



### OXNARD COLLEGE MISSION STATEMENT

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

### STUDENT SUCCESS COMMITTEE

#### Authority

The Committee is recommended by staff and approved by the President. The Committee is appointed by and is a participatory governance committee to the President and the Academic Senate of Oxnard College.

#### Purpose

The purpose of the Student Success Committee is to develop, implement and assess a model that examines data for the evaluation of student success and advise appropriate shared governance bodies related to the charge of the committee and its findings. The data elements will provide a foundation for examining effectiveness and will serve to frame recommendations. The focus of the committee will be to establish baselines, measures of effectiveness, on-going analysis and recommendations for improving student success for students at Oxnard College. This committee directly supports Item No(s). 4 and 5 under 10+1.

#### Membership

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#### Goals

- To provide collaborative venue for shared leadership determining the student access and success needs of the College to promote overall student learning and success
- Provide opportunities for constituents across the College from instructional, student services, and academic support areas to engage in ongoing dialogue on student success issues
- Promote a better understanding of the use of data and research in assessing student success and developing/refining College programs and activities to better support student success
- Provide advocacy for ongoing access to data and the use of data

## Oxnard College STUDENT SUCCESS COMMITTEE

ORDER OF THE AGENDA  
FOR THE MEETING OF  
TUESDAY, September 2, 2014  
2:00-4:00 P.M. in President's Conference Room

- I. Welcome Back and Review of Charge
- II. Public Comments
- III. Review of Meeting Minutes
- IV. Committee Membership
- V. What Have You Done for Student Success?
- VI. Transitional Studies Committee Update
- VII. Equity Report
- VIII. Adjournment
- IX. Next Meetings
  - October 7, 2014
  - November 4, 2014
  - December 2, 2014
  - January 6, 2015
  - February 3, 2015
  - March 3, 2015
  - April 7, 2015
  - May 5, 2015



## STUDENT SUCCESS COMMITTEE MEETING NOTES

**Present:** Richard Durán (*Co-chair*), Lilia Ruvalcaba (*Co-chair*), Cynthia Herrera, Deanna McFadden, Della Newlow, Ishita Edwards, Jim Merrill, Joel Diaz, Karen Engelsen, Ken Sherwood, Kevin Hughes, Letty Mojica, Lilia Ruvalcaba, Lisa Hopper, Lois Zsarnay, Marcos Lupian, Mark Bates, Marlene Dean, Marnie Melendez, Robert Cabral and Ross Fontes

**Guests:** Brad Phillips (Institutes for Evidence-Based Change)

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Meeting Date: **09/02/14**    Approval of Notes from: **05/06/14**    Recorded By: **Karla Banks**

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**AN = Action Needed    AT = Action Taken    D = Discussion    I = Information Only**

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### DISCUSSION/DECISIONS

- |                                  |  |
|----------------------------------|--|
| I.    Welcome Back/Call to Order | The meeting was called to order at 2:10 p.m.   |
| o   Review of Charge             | R. Durán read the charge as outline in the OC PGM Manual and stated that the committee has been making progress on their charge – in improving student success on our campus.  |
| II.   Public Comments            | I    K. Engelsen distributed samples of SSSP plan. The packet included: 5-step card; an executive summary of the 3SP plan (goals, target, types of activities, service delivery strategies, partnerships, budget, template of steps used to support student services, etc.). |
|                                  | D. Newlow expressed concern with GradesFirst uploading system. She suggested the system be programmed to upload at 3 AM rather than between 8-11 AM.   |
|                                  | I. Edwards requested that faculty also be given the ability to utilize the GradesFirst software system.  |
|                                  | R. Durán commended Student Services for all the work they have done to develop and implement OC's SSSP Plan.   |
|                                  | R. Durán met with some English faculty over the summer to give him feedback on his proposed restructuring. They met and gave him a document with some feedback.  |
| III.   Review of Meeting Notes   | I    The SSC members reviewed the “Action Items” from  |

the meeting notes of May 6, 2014.

- J. Merrill requested clarification regarding M. Dean's presentation - Pg. 2, line 10-in parenthesis, should read "a minimum of 4 hours per week – a total of 10 is what is expected"

**AT L. Zsarnay moved to approve the minutes of May 6, 2014, as amended. D. Newlow seconded, and the motion carried unanimously.**

IV. Committee Membership

I, D The Committee reviewed the membership roster.

The following changes were suggested:

- ✓ Marlene Dean – Math
- ✓ Robert Cabral – CTE
- ✓ Marcos Lupian – Outreach
- ✓ Deanna McFadden – Health Center
- ✓ Marnie Melendez – Academic Support
- ✓ Business Services – TBD
- ✓ ASG Representative – TBD

V. What Have You Done for Student Success

I Each Committee member introduced him/her-self and briefly discussed what he/she has done recently to promote student success.

Jim Merrill discussed a concern regarding being unable to open the windows in their classroom and how it effects teaching.

**AN R. Durán will discuss possible mitigations (fans, etc.) to the issue of windows not opening in the classrooms with M. Bush.**

VI. Transitional Studies Committee Update

I M. Bates briefly discussed the following item(s): have not met yet this Fall; Marlene put together a good math booster program – had 21 students participate, a good way for students to bone up on Math skills for higher placement in the Fall; got another 21,000 in Basic Skills monies – believe it is because the state had a little extra money; first agenda item in a few weeks will be looking at the reconfiguration of basic skills monies – have institutionalized a lot of expenses so can utilize basic skills monies for other things (supplemental instructors in the classrooms and other projects).

## VII. Equity Report

- I R. Durán and the Committee members briefly discussed the following item(s): the second part of 3SP is due to the state; have been gathering data over the summer that is required for the plan and have been working with Brad Philips to analyze the data.
- I B. Phillips presented data and discussed the following item(s): the role of the Student Success Committee; template for student equity planning; student equity success indicators; data for the following areas – access (awaiting data), course completion, ESL transition to college-level coursework, English and Math basic skills transition, 30-unit completion, persistence, SPAR (Student Progress and Attainment Rate) completion, and transfer; leading and lagging indicators; review of data – is the info correct, what jumps out at you and why, etc.; next steps – finalize themes, brainstorm interventions, use meeting note to populate plan, develop a budget for activities, develop evaluation and build support; the landscape – addressing gaps, populations served, evidence to support efficacy of practices, new initiatives; Odessa College comparisons; considerations and criteria; policies and practices; and themes – improve outcomes, college readiness, basic skills progression, completion, disproportionate groups (African-Americans, DSPS). *See attached PP for more details.*
- I, D The Committee members briefly discussed the following item(s): the theme at OC (lack of college preparation, etc.); many student who begin with developmental education courses never get to completion in college-level English – low transition rate from Math and English developmental education courses to college-level course completion; getting students into college-level courses and keeping them in is an issue, at OC it is important to have students complete Math and English course during their first semesters (a lot of institutions have gone to acceleration methods/strategies). The following suggestions were made:
  - Finalize theme – need to ensure the plan is shared and feedback is solicited from colleagues
  - Faculty Professional Development – identify instructors with high retention rates and have them share techniques/practices with their colleagues;
  - Changes have to be systematic and recursive

- Need to find a way to integrate Reading into the curriculum
- Suggest we break down the ESL Transition data to see where the convergence is taking place

R. Durán stated that OC was one of 11 paired institutions to participate in the Latino Transfer Project. We are paired with CSUCI – we both reviewed our CCSSE data. Our goal is to develop a plan to improve transfer rates.

CSUCI just got funded for a Title V grant whose purpose is to improve transfer rates – we will participate in the grant.

#### VIII. Adjournment

The meeting adjourned at 4:09 p.m.

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## Oxnard College STUDENT SUCCESS COMMITTEE

### ORDER OF THE AGENDA FOR THE MEETING OF TUESDAY, October 7, 2014

2:00-4:00 P.M. in Student Services Conference Room

- I. Welcome/Call to Order
- II. Public Comments
- III. Review of Meeting Minutes
- IV. What Have You Done for Student Success?
- V. 3SP Final Plan – *Karen Engelsen*
- VI. Transitional Studies Committee Update
- VII. ASCCC Equity Report Conference – *Linda Kama'ila*
- VIII. Equity Report
- IX. Adjournment
- X. Next Meetings
  - November 4, 2014
  - December 2, 2014
  - January 6, 2015
  - February 3, 2015
  - March 3, 2015
  - April 7, 2015
  - May 5, 2015



## STUDENT SUCCESS COMMITTEE MEETING NOTES

**Present:** Richard Durán (*Co-chair*), Lilia Ruvalcaba (*Co-chair*), Regina Cardona (*ASG Representative*), Krista Mendelsohn, Cynthia Herrera, Deanna McFadden, Della Newlow, Ishita Edwards, Jim Merrill, Joel Diaz, Karen Engelsen, Ken Sherwood, Kevin Hughes, Letty Mojica, Lilia Ruvalcaba, Linda Faasua, Lisa Hopper, Lois Zsarnay, Mark Bates, Marlene Dean and Marnie Melendez

**Guests:** Lauren Sosenko (IEBC Representative)

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Meeting Date: **10/07/14**    Approval of Notes from: **09/30/14**    Recorded By: **Karla Banks**

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**AN = Action Needed    AT = Action Taken    D = Discussion    I = Information Only**

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### DISCUSSION/DECISIONS

- I. Welcome Back/Call to Order      The meeting was called to order at 2:15 p.m.
- II. Public Comments      There were no public comments.
- III. Review of Meeting Notes      I. The SSC members reviewed the "Action Items" from the meeting notes of September 30, 2014.
- ✓ R. Durán will follow up with Mike on the issue with the classroom windows not being able to be opened. J. Merrill stated that there are also classrooms in the LA buildings that will not open. R. Cardona stated that she got sick because it was so hot in her classroom today. She reiterated that a fan would be really helpful to mitigate the problem.
  - ✓ Page 3 – second item change "course level course work" to "college-level coursework"
  - ✓ Page 1 – correct Ishita's initial under the "Public Comments" section; and also change "to utilized" to "to utilize"
- AN    D. Newlow moved to approve the minutes of the September 30, 2014, meeting. L. Zsarnay seconded, and the motion carried unanimously.**
- IV. What Have You Done for Student Success Lately      I, D    Each Committee member gave a recent example of what he/she has done to promote student success.
- Lauren Sosenko (IEBC Representative) introduced herself. She stated that she is filling in for Brad

Phillips.

D. Newlow stated that there was a student who brought a 6-inch knife blade to her class. She expressed concern 1) that there is no signage on campus indicating we are a “weapon free” zone and 2) that she had no way to contact the Campus Police to let them know without the student knowing who it was that contacted them. She stated that student safety is crucial on this campus and she feels it is important to have conversations with our students about campus safety and our No Weapons policy.

J. Merrill asked if student assessments will be made available in Spanish. If not, how we address this issue for Spanish speaking students.

#### V. 3SP Final Plan Update

- I K. Engelsen briefly discussed the following item(s): at last meeting she shared a 5-step card and shared an overview of the 3SP plan that will be shared with the State chancellor’s Office following Board approval; plan tells how we are approaching our students being successful; as we go forward there needs to be constant conversations about how we are going about our “success” business – the role of our PGMs in terms of monitoring our student success efforts; the role of the SSC is to look at the data that comes out of 3SP – what does the data tell us and how do we need to improve as a result. She distributed a copy of a 3SP Outcomes – collect MIS data, create campus data report, develop related outcomes (include eLumen); MIS data outlines for us - % of first-time students demographic breakdown who do assessment, orientations, educational plans, and the total number by semester and year of students who require early academic alert notifications/follow-up, students with academic progress issues, academic achievers (Dean’s list) and students who complete.

C. Bogue suggested that we need to include basic skills student data.

The Committee members will email Karen Engelsen any suggestions/feedback.

#### VI. Transitional Studies Committee Update

- I M. Bates briefly discussed the following item(s): met a few weeks ago; they found out that late in the Summer we got a bump in the BSI funding from 90,000 up to 110,000; just found out t that it is because of increased number of basic skills units we have had in the last couple of years; that has carried over for this



year so we will get another 112,000 this year; at the same time we have continued to institutionalize things such as the math academy – we have institutionalized the reading/writing portion of the academy; still have about 90,000 we have to spend this year (looking at additional tutors, professional development conferences, etc.); we are continuing to look for ideas now how the funding can be spend.

R. Durán suggested hiring of a Learning Disabilities Technician might be a good investment.

## VII. ASCCC Equity Report Conference

I L. Kama'ila briefly discussed the following item(s): working on writing first draft of our District's ASCCC Equity Policy; Dr. Bogue is going to be writing our Student Equity Report; she just attended a conference; she suggested that if someone on the committee wants to assist in writing the report they are welcome – they want to see that we have reached out to EOPS, DSPS, etc.; we do not have a lot of inequity; on some measures our students that are doing better are from DSPS, another interesting this is that disparate students are doing better than our middle class, males are not doing very well; report need s to last three years and give us ways to spend our money over the three years; some schools are putting money into professional development; also our distance learning, basic skills and XXX need to improve; Dr. Bogue needs faculty feedback; needs to be data behind the plan recommendation; summer bridge programs are a good way to utilize some of the monies; we will plan to build a master list of things that have been shared.

M. Bates stated that he will be doing a sabbatical and he plans to do additional data collection.

R. Durán stated that we plan to hire a Director of Institutional Research using 3SP and Student Equity funds.

C. Bogue stated that we need to be careful about our use of 3SP and Student Equity funding – spending needs to be thought out and incorporated into something that will improve student success. However, we choose to use the money needs to drive our success rates.

D. McFadden stated that we just finished the ACHA-NCHA survey that will provide data on how health related issues affect their student success. The data

will be available in about a month.

D. Newlow asked if we could utilize monies for faculty training that relates to improving basic skills teaching techniques, etc.

## VIII. Equity Report

- I L. Sosenko (IEBC Representative) briefly discussed the following item(s): reviewed the data points that brad shared last meeting (PP are also included with today's minutes); data is what is prescribed by the State; engaging discussion around institutional response; template for student equity planning, data – where are the gaps, what improvements can be made, expectations for growth, how will you measure success; student equity success indicators; OC's course completion is around 71%; ESL transition to college level coursework – pretty low proportion transitioning; looked at basic skills transitions – only 1/3 are transitioning successfully; overall themes – all outcomes could be improved, focus on college readiness (basic skills readiness and completion), disproportionate groups (African-American and DSPS);

L. Hopper stated that she pulled together info on access compared to our enrollment. We are very close to mirroring the service area. Service area is at approximately 70% as is OC's student population. The Asian population within the service area is 7% and OC's is 5.5%. Reference group is defined in each area.

R. Cardona expressed concern over the low rate of students successfully transitioning to college-level Math. She also expressed interest in learning more about the barriers for the students who don't complete. She briefly discussed the importance of well-advertised faculty office hours. She suggested that ASG is trying to assist with the notification to students of faculty office hours.

L. Kamaila many students when they fail a test rather than seeking tutoring they drop the class. Need to find out why some students do and some students don't.

J. Merrill suggested we need to talk about student motivation.

L. Zsarnay stated that faculty need to learn to talk to students in a way that helps them find their own internal motivation – motivational interviewing.

C. Herrera briefly discussed the following items: working on mentors in the classroom so students are connecting career with education in the classroom. Out of the box non-traditional methods that help motivate students. National Alliance for Partnership and Equity – assisting faculty in how they communicate with student (are they promoting student success or deflating student motivation). We need to put thought into developing more innovative programs.

K. Hughes suggested having faculty go through the student experience so they know what our students are experiencing.

K. Mendelsohn commented that Classified could also benefit from professional development training on how to interact with students.

J. Diaz stated that once we get the next iteration of the portal faculty will be able to access the “student experience.”

**AN R. Durán summed up the discussion on general interventions as follows:**

- ✓ **Need to have a male initiative – how do we engage males in both access and follow through**
- ✓ **Separate CTE vs. non-CTE males**
- ✓ **Professional development for faculty and staff in the areas of micro-messaging**
- ✓ **Be able to maintain and enhance some of the academic support systems that prove necessary (supplemental instruction, etc.);**
- ✓ **Formalized program for developing learning communities and moving toward project-based learning**

**He said that whatever is done needs to benefit everyone and that we will also need more help in the research area.**

I D. Newlow stated she has taken notice that most of our student workers are female. Reasons?

J. Merrill stated that supplemental instruction was a large part of our Title III grant but unfortunately the

grant went away.

C Herrera stated that she would like to see us follow the “logic model” where everyone can review and evaluate.

R. Durán stated that we are working on the Latino Transfer Project which resulted in the establishment of a Transfer Advisory Council which is charged with 1) looking at our plan, 2) monitoring the implementation to ensure it is working, and 3) if not, recommend changes. We will also be identifying other data we want to get to answer more micro questions. We just got selected for Part 2 of the Latino Transfer Project which is to have a professional work with us on student focus groups.

L. Sosenko stated that the last thing to discuss is a project management plan – RASIC model (Responsible, Accountable, Support, Inform and Consult). She stated that the items highlighted in red are the ones that Brad saw some direct parallels to:

- ✓ Barrier removal – basic skills boot camp – expansion
- ✓ Align high school and college coursework
- ✓ Focus on course retention strategies – micro messaging strategies
- ✓ Structural redesign – around basic skill coursework; goal is to have an Assistant Dean by January and in the meantime dialoguing with faculty involved

J. Merrill stated that he attended a meeting with OUHSD and they want to begin to have Department Chair meetings between both high school and college personnel. He inquired as to where the funding would come from for these efforts. R. Durán responded that we can have interventions without too much money involved.

R. Cordona announced that next week ASG will be trained to do outreach to the local high schools. They will promote our programs, clubs, etc.

**AN R. Durán by next meeting we need to have a draft Student Equity Plan completed. We will share it**

**with the SSC members to review and provide feedback.**

IX. Adjournment

The meeting adjourned at 4:05 p.m.

DRAFT

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ORDER OF THE AGENDA  
FOR THE MEETING OF  
TUESDAY, November 4, 2014  
2:00-4:00 P.M. in Student Services Conference Room

- I. Welcome/Call to Order
- II. Public Comments
- III. Review of Meeting Minutes
- IV. What Have You Done for Student Success?
- V. Transitional Studies Committee Update
- VI. Student Equity Plan – *Carole Bogue*
- VII. Adjournment
- VIII. Next Meetings
  - December 2, 2014
  - January 6, 2015
  - February 3, 2015
  - March 3, 2015
  - April 7, 2015
  - May 5, 2015



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Oxnard College promotes high quality teaching and learning that meet the needs of a diverse student population. As a multicultural, comprehensive institution of higher learning, Oxnard College empowers and inspires students to succeed in their personal and educational goals.

As a unique and accessible community resource, our mission is to provide and promote student learning through:

- Transfer, occupational, and general education, second language acquisition, and basic skills development;
- Student services and programs;
- Educational partnerships and economic development;
- Opportunities for lifelong learning.

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### ORDER OF THE AGENDA FOR THE MEETING OF TUESDAY, February 4, 2014 2:00-4:00 P.M. in President's Conference Room

- I. Welcome
- II. What Have You Done for Student Success?
- III. Public Comments
- IV. Review of Meeting Minutes
- V. Early Alert – *Diva Ward/Keenan Kibrick*
- VI. Transitional Studies Committee Update
- VII. IEBC Training
- VIII. Adjournment
- IX. Next Meetings
  - March 4, 2014
  - April 1, 2014
  - May 6, 2014

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TUESDAY, December 2, 2014  
2:00-4:00 P.M. in Student Services Conference Room

- I. Welcome/Call to Order
- II. Public Comments
- III. Review of Meeting Minutes
- IV. What Have You Done for Student Success?
- V. Transitional Studies Committee Update
- VI. Scorecard Update – *Lisa Hopper*
- VII. Final Student Equity Plan – *Carole Bogue*
- VIII. Adjournment
- IX. Next Meetings
  - February 3, 2015
  - March 3, 2015
  - April 7, 2015
  - May 5, 2015





## STUDENT SUCCESS COMMITTEE MEETING MINUTES

**Present:** Bola King-Rushing, Cesar Flores, Cynthia Herrera, Diva Ward, Jim Merrill, Joel Diaz, Karen Engelsen, Kenneth Sherwood, Kevin Hughes, Ishita Edwards, Laura Weber, Letty Mojica, Lilia Ruvalcaba, Lisa Hopper, Lois Zsarnay, Maria de la luz Flores, Mark Bates and Richard Duran

**Guests:** Brad Phillips (Institutes for Evidence-Based Change)

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Meeting Date: **03/04/14** Approval of Minutes for: **02/04/14** Recorded By: **Karla Banks**

**AN = Action Needed** | **AT = Action Taken** | **D = Discussion** | **I = Information Only** | **CR = Committee Referral**

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### **DISCUSSION/DECISIONS**

The meeting was called to order at 2:05 a.m.

1. Welcome I Dr. Durán welcomed the Committee members. The Committee members introduced themselves.
  2. What Have You Done for Student Success I Each Committee members gave recent examples of what they have done for student success.
  3. Public Comments There were no public comments.
  4. Review of Meeting Minutes I The Committee members reviewed the meeting minutes of December 13, 2013. The following changes were recommended:
    - ✓ Change the date of the April 1 meeting to April 8, 2014.
- AT The meeting minutes were approved with the changes noted above.**
5. Academic Alert (Early Alert) I K. Engelsen stated that Early Alert should be referred to as Academic Alert  
  
Dr. Durán announced that Keenan Kibrick resigned from Oxnard College to accept a job at Pepperdine University.  
  
D. Ward stated that Keenan came to her office before he left and that they discussed concerns regarding inaccurate student contact information in Academic Alert system. She said that of many students she

attempted to contact, she was only able to reach 4 or 5 of them. We need to determine how we can get current contact information for our students.

J. Diaz stated that every semester when students register they are prompted to update their contact information.

J. Merrill suggested that “update” prompt when registering should be a gateway, not optional.

J. Diaz stated that the students have to click “accept” to confirm that the information is current but there is no way to verify their information is correct – they do not have to show proof.

The Committee members briefly discussed the following suggestions on how to get students to update their contact information: have an opportunity for students to update their contact information in class; utilize email addresses to reach out to students; we have a very high percentage of students on financial aid and money is a motivator to keep your information up-to-date; students who visit Counseling are asked to update their information/phone number; and instructors need to let students know that we need their updated information for *these* are the reasons – and then list the reasons why updated contact information benefits the student.

Dr. Durán suggested bringing together a focus group to discuss what would motivate students to update their contact information.

B. Phillips stated that universities are vigorous about updating student information. There has to be a reason for students to want to give updated contact information. Universities utilize multiple ways to gather the information, multiple times per year. He suggested we start with our faculty – make it a collaborative effort. He also suggested that one of the rules of data work is to understand the problem - let’s find out why it is/is not happening before we jump to the solutions.

**AN Joel, Kevin and Laura will work on gathering and surveying student focus groups.** Maria de la luz Flores is willing to utilize her EASEL group. Diva Ward suggested reaching out to the transitional Math student groups in the LLRC.

6. Transitional Studies  
Committee Update

- I M. Bates said that the Transitional Math program does not have a lot of data yet as the program is finishing up its first full year. M. Bates stated that he has been approved for sabbatical leave during which time he will analyze the data for the transitional studies program. He said that the beginning TSC focus this semester is to get the Summer Bridge programs in place for both Math and English – Cynthia and Marlene are working on Math and Jim is working with English faculty to begin the English summer bridge (looking at what a summer bridge program entails, shorter than in class, target population is students who have done the requisite amount of work but had a subpar score on a placement test). We are hoping to get a small Math and English program put together for the summer.

7. IEBC Training

- I Dr. Durán announced that Brad Phillips is back this semester to continue training us on data-based decision-making.

B. Phillips asked if/how the campus has been utilizing data since the training last year?

The Committee members briefly reported out the following: the Math Department tried to keep the data conversation at the forefront because we think it is important – it is important to distinguish between single situations and trends, the *special* situation should not derail us from the trend; those involved in the PEPR process are consistently involved in data use; one faculty had to make a large presentation on learning outcomes data – the individual went through all of the data course by course looking to see if improvement plans were working; LLRC is always relying on data – we need to know who is coming and what they are doing when they get there; Instructional Technology has noticed that faculty are coming for help with many of our data producing systems – those requests used to be accompanied by grumbling, these days they are coming with genuine interest and more enthusiasm for the data; and in Math we assessed data last semester and are now beginning to analyze the data.

B. Phillips said that the idea was to understand how the implementation of data was being accepted. The key is how to look at the data and what to do with it. Last semester we looked at the data and part of our training today will be on introducing data-coaching. He briefly

discussed the following items: want to start by talking about leadership; first part is individual and institution committing to student success – to understand how best to serve your students need to understand how they are doing; need to have a willingness to take significant risk to advance student success; integration of bringing tutors into the classroom is a result of seeing students are not doing well in the class; the ability to effect lasting change within the college; setting up systems that will be embedded long after you have gone; there needs to be an institutional memory of what happened in the SSC so that when new members come; need to create lasting change; have a strong broad strategic vision – biggest complaint is that students do not come prepared to succeed at OC, HS exit is not in line with CC entry, need to align with K-12 and universities; raising allocation resources aligned with student success – 92% of the OC budget is salaries, it is not only money it is people, (example: having tutor go into classroom was free but made significant change); as a committee we have to get focused – we need to determine of all the things that we are doing what is it that we care about, what needs to be our focus / our central theme.

The Committee gave the following input as to what should be our focus for student success:

- retention,
- completion of educational goals,
- how long it takes to complete a course of study,
- course completion

B. Phillips briefly discussed the following items related to leading and lagging indicators: graduation is a lagging indicator; need to determine what you do or do not have influence over – you DO have influence over course completion rates – one of the things to think about is what do you as an institution have control over; issues related to being a Hispanic Serving Institutions; success rate growth - do not set yourself up for failure (realistic is 2-3% per year increase); set a timeline (3 years), determine who is involved – colleges fall apart when they have to determine who is involved, when you think about intervention you have to think about all the pieces that have to come together; how

are faculty/staff/administrators trained; we should be taking a piece of data to every meeting – start with it and practice discussing data; will start additional training on data analysis later this year but for now introduce the data and see what kind of reaction you get; Elizabeth Kubler Ross – shock and denial (avoidance, confusion, fear, numbness, blame), anger (frustration, anxiety, irritation, embarrassment, shame), depression and detachment (overwhelmed, blahs, lack of energy, helplessness), dialogue and bargaining (reaching out to others, desire to tell ones story, struggle to find meaning for what has happened), acceptance (exploring options, a new plan in place, empowerment, security, self-esteem, meaning).

- I, D Dr. Durán stated that we are beginning to look at preliminary data for the second year. There are preliminary indicators that we are moving the meter in small ways. He said that we will be able to get another report at the end of this semester.

The Committee members did an exercise involving the review of data on students who have reached transfer level and their success rates in English and Math.

B. Phillips briefly discussed the following items: when you do data coaching focus on successes, do not *ever* start with negatives – start with positives and celebrate those positives. He shared a sample Data Review Template (see attached PP presentation). He also briefly discussed the following items related to data coaching: intro to what Austin CC is doing in their Faculty Coach Program; recommend this group be the oversight group and think about bringing coaches to the department level; they help with departments looking at data and what is happening to students in their department; take reports from Institutional Research and help colleagues analyze the data; they work with their colleagues but they are trained; bring data back in a series of meetings just to talk about it (not “it is good or bad” but just to talk about it in the sense of what is happening to our students); they look at national levels; establish targets among colleagues; there is a faculty coach leadership team; Austin has been very successful with this model.

J. Merrill said that in the English Division he does the initial analysis of data, and then he sends it out to the rest of the faculty in his discipline for review.

I. Edwards said that in her area she analyses her data.

L. Ruvalcaba said that Math is similar to English.

B. Phillip suggested that the SSC should decide what OC's theme will be (achievement gap, etc.), and then folks need to be trained on how to review, analyze and talk about the data. He suggested we try to ensure we bring in student voice also.

Dr. Durán said that by the end of the semester we should make a decision about our theme for implementation next fall.

## 8. Adjournment

The meeting adjourned at 4:09 p.m.



## Oxnard College STUDENT SUCCESS COMMITTEE

### OXNARD COLLEGE MISSION STATEMENT

Oxnard College promotes high quality teaching and learning that meet the needs of a diverse student population. As a multicultural, comprehensive institution of higher learning, Oxnard College empowers and inspires students to succeed in their personal and educational goals.

As a unique and accessible community resource, our mission is to provide and promote student learning through:

- Transfer, occupational, and general education, second language acquisition, and basic skills development;
- Student services and programs;
- Educational partnerships and economic development;
- Opportunities for lifelong learning.

### STUDENT SUCCESS COMMITTEE

#### Authority

The Committee is recommended by staff and approved by the President. The Committee is appointed by and is a participatory governance committee to the President and the Academic Senate of Oxnard College.

#### Purpose

The purpose of the Student Success Committee is to develop, implement and assess a model that examines data for the evaluation of student success and advise appropriate shared governance bodies related to the charge of the committee and its findings. The data elements will provide a foundation for examining effectiveness and will serve to frame recommendations. The focus of the committee will be to establish baselines, measures of effectiveness, on-going analysis and recommendations for improving student success for students at Oxnard College. This committee directly supports Item No(s). 4 and 5 under 10+1.

#### Membership

The Student Success Committee will consist of the following: President (co-chair), Academic Senate President designee (co-chair), representatives from each department, Dean of Student Services, 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 Committee, Managerial co-chair of the Transitional Studies Committee, 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.

#### Goals

- To provide collaborative venue for shared leadership determining the student access and success needs of the College to promote overall student learning and success
- Provide opportunities for constituents across the College from instructional, student services, and academic support areas to engage in ongoing dialogue on student success issues
- Promote a better understanding of the use of data and research in assessing student success and developing/refining College programs and activities to better support student success
- Provide advocacy for ongoing access to data and the use of data

### ORDER OF THE AGENDA FOR THE MEETING OF TUESDAY, March 4, 2014

2:00-4:00 P.M. in President's Conference Room

- I. Welcome
- II. What Have You Done for Student Success?
- III. Public Comments
- IV. Review of Meeting Minutes
- V. Transitional Studies Committee Update
- VI. ACCJC Annual Report: *Institutional Set Metrics*
- VII. Student Equity Plan
- VIII. IEBC Training
- IX. Adjournment
- X. Next Meetings
  - April 8, 2014
  - May 6, 2014



## STUDENT SUCCESS COMMITTEE MEETING MINUTES

**Present:** Bola King-Rushing, Cesar Flores, Cynthia Herrera, Diva Ward, Jim Merrill, Joel Diaz, Karen Engelsen, Kenneth Sherwood, Kevin Hughes, Ishita Edwards, Laura Weber, Letty Mojica, Lilia Ruvalcaba, Lisa Hopper, Lois Zsarnay, Maria de la luz Flores, Mark Bates and Richard Duran

**Guests:** Brad Phillips (Institutes for Evidence-Based Change)

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Meeting Date: **04/15/14** Approval of Minutes for: **03/04/14** Recorded By: **Karla Banks**

<b>AN = Action Needed</b>	<b>AT = Action Taken</b>	<b>D = Discussion</b>	<b>I = Information Only</b>	<b>CR = Committee Referral</b>
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### **DISCUSSION/DECISIONS**

The meeting was called to order at 2:05 a.m.

- |   |   |  |
|---|---|--|
| 1. Welcome                                | I | L. Ruvalcaba welcomed the Committee members.   |
| 2. What Have You Done for Student Success | I | Each Committee members gave recent examples of what they have done to promote student success.   |
| 3. Public Comments                        |   | There were no public comments.   |
| 4. Review of Meeting Minutes              | I | <p>The Committee members reviewed the meeting minutes of February 4, 2014. The following changes were recommended:</p> <ul style="list-style-type: none"><li>✓ pg. 3 – Change “Transitional Studies program” to “Transitional Math program”</li><li>✓ Lilia – even though Marlene is doing in-house data collection it is not what Mark is looking at, please reflect that on pg. 3 line 2 (Mark’s sabbatical).</li><li>✓ Joel stated that before Diva left she conducted a focus group. And both he and Kevin held a focus group also. Students gave the feedback that we not give them an option to update but to force them to update every semester. Because it is a District-wide issue we will need to get buy-in from the other campuses.</li></ul> |

Kevin stated that Bola will take it to ITAC



Karen – brought in two groups of students for the focus group. It is interesting that the feedback was to not have it optional but required. Also had a group of tutors and student aids that talked about how valuable student work study is for them. It engages them in the campus.

**AT The meeting minutes were approved with the changes noted above.**

- Pima Community College

I Dr. Durán distributed a copy of the Pima Community College Promise for the Committee's review and information.

- The Atlantic Article

I Dr. Durán distributed a copy an article from The Atlantic publication entitled, *"How to Escape the Community-College Trap."* References what elite colleges do across the country – why they mandate orientation, etc.

5. Transitional Studies Committee Update

I M. Bates briefly discussed the following items: had a good meeting last week; theme is to establish a summer bridge program for both Math and English – had general conversations about the framework, summer bridge has a target audience of students who got good grades in high school but placed low in our placement test; if students are placed too low then we are burdening them with too much work to move on; so we have these students come in to summer bridge, brush up on their skills and retake the test; Debbie DeVries will be heading up the English Summer Bridge Program; we got a small \$90,000 grant (in perpetuity) and we have to spend the money within two years; we are early on in the BSI grant – spent a lot of money on Math, we are freeing up some money we would like for new ideas – maybe extra work with counseling, etc.; and have talked about whether a summer bridge class would be a ½ unit class; and have discussed having summer bridge students get some form of enrollment priority.

The Committee members briefly discussed the following items: having someone tutor those students summer bridge is targeting; having in place a built-in formal mentor program; keeping Student Services informed of new updates on the Math and English Summer Bridge activities so they can advertise to the high schools;

M. Bates stated that once students have gone through the summer bridge program we re-evaluate them using the same assessment test and we will also look at their success down the road (were the students successful in the courses they were placed into)?

M. Bates also stated that his sabbatical goal is to look at six semesters of students in Transitional Math to determine what percentage of students who began got to Math 14 in a two year timeframe – comparative success rates, etc. He said he will also be looking at focus groups of students (what do they like about taking Math on computer as opposed to the classroom?). His plans to break down what is working for successful students and what is not working for unsuccessful students.

## 6. ACCJC Annual Report

I E. Endrijonas distributed and briefly discussed OC's annual report to the ACCJC: last year we had to define our metrics; 14A we are now at 71.9%; program completion – went up a little in degrees and just missed our mark for certificates (believe it may be due to AA-Ts now being offered so student who would normally get a certificate may opt to get the AA-T); last year institutional standard was 525 based on UC and CSU standards and in/out-of-state reports; these reports now play a part in accreditation team visit, etc.; transfer numbers for next year will be interesting – CSU's have decided to go to an online process which has created confusion so our transfer numbers may appear low next year (based on what Lisa could find our number is 235 which is low); new emphasis on SLOs and whether we are doing the assessments; and for the first time there are places for us to add narrative; LOT invites programs to come and share; impact of SLO practices on student learning (she invites anyone who has an example to share it with Erika so she can reference it).

B. Phillips suggested we reference the National Institute of Learning Outcomes Assessment just published that discussed how SLOs are being linked to assessment.

Dr. Durán said he believes we should push ourselves as to 71.9% is a "C." Is that what we want for our students? He suggested we should set it at 72% for next year.

B. Phillips suggested we may want to get clarification from the Commission on what is meant in 17A because it is unclear. He suggested we need to set criteria – What do we have now? What is a reasonable improvement of that?

D. Newlow questioned whether it is reasonable to move it up without a plan in place.

R. Durán stated that this group set some of the plans in place when we did the VFA analysis. He said that we have not gotten to all of our suggested recommendations. Also with SSSP we will be continuing to improve processes that will positively impact all of this.

B. Phillips stated that as an advisor he recommends we also try to raise the bar and improve.

R. Durán mentioned that our upcoming accreditation site evaluation team will be trained on this area and they will be asking questions like, “Did you review it the annual report? .

E. Endrijonas stated that the Commission needs to ensure it is not just a clerk filling out the form but that conversations are taking place addressing issues related to improving these areas in our institution.

#### Student Equity Plan

- I E. Endrijonas distributed and briefly discussed a draft of the requirements of the student equity plan each college has to create as follows: student equity funds will be allocated FTES but distributed FTE; governor is trying to put us into the K-12 formula; colleges may not get allocations until August/September and plan is due Nov 21; the plan asks colleges to report on the new student success requirements; the State Chancellor’s Office has been amenable to CSSO changes; and we should have a final draft of the student equity plan in the next couple of week.

#### 8. IEBC Training

- I R. Durán stated that one of our goals this year was to get to the equity data.
- I B. Phillips stated that one thing he wants to review today is the indicators utilized in the student equity plan. He briefly discussed the following items: Leadership-Improving Student Success; creating a unified them – what issues rise to the top?, etc.; what is

the overarching goal – feasibility, timeline, who is involved; creating a focus; five stages of data use – shock and denial, anger, depression and detachment, dialogue and bargaining, and acceptance; data supporting student success; faculty data coaching; organizing for action; and review of changes that were made and whether those change made a difference.

## 9. Other

- Student Success Update      I, D      Erika suggested that at the next meeting she and Karen report out on Student Success.
  
- Student Equity Plan Timeline      I      R. Durán suggested that the timeline should work back from November. He said we may have to do some work over the Summer and by August we need to float this to faculty/staff and other groups on campus then we will have August and September to finalize.  
  
B. Phillips suggested that we will want to disaggregate this data at the department level to get buy-in and accurate feedback.
  
- CCSSE Survey      I      L. Hopper announced that we would be participating in the CCSSE data collection again. She asked the faculty members to be looking for the survey in the inter-office mail boxes soon.
  
- Latino Transfer Project      I      R. Durán announced that we were selected as one of several organizations to participate in the Latino Transfer Project. He briefly discussed the following items: our team is working on getting the data ready that they are asking us for; we will have a joint meeting to answer some questions they have asked us to respond to; we will meet with CSUCI on our collaboration; and the OC Team will be going to San Antonio in September to join all the other schools to share what we are doing/planning to do to improve the Latino transfer rates for this institution.

## 8. Adjournment

The meeting adjourned at 4:06 p.m.



## Oxnard College STUDENT SUCCESS COMMITTEE

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- Student services and programs;
- Educational partnerships and economic development;
- Opportunities for lifelong learning.

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- Provide advocacy for ongoing access to data and the use of data

### ORDER OF THE AGENDA FOR THE MEETING OF TUESDAY, April 15, 2014

2:00-4:00 P.M. in President's Conference Room

- I. Welcome
- II. What Have You Done for Student Success?
- III. Public Comments
- IV. Review of Meeting Minutes
- V. Transitional Studies Committee Update
- VI. CCSSE Latino Transfer Project
- VII. Student Equity Plan
- VIII. IEBC Training
- IX. Proposed Restructure
- X. Adjournment
- XI. Next Meeting
  - May 6, 2014



## STUDENT SUCCESS COMMITTEE MEETING MINUTES

**Present:** Bola King-Rushing, Cynthia Herrera, Della Newlow, Jim Merrill, Karen Engelsen, Kenneth Sherwood, Kevin Hughes, Ishita Edwards, Letty Mojica, Lilia Ruvalcaba, Lisa Hopper, Lois Zsarnay, Mark Bates, Richard Durán and Ross Fontes

**Guests:** Brad Phillips (Institutes for Evidence-Based Change) and Robert Cabral (Business/Accounting Instructor)

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Meeting Date: **05/06/14** Approval of Minutes for: **04/15/14** Recorded By: **Karla Banks**

<b>AN = Action Needed</b>	<b>AT = Action Taken</b>	<b>D = Discussion</b>	<b>I = Information Only</b>	<b>CR = Committee Referral</b>
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### **DISCUSSION/DECISIONS**

The meeting was called to order at 2:07 p.m.

- |   |    |   |
|---|----|---|
| 1. Welcome                                | I  | R. Durán welcomed the Committee members.  |
| 2. What Have You Done for Student Success | I  | Each Committee members gave recent examples of what they have done to promote student success.  |
|   | I  | B. Phillips encouraged the Committee members to ensure they are utilizing this tool at their other campus/department meeting.   |
|   | AN | <b>L. Hopper will forward the Committee members the electronic version of the book entitled, "Empowering Community Colleges."</b>   |
| 3. Public Comments                        |    | There were no public comments.  |
| • Communications Council                  | I  | L. Ruvalcaba stated that the Oxnard College Communications Council met for the second time on April 9, 2014. She explained that the Council is the product of an accreditation recommendation and that the purpose of the Council is to assist in ensuring we become more effective in our campus communications. She said that the representatives on the Council gave a brief committee report-out from the areas they represented. |
| 4. Review of Meeting Minutes              | I  | The Committee members reviewed the meeting minutes of March 04, 2014. The following changes were recommended:   |

- ✓ I. Edwards suggested the formatting of the names in the minutes be consistent (i.e. I. Edwards vs. Ishita)

**AT L. Mojica moved to approve the minutes. M. Bates seconded, and the motion carried unanimously.**

5. Transitional Studies  
Committee Update

- I M. Bates briefly discussed the following items: they are steaming ahead to get the Summer Bridge programs off the ground; have good ideas from both the Math and English areas; between the next TSC meeting and over the Summer they will sit down and look at the budget (look at what we spent this year and anticipated spending for next year – tutoring, tweaking transitional math program, having extra faculty hours to have break out groups for students who get stuck at consistent points in the program, etc.), the State gives us two years to spend the monies; and anticipate launch date of the State-wide assessment tool (Spring 2015).

J. Merrill briefly discussed the following items: one main theme the TSC has been working on is the disconnect between the students who have achieved well in high school but did not test well in our assessment; several variables can play into why the student does not do well – something as simple as giving a student a free parking pass when they come to take the assessment test can mitigate a stress factor for the students, rather than have students come and rush through the test because they parked in a “Visitor” parking spot and fear being ticketed, simple things like that are coming to the surface.

M. Bates briefly discussed the transitional Math program. He stated that he has noticed most students do very well on basic algebra but students did not have rigorous training on fractions, decimals, etc. He explained that the program is designed so that when a student completes all modules in TM1, they can go right into TM2. He said that Della Newlow has been conducting learning skills classes (i.e. math anxiety, etc.) to assist with our transitional Math classes. He stated that for the short-term Math 11 would remain in the schedule – we still have 15-20% of students who get placed into Math 11. He believes that maybe, over time, if the Math 11 classes don't fill up we may reduce the number of offerings.

L. Ruvalcaba stated that she would like to invite

Marlene Dean to the next SSC meeting to share the transitional Math program data and findings that she is collecting.

**AN K. Banks will place Transitional Math Update on the next meeting agenda and L. Ruvalcaba will invite Marlene Dean to come and give the update.**

6. Student Equity Plan (SEP) I R. Durán briefly discussed the following items: the plan is a requirement from the State Chancellors Office; shared the District-wide SEP Timeline with the SB 1456 Implementation Task Force last week (see SEP Timeline attached) – we have to identify an internal team to prepare the plan, we have to collect the data, then complete the analysis of the data, we will need to identify achievement gaps and then determine how we will ameliorate them; these efforts will all be tied to the \$100 million in funds to be disbursed by the State for student equity; we will continue to work on our student equity plan over the Summer – those who are interested and around this Summer are invited to participate and help with the plan; when we come back in the Fall our draft plan will be shared during Professional Development Week at “All College Day.”
8. IEBC Training I B. Phillips discussed/trained the Committee members on strategies for analyzing and reporting on student equity data. *(see attached PP presentation for details)*
9. Proposed Restructure I, D R. Durán stated that the Student Success Committee has done a good job with analyzing the campus’s data and making recommendations to further Oxnard College’s student success. He said that the “big issue” on our campus is dealing with the high volume of our students who assess into Transitional Studies. He also said that the Math Department has done a good job with redesigning things within their department to assist students in getting through the required Math courses quicker. He mentioned that there are several new regulations that stop students from continually repeating the same course over and over again. He stated that to-date the campus has been working around the edges trying to resolve this issue but today, he is proposing a redesign on how we are approaching this long-standing issue. He expressed that his fear is should we continue on the same path, we will not significantly increase our completion rates. Therefore, he is bringing before this Committee the model that has been reviewed at the national level. He said there



were nine teams who make recommendations from the 21<sup>st</sup> Century report (his team was focused on Developmental Education).

R. Durán distributed a copy of the developmental education design principles and explained that the teams developed chevrons that drew a pathway of things we should be doing to encourage pre-collegiate readiness and success, college transitions support, developmental education and gateway courses success. He said that because of AB 86 we have been given a \$40,000 grant to work together with nearby colleges to focus on adult basic education. He distributed a copy of a portion of the book *“Empowering Community Colleges – To Build the Nation’s Future: An Implementation Guide”* which discusses defining and measuring college readiness, community partnerships, participation in common core standard, collaborate with K-12 partners, examples of student engagement. The publication also gives specific examples of what some colleges across the Country are doing in this regard. It gives prime examples of high impact practices including strengthening developmental education programming and success. He posed the question, “How does what works apply to Oxnard College and what are we doing to mitigate the problem?” He said that our present structure is that we have Math in one division and English in another division and they make separate strategies about how to approach the issue. So, he is proposing a restructuring of how we approach developmental education on our campus. He explained that an opportunity arose when the Library and Learning Resources Center Supervisor resigned. His proposal is to abolish that position and to create an Assistant Dean position to address Transitional Studies, Academic Support and Library Services. He suggested we need to bring it all together under one Dean – who would in turn be linked to the Student Success Committee, Transitional Studies Committee and the Dean. The Assistant Dean would also be linked to adult education which he believes is coming to the community colleges soon. The proposal also consists of identifying Transitional Math faculty as well as English, ESL and LLRC faculty that would report to the Assistant Dean. In addition, “assessment” would become a part of the new department as he believes assessment is an academic process – it is the role of faculty to determine cut scores and other elements that feed into it and to also see it linked back to student

services. He expressed concern over our current assessment tool and the rubric (or lack thereof) that the Counselors utilize to make their determinations override assessment results. He suggested that someone needs to take the lead to ensure that our assessment review process is consistent.

D. Newlow suggested that one caveat is that she would include the instruction aspect of an LS course and if LS courses should be under this new division.

R. Durán briefly reviewed the proposed TSC Organizational Structure as follows: under Math the kinds of things he would expect them to do is Math test prep assistance, summer academies (pre-collegiate) Math emporiums and any other things we can do to reach out the pre-collegiate students; the English/Writing Center - summer academies, study skills, and any other things we can do to reach out to the pre-collegiate; the LLRC – push embedded tutoring and supplemental instruction and anything else that support students outside the classroom; he thinks this division can promote learning communities, linking developmental education at the collegiate level. He discussed the need to devote resources to developmental education - contextualization of curriculum and undergirding all of this is professional development – ensuring faculty and staff really need to be trained in this area.

R. Durán stated that he will be taking his proposal forward to the Chancellor's Cabinet and the Board. If approved, he will begin the search for the position over the Summer so the new individual can begin to work with faculty and staff to build the division (structure and proper processes and how will we implement them holistically) by Fall 2015.

I. Edwards mentioned that she has had students tell her that having the opportunity to take study skills classes have made the difference between failure and success. The Committee members briefly discussed the following items: looking at the idea of having all of our transitional Math classes take the first 10 minutes of class and give them a quick lesson on time management, how to get instructor assistance, etc. - embedding study skill lessons it in our transitional courses; we used to have 3 unit study skills classes but the students would not take them; study skills are

already embedded in our reading courses; and suggest having pre-college academies for study skills.

R. Durán stated that he would be sharing the proposal with the Transitional Studies Committee on Thursday and with the Academic Senate on April 28.

**AN R. Durán encouraged the Committee members to forward any feedback/comments regarding the restructure proposal to him electronically.**

8. Adjournment

The meeting adjourned at 4:14 p.m.



### **OXNARD COLLEGE MISSION STATEMENT**

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

### **STUDENT SUCCESS COMMITTEE**

#### **Authority**

The Committee is recommended by staff and approved by the President. The Committee is appointed by and is a participatory governance committee to the President and the Academic Senate of Oxnard College.

#### **Purpose**

The purpose of the Student Success Committee is to develop, implement and assess a model that examines data for the evaluation of student success and advise appropriate shared governance bodies related to the charge of the committee and its findings. The data elements will provide a foundation for examining effectiveness and will serve to frame recommendations. The focus of the committee will be to establish baselines, measures of effectiveness, on-going analysis and recommendations for improving student success for students at Oxnard College. This committee directly supports Item No(s). 4 and 5 under 10+1.

#### **Membership**

The Student Success Committee will consist of the following: President (co-chair), Academic Senate President designee (co-chair), representatives from each department, Dean of Student Services, 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 Committee, Managerial co-chair of the Transitional Studies Committee, 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.

#### **Goals**

- To provide collaborative venue for shared leadership determining the student access and success needs of the College to promote overall student learning and success
- Provide opportunities for constituents across the College from instructional, student services, and academic support areas to engage in ongoing dialogue on student success issues
- Promote a better understanding of the use of data and research in assessing student success and developing/refining College programs and activities to better support student success
- Provide advocacy for ongoing access to data and the use of data

## **Oxnard College STUDENT SUCCESS COMMITTEE**

**ORDER OF THE AGENDA  
FOR THE MEETING OF  
TUESDAY, May 6, 2014  
2:00-4:00 P.M. in President's Conference Room**

- I. Welcome
- II. What Have You Done for Student Success?
- III. Public Comments
- IV. Review of Meeting Minutes
- V. Scorecard
- VI. Transitional Studies Committee Update
- VII. Math Emporium Presentation – *Marlene Dean*
- VIII. IEBC Training
- IX. Committee Self-Appraisal
- X. Adjournment



## STUDENT SUCCESS COMMITTEE MEETING MINUTES

**Present:** Cynthia Herrera, Deborah Tyson (for Joel Diaz), Della Newlow, Jim Merrill, Karen Engelsen, Kevin Hughes, Ishita Edwards, Letty Mojica, Lilia Ruvalcaba, Lisa Hopper, Lois Zsarnay, Mark Bates and Richard Durán

**Guests:** Brad Phillips (Institutes for Evidence-Based Change), Robert Cabral (Business/Accounting Instructor), and Marlene Dean (Math Instructor)

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Meeting Date: **05/06/14** Approval of Minutes for: **04/15/14** Recorded By: **Karla Banks**

**AN = Action Needed** | **AT = Action Taken** | **D = Discussion** | **I = Information Only** | **CR = Committee Referral**

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### **DISCUSSION/DECISIONS**

The meeting was called to order at 2:03 p.m.

1. Welcome I L. Ruvalcaba welcomed the Committee members.
2. What Have You Done for Student Success I Each Committee members gave recent examples of what they have done to promote student success.
3. Public Comments There were no public comments.
4. Review of Meeting Minutes I The Committee members reviewed the meeting minutes of April 15, 2014. The following changes were recommended:
  - ✓ Pg. 6 – second paragraph should read, “R. Durán will be sharing the Transitional Studies restructure with Transitional Studies Committee and the Academic Senate.”
  - I. Edward expressed concern that the new Transitional Studies Division is very much geared toward transitional support services – how will this affect the non-transitional support services?
  - J. Merrill stated that after the President presented the proposed Transitional Studies Division to the Academic Senate, a chart was sent out to “all faculty” by Linda Kamaila as being presented by the Student Success Committee. This needs to be corrected – the new division is being proposed by the President,

not the Student Success Committee.

He also stated that the President presented the proposal to English Department and that there were some concerns expressed.

**AT I. Edwards moved to approve the minutes of the April 15, 2014, meeting. D. Newlow seconded, and the motion carried unanimously.**

5. Scorecard
  - I L. Ruvalcaba stated that the new scorecard is available.
  - L. Hopper announced that it is available through the College website.
6. Transitional Studies Committee Update
  - I M. Bates stated that the Transitional Studies Committee is moving forward. The TSC discussed the Summer Booster Program at their last meeting. Cynthia Herrera, Debbie DeVries and Marlene Dean are working hard to develop the program. They will have graduate researchers to do an evaluation on the back end of the program.
7. Math Emporium Presentation
  - I M. Dean distributed a copy of the report titled, "Transitional Math at Oxnard College," and briefly discussed the following items: put Math 9 there so you could look at the numbers we enrollment TM1 with the same amount of faculty and basically the same success rate; students who come in are expected to attend a certain amount – those who do not attend are dropped or encouraged to drop; it is important they realize it is a 4-unit class and what those 4 units mean (a minimum of 4 hours per week – a total of 10 is what is expected); it is more important at this point that they understand the requirements of taking the course; it is a process of training the students to study; there have been some Pearson software tracking issues; TM2 classes – students are psychologically different than TM1 (they've already passed TM1 and so you have buy in), the pass rate is up and the Ws are way down and of the students who failed or withdrew only 11% came back; of the TM1 Spring 2013 students that failed or withdrew 39% came back; second to last page – the chart bold numbers on right are the percentage of students past the mid-term, we are allowing people to accelerate; we have a special group of students that finished TM1 and TM2 in one semester; things that have changed – attendance policy, last page – summer

plans, things we plan to do to boost the program;  
 faculty ratio – have complete faculty buy in so we have  
 a lot of PTers working and all FTers are working; there  
 is a lot more team work involved; department meetings  
 have changed to include a Transitional Math agenda  
 item every month; and transcription Math forms utilized  
 so everyone is familiarized with a mathematics level  
 history.

8. IEBC Training

- I B. Phillips distributed certificates to the committee members acknowledging their completion of their first year of Data Use Training.

9. Committee Self-Appraisal

- I, D Committee reviewed the Committee Self-Appraisal results. Issues outlined were:
- ✓ Room for improvement on Q.4
  - ✓ Q.5 – confusion about posting for general access or committee access? We need to decide which one of those questions we want answered
  - ✓ Q.6 – meeting notes accessible;
  - ✓ Q.7 – felt we went off-track;
- L. Ruvalcaba stated that she believed we are fluid and we are moving along with the nature of where we are being pushed.
- ✓ Q.8 – discussion on the Communications Council definition was discussed; the intent of the Council is that information would be shared at the Council meetings and in turn shared with the other campus committees; the charge of the Communications Council is to determine how effective communication is here on campus and if there is anything we need to do to enhance it;
  - ✓ Q.9 – K. Engelsen stated that one of the new positions hired is a new Matriculation Specialist who will serve as a data coach for student services.

8. Adjournment

The meeting adjourned at 3:50 p.m.