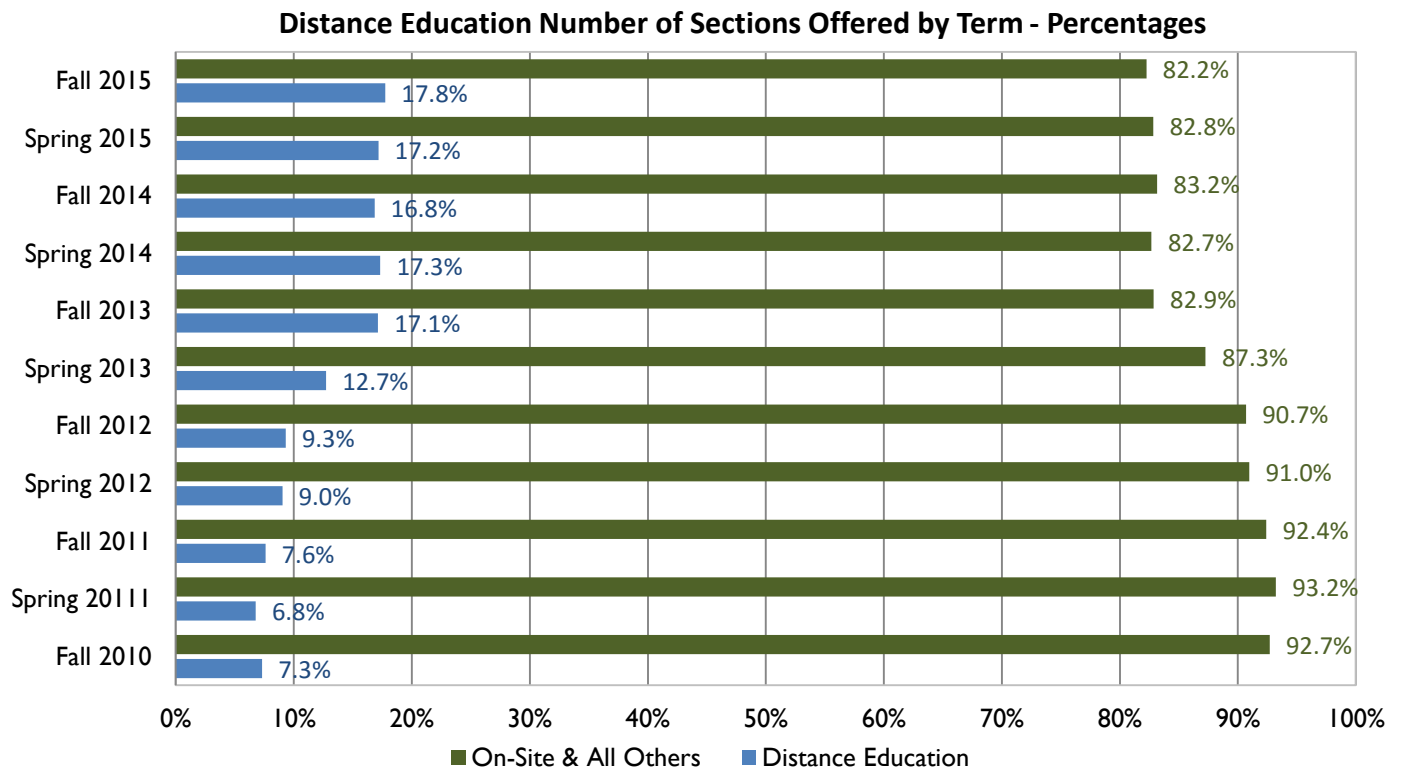


Oxnard College Institutional Effectiveness - Program Planning Data Report data (PEPC)

Distance Education Course Offerings

Number of Sections Offered by Term																						
Mode of Instruction	Fall 2010		Spring 2011		Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015	
Distance Education	43	7.3%	37	6.8%	40	7.6%	45	9.0%	45	9.3%	66	12.7%	86	17.1%	92	17.3%	93	16.8%	101	17.2%	98	17.8%
On-Site / Others	545	92.7%	509	93.2%	486	92.4%	453	91.0%	438	90.7%	452	87.3%	416	82.9%	439	82.7%	459	83.2%	487	82.8%	454	82.2%
TOTAL	588	100%	546	100%	526	100%	498	100%	483	100%	518	100%	502	100%	531	100.0%	552	100%	588	100%	552	100%

Oxnard College Institutional Effectiveness - Program Planning Data Report data (PEPC)



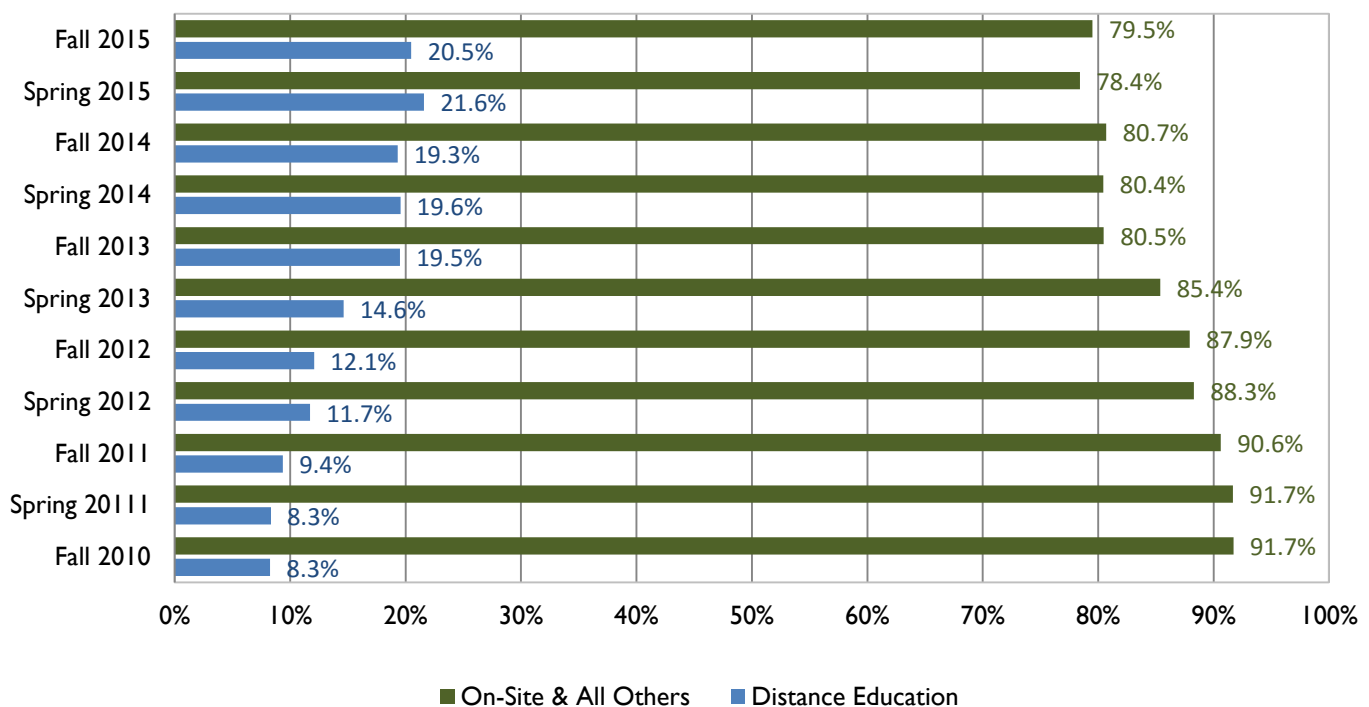
Distance Education Course Enrollments

Mode of Instruction	Fall 2010		Spring 2011		Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015	
Distance Education	1,703	8.3%	1,573	8.3%	1,783	9.4%	2,119	11.7%	2,142	12.1%	2,538	14.6%	3,285	19.5%	3,277	19.6%	3,399	19.3%	3,748	21.6%	3,574	20.5%
On-Site & All Others	18,902	91.7%	17,327	91.7%	17,240	90.6%	15,967	88.3%	15,606	87.9%	14,814	85.4%	13,547	80.5%	13,483	80.4%	14,209	80.7%	13,609	78.4%	13,870	79.5%
TOTAL	20,605	100%	18,900	100%	19,023	100%	18,086	100%	17,748	100%	17,352	100%	16,832	100%	16,760	100%	17,608	100%	17,357	100%	17,444	100%

Oxnard College Institutional Effectiveness - Program Planning Data Report data (PEPC)

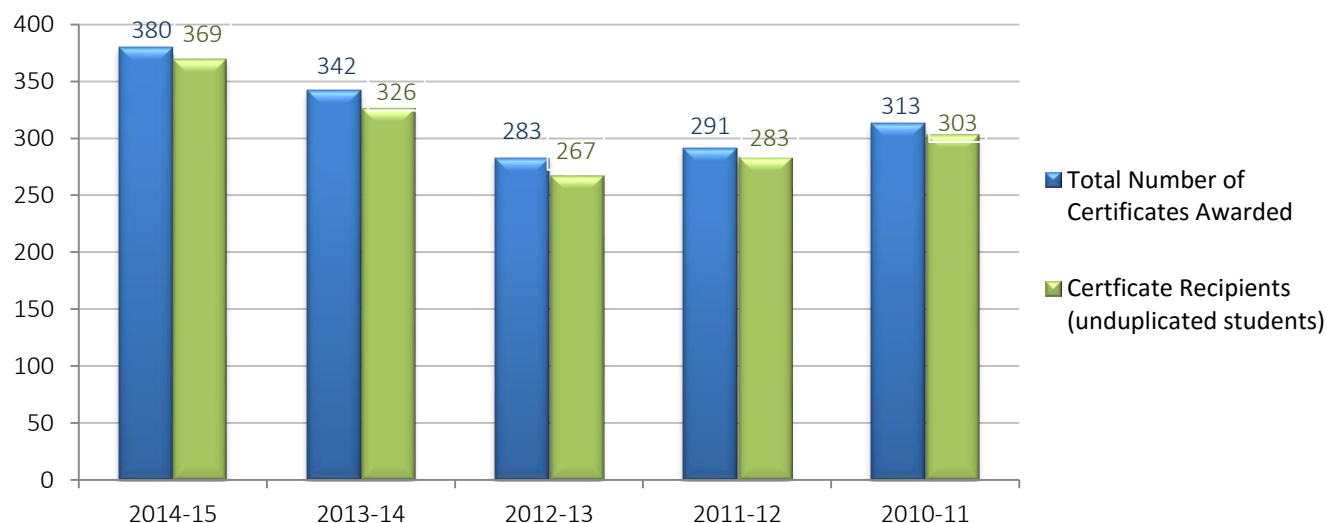


Distance Education by Course Enrollment Percentages



Career Technical Education

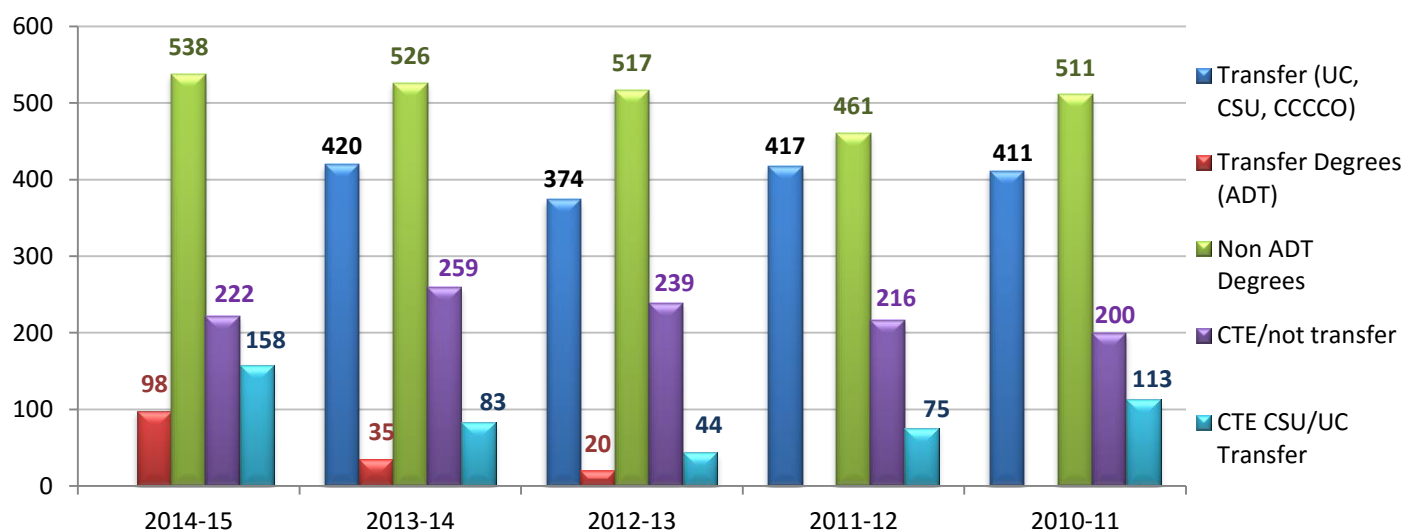
Between 2010-11 and 2014-15 the proportion of students awarded certificates has steadily increased with the exception of 2011-13 when the institution was experiencing budget challenges and many of the CTE sections as well as CTE courses were cutback, thus reducing the number of students participating in the various CTE pathway(s). Overall, the comparison of 2010-11 and 2014-15 certificates awarded to students indicates a significant increase (17.63%).



Oxnard College Institutional Effectiveness - Banner Degrees and Certificates

Student Transfer Rates and Degrees/Certificates Awarded

The number of student transfers to a UC, CSU, CCCC increased by 2.1% from 2010-11 to 2013-14. Significant increases (79.6%) are noted in the number of transfer degrees awarded from 2012-13 to 2014-15! Trends, overall, are showing favorable outcomes and steady increases.



CSU Analytical Studies; UCOP Institutional Research; Oxnard College Institutional Effectiveness - Banner Degrees and Certificates

Service Area Job Market (Ventura County)

The past few years have been a period of recovery in the American economy, though it hasn't always been easy to tell. The banking crisis and subsequent recession of 2008 were so severe that even after seven years of economic growth, the country, by some measures, still has not fully recovered to pre-crash levels.

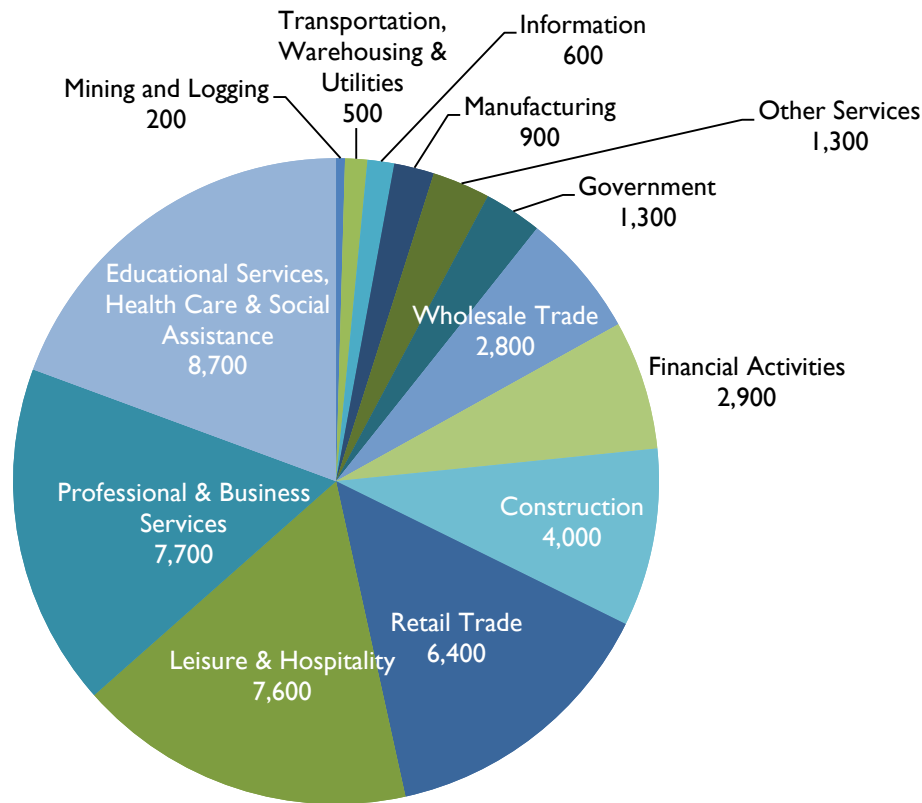
Ventura County Industry Employment Projections

Industry Employment, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in Ventura County, is expected to reach 385,300 by 2022, an increase of 15.4 percent over the 10-year projections period. All thirteen nonfarm industry sectors are projected to grow between 2012 and 2022.

Total nonfarm employment is projected to grow by nearly 44,900 jobs by 2022. Fifty-three percent of all projected nonfarm job growth is concentrated in three industry sectors.

- Educational services (private), health care, and social assistance is projected to add the most jobs, adding 8,700 jobs. This sector will have an annual growth of 2.3 percent.
- Professional and business services anticipate job gains of 7,700, led by a growth of 4,000 jobs in the professional, scientific, and technical services subsector.
- Leisure and hospitality is projected to add 7,600 jobs, the third largest increase.

2012-2022 Projections



Ventura County Job Projections for Oxnard College CTE Programs

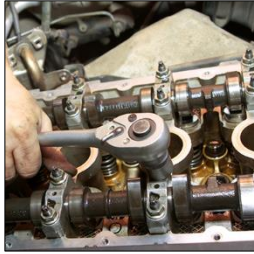
Occupational Title	Increase 2010-2022	% Increase	2012 Median Hourly *	2012 Median Annual	Programs Offered at Oxnard College
Firefighters	20	3.5	\$29.96	\$62,317	Fire Technology
Environmental Science and Protection Technicians, Including Health	30	37.5	\$29.79	\$61,970	Coastal Studies, Biology
Substance Abuse and Behavioral Disorder Counselors	40	23.5	\$16.37	\$34,051	Addictive Disorder Studies
Automotive Body and Related Repairers	40	18.2	\$24.68	\$51,342	Automotive Body & Fender
Chefs and Head Cooks	50	17.9	\$23.51	\$48,905	Culinary Arts
Emergency Medical Technicians and Paramedics	70	30.4	\$16.03	\$33,342	EMT
Food Service Managers	130	10.7	\$24.77	\$51,521	Hospitality Management
Social and Human Service Assistants	140	18.9	\$16.39	\$34,084	Sociology, Psychology
Heating, Air Conditioning, Refrigeration Mechanics Installers	140	27.5	\$17.84	\$37,097	Environmental Controls
Paralegals and Legal Assistants	170	38.6	\$24.85	\$51,694	Paralegal Studies
Preschool Teachers, Except Special Education	180	15.1	\$13.31	\$27,692	Early Childhood Education
Dental Hygienists	190	30.2	\$49.75	\$103,484	Dental Hygiene
Dental Assistants	230	24.5	\$16.45	\$34,218	Dental Assisting
Computer Support Specialists	260	22.0	\$26.09	\$54,267	Computer Networking
Automotive Service Technicians and Mechanics	270	16.8	\$17.59	\$36,597	Automotive Technology
Executive Secretaries and Executive Administrative Assistants	370	12.1	\$25.33	\$52,693	Computer Apps/Office Technology
First-Line Supervisors of Food Preparation & Serving Workers	520	28.9	\$13.53	\$28,153	Culinary Arts

http://www.bls.gov/emp/ep_education_training_system.htm

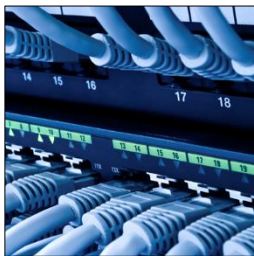
The above table is a subset of all **Occupational Employment Projections** for Ventura County. The projected increase from 2010 to 2022 column is all positive numbers, showing that these occupations will be in demand. Many of these programs have almost one hundred percent certification pass rates at Oxnard College.



Career & Technical Education - Oxnard Licensure & Certification Pass Rates



Automotive	2012-	2013-2014	2014-
ASE A6 Alternate Exam – Electrical	60%	82%	100%
ASE A8 Alternate Exam – Engine	58%	100%	100%
Safety Pollution Prevention –	82%	--	100%
BAR Smog Tech Update Certification	87%	100%	97%
BAR Enhanced Clean Air Car	52%	100%	--



Computer Networking	2012-	2013-2014	2014-
CompTIA A+ 601 Essentials	60%	82%	100%
CompTIA A+ 602 Practical	58%	100%	100%
CompTIA Network +	82%	--	100%
CompTIA Security +	87%	100%	97%
CompTIA Linux +	52%	100%	--
Cisco CCENT/CCNA			



Culinary (National Restaurant)	2012-	2013-2014	2014-
NRA Certificate: Serve Safe	73%	74%	90%
NRA Certificate: Food Production	86%	85%	--
NRA Certificate: Hospitality &	97%	96%	100%
NRA Certificate: HR Management &	90%	92%	100%
NRA Certificate: Menu Marketing &	85%	--	100%
NRA Certificate: Controlling Food	95%	--	100%



Dental Hygiene	2012-	2013-2014	2014-
National Board of Dental Hygiene	100%	--	100%
California Registered Dental Hygiene	100%	--	100%
Western Regional Examining Board	100%	--	100%

Career & Technical Education - Oxnard Licensure & Certification Pass Rates (continued)

VCCCD Institutional Effectiveness Report - May 2016



Fire Technology	2012-	2013-2014	2014-
Firefighter #1 Program	100%	99%	100%
Emergency Basic Exam	67%	68%	59%



Drug and Alcohol Counseling	2012-	2013-2014	2014-
CAAD Drug / Alcohol Counseling	81%	85%	85%



New Career Job Center at Oxnard College

To assist students with discovering their career passion and exploring their opportunities, Oxnard College opened the Career Job Center in the Summer 2016. This Center is located in the Student Services Building.



NEW CAREER CENTER OPENING

DIVISION OF COUNSELING CAREER CENTER RESOURCES AND SERVICES

- ☐ Career & Job Expo
- ☐ Career Exploration
- ☐ Career Assessments:
Values, Interest, Skills, and Personality
- ☐ Career Counseling Appointments
- ☐ Career Workshops
- ☐ Employment Preparation Workshops
- ☐ Career Tours
- ☐ Employment & Internship Postings

Oxnard College also delved into the development of Institution-set standards and Stretch Goals this past year. The process used to develop the Institution-set standards and Stretch Goals is as follows:

1. February: Discussion in Academic Senate (template format and vetting process)
2. February-April: Student Success Committee (PG Committee) held discussions and continued process of recommending institution-set standards and stretch goals based on data review. Discussions also held in President's Cabinet, Transitional Studies, Student Services Leadership Team Meeting
3. April: Academic Senate re-visited discussion regarding the Student Success Committee recommendations. Academic Senate agreed with standards and stretch goals recommended by Student Success Committee
4. May: Student Success Committee finalized recommendations (Institution-set standards and stretch goals). Recommendations were discussed in President's Cabinet and accepted.

The following charts identify the five-year trends as well as the Institution-set standards and stretch goals.

MAPS - Measures of Achievement & Performance of Students

Academic Performance Measures

Data Element	Institution-Set Standard	Stretch Goal	Most Recent Year	Previous Year 1	Previous Year 2	Previous Year 3	Previous Year 4
Academic Performance Measures			Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010
Successful Course Completion Rate	73.9%	75%	72.4	71.9	69.3	70.1	70
			2014-15	2013-14	2012-13	2011-12	2010-11
Cumulative VCCCD GPA	2.68 GPA	2.70 GPA	2.66	2.64	2.59	2.63	2.65
			Fall 2015	Fall 2014	Fall 2013	Fall 2012	Fall 2011
Percent of students receiving Probationary Letters	10.0%	9%	10.4%	11.1%	12.4%	13.3%	12.2%
Percent of students receiving Dismissal Letters	2.8%	2.5%	2.9%	2.7%	3.3%	2.9%	2.6%
Persistence (Cohort)			Fall 2013	Fall 2012	Fall 2011	Fall 2010	Fall 2009
Fall to Spring Persistence	78.5%	80.0%	78.3	73.8	79.9	77.5	70.6
Fall to Fall Persistence	63.5%	65.0%	63.2	58.7	63.2	63.8	55.8
Associate Degrees			2014-15	2013-14	2012-13	2011-12	2010-11
Associates Recipients (unduplicated)	525	600	522	492	464	419	461
Number of Associate Degrees Awarded	650	700	636	561	537	461	511
Certificates			2014-15	2013-14	2012-13	2011-12	2010-11
Certificate Recipients (unduplicated)	375	450	369	326	267	283	303
Number of Certificates Awarded	400	450	380	342	283	291	313

SSSP Activities			2014-15	2013-14	2012-13	2011-12	2010-11
Percentage First Year Students Completing:							
Orientation	60.0%		58.8%	n/a	n/a	n/a	n/a
Assessment	64.0%		61.4%	53.7%	52.3%		
Comprehensive Ed Plans	30.0%		25.6%	n/a	n/a	n/a	n/a

Successful Course Completion Rate: Percentage of Fall term credit course enrollments where student earned a grade of C or better.

Cumulative VCCCD GPA: Cumulated GPA for all students enrolled at OC in Fall or Spring (% by 0-.9; 1.0-1.9; 2.0-2.9; 3.0-4.0) Duplicated.

Percent of students receiving Probationary Letters: Below 2.0 GPA

Dismissal Letters: Three terms less than 1.99 GPA

Fall to Spring Persistence: Percent of first time students with transcripted grade in Fall also ending the following Spring with a transcripted grade.

Fall to Fall (Year to Year)

Persistence: Fall students who end the following Fall with a transcripted grade.

Certificates Awarded: Annual Summer, Fall Spring

Associate Degrees Awarded: Annual Summer, Fall Spring

Orientation: % First Year Students participating

Assessment: % First Year Assessed (Source: Banner)

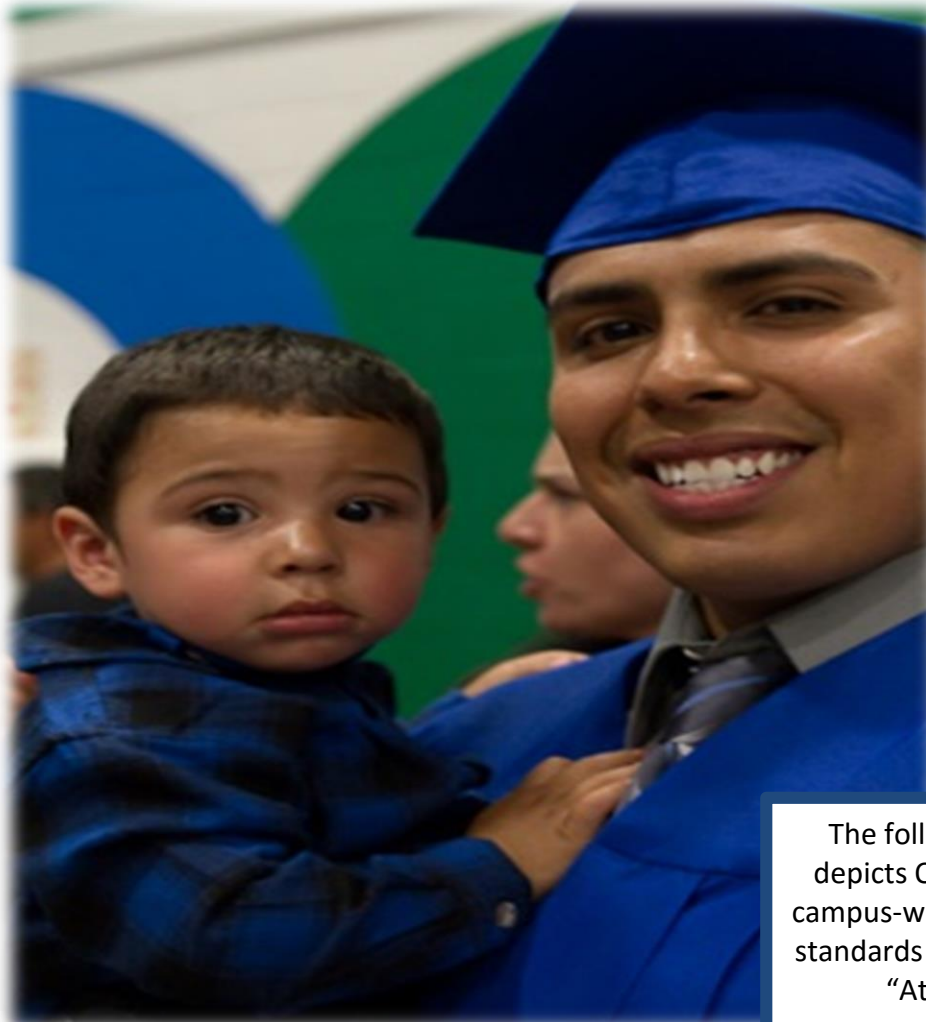
Comprehensive Ed Plans: % First Year with Educational Plans

Programmatic Measures – MAPS

Student Transfer (Cohort)			Fall 2012	Fall 2011	Fall 2010	Fall 2009	Fall 2008
Transfer Rates							
Transfers to 4-year Institution within 3 years	13.0%	15.0%		11.6%	12.3%	9.6%	9.4%
			2014-15	2013-14	2012-13	2011-12	2010-11
Transfer Counts							
Transfers to four-year institution during Academic Year	425	450	419	420	374	417	411
Transfer Degrees							
Number of ADT Degrees Awarded	175	200	98	35	20		
CTE Licensure and Job Placement			2014-15	2013-14	2012-13	2011-12	2010-11
Percent of students taking licensure exams who pass							
DENTAL HYGIENE Licensure Exam Passage Rate	100%	100%	100%	0 students tested	100%	100%	100%
EMERGENCY MEDICAL TECHNICIAN Licensure Exam Passage Rate	100%	100%	59%	68%	67%	63%	N/A

Basic Skills / Remedial Education (Cohort) Percentage of students beginning in remedial courses below who attempt a college level course within 6 years			2009-10	2008-09	2007-08	2006-07	2005-06
Remedial ESL Completion	43.5%	46.0%	13.0	11.0	8.5	4.5	12.1
Remedial ENGL Completion	71.0%	75.0%	42.0	34.5	36.7	38.9	38.8
Remedial MATH Completion	36.0%	40.0%	33.0	27.8	26.9	24.3	28.7
Basic Skills Course Success Rate			2014-15	2013-14	2012-13	2011-12	2010-11
Basic Skills ENGL R068 successful course completion			64.2%	61.7%	72.1%	71.0%	78.9%
Basic Skills ENGL R096 successful course completion			65.4%	66.5%	59.2%	64.6%	62.5%

Source: Banner



The following diagram depicts Oxnard College's campus-wide institution-set standards and stretch goals "At a Glance"

<u>Student Success</u> Oxnard College will improve student success through enhanced educational services & programs		
PERFORMANCE INDICATORS		
Measure	2016/17 Target Institution Set Standard	Stretch Goal (3-Year Target)
Course Completion Rate	73.0%	75%
Fall-Spring Persistence Rate	78.5%	80%
Fall-Fall Persistence Rate	63.5%	65%
Degrees Awarded	650	700
Certificates Awarded	400	450
Transfer Rate (4 year institution within 3 years)	13%	15%

<u>Organizational Effectiveness and Sustainability</u> Oxnard College will develop systems that promote Institutional Effectiveness and Fiscal Sustainability	
PERFORMANCE INDICATORS	
Measure	2016/17 Target
"Service Unit Outcomes" developed for Student Support Services	100%
"Service Unit Outcomes" developed for Business Services & Administration	100%
IE Annual Report (Completed and Posted)	August 2016
Tableau Dashboards (Completed/Posted)	
Student Success	100%
Student Services (SSSP)	100%
Equity Initiative	100%
Basic Skills Initiative	100%
Grant Initiatives	100%
Business/Admin Services	50%
Community Perception Survey of OC: Template Created	80%

<u>Career Technical Education – Workforce Development</u> Oxnard College will respond to the workforce needs of Ventura County		
PERFORMANCE INDICATORS		
Measure (Employment Rates)	2016/17 Target Institution Set Standard	Stretch Goal (3-Year Target)
Business and Management	80%	82%
Media and Communication	80%	82%
Information Technology	80%	82%
Engineering and Industrial Technologies	80%	83%
Health	80%	93%
Family and Consumer Sciences	80%	82%
Law Employment	80%	82%
Physical Sciences (Ocean Tech)	80%	85%
Public and Protective Services	80%	82%

<u>Student Support Services</u> Oxnard College will invest in resources to support student success	
PERFORMANCE INDICATORS	
Measure (% First-Year Student)	2016/17 Target
Orientation	60%
Assessment	64%
Comprehensive Education Plans	30%

Future Focus

Transitional Studies, Shared Governance, and Strategic Planning.

The following information are quality focus statements taken directly from the 2016/17 ACCJC Accreditation Self-Study report which were made as a result of the overall self-evaluation process which included review of multiple sources of data, including data presented in this report.

I. Improved use of Data in Transitional Studies

This Focus Area is directly related to the following accreditation standards.

I.B.1. "The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement."

I.B.3. "The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information."

I.B.4. "The institution uses assessment data and organizes its institutional processes to support student learning and student achievement."

I.B.6. "The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies."

II.A.4. "If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum."

Data presented in the self-study show that 70%- 75% of Oxnard College students assess below college level in English and mathematics. Initiatives are under way to address the problem of underprepared students. However, comprehensive data (quantitative and qualitative) are needed to track the effectiveness of various initiatives. Pathways through mathematics have been implemented but more substantive data is currently not available to analyze adequately the effect of these pathways. Slightly fewer students need developmental education in reading and writing, but there is an absence of adequate data to assess student success. Various pathways have been proposed to help students, but data has not been collected in a comprehensive manner to assess the progress of cohorts.

Data needed for a comprehensive evaluation includes not only assessment data for students, but their choice of courses, their adherence to educational planning and use of services. Cohort analysis will allow Oxnard College to pilot programs to determine if practices that are successful elsewhere, with similar populations, might also be effective with our students. For example, changes to registration at some community colleges allow first year students to easily obtain the right course to begin their sequences in English and math. A further innovation to be considered would be priority registration and other services to students who begin their sequences immediately upon matriculation.

Evidence exists through various academic research projects that pre-college English and mathematics can be taught in a contextualized manner that improves student success. By implementing the learning community concept that has been successful at other community colleges in California, our goal is to match pre-college English and math courses with disciplinary courses that have the potential to improve student success via an integration of subject matter and skills acquisition. There are a number of college level general education courses in which underprepared students do well, and we will study the effects of this contextualized learning on success in English and math in a learning community initiative that will commence in fall 2017. In other words, a student who has a specific assignment (e.g., a history paper) may well find more success in both developmental English and in history. There are also a number of other courses (e.g., computer literacy, library skills, information management) that may enhance the success of underprepared students, but no formal study of this has yet taken place at Oxnard College. In some cases, no curriculum exists, so this is an additional obstacle to be addressed as we work toward implementation of our learning community concept.

Student learning outcomes in particular areas (instruction, educational planning, counseling, and advisement) need to be revised as part of this goal. The development of a particular set of indices for program review in Transitional Studies will also be considered.

This Quality Focus goal includes the creation of cohorts in different learning modalities. We want to improve the modalities we have, including distance education, and prune modalities that may not be working. To do so, we will explore non-credit and other ways of providing skills to underprepared students, focusing the entire campus on this goal in order to collaboratively address the optimum ways to introduce multiple modalities of learning which will include all sectors of the campus in addressing basic skills proficiencies. In addition to other yet-to-be-identified metrics, we will also consider as a legitimate measurement of success an increase in transfer rates, students' ability to earn associate degrees and certificates, and our success rate in awarding Associate Degrees for Transfer.

Oxnard College will establish the following tasks in order to meet this goal.

- 1) Organize existing data into an easy-to-access data dashboard that will inform faculty, staff, students and the community about the progress of OC students toward completion of

Transitional Studies and aid all stakeholders in planning for student success in a milieu where so many students come into our college underprepared.

- 2) Study, develop and implement a plan to improve Transitional Studies to include integrated learning communities, building on the results of the First-Year Experience as piloted by Oxnard College's STEM grant in fall 2015.
- 3) Implement tenets of Basic Skills and Student Outcomes Transformation Program Grant in fall 2017.
- 4) Present at every All College Day, beginning fall 2017, data relevant to student success.
- 5) Implement a schedule of evaluation of data related to Transitional Studies
- 6) Communicate availability of dashboard information to campus on a regular basis.

II. Revisions to Shared Governance Processes

This Focus Area is directly related to the following accreditation standards.

IV.A.2. "The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees."

IV. A. 3. "Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise."

IV.A.5. "Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations."

IV.A.6. "The processes for decision-making and the resulting decisions are documented and widely communicated across the curriculum."

IV.A.7. "Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement."

Oxnard College has chosen to address its shared governance process as a Quality Focus emphasis because the primacy of continuous quality improvement within the context of institutional accreditation and best practices demands that the path to decision-making be clarified to focus fully on open communication and participative dialogue.

Our current structure of shared governance committees is not providing the level of information-sharing and dialogue that is necessary in order to optimize our abilities to meet institutional goals, District expectations, and State mandates. Additionally, significant changes in College administrative structures (e.g., the creation of separate divisions for academic affairs and student services as well as the addition of a new transitional studies unit) have highlighted deficiencies in the current model. With the decision to create a new steering committee to monitor and evaluate Quality Focus initiatives, the College must engage in a thorough review of existing shared governing structures.

The evaluation of Oxnard College's shared governance process will be led by the President and the Academic Senate President.

The questions to be answered during this evaluation include the following:

- How can the process of shared governance be streamlined (e.g., fewer hours spent on the process) while ensuring that a goal of full participation is met?
- Have relevant committees been established that enable constant campus-wide dialogue on all matters pertaining to student success?
- Are committee meetings scheduled a time frame that encourages participation?
- Have adequate pathways been established to effectively solicit student representation?
- What is the role of Classified Senate in any new shared governance structure?
- Have we met expectations for improved communication, especially between student services and academic affairs?
- Have we increased general campus understanding of shared governance?
- Is the linkage between shared governance, strategic planning, budgeting, and resource allocation clearly defined and understood by the campus?

There are other metrics that will emerge from a focus on shared governance. We anticipate, for example, that student learning outcomes will be assessed regularly and data will be made available to campus within the context of ongoing quality improvement and resource allocation.

III. Re-Establishment of Centrality of Strategic Planning Process

This Focus Area is directly related to the following accreditation standards:

I.A.3. "The institution's program and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement."

I.B.9. "The institutional engaged in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources."

IV. B. 1. "The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness."

IV. B. 3. "Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by . . . ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions [and] ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning."

Oxnard College does not currently have a strategic plan in place. The former president, Dr. Richard Duran, made the decision to not engage in strategic planning until such time that the District had established its plan. The District has a set of Strategic Goals for the time period 2013-2019, and it stated in its 2013-2019 Master Plan that a strategic plan would be developed during in fall 2013, but that did not occur. As a result, the District has no plan that is supplemented by key performance indicators or other metrics by which to analyze progress. By extension, Oxnard College is devoid of a planning document that operationalizes its Educational Master Plan. Additionally, its enrollment management plan is outdated.

To this end, a proposed strategic planning process has been reviewed and endorsed by the Planning and Budget Council and the President's Cabinet to serve as a guideline for the implementation of a full planning process under the guidance of Oxnard College's new president, Dr. Cynthia Azari.

