



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part I – Deadlines and Important Information

- Submission deadline: **December 15, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

#### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

#### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



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Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) **the time it takes** students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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### Part II – Program Goals and Planning

#### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress															
<p><b>EQUITY:</b> Improve access/enrollment for the following target populations (Goal Year Fall 2018):</p> <ul style="list-style-type: none"> <li>• Hispanic Students – annually by .8%</li> <li>• African-American Students – annually by .1%</li> <li>• ESL students – annually by 10% of current enrollment</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• Hispanic Fall 2016 5,254 (increase 3.6%)</li> <li>• African-American Fall 2016 198 (decrease 8.8%)</li> <li>• ESL Fall 2016 58 (increase 7%)</li> </ul>															
<p><b>EQUITY:</b> Improve course completion for the following target populations (Goal Year Spring 2018):</p> <ul style="list-style-type: none"> <li>• <i>Incrementally increase annually by 1% for African American students &amp; Foster youth students</i></li> </ul>	<ul style="list-style-type: none"> <li>• Fall- Black F2014 62.2%, F2015 61.2%; F2016 61.9%</li> <li>• Fall – Foster F2014 56.5%, F2015 48.4%, F2016 60.8%</li> </ul>															
<p><b>EQUITY:</b> Improve ESL and basic skills completion for the following target</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">Basic Skills ENGL</th> <th colspan="3" style="text-align: center;">Completion Rate/ N</th> </tr> <tr> <th style="text-align: left;">RACE_GENDER</th> <th style="text-align: center;">TOTAL</th> <th style="text-align: center;">08-09</th> <th style="text-align: center;">09-10</th> <th style="text-align: center;">10-11</th> </tr> </thead> <tbody> <tr> <td>African Amer.-M</td> <td style="text-align: center;">%</td> <td style="text-align: center;">33.3%</td> <td style="text-align: center;">66.7%</td> <td style="text-align: center;">9.1%</td> </tr> </tbody> </table>	Basic Skills ENGL		Completion Rate/ N			RACE_GENDER	TOTAL	08-09	09-10	10-11	African Amer.-M	%	33.3%	66.7%	9.1%
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<p>populations (Goal Year Spring 2018):</p> <ul style="list-style-type: none"> <li>• <i>Incrementally increase basic skills English completion rates annually by 1% for African American male students, Hispanic male students, Filipino female students</i></li> <li>• <i>Incrementally increase ESL completion rates annually by 1% for Hispanic students</i></li> <li>• <i>Incrementally increase basic skills math completion rates annually by 1% for African American female students, Hispanic male students, Filipino male students, White male students</i></li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 10%; text-align: center;">N</td> <td style="width: 15%; text-align: center;">36</td> <td style="width: 15%; text-align: center;">3</td> <td style="width: 15%; text-align: center;">11</td> </tr> <tr> <td>Filipino-F</td> <td style="text-align: center;">%</td> <td style="text-align: center;">40.0%</td> <td style="text-align: center;">44.4%</td> <td style="text-align: center;">61.5%</td> </tr> <tr> <td></td> <td style="text-align: center;">N</td> <td style="text-align: center;">30</td> <td style="text-align: center;">18</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Hispanic-M</td> <td style="text-align: center;">%</td> <td style="text-align: center;">32.6%</td> <td style="text-align: center;">37.1%</td> <td style="text-align: center;">47.4%</td> </tr> <tr> <td></td> <td style="text-align: center;">N</td> <td style="text-align: center;">466</td> <td style="text-align: center;">264</td> <td style="text-align: center;">285</td> </tr> </table>		N	36	3	11	Filipino-F	%	40.0%	44.4%	61.5%		N	30	18	13	Hispanic-M	%	32.6%	37.1%	47.4%		N	466	264	285
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	<b>RACE_GENDER</b>	<b>TOTAL</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>																					
	Hispanic	%	9.5%	12.4%	8.5%																					
		N	421	145	177																					
	<b>Basic Skills MATH</b>		<b>Completion Rate/ N</b>																							
	<b>RACE_GENDER</b>	<b>TOTAL</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>																					
	African Amer.-F	%	21.3%	18.5%	25.0%																					
		N	47	27	24																					
	Filipino-M	%	17.1%	40.9%	36.4%																					
	N	35	22	11																						
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	N	645	438	404																						
White-M	%	21.8%	29.0%	39.7%																						
	N	124	69	58																						

<p><b>EQUITY:</b> Improve transfer for the following target populations (Goal Year Spring 2018):</p> <ul style="list-style-type: none"> <li>• <i>Increase Transfer rates by 1 % annually for African American students, Filipino students &amp; Hispanic students</i></li> </ul>	<b>Completion/SPAR (Scorecard)</b>			
	<b>6yrs</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
	Asian	69.6.3%	45.5%	35.3%
	African Amer	48.6%	48.3%	31.0%
	Filipino	47.3%	54.2%	66.7%
	Hispanic	41.4%	42.4%	39.8%



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<p><b>BSI:</b> 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</p>	<p>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:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Two levels below transfer</b></td> <td style="text-align: right;"><b>Fall 2016</b></td> </tr> <tr> <td>Accelerated</td> <td style="text-align: right;">96.2%</td> <td></td> </tr> <tr> <td>Traditional</td> <td style="text-align: right;">69.6%</td> <td></td> </tr> <tr> <td colspan="2"><b>One level below transfer</b></td> <td style="text-align: right;"><b>Fall 2016</b></td> </tr> <tr> <td>Accelerated</td> <td style="text-align: right;">77.5%</td> <td></td> </tr> <tr> <td>Traditional</td> <td style="text-align: right;">69.3%</td> <td></td> </tr> </table> <p>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.</p>	<b>Two levels below transfer</b>		<b>Fall 2016</b>	Accelerated	96.2%		Traditional	69.6%		<b>One level below transfer</b>		<b>Fall 2016</b>	Accelerated	77.5%		Traditional	69.3%	
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<p><b>BSI:</b> 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.</p>	<p>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.</p>																		
<p><b>SSSP:</b> Increase student access and</p>	<p>Oxnard College provided more opportunities to complete an abbreviated educational plan by working closely with high schools,</p>																		



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<p>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.</p>	<p>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.</p> <p><b>Abbreviated Educational Plan</b></p> <table border="0"> <tr> <td><b>2015-2016</b></td> <td><b>2016-2017</b></td> </tr> <tr> <td>Summer 2015: 1,027</td> <td>Summer 2016: 1,232</td> </tr> <tr> <td>Fall 2015: 665</td> <td>Fall 2016: 963</td> </tr> <tr> <td>Spring 2016: 847</td> <td>Spring 2017: 888</td> </tr> <tr> <td>Total: 2,539</td> <td>Total: 3,083</td> </tr> </table>	<b>2015-2016</b>	<b>2016-2017</b>	Summer 2015: 1,027	Summer 2016: 1,232	Fall 2015: 665	Fall 2016: 963	Spring 2016: 847	Spring 2017: 888	Total: 2,539	Total: 3,083										
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<p><b>SSSP:</b> 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.</p>	<p>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.</p> <p><b>Orientation</b></p> <table border="0"> <tr> <td><b>2015-2016</b></td> <td><b>2016-2017</b></td> </tr> <tr> <td>Summer 2015: 1,139</td> <td>Summer 2016: 1,241</td> </tr> <tr> <td>Fall 2015: 1,077</td> <td>Fall 2016: 803</td> </tr> <tr> <td>Spring 2016: 1,043</td> <td>Spring 2017: 927</td> </tr> <tr> <td>Total: 3,259</td> <td>Total: 2,971</td> </tr> </table> <p><b>Assessment</b></p> <table border="0"> <tr> <td><b>2015-2016</b></td> <td><b>2016-2017</b></td> </tr> <tr> <td>Summer 2015: 1,030</td> <td>Summer 2016: 1,237</td> </tr> <tr> <td>Fall 2015: 785</td> <td>Fall 2016: 765</td> </tr> <tr> <td>Spring 2016: 967</td> <td>Spring 2017: 1,074</td> </tr> <tr> <td>Total: 2,782</td> <td>Total: 3,076</td> </tr> </table>	<b>2015-2016</b>	<b>2016-2017</b>	Summer 2015: 1,139	Summer 2016: 1,241	Fall 2015: 1,077	Fall 2016: 803	Spring 2016: 1,043	Spring 2017: 927	Total: 3,259	Total: 2,971	<b>2015-2016</b>	<b>2016-2017</b>	Summer 2015: 1,030	Summer 2016: 1,237	Fall 2015: 785	Fall 2016: 765	Spring 2016: 967	Spring 2017: 1,074	Total: 2,782	Total: 3,076
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	<p><b>Counseling</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>2015-2016</b></td> <td style="width: 50%;"><b>2016-2017</b></td> </tr> <tr> <td>Summer 2015: 3,100</td> <td>Summer 2016: 3,538</td> </tr> <tr> <td>Fall 2015: 3,615</td> <td>Fall 2016: 3,861</td> </tr> <tr> <td>Spring 2016: 3,228</td> <td>Spring 2017: 3,277</td> </tr> <tr> <td>Total: 9,943</td> <td>Total: 10,676</td> </tr> </table> <p><b>Other Follow Up Services</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>2015-2016</b></td> <td style="width: 50%;"><b>2016-2017</b></td> </tr> <tr> <td>Summer 2015: 2,351</td> <td>Summer 2016: 2,398</td> </tr> <tr> <td>Fall 2015: 2,627</td> <td>Fall 2016: 2,381</td> </tr> <tr> <td>Spring 2016: 2,575</td> <td>Spring 2017: 2,429</td> </tr> <tr> <td>Total: 7,553</td> <td>Total: 7,208</td> </tr> </table>	<b>2015-2016</b>	<b>2016-2017</b>	Summer 2015: 3,100	Summer 2016: 3,538	Fall 2015: 3,615	Fall 2016: 3,861	Spring 2016: 3,228	Spring 2017: 3,277	Total: 9,943	Total: 10,676	<b>2015-2016</b>	<b>2016-2017</b>	Summer 2015: 2,351	Summer 2016: 2,398	Fall 2015: 2,627	Fall 2016: 2,381	Spring 2016: 2,575	Spring 2017: 2,429	Total: 7,553	Total: 7,208
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<p><b>SSSP:</b> 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.</p>	<p>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.</p> <p><b>Comprehensive Educational Plan</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>2015-2016</b></td> <td style="width: 50%;"><b>2016-2017</b></td> </tr> <tr> <td>Summer 2015: 934</td> <td>Summer 2016: 782</td> </tr> <tr> <td>Fall 2015: 1,859</td> <td>Fall 2016: 1,294</td> </tr> <tr> <td>Spring 2016: 1,099</td> <td>Spring 2017: 975</td> </tr> <tr> <td>Total: 3,892</td> <td>Total: 3,051</td> </tr> </table>	<b>2015-2016</b>	<b>2016-2017</b>	Summer 2015: 934	Summer 2016: 782	Fall 2015: 1,859	Fall 2016: 1,294	Spring 2016: 1,099	Spring 2017: 975	Total: 3,892	Total: 3,051										
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<p><b>SSSP:</b> 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).</p>	<p>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.</p> <p style="text-align: center;"><b>At Risk Follow Up</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>2015-2016</b></td> <td style="width: 50%;"><b>2016-2017</b></td> </tr> <tr> <td>Summer 2015: 267</td> <td>Summer 2016: 359</td> </tr> <tr> <td>Fall 2015: 203</td> <td>Fall 2016: 263</td> </tr> <tr> <td>Spring 2016: 176</td> <td>Spring 2017: 206</td> </tr> <tr> <td>Total: 646</td> <td>Total: 828</td> </tr> </table>	<b>2015-2016</b>	<b>2016-2017</b>	Summer 2015: 267	Summer 2016: 359	Fall 2015: 203	Fall 2016: 263	Spring 2016: 176	Spring 2017: 206	Total: 646	Total: 828
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Spring 2016: 176	Spring 2017: 206										
Total: 646	Total: 828										

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

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.





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- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Improve access for the target populations (Goal Year Fall 2018)	Promise Program - Covers cost of first year of local incoming freshman & addressing the financial barrier that impacts access -Dual enrollment	Purchased textbooks for semester loan for all levels of basic skills English and ESL	Purchased textbooks for all incoming students for the lowest level math course at the college

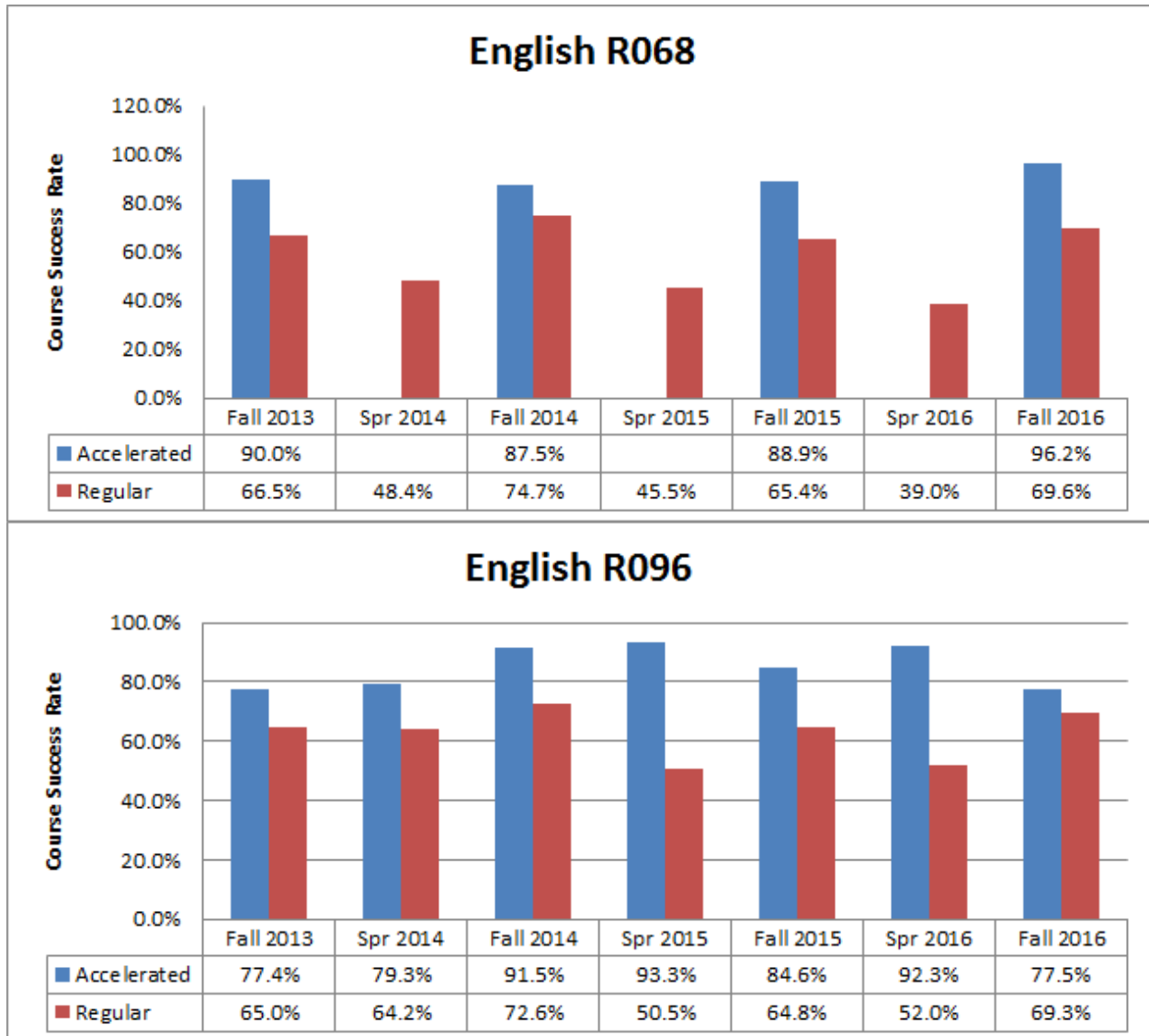
2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

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 basic skills (ENGL 68 & ENGL 96) 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 and the data on the success rates in comparison to our traditional length courses is listed below.



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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 PLANS

*Questions 3-8 address the 2017-19 planning cycle.*

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
  - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English



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courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.

- Closing achievement gaps for disproportionately impacted groups.
- Improving success rates in degree attainment, certificate attainment, and transfer.
- Improved identification of and support for students at-risk for academic or progress probation.
- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<b>ALL INTEGRATED PLAN GOALS</b>		
<b>Goal</b>	<b>Activities</b>	<b>Goal Area</b>
<p>Increase access and enrollment to Oxnard College (Including for disproportionately impacted populations: Hispanic, African American and ESL students)</p>	<p><b>SSSP:</b> Collaborate with high school faculty &amp; staff to identify appropriate measures for placement; collaborate with HS district and provide opportunities for students to meet with OC counselors to create and 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)</p> <p><b>Equity:</b> 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</p> <p><b>BSI:</b> Increase library lending collection for basic skills courses; Collaborate with Oxnard Adult School to improve transition of their exiting students to Oxnard College; Collaboration with local high schools to increase dual enrollment in ESL courses.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>
<p>Increase course completion (Including for disproportionately impacted populations: African American and Foster Youth Students)</p>	<p><b>SSSP:</b> 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.</p> <p><b>Equity:</b> 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</p> <p><b>BSI:</b> Provide targeted &amp; specific professional development opportunities for basic skills faculty; provide tutoring in the writing &amp; reading center; Personnel – Writing &amp; Reading Center Director;</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input checked="" type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>



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<p>Increase ESL and Basic Skills Completion (Including for disproportionately impacted populations: African American students, Hispanic students, and male students)</p>	<p><b>SSSP:</b> 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.</p> <p><b>Equity:</b> Provide professional development for faculty across various disciplines, including ESL &amp; Basic Skills; with faculty support, provide tutoring in multiple subject areas including ESL &amp; Basic Skills; 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</p> <p><b>BSI:</b> Provide targeted &amp; specific professional development opportunities for basic skills faculty; provide tutoring in the writing &amp; reading center; Personnel – Writing &amp; Reading Center Supervisor; 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</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>
<p>Increase transfer rates (Including for disproportionately impacted populations: African American, Filipino &amp; Hispanic students)</p>	<p><b>SSSP:</b> 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.</p> <p><b>Equity:</b> Provide professional development for faculty across various disciplines &amp; 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; expanding the lending library collection for a wider variety of disciplines;</p> <p><b>BSI:</b> 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</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>



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	<p>level completion rates and indirectly impact transfer rates</p>	
<p>Increase completion of orientations</p>	<p><b>SSSP:</b> Oxnard College recently implemented OC Fridays, OC Nights and OC Summer Days which allows for students to attend dedicated events to meet SSSP requirements including orientation. Students are targeted first by those that have completed all admission applications then by those that have not completed an application. Staff work closely with high schools and the community to inform students of these events and encourage them to sign up to attend an in-person orientation. Oxnard College has also purchased a new, more current and interactive, online orientation that better meets the needs of students by providing information in a concise, interactive manner that allows for better retention of the material. We also provide an additional in-person orientation for STEM students during Discovery Week, which then leads to an additional orientation a few days prior to the fall semester called CondorFest. In addition to the orientation material, students are provided a student planner, opportunity to network with faculty, staff and students, a campus tour and access to resources that will support their success. We will also market the completion of orientation prior to the start of the semester and within the first weeks of class. Upon completion of either the in-person or online orientation, students are immediately given credit for completing an orientation (which with an abbreviated educational plan and assessment, give the student priority registration).</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input checked="" type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>
<p>Increase completion of assessment for course placement</p>	<p><b>SSSP:</b> The assessment office has been working diligently and very closely with Oxnard College faculty and our local high school district to update and reestablish how high school tests, courses and grades are used to place students in appropriate Math and English courses. The Vice President for Student Development and the Superintendent of the Oxnard High School District are working towards establishing a process by which all student transcripts and test scores are sent to Oxnard College to allow for review of placement in Math and English courses to ensure students are placed into course in which they are able to flourish. Appropriate placement not only encourages student success but allows for a more accurate time to goal completion. The Oxnard College faculty are also working with state and national resources to develop other measures outside of high school information to place reentry students, Veterans, students with disabilities, international and non-traditional students.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input checked="" type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>



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	<p><b>BSI:</b> 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; BSSOTP grant funds were used to pay for the hiring of additional institutional researchers that can help evaluate the impact of multiple measures and placement.</p>	
<p>Increase completion of educational plans (abbreviated &amp; comprehensive)</p>	<p><b>SSSP:</b> Informing students of the importance of completing an educational plan is a campus wide effort. The goal is to garner support from all student services and academic programs to encourage students to complete an educational plan. All students that attend OC Friday will have completed an abbreviated educational plan and it is the goal to have all first time students complete the abbreviated educational plan prior to fall enrollment and all to complete a comprehensive educational plan by spring. We plan to create more current marketing efforts such as mails, emails, phone calls, classroom presentations, information at all student services areas and information at campus events. Students that complete an abbreviated educational plan will be given priority registration and all students will be called to remind them to come and complete a comprehensive educational plan.</p> <p><b>Equity:</b> Personnel- 1FT Counselor, 1 FT Financial Aid Specialist, Dean of Institutional Effectiveness;</p>	<p><input checked="" type="checkbox"/> Access  <input checked="" type="checkbox"/> Retention  <input checked="" type="checkbox"/> Transfer  <input checked="" type="checkbox"/> ESL/Basic Skills Completion  <input checked="" type="checkbox"/> Degree &amp; Certificate Completion  <input type="checkbox"/> Other: _____</p>
<p>Increase follow-up services to at-risk students</p>	<p><b>SSSP:</b> The SSSP area has been working closely with the BSI and Equity programs in reaching out to students that are placed into basic skills courses to remind them of the resources available to assist in their success. The goal is to continue this effort and reach out to other populations such as athletes, male students and with the information provided by the high school transcripts, we can reach out to student that are coming in with a low grade point average. The implementation of the early academic alert will allow for more follow up with student that are at risk of not succeeding in classes. If a student is place on probation, all students will be called and informed of Academic Success Workshops and REACH workshops (which not only address academic success but is led by a personal counselor to discuss how life issues affect success)</p> <p><b>Equity:</b> Equity funds help cover the cost of a Full Time Counselor who meets with and track our male and foster youth students</p>	<p><input type="checkbox"/> Access  <input checked="" type="checkbox"/> Retention  <input checked="" type="checkbox"/> Transfer  <input checked="" type="checkbox"/> ESL/Basic Skills Completion  <input checked="" type="checkbox"/> Degree &amp; Certificate Completion  <input type="checkbox"/> Other: _____</p>



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<p>Increase amount of follow-up services provided to students</p>	<p><b>SSSP:</b> The SSSP area will utilize marketing and common areas on campus to remind and encourage to continue to meet with not on an academic counselor but a personal counselor to ensure success. We will encourage students to attend events hosted by counseling and encourage them to use the resources on campus. The goal is to not only support those at risk but to encourage those that are thriving by praising students that are doing well and those on the Dean's list by posting their names and highlighting student success in our Welcome Center.</p> <p><b>Equity:</b> Personnel- 1FT Counselor, 1 FT Financial Aid Specialist, Dean of Institutional Effectiveness;</p> <p><b>Equity:</b> Personnel- 1FT Counselor, 1 FT Financial Aid Specialist, Dean of Institutional Effectiveness;</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>
<p>Increase professional development for counselors and instructors on the needs of the target population and SSSP core services</p>	<p><b>SSSP:</b> We will continue to provide opportunities for counselors and instructors to seek and offer professional development as it relates to orientation, assessment and counseling. The counselors are regularly encouraged to attend CSU and UC Counselor conference as this is where they learn of updates from these two systems that will allow them to better inform students of their transfer options. The instructional faculty are encouraged to attend professional development as it relates to assessment as our population of students varies and it is important that our faculty seek knowledge to current with trends regarding multiple measures for placement in Math and English courses.</p> <p><b>Equity:</b> Provide professional development for faculty across various disciplines &amp; collaborate with counseling faculty on implementation</p> <p><b>BSI:</b> Provide targeted &amp; specific professional development opportunities for basic skills faculty &amp; collaborate with counseling faculty on implementation and student awareness</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>
<p>Decrease the amount of time it takes students to complete basic skills courses</p>	<p><b>Equity:</b> Provide professional development for faculty across various disciplines &amp; collaborate with counseling faculty on implementation</p> <p><b>BSI:</b> Provide targeted and specific professional development opportunities for basic skills faculty and collaborate with counseling faculty on implementation; 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 completion of basic skills level courses</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>





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<p>Increase student awareness of available resources and services that impact student success and completion</p>	<p><b>SSSP:</b> 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.</p> <p><b>Equity:</b> 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, this staff member will be available to present to individual classes as well</p> <p><b>BSI:</b> Personnel – 1 Writing and Reading Center Supervisor – this faculty member will present to faculty on the support services and resources available to their students; additionally, this staff 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.</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>
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FIVE SELF-SELECTED INTEGRATED GOALS				
Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p>Increase access and enrollment to Oxnard College (Including target populations: Hispanic, African American and ESL students)</p>	<p>-Collaborate with high school faculty &amp; staff to identify appropriate measures for placement;</p> <p>-Collaborate with HS district and provide opportunities for students to meet with OC counselors to create an educational plan;</p> <p>-Inform HS, community and students about support services</p>	<p>-Extend library hours and services to meet needs of students;</p> <p>-Increase lending library collection for various disciplines including transfer level courses;</p> <p>-Enhance, develop and Implement support groups for target populations</p> <p>-Pay for full time counselor and financial</p>	<p>-Created a semester-long lending library textbook collection for basic skills courses;</p> <p>-Collaborate with Oxnard Adult School to improve transition of their exiting students to Oxnard College;</p> <p>-Collaborate with local high schools to increase dual</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>



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	<p>provided to ensure student success;</p> <ul style="list-style-type: none"> <li>-Expand articulation and college pathway courses;</li> <li>-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)</li> </ul>	<p>aid specialist to work with disproportionately impacted student groups</p>	<p>enrollment in ESL courses.</p>	
<p>Increase course completion (Including for target populations: African American and Foster Youth Students)</p>	<p>-Work closely with faculty, campus resources and students to utilize the early academic alert system to identify student needs early in the semester.</p>	<ul style="list-style-type: none"> <li>-Provide professional development for faculty across various disciplines;</li> <li>-With faculty support, provide tutoring in multiple subject areas;</li> <li>-Personnel: 1FT Counselor, 1 FT Financial Aid Specialist, 1 FT Tutorial Services Specialist II;</li> <li>-Expanding the lending library collection for a wider variety of disciplines</li> </ul>	<ul style="list-style-type: none"> <li>-Provide targeted &amp; specific professional development opportunities for basic skills faculty;</li> <li>-Provide tutoring in the writing &amp; reading center;</li> <li>-Personnel – Writing &amp; Reading Center Director;</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input checked="" type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>

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<p>Increase ESL and Basic Skills Completion (Including for target populations: African American students, Hispanic students, and male students)</p>	<p>-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.</p>	<p>-Provide professional development for faculty across various disciplines, including ESL &amp; Basic Skills; -With faculty support, provide tutoring in multiple subject areas including ESL &amp; 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;</p>	<p>-Provide targeted &amp; specific professional development opportunities for basic skills faculty; -Provide tutoring in the writing &amp; reading center; -Personnel – Writing &amp; 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</p>	<p><input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree &amp; Certificate Completion <input type="checkbox"/> Other: _____</p>
<p>Increase transfer rates</p>	<p>-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.</p>	<p>-Provide professional development for faculty across various disciplines &amp; 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;</p>	<p>-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</p>	<p><input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree &amp; Certificate Completion <input type="checkbox"/> Other: _____</p>



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<p>Increase student awareness of available resources and services that impact student success and completion</p>	<p>-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.</p>	<p>-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</p>	<p>-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 &amp; 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.</p>	<p><input checked="" type="checkbox"/> Access  <input checked="" type="checkbox"/> Retention  <input checked="" type="checkbox"/> Transfer  <input checked="" type="checkbox"/> ESL/Basic Skills Completion  <input checked="" type="checkbox"/> Degree &amp; Certificate Completion  <input type="checkbox"/> Other: _____</p>
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4. How will your college accomplish integration of matriculation (outreach, admissions, assessment counseling), instruction, and student support (EOPS/CARE, EAC, Veterans, OMEGA, Library, tutoring, Health Center, CalWorks, Counseling, financial aid, transfer/career) to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

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



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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. Additionally, please refer to Attachment A – Integrated Plan Crosswalk.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

*Not Applicable*

6. Describe your professional development plans to achieve your student success goals. (100 words max)

The Integrated Plan lead and program coordinators will work with faculty and staff to identify potential professional development opportunities from the State Chancellor's Office and reputable organizations including local district and college events. There will be a process developed for faculty, staff and administrators to submit proposals for consideration. Funding of professional development will be decided using the expenditure decision tree and must address one or more of the Integrated Plan goals and/or core services. Participants will be required to share their findings with their respective departments and the Student Success Committee.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Progress will be evaluated at the end of each semester. We will work with the office of Institutional Effectiveness and district research to analyze enrollment, completion rates,



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core services (orientation, assessment, counseling, educational plans, follow up services), and transfer rates. Additionally, Instructional Support and Student Support Services annual program review will be used to synthesize student usage, quality of services and effectiveness of services. These will be measured against the goals to determine if goals are being met or need to be reevaluated.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

Oxnard College is one of three colleges in the Ventura County Community College District including Moorpark College and Ventura College. The three colleges have an established consortium of Student Success and Support Program Directors, coordinators, Vice Presidents of Student Development, Institutional Research staff, Instructional Technology staff, registrars, financial aid directors, and counseling chairs. The consortium meets regularly to discuss their respective college plans. This consortium will now expand to include student equity and basic skills initiative leads to review the Integrated Plans of each college and related program goals. Colleges will share high impact practices and outcomes.

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals. (Attached)
10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below: (Attached)
11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

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



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opportunities that allow for true integration and collaboration between faculty, staff and administrators.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

**Point of Contact:**

Name: Oscar Cobian, Ed.D.  
 Title: Vice President of Student Development  
 Email Address: [ocobian@vccd.edu](mailto:ocobian@vccd.edu)  
 Phone: 805-678-5937

**Alternate Point of Contact:**

Name Leah Alarcon | Luis A. Gonzalez, Ed.D.  
 Title Assistant Dean, Student Success and Support | Dean of Library, Transitional Studies, Health, Athletics & P.E.  
 Email Address [larcon@vccd.edu](mailto:larcon@vccd.edu) | [lgonzalez@vccd.edu](mailto:lgonzalez@vccd.edu)  
 Phone 805-678-5195 | 805-678-5949

### Part III – Approval and Signature Page

College: \_\_\_\_\_ District: \_\_\_\_\_

Board of Trustees Approval Date: \_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

Chancellor/President	Date	Email Address



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Chief Business Officer

Date

Email Address

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Chief Instructional Officer

Date

Email Address

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Chief Student Services Officer

Date

Email Address

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President, Academic Senate


Date

Email Address

DRAFT



## Equity, BSI & Student Support & Success Program Integrated Plan Crosswalk

	College Mission			Strategic Plan			
	Learning Centered	Multiple Pathways	Student Success	Innovate to achieve equitable and inclusive student success	Invest in people, planning, and support structures	Provide outstanding integrated college programs and services	Actively partner with the community
<b>Programs &amp; Activities</b>							
<b>BSI</b>							
Tutoring	X		X	X		X	
Writing Reading Center Supervisor	X		X	X		X	
<b>Equity</b>							
Tutoring	X		X	X		X	
Professional Development	X	X	X	X		X	
Institutional Research	X	X	X	X	X	X	X
Outreach	X		X	X		X	X
OMEGA* & Foster Youth Support	X	X	X	X		X	X
<b>3SP</b>							
Assessment	X	X	X	X		X	
Outreach	X		X	X		X	X
Institutional Research	X	X	X	X	X	X	X
Counseling	X	X	X	X		X	
<b>BSSOTP</b>							
Tutoring	X		X	X			
Professional Development	X	X	X	X			
Institutional Research	X		X	X	X	X	

\*OMEGA - Oxnard Male Educational Goal Achievement is a male student support group established to address the disproportionately lower success and completion rates of our male students.

## Tentative Vetting Timeline for Oxnard College Integrated Plan

When	Description	Completed
<b>Monday, August 28<sup>th</sup>:</b>	Leah and Luis review to finalize plan and email to President's Cabinet	X
<b>Thursday, August 31<sup>st</sup>:</b>	Luis to present and email to Classified Senate with feedback requested via email by Monday, September 18th	X
<b>Wednesday, September 6<sup>th</sup>:</b>	Luis to review with President's Cabinet with feedback requested via email by Monday, September 18th	X
<b>Wednesday, September 6<sup>th</sup>:</b>	Luis & Leah to review with Student Success Committee with feedback requested via email by Monday, September 18th	X
<b>Monday, September 11<sup>th</sup>:</b>	Present and email to Academic Senate with feedback requested via email by Monday, September 18th	
<b>Wednesday, September 20<sup>th</sup>:</b>	Leah and Luis to meet to finalize plan with all feedback and submit for final review to Academic Senate	
<b>Monday, September 25<sup>th</sup>:</b>	Academic Senate 2nd read and approval	
<b>Tuesday, September 26<sup>th</sup>:</b>	Leah and Luis to meet to incorporate feedback from 2nd reading and send to President's Cabinet for review at meeting on September 27th	
<b>Tuesday, September 26<sup>th</sup>:</b>	Leah and Luis to complete plan for Board first reading	
<b>Wednesday, October 4<sup>th</sup>, 2017:</b>	Integrated Plans due for a first reading at the October 17th, 2017 Board of Trustees Meeting (Please note documents may be in draft form for the first reading).	
<b>Wednesday, October 4<sup>th</sup>, 2017:</b>	Leah and Luis update Student Success Committee on the Integrated Plan and current stage in process	
<b>Friday, October 13<sup>th</sup>, 2017:</b>	Update on the Integrated Plans at the Planning, Accreditation, and Student Success Committee Meeting	
<b>Tuesday, October 17<sup>th</sup>, 2017:</b>	Leah and Luis attend Board meeting to answer potential questions and receive feedback on the draft Integrated Plan	
<b>Wednesday, October 18<sup>th</sup>, 2017:</b>	Leah and Luis incorporate Board recommendations	
<b>Wednesday, November 1<sup>st</sup>, 2017:</b>	Integrated Plans due for a second reading at the November 14th, 2017 Board of Trustees Meeting	
<b>Tuesday, November 14<sup>th</sup>, 2017:</b>	Board of Trustees Meeting and final approval	
<b>Wednesday, November 15<sup>th</sup>, 2017:</b>	Leah and Luis to incorporate any final Board recommendations into plan	
<b>Friday, November 17<sup>th</sup>, 2017:</b>	Send final plan to VPs and Dr. Azari for final approval	
<b>Monday, November 27<sup>th</sup>, 2017:</b>	Submit final Integrated Plan to the state	
<b>Friday, December 15<sup>th</sup>, 2017:</b>	Plan due to the state!	