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Fund: Integrated Planning, Year: Produced: Apr 25, 2018, 12:55 PM PDT

Oxnard College - Integrated Plan

Description

COLLEGE: Oxnard College

READ DEADLINES AND IMPORTANT INFORMATION: Yes

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EXECUTIVE SUMMARY: http://www.oxnardcollege.edu/sites/default/files/files/departments/student-services/tutoring-center/final_executive_summary-including_expenditures_0.pdf

Project Contacts

Point of Contact	Alternate Point of Contact	Alternate Point of Contact
Oscar Cobian ocobian@vcccd.edu	**Leah Alarcon** Assistant Dean of Student Success lalarcon@vcccd.edu	**Dr. Luis Gonzalez** Dean of Library, Transitional Studies, Health, Athletics, & PE lgonzalez@vcccd.edu 8056785949

Approver Contacts

Chancellor/President	Chief Business Officer	Chief Instructional Officer
Cynthia Azari cazari@vcccd.edu	**Michael Bush** Vice President, Business Services mbush@vcccd.edu 805-678-5812	**Cynthia Azari** cazari@vcccd.edu

Chief Student Services Officer	President, Academic Senate
Oscar Cobian ocobian@vcccd.edu	**Diane Eberhardy** deberhardy@vcccd.edu

Previous Efforts

Assess Previous Effort 1a

GOAL #1: EQUITY: Improve access/enrollment for the following target populations (Goal Year Fall 2018): • Hispanic Students – annually by .8% • African-American Students – annually by .1% • ESL students – annually by 10% of current enrollment

PROGRESS #1: According to the Chancellor's Office data mart, the overall enrollment increased from 6,684 students in Fall 2015 to 6,811 in Fall 2016. Specifically, the target population enrollments for Fall '16 are listed below: • Hispanic Fall 2016 5,254 (increase 3.6%) • African-American Fall 2016 198 (decrease 8.8%) • ESL Fall 2016 58 (increase 7%)

GOAL #2: EQUITY: Improve course completion for the following target populations (Goal Year Spring 2018): • Incrementally increase annually by 1% for African American students & Foster youth students

PROGRESS #2: • Fall- Black F2014 62.2%, F2015 61.2%; F2016 61.9% • Fall – Foster F2014 56.5%, F2015 48.4%, F2016 60.8%

GOAL #3: EQUITY: Improve ESL and basic skills completion for the following target populations (Goal Year Spring 2018): • Incrementally increase basic skills English completion rates annually by 1% for African American male students, Hispanic male students, Filipino female students • Incrementally increase ESL completion rates annually by 1% for Hispanic students • Incrementally increase basic skills math completion rates annually by 1% for African American female students, Hispanic male students, Filipino male students, White male students

PROGRESS #3: Basic Skills English Completion Rate African Amer.-Male 08-09: 33% (N=36), 09-10: 66.7% (N=3), 10-11: 9.1% (N=11) Filipino-Female 08-09: 40% (N=30), 09-10: 44.4% (N=18), 10-11: 61.5% (N=13) Hispanic-Male 08-09: 32.6% (N=466), 09-10: 37.1% (N=264), 10-11: 47.4% (N=285) Basic Skills ESL Completion Rate Hispanic- 08-09: 9.5% (N=421), 09-10: 12.4% (N=145), 10-11: 8.5% (N=177) Basic Skills Math Completion Rate African Amer.-Female 08-09: 21.3% (N=47), 09-10: 18.5% (N=27), 10-11: 25% (N=24) Filipino-Male 08-09: 17.1% (N=35), 09-10: 40.9% (N=22), 10-11: 36.4% (N=11) Hispanic-Male 08-09: 29.8% (N=645), 09-10: 26.7% (N=438), 10-11: 30.4% (N=404) White-Male 08-09: 21.8% (N=124), 09-10: 29% (N=69), 10-11: 39.7% (N=58)

GOAL #4: EQUITY: Improve transfer for the following target populations (Goal Year Spring 2018): • Increase Transfer rates by 1 % annually for African American students, Filipino students & Hispanic students

PROGRESS #4: Completion/SPAR (Scorecard) 6yr Cohort Asian 08-09: 69.6.3%; 09-10: 45.5%; 10-11: 35.3% African American 08-09: 48.6%; 09-10: 48.3%; 10-11: 31.0% Filipino 08-09: 47.3%; 09-10: 54.2%; 10-11: 66.7% Hispanic 08-09: 41.4%; 09-10: 42.4%; 10-11: 39.8%

GOAL #5: BSI: English, ESL and Math faculty will implement an accelerated learning model for all basic skills courses. Then, leverage that model to increase the percentage of basic skills students who transition into transfer-level courses by 2% annually over the next five years

PROGRESS #5: English faculty have implemented an accelerated model in which two basic skills courses are condensed from 18 weeks to 9 weeks and a student has the opportunity to complete two basic skills level courses in one semester. In the Fall of 2016 the success rate for the accelerated classes are below: Fall 2016 Two levels below transfer--Accelerated-96.2%; Traditional-69.6% Fall 2016 One level below transfer--Accelerated-77.5%; Traditional- 69.3%. Math faculty have implemented a math program through Pearson that allows a student to self-pace, with faculty and tutor assistance, and potentially complete the course in less than 18 weeks.

GOAL #6: BSI: Continue to partner with the Oxnard Adult School; to maximize use of state-funded programs, and share resources so that Oxnard College can accelerate efforts to accurately place students at their level of ability and facilitate their learning for timely transitions into certificate and transfer programs—and meet federal demands for increased college completion rates.

PROGRESS #6: There is continued collaboration with the Oxnard Adult School. ESL faculty from Oxnard College and the Adult School will meet prior to the start of Fall 2017 to discuss curriculum and how to best prepare exiting Adult School students to transition to Oxnard College. This will be an ongoing collaboration. Additionally, they will discuss the future of noncredit at Oxnard College and the role it will play in the community and potential impacts on the Adult School.

GOAL #7: SSSP: Increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals by providing at least an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.

PROGRESS #7: Oxnard College provided more opportunities to complete an abbreviated educational plan by working closely with high schools, adult schools and community agencies to bring students to campus to meet with a counselor during day and evening hours. Our target were those students that identified one of the areas outlined in the goals. 2015-2016 Abbreviated Educational Plan--Summer 2015-1027, Fall 2015-665, Spring 2016-847, Total-2539. 2016-2017 Abbreviated Educational Plan--Summer 2016-1232, Fall 2016-963, Spring 2017-888, Total-3083.

GOAL #8: SSSP: Increase student access and success by providing an orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students.

PROGRESS #8: Students were provided opportunities for an in-person or online orientation; an opportunity to take an assessment test and to meet with a counselor to determine course placement utilizing multiple measures as coordinated with the Oxnard College faculty, local high school district and using national trends and data; supported and encouraged to meet with counseling and other education planning services directed to all first-time students. 2015-2016 Orientation--Summer 2015-1,139, Fall 2015-1,077, Spring 2016-1,043, Total-3,259 2016-2017 Orientation-- Summer 2016-1,241, Fall 2016-803, Spring 2017-927, Total-2,971. 2015-2016 Assessment--Summer 2015-1,030, Fall 2015-785, Spring 2016-967, Total-2,782 2016-2017 Assessment-- Summer 2016-1,237, Fall 2016-765, Spring 2017-1,074, Total-3,076. 2015-2016 Counseling--Summer 2015-3,100, Fall 2015-3,615, Spring 2016-3,228, Total-9,943 2016-2017 Counseling-- Summer 2016-3,538, Fall 2016-3,861, Spring 2017-3,277, Total-10,676. 2015-2016 Other Follow Up Services--Summer 2015-2,351, Fall 2015-2,627, Spring 2016-2,575, Total-7,553 2016-2017 Other Follow Up Services-- Summer 2016-2,398, Fall 2016-2,381, Spring 2017-2,429, Total-7,208.

GOAL #9: SSSP: Increase student access and success by providing students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.

PROGRESS #9: More targeted efforts were implemented such as emails, phone calls, flyers, banners and classroom presentations to students. These efforts were instituted to ensure students were aware of the importance of completing a comprehensive student educational plan to achieve their goals. 2015-2016 Comprehensive Educational Plan--Summer 2015-934, Fall 2015-1,859, Spring 2016-1,099, Total-3,892 2016-2017 Comprehensive Educational Plan-- Summer 2016-782, Fall 2016-1,294, Spring 2017- 975, Total-3,051.

GOAL #10: SSSP: Increase student access and success by providing follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

PROGRESS #10: A campaign to target at risk students was implemented using collaboration with the Student Equity, Athletics and Personal Counseling. Personal phone calls, emails and presentations in the classrooms allowed for students to be more informed of the services available for at risk students and those on academic probation. Students are encouraged to attend an academic success workshop and REACH workshop to discuss academic and personal concerns that may be affecting their academic success. In late summer, 2017, the campus updated the early academic alert program to allow for faculty to inform the student, and appropriate referral area, of areas in which the student could benefit from additional assistance or support to foster academic success. The academic alert helps "close the loop" by ensuring the service areas are informed of students in need of academic and student services. The Counseling Department is notified that an instructor has submitted an alert and a counselor then follows up with the students. 2015-2016 At Risk Follow Up--Summer 2015-267, Fall 2015-203, Spring 2016-176, Total-646 2016-2017 At Risk Follow Up-- Summer 2016-359, Fall 2016-263, Spring 2017-206, Total-828.

Assess Previous Effort 1b

GOAL: The overall success is attributed to staffing and consistent leadership, which led to more activities being developed, implemented and assessed. For example, we now have dedicated counseling staff for targeted groups, collaboration with high schools to facilitate completion of SSSP requirements (including multiple measures and data sharing), and continued development and implementation of accelerated basic skills courses. The lack of success can be attributed to SSSP requirements not being mandatory, which makes it more challenging to ensure all students complete these requirements. Additionally, a large percentage of equity funds are set aside for staffing leaving little to enhance promising practices.

Assess Previous Effort 1c

GOAL: Improve access for the target populations (Goal Year Fall 2018)
SSSP ACTIVITIES THAT SERVE THE GOAL: Promise Program - Covers cost of first year of local incoming freshman & addressing the financial barrier that impacts access -Dual enrollment
STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: Purchased textbooks for semester loan for all levels of basic skills English and ESL
BSI ACTIVITIES THAT SERVE THE GOAL: Purchased textbooks for all incoming students for the lowest level math course at the college

Share A Success

GOAL: Oxnard College has been offering accelerated basic skills English since Fall of 2013 as an opportunity for students to transition from basic skills level English to transfer level English in a shorter amount of time. According to the California Acceleration Project (CAP), the more levels of developmental courses a student is required to take, the less likely they are to complete college courses in English and math. Additionally, CAP's website states that in a series of 8 regional workshops in 2010-11, initiative leaders Katie Hern and Myra Snell made the case that high attrition rates are structurally guaranteed in multi-semester developmental sequences. The more "exit points" where students can fall away by not passing or not enrolling in the next course, the smaller the number of students who will complete the final course. In order to address the issue of exit points and shorten the amount of time required to complete basic skills level English courses, the English Department worked on compressing their 18 week courses into 9 weeks. This condensed two levels of non-transferable English courses (ENGL 68-basic skills & ENGL 96-degree applicable; the numbering has changed and ENGL 68 is now ENGL 87 and ENGL 96 is now ENGL 97) allowing students to complete the two courses in one semester and transition into transfer level English by the following semester. Oxnard College began offering accelerated English courses in fall of 2013. The data shows that students are succeeding at a higher rate in our accelerated courses by a significant margin. This has been one strategy that has been one of our successful strategies that resulted in significant gains in student completion or closing of achievement gaps.

Future Goals

Integrated Goal #1

GOAL: Increase access and enrollment to Oxnard College (Including target populations: Hispanic, African American and ESL students)
GOAL AREA: Access, Retention, ESL / Basic Skills
SSSP ACTIVITIES THAT SERVE THE GOAL: -Collaborate with high school faculty & staff to identify appropriate measures for placement; -Collaborate with HS district and provide opportunities for students to meet with OC counselors to create an educational plan; -Inform HS, community and students about support services provided to ensure student success; -Expand articulation and college pathway courses; -Promote the Oxnard College Promise program to local high school students and community to cover first year enrollment fees (paid for through the OC foundation)
STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: -Extend library hours and services to meet needs of students; -Increase lending library collection for various disciplines including transfer level courses; -Enhance, develop and Implement support groups for target populations -Pay for full time counselor and financial aid specialist to work with disproportionately impacted student groups
BSI ACTIVITIES THAT SERVE THE GOAL: -Created a semester-long lending library textbook collection for basic skills courses; -Collaborate with Oxnard Adult School to improve transition of their exiting students to Oxnard College; -Collaborate with local high schools to increase dual enrollment in ESL courses.

Integrated Goal #2

GOAL: Increase course completion (Including for target populations: African American and Foster Youth Students)

GOAL AREA: Access, Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion
SSSP ACTIVITIES THAT SERVE THE GOAL: -Work closely with faculty, campus resources and students to utilize the early academic alert system to identify student needs early in the semester.
STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: -Provide professional development for faculty across various disciplines; -With faculty support, provide tutoring in multiple subject areas; -Personnel: 1FT Counselor, 1 FT Financial Aid Specialist, 1 FT Tutorial Services Specialist II; -Expanding the lending library collection for a wider variety of disciplines
BSI ACTIVITIES THAT SERVE THE GOAL: -Provide targeted & specific professional development opportunities for basic skills faculty; -Provide tutoring in the writing & reading center; -Personnel – Writing & Reading Center Director;

Integrated Goal #3

GOAL: Increase ESL and Basic Skills Completion (Including for target populations: African American students, Hispanic students, and male students)
GOAL AREA: Retention, ESL / Basic Skills
SSSP ACTIVITIES THAT SERVE THE GOAL: -Work closely with faculty, campus resources and students to utilize the early academic alert system to identify student needs early in the semester. Faculty will be able to easily identify students that may need support by using an online system that allows them to identify the concern(s), recommended resource(s) and recommended follow up. The faculty, student and resource area will receive notification of the alert to begin working with students immediately.
STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: -Provide professional development for faculty across various disciplines, including ESL & Basic Skills; -With faculty support, provide tutoring in multiple subject areas including ESL & Basic Skills; -Personnel- 1FT Counselor, 1 FT Financial Aid Specialist, 1 FT Tutorial Services Specialist II; -Created a semester-long lending library textbook collection for basic skills courses;
BSI ACTIVITIES THAT SERVE THE GOAL: -Provide targeted & specific professional development opportunities for basic skills faculty; -Provide tutoring in the writing & reading center; -Personnel – Writing & Reading Center Director; -Provide faculty release-time for curriculum development for potential accelerated courses in basic skills and noncredit support courses that will impact both basic skills and transfer level completion rates

Integrated Goal #4

GOAL: Increase transfer rates
GOAL AREA: Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion
SSSP ACTIVITIES THAT SERVE THE GOAL: -Oxnard College has a dedicated location in the Career and Transfer Information Center to provide individual and group counseling to ensure that students are able to identify their transfer goals early and create an educational plan to achieve that goal. The transfer counselor will provide major exploration, transfer workshops, university representative visits, campus tours and access to information on deadline and transfer requirements for UC, CSU and private universities.
STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: -Provide professional development for faculty across various disciplines & collaborate with counseling faculty on implementation and student awareness; -With faculty support, provide tutoring in multiple subject areas; -Personnel- 1FT Counselor, 1 FT Financial Aid Specialist, 1 FT Tutorial Services Specialist II, Dean of Institutional Effectiveness; -Expand the lending library collection for a wider variety of disciplines;
BSI ACTIVITIES THAT SERVE THE GOAL: -Faculty will collaborate with counselors and local high school districts to establish revised multiple measures to allow proper placement into degree applicable or transfer level courses; -Provide faculty release-time for curriculum development for potential accelerated courses in basic skills and noncredit support courses that will impact both basic skills and transfer level completion rates and indirectly impact transfer rates

Integrated Goal #5

GOAL: Increase student awareness of available resources and services that impact student success and completion
GOAL AREA: Access, Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion
SSSP ACTIVITIES THAT SERVE THE GOAL: -The SSSP area will continue to work closely with marketing and use more social media and current avenues to connect with students about the SSSP requirements and services available to promote success. We hope to utilize postcard mailings, classroom presentations, the student handbook and on campus flyers to inform students. We also hope that the use of the early academic alert system will not only inform students about resources but allow faculty to play an active role in learn more about resources that they can share with students.
STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: -Personnel – 1 FT Tutorial Services Specialist II – this staff member will present to faculty and students on the tutoring support services and available at the library; additionally this staff member will be available to present to individual classes as well
BSI ACTIVITIES THAT SERVE THE GOAL: -Personnel – 1 Writing and Reading Center Supervisor – this faculty member will present to faculty and students on the support services and resources available at the Writing & Reading Center; additionally, this faculty member will be available to present to individual classes as well; -This faculty member will also be teaching paired courses with transfer level faculty which will also increase student awareness.

Integration & Coordination

INTEGRATION AND COORDINATION: Oxnard College's Integrated Plan is tied to the Strategic Plan of the college by addressing two of the Strategic Plan Initiatives – I. Innovate to achieve equitable and inclusive student success, and II. Provide outstanding integrated college programs and services. The goals and activities outlined in this Integrated Plan will directly or indirectly address these college's Strategic Plan initiatives as well. Additionally, integration of matriculation, instruction and student support services will be achieved through the Student Success Committee. The committee was formed to develop, implement and assess a model that examines data, current programs and activities for the evaluation of student success and inform appropriate shared governance bodies (which includes matriculation, instruction and student support) on high impact practices and areas for improvement. The focus of the committee is to establish baselines, measures of effectiveness, on-going analysis and recommendations for improving student success for students at Oxnard College. The Student Success Committee consists of the following: President (co-chair), Academic Senate President designee (co-chair), representatives from each department, Vice President of Student Development, representatives from Categorical Programs and General Counseling areas, a representative from the Academic Support area, a representative from Instructional Technology, Classified Senate President or designee, Associated Student Government representative, a representative from the Transitional Studies, a representative from Matriculation, a representative from Instructional Support Services and Grant Directors (ex-officio). The Student Success Committee is open to all constituents and/or divisions/departments of the College. The committee meets on a monthly basis and is also listed as the steering committee of record for both the Equity and Student Support and Success Plan. The integrated plan and goals were thoroughly vetted by the committee and discussed with all other appropriate shared governance groups including Academic Senate, Classified Senate, Department Chairs, Deans Council, Presidents Cabinet, and Associated Student Government. The integrated plan and goals will be added as a standing agenda item for the committee to discuss data, progress towards achieving goals, make recommendations for improvement and budget recommendations as it relates to equity, student success & support program and basic skills.

NONCREDIT: Not Applicable

PROFESSIONAL DEVELOPMENT: The Integrated Plan (IP) coordinators will work to identify potential professional development (PD) opportunities from the State Chancellor's Office & reputable organizations including local district & college events. There will be a process developed to submit proposals for consideration. Funding of PD will be decided using the expenditure decision tree & must address one or more of the IP goals &/or core services. Participants will share findings with departments & Student Success Committee.

EVALUATING PROGRESS: Progress will be evaluated each semester. We will work with Institutional Effectiveness and district research to analyze enrollment, completion rates, core services (orientation, assessment, counseling, educational plans, follow up services), and transfer rates. Instructional Support and Student Support Services annual program review will be used to synthesize student usage, quality and effectiveness of services. These will be measured against the goals to determine if goals are being met.

MULTI-COLLEGE DISTRICT COORDINATION: Oxnard College is one of three colleges in the Ventura County Community College District. The colleges have an established

consortium of SSSP Directors, coordinators, Vice Presidents of Student Development, Institutional Research staff, Instructional Technology staff, registrars, financial aid directors, and counseling chairs. This consortium will expand to include student equity & BSI leads to review the IP. High impact practices and outcomes will be shared.

Support

CHANCELLOR'S OFFICE SUPPORT: Continued workshops that clearly identify and describe the Chancellor's Office expectations from the colleges and their respective plans. Additionally, providing colleges enough time to both complete these plans and have enough time to vet them across campus for valuable input from faculty and staff. Provide a wide variety, and local, professional development opportunities that allow for true integration and collaboration between faculty, staff and administrators.

Additional Support Documents (Not Required)

DOCUMENT TITLE	FILE NAME	COMMENT	UPLOADED
Integrated_Plan_Crosswalk	IP_Crosswalk_9-8-17.pdf		Jan 9, 2018, 1:49 PM PST

Expenditures

OBJECT CODE - CATEGORY	BASIC SKILLS INITIATIVE	STUDENT EQUITY	CREDIT SSSP	CREDIT SSSP - MATCH	NONCREDIT SSSP	NONCREDIT SSSP - MATCH
1000 - Instructional Salaries	$45,337	$150,286	$254,170	$595,473		
2000 - Non-Instructional Salaries	$63,000	$428,927	$655,118	$701,141		
3000 - Employee Benefits	$33,585	$196,933	$316,895	$546,806		
4000 - Supplies and Materials	$13,068	$2,000	$100,000			
5000 - Other Operating Expenses and Services	$2,694	$2,904	$129,172			
6000 - Capital Outlay			$15,000			
7000 - Other Outgo		$2,849				
PROGRAM TOTALS	$157,684	$783,899	$1,470,355	$1,843,420		
				MATCH		**MATCH**
				BSI, SE, & SSSP BUDGET TOTAL		$4,255,358