

INSTITUTIONAL FOLLOW-UP REPORT

OXNARD COLLEGE

Presented to the Accrediting Commission for Community and Junior Colleges



Oxnard College
18-Month Follow-up Report

Presented in Support
Of
Reaffirmation of Accreditation

Submitted by:

Oxnard College
4000 South Rose Avenue
Oxnard, California 93033

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Certification of the Institutional 18-Month Follow-Up Report

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Cynthia Azari, President
Oxnard College
4000 South Rose Avenue, Oxnard California 93033

This Institutional 18-Month Follow-up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the 18-Month Follow-up Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Greg Gillespie
Chancellor, Ventura County Community College District

Larry Kennedy
Chair of the Board of Trustees, Ventura County Community College District

Dr. Cynthia Azari
President, Oxnard College

Dr. Cynthia Herrera
Interim Accreditation Liaison Officer

Dr. Diane Eberhardy
President, Oxnard College Academic Senate

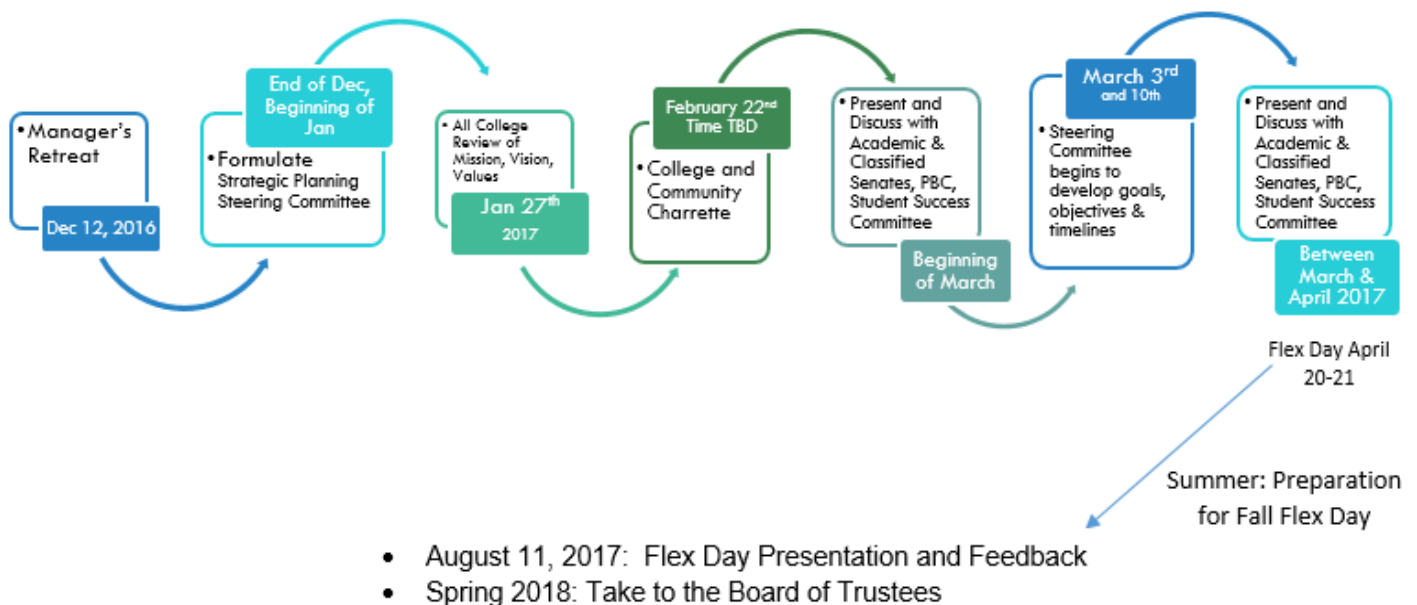
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The Evaluation Team, chaired by Dr. Michael White, visited Oxnard College during September 26-29, 2016. In October, shortly after the ACCJC Evaluation Team visit, the Vice President of Academic Services/ALO made the decision to vacate the office. Dr. Azari, the Oxnard College President, assumed the additional responsibilities of the Academic Services Division until an Interim Vice President could be hired. In spite of the multiple challenges, immediate action was taken to address the preliminary findings that were presented by the ACCJC Evaluation team on the last day of their visit.

On October 6, 2016 Dr. Azari convened a meeting with the Vice Presidents of Student Services and Business Services as well as the Dean of Institutional Effectiveness to discuss the ACCJC evaluation teams' "preliminary findings". It was apparent that the primary factor influencing compliance with several of the ACCJC Standards revolved around the lack of an Oxnard College Strategic Plan that incorporated integrated planning, program review, resource allocation and institutional effectiveness. A timeline of action-oriented activities was developed and steps to assure the implementation of a systems-approach were initiated.

Proposed Timeline of Events – Follow-up Strategic Planning



On November 4, 2016, the Dean of Institutional Effectiveness and the Academic Senate President attended an ALO training sponsored by the ACCJC in San Francisco.

Notification from the Accrediting Commission for Community and Junior Colleges, dated February 3, 2017, was received via email on February 7, 2017 from Dr. Richard Winn, President ACCJC. The same day it was received, the Commission's letter and Team

Report were made available to all signatories of the ISER and College staff through an email from Dr. Cynthia Azari, President of Oxnard College. The February 3, 2017 Letter of Reaffirmation and the Evaluation Team Report were immediately made available to all campus constituencies and to the public by posting them on the OC Website <http://www.oxnardcollege.edu/college-information/accreditation>.

Oxnard College received One Recommendation that incorporated multiple Standards:

“In order to meet the Standards, the team recommends that the College develop, implement, and assess its academic, student services, and business services plans for human, physical, technological, and financial resources. College integrated plans and processes must be developed, implemented, and assessed informing resource allocation decisions for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel initiated through Program Review. (Standards I.A.2, I.A.3, I.B.2, I.B.4, I.B.5, I.B.8, I.B.9, III.A.6, III.A.9, III.B.2, III.B.4, III.C.2, III.D.1, III.D.2, III.D.3, III.D.4, IV.A.2, IV.A.3, IV.A.4, IV.A.6, IV.B.3; and Eligibility Requirements 6, 8, 11, 14, 18, 19)”

The Commission acted to reaffirm accreditation for 18 months and to require a follow-up report on the aforementioned Recommendation. Tremendous effort and a plethora of activities have been on-going since the ACCJC visit in September 2017. These activities are sited in the next four sections of this report.

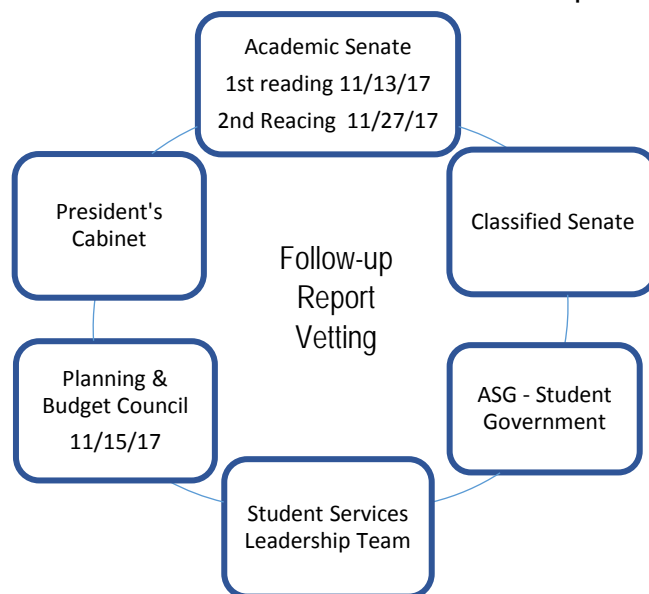
To complete the actual writing of the follow-up report, an Accreditation Standards meeting was organized for September 13, 2017. These were the same co-chairs assigned to write the original ISER for the September 22-26, 2016 site visit from ACCJC. The following bulleted items were provided to the writing team in advance with the request to come prepared for an interactive discussion which would result in identifying responsibilities and gathering supporting evidence:

- An agenda,
- The Evaluation Team Report,
- The ISER,
- A document clearly identifying those standards that were identified as not being in full compliance by the Evaluation Team and,
- A draft timeline to assure that the follow-up report was written in a timely manner to be properly vetted across the institution and District.

The Dean of Institutional Effectiveness was designated as the Interim ALO and coordinator for this report. As seen on the following page, the writing teams had broad representation, strong participation and served as the primary committee for the development of this document. Deadlines were established to assure multi-disciplinary participation in the writing, vetting and submission of the follow-up report document.

Standard	Administrator/Manager	Faculty & Staff
I A	Art Sandford, Cynthia Herrera	Lilia Rubalcaba
IB	Oscar Cobian, Cynthia Herrera, Carolyn Inouye	Tom Stough, Lilia Rubalcaba, Amy Edwards, Chris Renbarger
II	Carolyn Inouye	Diane Eberhardy
IIB	Luis Gonzales	Tom Stough
IIC	Oscar Cobian	Ana Maria Valles-Villa
IIIA	Mike Bush	Amy Edwards
IIIB	Mike Bush	Tom O'Neil
IIIC	Christina Tafoya, Mike Alexander	Richard Enriques
IIID	Mike Bush	Cesar Flores
IV	Cynthia Herrera, Cynthia Azari	Linda Kamaila, Karla Banks

The teams met over the next several weeks to gather evidence to support progress and contribute to the initial writing of the draft report. The administrators, faculty/staff co-chairs and Interim ALO collaborated to ensure that the writing was updated as necessary and assure that data and evidence were collected. Two all-campus forums, to present and discuss the draft follow-up report, were set for the end of October 2017. This would allow the whole campus the ability to offer input as well as promote interactive conversation of the information included in this report.



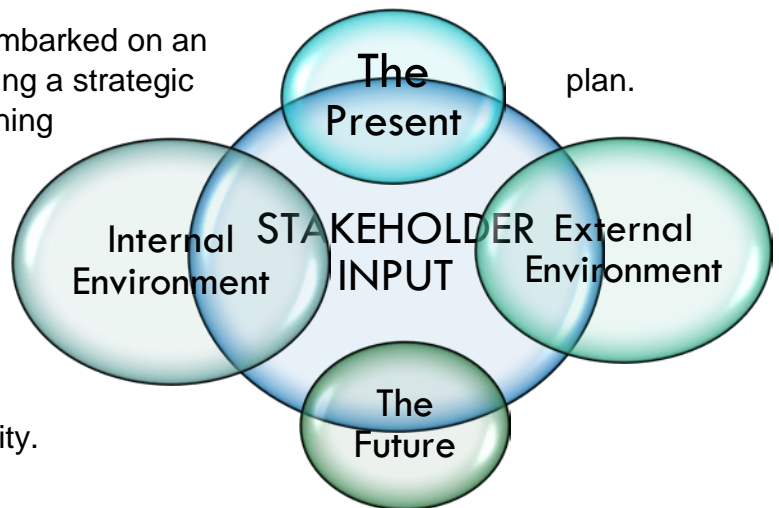
The format of this follow-up report is organized into four sections: I) Strategic Planning, II) Program Review, III) Resource Allocation and IV) Institutional Effectiveness activities. The integrating of the relative standards, eligibility requirements and evidence are then summarized in an *integrated crosswalk matrix* to address the Commission's one recommendation.

I. STRATEGIC PLANNING



Oxnard College Strategic Planning Process

Beginning in October 2016, the College embarked on an exhaustive and inclusive process of creating a strategic plan. The intent of the integrated strategic planning process was to link the mission, vision, values, priorities, resource allocation, people (Administrators, Faculty, Staff, Students) and the physical institution in a flexible system of evaluation, decision-making and action that shapes and guides the entire organization as it evolves over time and within the community.



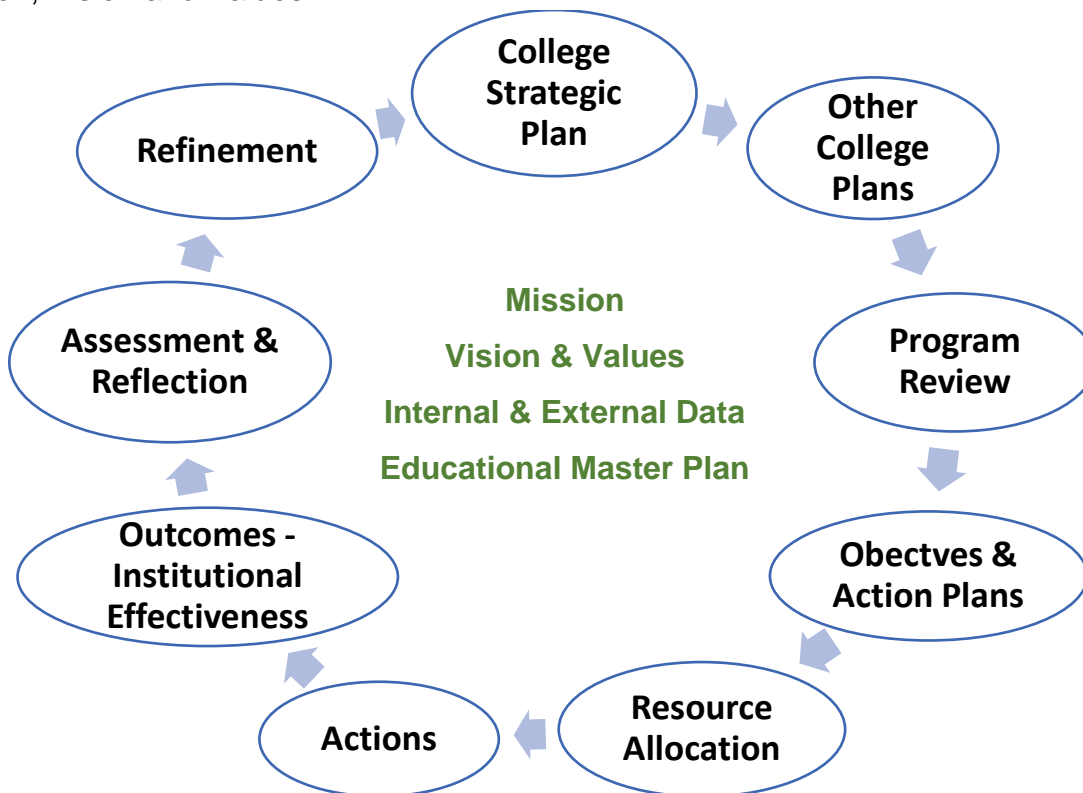
THE ANTICIPATED OUTCOME

Through the process of developing a strategic plan, Oxnard College will have an integrated planning process that supports continuous quality improvement and student success. Following is a summary of the vision of the integrated planning model.

- ❖ The College Mission describes the purpose of OC and the focus of the intended services the College promises to provide to the community. The Mission, Vision and the other Values statements form the foundation for the entire planning process.
- ❖ The College uses these statements to assess its current status and anticipate future challenges in relation to the long-term Educational Master Plan.
- ❖ The strategic plan is the process used to implement the College's five-year Education Master Plan.
- ❖ The Strategic Plan guides the array of subsidiary plans such as the Technology Plan, the Integrated Student Success and Support/Equity/Basic Skills Plan, the Distance Education Plan, the Enrollment Management Plan and other plans that the College develops.
- ❖ These plans and additional program/unit level inputs inform Program Review. Program Review includes a thorough analysis of each administrative, instructional and student services program and function, as well as programmatic planning at the program/unit level. Program Review contains Action Plans that are tied to the College's Strategic Plan. Program Review also identifies ongoing and one-time resource needs for the program/unit.
- ❖ Progress on program/unit Action Plans is reported in an annual updated plan. Annual plans also serve to refine ongoing and one-time resource allocation needs in light of changes in internal and external circumstances.
- ❖ The intent of the College Resource Allocation Process is to allocate resources to programs/units based on program/unit resource needs identified in Program Review and validated in the Annual/Three-year PEPR, guided by the College Strategic Plan and prioritized through shared participatory governance.

- ❖ Program/Unit Action Plans lead to Program/Unit Outcomes. Programs/Units perform Outcomes Assessment and Reflection as to their effectiveness and adjustments and refinements are made.
- ❖ Since the review of the various shared governance committee functions will be occurring under the strategic planning process, the likelihood that participatory committee structures will change from their current structure is high. The college is determined to reduce redundancy and increase effectiveness as well as foster an integrated process of the program review and resource allocation among Academic, Business and Student Services. (i.e. A Process Assessment is made by the college's shared governance committee (College Council – name TBD) which is the main shared governance body at the College, through its main subcommittees: Budget, Program Review, Student Success; refinements to key processes may be recommended. The College Council (name TBD) also assesses the College's annual progress on its strategic directions and reports the progress to the college community.)
- ❖ Through the Outcomes and Process Assessment procedures, the College may refine its Strategic Plan, thus keeping the document flexible and capable of responding to changing internal and external circumstances, keeping the fulfillment of its Mission as its primary focus.

For continuous quality improvement, the College uses its experience, internal data, external data and the needs of its students and community to periodically revisit its Mission, Vision and Values.



As the strategic plan is developed and implemented, it will serve to integrate other plans that address:

- Enrollment goals and enrollment management initiatives;
- Student population reflecting shifts in demographics, student college readiness, learning styles (K-12 Common Core);
- New academic programs, educational initiatives, changes in pedagogy & andragogy and the need for supporting facilities and technology;
- The impact of changes in enrollment, programs or student type on Support Services & Equity Initiatives;
- Changes in staffing levels and training and development needs for both academic and non-academic staff;
- Goals or initiatives from department or division plans that rise to the strategic or institutional level etc.

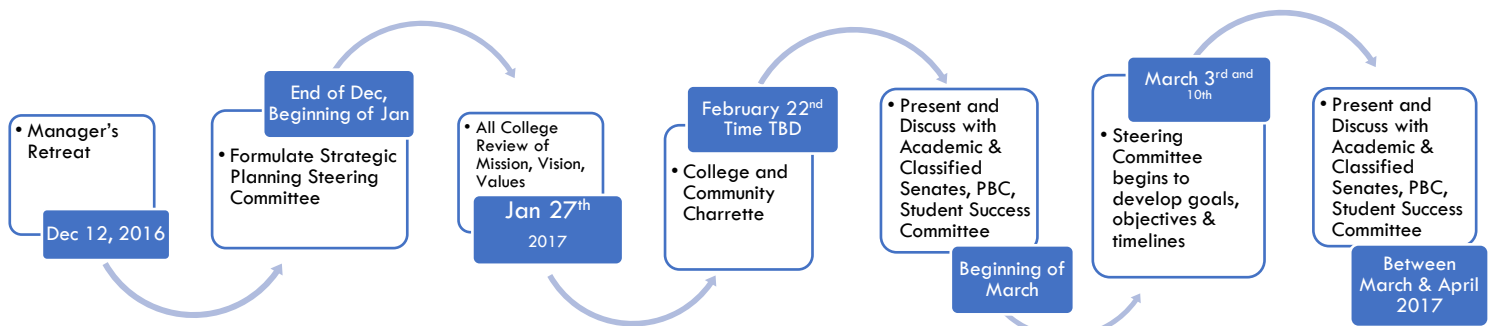


By November 2016, a planning presentation with timelines was developed and shared while input was elicited from the Student Success Committee, Transitional Studies Committee, Program Effectiveness and Planning Committee (PEPC), Planning and Budget Committee (PBC), the Student Services Leadership Team, Academic Senate, Classified Senate, Associated Student Government (ASG), and other various college meetings. The presentation included the following elements:

- What is Integrated Strategic Planning?
- Components of a Strategic Plan
- Process to Develop, Implement and Review the Strategic Planning Process
- Integrating Oxnard College Plans
- The Strategic Plan as an Integrator and Source
- Strategic Planning Cycle
- Sample Elements of a Strategic Plan
- Next Steps

The “Next Steps” included the managers retreat in December, the formulation of a strategic planning steering committee, an all-college review of the Vision and Values, three Charrettes – one that focused on obtaining community input and one that included internal stakeholders, presentations and discussions of the charrette findings with Academic & Classified Senates and ASG, as well as, continued discussions at various participatory governance committee meetings.

Proposed Timeline of Events – Strategic Planning



- August 11, 2017: Flex Day Presentation and Feedback
- October/November 2017 PBC Meetings: Review Mission, Vision, Values & All College Day/Charrette Data forwarded to PBC from SPSC. PBC makes recommendations to President
- October 2017-January/February 2018: PBC reviews Strategic Plan Components forwarded from SPSC (Initiatives, Goals, Objectives, Action Steps) – PBC makes Recommendation to President
- Spring 2018: Take to the Board of Trustees

Flex Day April 20-21
Summer: Preparation for Fall Flex Day

STRATEGIC PLANNING STEERING COMMITTEE (SPSC)

By January 2017, a Strategic Planning Steering Committee (SPSC) was created, comprised of faculty, classified staff, administrators and students with the responsibility to lead the process, provide direction and offer advisement throughout the creation of the strategic plan. All areas of the college were purposefully included.

The Steering Committee was also charged with the task of listening to input from the range of stakeholders, to aggregate and to synthesize feedback/data collected throughout the planning process and to shape the outcomes into plans for Oxnard College.

The committee is tri-chaired by a representative from the Administration, Faculty and Classified staff. It continues to meet regularly to monitor progress, review pertinent documents, provide feedback, make recommendations regarding the planning process and communication; as well as refine successive versions of the emerging strategic plan within the established mission and values of Oxnard College and the Ventura County Community College District. The SPSC reports to the President, oversees the process as a whole, makes recommendations and provides input into the final strategic plan which is anticipated to be completed by Spring 2018. Members of this committee understand they represent the college-as-a-whole, and are expected to solicit input from others, college-wide.

STRATEGIC PLANNING STEERING COMMITTEE (SPSC) COMMITTEE CHARGE

- Fully participate in the processes and activities associated with strategic planning.

- Establish the structure, process, and timeframe for strategic planning activities.
- Establish guiding principles and key themes.
- Ensure effective coordination with the President and Executive Team members regarding the strategic planning process.
- Ensure regular communication with the College about the strategic planning process.
- Establish and charge advisory committees, as needed.
- Establish clear processes to ensure effective communication and coordination with sub-advisory committees, as needed.
- Receive ideas and recommendations from participatory governance committees; provide guidance and responses, as needed.
- Develop a communications plan to promote engagement and information flow to/from internal and external constituencies: administrators, faculty, students, staff, alumni, community at-large.
- Synthesize products from working groups and circulate draft strategic plan for comment as appropriate.
- Assist in producing the final strategic plan.
- Ensure implementation through institutional operations and management structure.
- Assess progress of strategic plan implementation and report findings for continuous quality improvement and attainment of strategic objectives and activities.

The steering committee utilized the Educational Master Plan and the recently revised Mission Statement (2014) as well as an Environmental Scan and Institutional Effectiveness data as the foundation to guide the development of the supporting documents which included the “Vision and Values Statements” and; the creation of the College’s strategic planning “Initiatives”, “Goals”, “Objectives” and “Action Steps”.

REFINING VISION & VALUES STATEMENTS, INTERNAL & EXTERNAL INPUT



VISION AND VALUE STATEMENTS – REVIEW & INPUT

On January 27, 2017 an *All-College Review & Input* workshop was held. There were over 90 Faculty, Staff and Administrators present from Oxnard College to offer feedback on the Vision & Value Statements and make recommendations for change. A Poll Everywhere approach was utilized to ensure that all participants were able to offer feedback in a non-threatening and anonymous manner. The following questions were used as prompts to elicit feedback from those in attendance.

1. Impression of current Vision Statement? – state top three key words
2. What should be removed from the Vision Statement?
3. What should be added to the Vision Statement?
4. If we were to start with a clean slate, what five words should appear?
5. Initial impression of Current Value Statements? – state top three key words
6. What should be removed from the Values Statement?
7. What should be added to the Values Statement?
8. If we were to start with a clean slate, what five words should appear in the Value Statement?

The information obtained from the All-College workshop was discussed at-length in the Strategic Planning Steering Committee. Draft revisions were finalized over the Spring and Summer 2017 semesters and will be vetted across the college for finalization in the Fall 2017 Semester.

COMMUNITY INPUT & FEEDBACK:

By February 2017, the SPSC had organized and implemented a Charrette to obtain feedback from the community at-large. The following page identifies the event outline.



Topic	Time	Presenter	Anticipated Outcomes	Resources/Tools	Tasks to be assigned
Welcome February 23, 2017	3:00PM 5 minutes	Cynthia Azari	<ul style="list-style-type: none"> • Introduction of VIP's and VCCCD Chancellor 	<ul style="list-style-type: none"> • List of VIP's 	<ul style="list-style-type: none"> • Identify VIP's in attendance, confirm list
Brief Comment	3:05 PM 5 minutes	Bernie Luskin	<ul style="list-style-type: none"> • Commitment to OC Strategic Planning Process 		<ul style="list-style-type: none"> • Table Laptops connected to Wi-Fi
Ice Breaker	3:10 20 minutes	Cynthia Azari			
What does a Successful Student Look Like?	3:30 PM 10 minutes for presentation with poll-everywhere questions	Cynthia Azari	<ul style="list-style-type: none"> • Identify VC job trends and projections • Identify College Readiness & Skills Needed • Importance of Partnership Activities and Opportunities – i.e. Dual Enrollment, Summer Bridges/Boosters, Promise Pathway activities, Parent workshops • Group-work Activity 	<ul style="list-style-type: none"> • Power Point Presentation – SMART capabilities • Poll-Everywhere • Table Facilitator and Recorder 	<ul style="list-style-type: none"> • Identify Poll Everywhere response format • Create questions • Create Table Facilitator and Recorder Training, Identify persons & Train
<i>Introduce Dr. Weis</i>	<i>Explanation and Facilitation of Charrette Process (Image/Perception Questions) 10 minutes</i>				
<i>Education & Career Competencies</i> Presentation(s) with Table Discussion and Report-out	3:40 PM 15-20 minutes for presentations 20-25 minutes for Table Discussions 25 minutes report-out	Panel Members: Dr. DeLeon Superintendent OUHSD Dr. Hampton, CSU CI Jesse Calvillo, Business - AGQ Labs	<ul style="list-style-type: none"> • Identify Competencies Needed, Opportunities related to K-12 through 2yr/4yr completion • Identify requirements/expectations of Employers and competencies needed. • Identify opportunities to integrate, build, expand programs, partnerships and activities • Identify importance of cultural, self-efficacy and academic connections • Table Questions identified, processed and recorded re: Transfer needs, expectations, barriers, opportunities 	<ul style="list-style-type: none"> • Power Point Presentation – SMART capabilities • Poll-Everywhere • Table Facilitator and Recorder 	<ul style="list-style-type: none"> • Identify Speakers • Identify Poll Everywhere response format • Create questions • Create Table Facilitator and Recorder Training, Identify persons & Train
10 Minute Break					
<i>Skill Builder</i> Students are employed and want to refresh or enhance skills	4:50 PM 10 minutes for presentations 20 minutes for Table Discussions 10 minutes Report-out (3-4 Tables)	Tiffany Morse, VCOE Marybeth Jacobson – Manufacturing Bill Pratt Terry Miller	<ul style="list-style-type: none"> • Identify opportunities to build, expand, modify CTE/academic programs • Input regarding integration of CTE across disciplines • Table Questions identified, processed and recorded re: Transfer needs, expectations, barriers, opportunities 	<ul style="list-style-type: none"> • Power Point Presentation – SMART capabilities • Poll-Everywhere • Table Facilitator and Recorder 	<ul style="list-style-type: none"> • Identify Poll Everywhere response format • Create questions • Create Table Facilitator and Recorder Training, Identify persons & Train
<i>Closing –</i>	5:30 PM	Cynthia Azari	Summarization Discussion		

Two panel discussions lead the Charrette that were comprised of local K-12, 4-year Higher Education and Local Businesses. The questions were as follows:

Panel #1: Education and Career Competencies

Panelists: Dr. DeLeon, Dr. Hampton, Jesse Calvillo

1. Please describe the evolving education/business/industry trends in Ventura County as you see them.
2. How is your organization addressing these trends?

Panel #2: Skill Builder

Panelists: Tiffany Morse, Marybeth Jacobsen, and Bill Pratt, Terri Miller

1. Where does your organization go to refresh or acquire new skills for your employees, and how can the community college serve as a viable connection for employee development?
2. In your experience, what skills are employers looking for and how frequently does the workforce need employees to refresh and acquire new skills?

Following the panel discussions, facilitators lead and recorded responses from all participants at their tables. The following questions were asked:

1. In your arena, whether it is education or business, what skills, abilities or competencies do Oxnard College students need to possess upon completion?
2. How are the evolving trends in education (especially in P-12) and business, influencing student success in higher education and/or in the career/job field?
3. Based on your expertise and experience, what are the current and future trends in the job market and VC?
4. What skills do our students/your employees need to strengthen or review in order to make them more successful in the workplace?
5. In what areas do you foresee your organization expanding that would include the need for employing Oxnard College students?

All of the responses were captured and organized by question & category and presented to the SPSC for discussion and utilized in the development of the strategic initiatives and goals for the college. Additionally, feedback from the attendees was obtained and used in the same format described in the *Internal Input and Feedback* discussion which follows.

INTERNAL INPUT & FEEDBACK

By the end of April (20, 2017), an all-college “internal charrette” was held to obtain feedback and input from OC faculty and staff; similar to the previously held charrette with the community. The following questions were asked:

Part One: Introduction - Poll Everywhere

1. What is your overall impression of Oxnard College?
2. What is exemplary about Oxnard College?

Part Two: Education and Completion - Word

3. In your view, what skills, abilities or competencies do Oxnard College students need to possess upon completion?
4. How are the evolving trends in education (especially in P-12) influencing student success at Oxnard College?
5. Based on your observations, expertise and experience, what roadblocks do students face that slow or stop their progress?

Part Three: Skill Builder - Word

6. What skills do our students need to strengthen or review in order to make them more successful in the workplace?
7. How could your department or program innovate to enhance Oxnard College students' success?

Closing Question – Poll Everywhere

8. What is your overall impression of today's Charrette?

Each table had a recorder and facilitator that were trained to record the responses from the participants. The information was organized by question and category and presented to the SPSC for discussion and utilized in the development of the strategic initiatives and goals for the college.

STUDENT INPUT & FEEDBACK

A similar *OC Student Charrette* process was scheduled in the Fall 2017 semester (October 3, 2017) and will follow the same process.



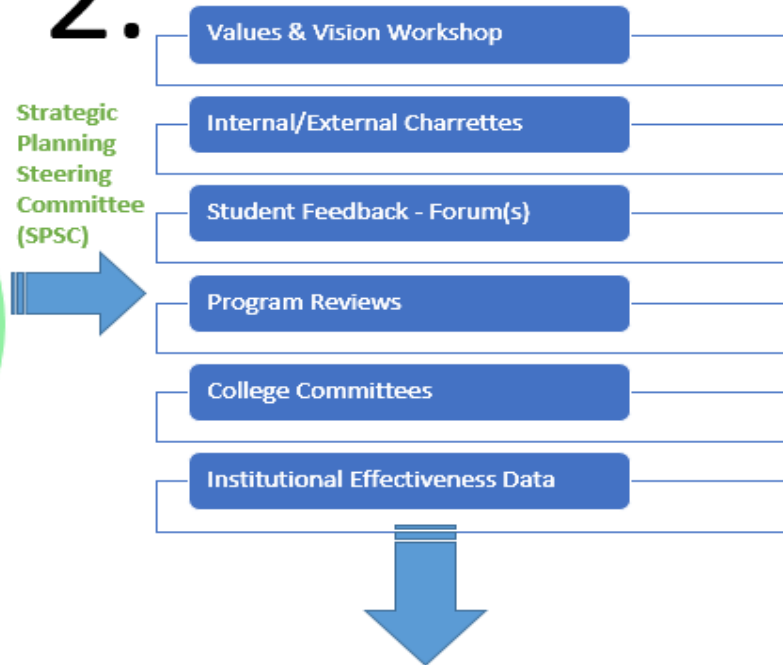
The following diagram summarizes the continued strategic planning process at Oxnard College. The SPSC continued to meet throughout the summer semesters with the intent of creating templates and draft initiatives & goals. These will be needed to develop the objectives and actions steps in the Fall semester to complete the strategic planning process and finalize the strategic plan by the Spring 2018 semester.

Oxnard College Strategic Planning

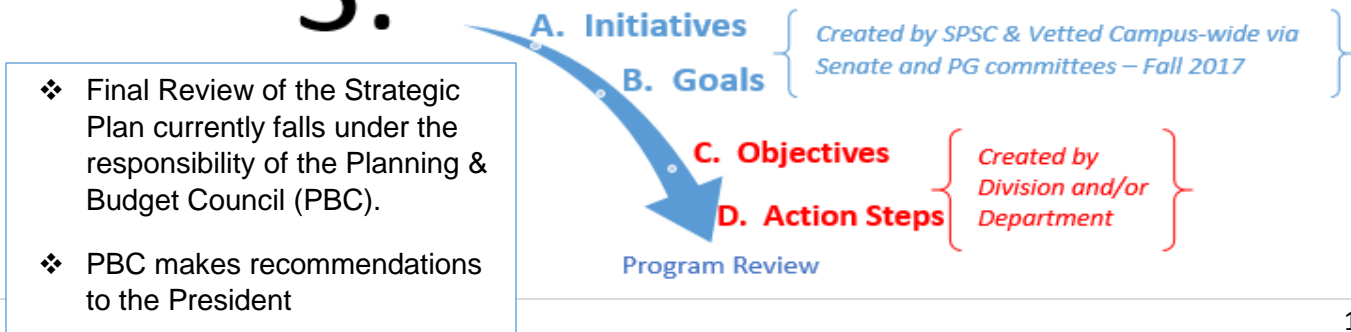
1.



2.



3.



- ❖ Final Review of the Strategic Plan currently falls under the responsibility of the Planning & Budget Council (PBC).
- ❖ PBC makes recommendations to the President

Oxnard College has been very conscientious to include as many stakeholders in the process of gathering input and feedback as possible. In addition to the qualitative data, Oxnard College has been reviewing quantitative data relative to the Ventura County Job



Market and Institutional Effectiveness data that includes both demographic and student success information. Section IV of this document shares pertinent information that was reviewed in the various participatory governance committees in the Spring 2017. The SPSC continued to digest the information throughout the Summer 2017 as part of the informative process of developing the draft OC Initiatives and Goals.

Summarization of Findings

Qualitative Review (Charrettes/workshops)

10 General Findings

Business Leaders, Faculty and Staff identified that 21 st Century skills are lacking in new employee recruitment pools (problem solving, critical thinking, team building, leadership, time management etc.)
Career pathways - Positive. Helps assist the students to find their niche and passion for future application into the university level or their decision for a program
Need to give students a foundation, coding, writing queries, global marketplace, cultural literacy, being bilingual is very important, learning Spanish in regards to a specific area.
Major roadblocks for OC students are: working, financial difficulties, unrealistic earning expectation after graduation, unhealthy relationships and time management
A majority of OC students lack "career awareness and expectations" connected to learning and educational attainment requirement(s). Unrealistic expectations of what it takes to succeed.
Students have difficulty navigating the college experience within their first year at OC and lack knowledge of: opportunities, resources, access to technology, career identity, transfer readiness
Need more co-requisite courses and contextualized learning opportunities, advisement needs to be more intrusive and integrated
Noticeable increase in "device" teaching and learning.
Trend within CTE to broaden what was formerly called ROP.
Advocate for an early childhood program so that students are not behind by third grade and continue to try to "catch-up" through K-12; resulting in underprepared college students.

Quantitative Review (Institutional Data)

10 General Findings

Majority of OC students self-identify as Hispanic (74%).
Majority of OC students fall in the age range of 20-24.
Students self-identified educational goal is predominately to obtain an AAT or AS/T.
Majority of student's place into pre-college level/Transitional Math upon entry to OC (78%).
Those entering Transitional Math I require 3-4 primary terms to pass a transfer level math course.
Completion rate (degree, certificate, transfer) for <u>unprepared</u> OC students trend around 35%-37% (Scorecard data).
Completion rate (degree, certificate, transfer) for <u>prepared</u> OC students trend around 70% (Scorecard data).
Average successful course completion rates (Fall Data) average 70-72% over the past five years..
Feeder schools to OC are located in the lowest socio-economic income areas of Ventura County.
Most jobs in Ventura County are insufficient to support a family. Students who possess a high school degree in Ventura County earn between 24K-34K per year whereas those that possess a Bachelor's degree and higher earn between 51K-102K per year.

Draft Strategic Planning Framework And Initiatives, Goals, Objectives & Action Plans

After reviewing the information from the Values and Vision All-College Event, digesting the input and feedback from the Internal and External Charrettes; as well as reviewing pertinent environmental scan and institutional effectiveness data, the following Vision Statement, Values, Initiatives and Goals were drafted by SPSC in July 2017.

In the Fall 2017 semester, the vetting process began with the various participatory governance committees, Academic and Classified Senates, ASG and, other councils such as the President's and Dean's Councils.

On October 6, 2017 the OC President respectfully requested (via email) that the PBC review the Oxnard College Mission, Vision and Values at its October or November, 2017 meeting and make its recommendations to the President. The President also requested that the information generated from the all-college meeting held January 27, 2017 be reviewed by PBC prior to their recommendations.

At the time of this writing (October 2017), the SPSC anticipates the following process to occur:

Vetting of the Writing Process & Timelines (below) for the Strategic Plan

- PBC on 10/18 for review and comment
- Academic Senate on 10/23 for review and input
- Classified Senate on 10/31 for review and input
- ASG on either 10/20 or 10/27 for review and input

INSTITUTIONAL OBJECTIVES & ACTION STEPS

- 11/6 – Write initial draft Institutional Objectives and Action Steps at SPSC meeting.
- November – Present initial draft Institutional Objectives and Action Steps to all PGs and other committees for review as possible, asking for feedback by January 2018. Examples include but are not limited to:
 - 11/7 – Student Success
 - 11/8 – Curriculum
 - 11/13 –Academic Senate
 - 11/14 –CUDS
 - 11/15 –PBC
 - November – Email to Classified Senate (Classified Senate's next in person meeting will be January)
 - November (meeting date TBD) – ASG
 - 11/28 –PEPC

DIVISIONAL/DEPARTMENT OBJECTIVES & ACTION STEPS - PROPOSED

- Academic
 - November – VP meets with Deans as needed
 - November – Deans meet with Department Chairs to write initial draft Divisional/Department Objectives and Action Steps
 - November – Department Chairs meet with faculty to present and review initial draft Divisional/Department Objectives and Action Steps
 - December – Deans and Department Chairs meet to determine revised draft Divisional/Department Objectives and Action Steps
 - January - Revised Draft Divisional/Department Objectives and Action Steps submitted to SPSC
 - Feb/March – PBC reviews Objectives and Action Steps and recommends to President

- Student Support & Business Services
 - November – VPs meet with Department Supervisors to write initial draft Divisional/Department Objectives and Action Steps
 - November – Department Supervisors meet with their staff to present and review initial draft Divisional/Department Objectives and Action Steps
 - December – VPs and Department Supervisors meet to determine revised draft Divisional/Department Objectives and Action Steps
 - January – Revised draft Divisional/Department Objectives and Action Steps submitted to SPSC
 - Feb/March – PBC reviews Objectives and Action Steps and recommends to President

Strategic Planning Steering Committee

- January – SPSC meets to review feedback from college on Institutional Objectives and Action Steps, and revise draft as needed
- February – SPSC meets to collate and review Division/Department Objectives and Action Steps
- February/March – SPSC presents revised draft Planning Framework and Strategic Plan, including revised Institutional and also Divisional/Department Objectives and Action Steps and to all college committees for review, as possible. Feedback to be requested by end of February.
- March – SPSC meets to review feedback from college committees and writes revisions as needed. SPSC completes draft Strategic Plan document and presents to college committees (includes PG and non-PG), Senates and pertinent councils for final recommendation.
- April – Presentation to Board of Trustees

It is anticipated that the Strategic Plan will be developed and approved by the Board of Trustees in Spring 2018. All Division, Department and Program Objectives and Action Plans will be mapped to the Strategic Initiatives and Goals. The following is the draft language vetted in Fall 2017 semester.

Mission Statement:

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

Vision Statement:

Oxnard College aspires to be the Community College of choice for its surrounding and neighboring communities, and to be a destination college for the greater Ventura County area. Oxnard College will pursue excellence with a focus on preparing students for success in their educational and career endeavors.

Values Statement:

Oxnard College values:

Student Success

- Supporting students' academic goals and improvement of interpersonal skills and professional competencies.

Responsible and Sustainable Innovation

- Promoting creativity and opportunities for innovative practices that consider potential impacts while maintaining purposeful and thoughtful use of resources.

Excellence with Integrity

- Doing the utmost to provide positives example with unflinching honesty to the highest standards, while being responsible for actions, results, and success.

Leadership

- Developing, fostering, and empowering students, staff, faculty and administrators.

Community

- Investing in the development of meaningful collaborations and partnerships between the college and the region

Diversity, Inclusivity and Respect

- Embracing a culture that welcomes all individuals, valuing and recognizing others' differences, viewpoints, and perspectives.

Safety

- Fostering an environment free from harm and danger.

Strategic Initiatives

- I. Innovate to achieve equitable and inclusive student success.
- II. Provide outstanding integrated college programs and services.
- III. Invest in people, planning, and support structures.
- IV. Actively partner with the community.

Goals

Initiative	Goal	Potential Focus of Objectives (but not limited to)
I. Innovate to achieve equitable and inclusive student success	A. Actively identify current and future students' educational needs	1. Student Preparedness/College Going Culture 2. Outreach 3. Connect to HS
	B. Improve enrollment management practices	1. Unit Increase (more FT students) 2. Match student population more closely with local demographics 3. Enrollment Management
	C. Accelerate student progression towards completion.	1. Transfer 2. Employment 3. Promotion
II. Provide outstanding integrated college programs and services.	A. Strengthen the college's responsiveness to student needs	1. Increase non-credit 2. Computer tech assistance in evenings 3. Facilities repairs
	B. Focus on quality instruction.	1. Co-curricular 2. Integrate with services 3. Ed plans
	C. Provide comprehensive student support	1. Increase tutoring 2. Improve or replace printing/copy company 3. Increase offerings at Lending Library
III. Invest in people, planning, and support structures.	A. Enhance recruitment and professional development.	1. Organizational 2. Individual
	B. Focus on institutional effectiveness	1. Review and Evaluate PG structure
	C. Continually refine the college's planning and resource allocation processes.	1. Overall Institutional Meetings Calendar 2. Evaluate Plans
	D. Optimize organizational support structures	1. New art studio 2. Improve or replace door locks 3. New curricular technology
IV. Actively partner with the community	A. Enhance awareness and positive perception of the college	1. Project ALAS (w/ CSUCI) 2. Parallel pathways 3. Dual Enrollment
	B. Foster collaborative community relations	
	C. Promote shared resources with educational partners	

NEXT STEPS

At the time of this writing (October 2017)

Short-term steps

- Vet the draft strategic initiatives and goals, college-wide in Fall 2017.
- Develop specific SMART Objectives and Action Steps, Fall 2017.
- October/November/January: PBC reviews Strategic Planning Framework & components (Initiatives, Goals, Objectives & Action Plans) and makes recommendations to the President
- Draft Strategic Plan utilizing all of the previously gathered data and information.
- Vet Strategic Plan to college committees (includes PG and non-PG), Senates and pertinent councils for final review and recommendations.
- Present Strategic Plan to the Board of Trustees by Spring 2018.
- Continue to enhance the development and implementation of Service Unit Outcomes (SUO's) in Business & Admin. Services and Student Services that are mapped to the strategic initiatives and goals.
- Establish appropriate data for the measurement (and/or dashboard) of the progress for each Objective and Action Step.
- Establish an annual reporting process for the comprehensive sharing of the College's progress on its strategic directions.

Mid-term step

- Integrate Program Review and Resource Allocation processes with Academic Services, Business/Administrative Services, Student Support Services. This may involve the re-structure/realignment of participatory governance planning and resource committees and/or charges.

Long-Term steps

- Review, reaffirm and strengthen the participatory governance committees and their respective charges to assure effectiveness, reduce redundancy and promote continuous quality improvement, college-wide.
- Integrate the College's Program Review, Resource Allocation Process, and other operational processes with the College Strategic Plan.
- Articulate process for an annual review, evaluation refinement of the Strategic Plan.

OXNARD COLLEGE

Strategic Planning Timeline

Revised 9.1.17

Note: This timeline was drafted during the Summer 2017 (with revisions) to help focus SPSC activities in order for the PBC to be able to review and make recommendations relative to the finalization of the strategic plan (Framework, Initiates, Goals, Objectives, Action Plans) for a Spring BOT approval.

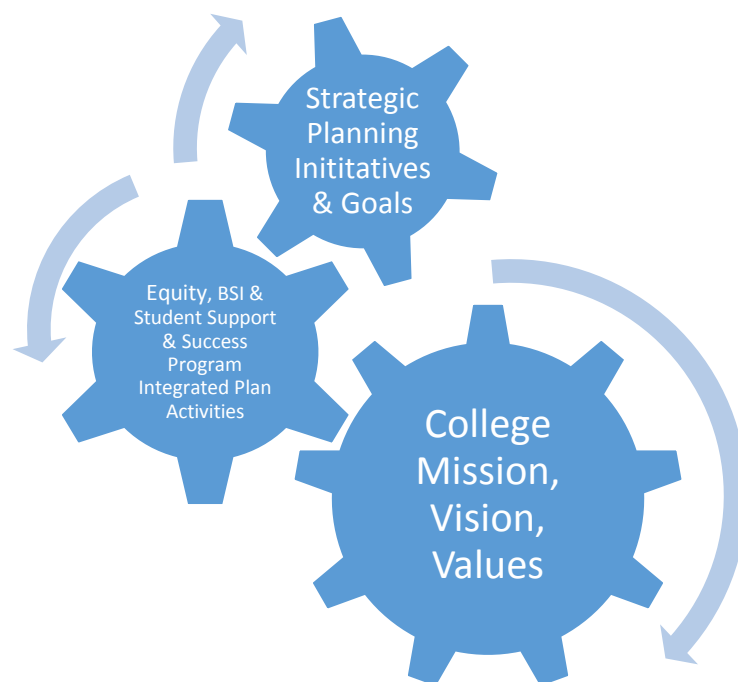


Integrated Planning: Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP).


Simultaneous to the development of the strategic planning process at Oxnard College, the California State Chancellor's Office had been undergoing an effort to integrate three programs: Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP). These programs were selected as a starting point for integrative efforts for two main reasons: 1) all three have the same ultimate goal of increasing student success while closing achievement gaps; and 2) there is a strong potential for overlap between and among the programs. The integrated SSSP/Student Equity/BSI program model promoted integrated planning and program coordination at the district and college levels. Plans were developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate.

An electronic on-line survey (survey monkey) was sent to all college faculty and staff on April 27, 2017 <https://goo.gl/forms/yMkVY1t2PUA1c6NQ2>. The information was compiled along with other institutional research data and writing began over the summer 2017 with the intent of integrating the programs and activities in this plan with the proposed Strategic Planning Initiatives which were still in draft format.

The following page is the matrix for the Equity, BSI and Student Support & Success Program Integrated Plan Crosswalk which links the activities, mission statement elements and draft strategic initiatives.



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
Programs & Activities							
BSI							
Tutoring	X		X	X		X	
Writing Reading Center Supervisor	X		X	X		X	
Equity							
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
3SP							
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	
BSSOTP							
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.

The tentative vetting timeline for this Equity, BSI & Student Support & Success Program Integrated Plan is on the following page.

Tentative Vetting Timeline for Oxnard College Integrated Plan - 2017

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

Distance Education Draft Plan

Oxnard College has been very productive since the September 2016 ACCJC site visit. As with the development of the Strategic Planning process and the Integrated BSI-3SP-Equity Plan; the college is in the process of revisiting its Distance Education plan. This process was initiated in the Fall 2017 Semester and Faculty/Staff are currently in the writing and development phases. The following is an outline of the tentative drafted outline as of September 12, 2017.

I. Introduction to DE at Oxnard College and Mission Statement for Distance Education Program

- Distance Education link to OC Mission
- Narrative on Online education and strategic planning
- Reference and summarize DE Manual
- Curricular procedures and oversight
- Ensuring Regular, effective contact
- v. Data related to DE at Oxnard College
https://tableau.vcccd.edu/t/Public/views/Visual_PEPR_2017-18_V4/VisualPEPR-Fall2017Cycle?%3Aembed=y&%3AshowShareOptions=true&%3Adisplay_count=no&%3AshowVizHome=no
- Success by Method of Instruction
- Annual Report for DE
- Who, what, where of DE
- % of FTES and FTEF delivered by DE
- Support in place for DE
- Disaggregating course offerings by discipline and division
- Surveys of Student Satisfaction and Student Profiles
- Demographic profile of students taking DE versus non-DE

III. DE Strategic Plan

- DE Strategic Plan for Oxnard College: Increasing Access and Success
- Strategic goals
- Strategic objectives
- Action Steps w/timeline and responsible parties

The Distance Education Committee at Oxnard College is committed to serving an active role in support of distance education faculty and students. To this end, the Committee is developing this Distance Education Plan with the goal of grounding and guiding the distance education program for our faculty, staff, administration and students. The committee believes that student success in distance education largely depends on the creative collaboration of student services, IT, faculty, instructional support, and administration. A key tenet of the Oxnard College mission statement is that the college provides “multiple pathways to student success.” Distance education (DE) classes help to fulfill this element of the college mission by providing students flexibility in meeting degree and certificate requirements.

This DE Plan will be divided into three parts:

- Overview of Distance Education at Oxnard College, legal, regulatory and accreditation parameters, the roles of the Distance Education and Curriculum Committees; expectations, training and support for online instructors and students
- Data Profile of Distance Education courses,
- DE Strategic Plan with goals, objectives, action steps, deadlines and responsible parties.

Given that the technology for delivering instruction is ever-evolving, this Plan is intended to be written in the broadest terms, and is to be updated at least every 24 months and vetted through all the proper participatory governance bodies.

Simultaneous to the writing of the plan, the DE committee is drafting tentative objectives that will be linked to the draft Strategic Plan’s Initiatives and Goals once the Strategic Plan is approved in the Spring 2018. The tentative working objectives are currently identified as the following, recognizing that this is still a work-in-progress that is anticipated to be completed by Spring 2018.

Goal I: Increase Student Learning, Retention, and Success in DE courses vis-a-vis face-to-face courses for all students

Objective I.A. Provide online and face-to-face orientation and training for students enrolled in first DE courses	Action Step I.A.1 Identify location, dates and times for face-to-face distance education training for students
	Action Step I.A.2 Work with Counseling, EOPS, and other student services and PG class instructors to provide specialized face-to-face training in online learning
	Action Step I.A.3 Develop a “badge” system for students completing DE training
	Action Step I.A.5 Imbed Canvas orientation videos as the first student module/assignment in all course shells; provide faculty with an opt-out function
	Action Step I.A.6 Work with District and OC IT and Registrar’s Office to send auto email to any student who enrolls in a DE course. The email would provide instructions on how to access online and face-to-face orientations.
Objective I.B. Increase utilization of online tutoring	Action Step I.B.1 Include SmartThinking orientation as part of college orientation

	Action Step I.B.2 Provide SmartThinking demonstrations to English and Math students in the classroom
	Action Step I.B.3 Provide opportunities for students to provide feedback regarding SmartThinking service; collect, analyze and share results with vendor and faculty
Objective I.C. Establish a robust online counseling program in order to increase the number of students meeting SSSP requirements	Action Step I.C.1 Form Task Force to find and evaluate online counseling platforms and services
	Action Step I.C.2 Select an online counseling service or platform
	Action Step I.C.3 Design, initiate, and evaluate an online counseling pilot project with one or two academic counselors

Goal II. Inspire Mastery and Innovation in Online Instruction

Objective II.A. Implement Faculty-Designed Standards and Expectations for Distance Education courses	Action Step II.A.1 Encourage the adoption of OEI Rubric for all DE courses
	Action Step II.A.2 Provide training and education regarding the use of OEI Rubric
	Action Step II.A.3 Evaluate the implementation of the OEI Rubric
	Action Step II.A.4 Update the Distance Education Handbook annually
	Action Step II.A.5 Encourage faculty adoption of LMS-integrated OER materials for DE classes by piloting materials for general education courses in all A-G areas
Objective II.B. Provide multiple professional development opportunities for DE faculty	Action Step II.B. 1 Create online professional development modules to increase faculty empathy for the student experience
	Action Step II.B. 2 Create a schedule of DE workshops to be held during faculty department meetings
	Action Step II.B.3 Create a system of DE pedagogical and LMS-g geared certifications for DE faculty
	Action Step II.B.4 Designate funds for 25% of interested DE faculty to attend DE conferences and workshops annually

	Action Step II.B.5 Purchase a campus or district license for video capture software in order to provide more stimulating content instruction and provide training for using the software
	Action Step II.B.6 Create a support system to allow faculty to use the PAB/TV Studio green screen and cameras in order to record high quality, dynamic instructional videos
Objective II.C. Create a supportive professional development community of online DE faculty	Action Step II.C.1 Create a voluntary, collegial, peer-review process for new or revised online courses
	Action Step II.C.2 Create a voluntary, collegial, peer-to-peer mentoring program for online instructors
	Action Step II.C.3 Host an annual faculty-to-faculty DE sharing meeting
	Action Step II.C.4 Create and host a Canvas users forum on MyVCCCD portal or Canvas for OC and VCCCD faculty
	Action Step II.C.5 Create Common Course Templates for new instructors within a discipline
Objective II.D. Enhance and ensure the integrity, security and regulatory compliance of online courses	Action Step III.D.1 Verify that all DE faculty incorporate rigorous LMS-integrated plagiarism detection applications and practices
	Action Step III.D.2 Explore and adopt an appropriate LMS-integrated test proctoring application for all DE courses; provide all DE faculty with in-depth training on the use of the product
	Action Step III.D.3 Provide on-going training on Internet privacy, plagiarism detection, and ensuring proper test proctoring
	Action Step III.D.4 Provide faculty with tools and resources to ensure that all course content, such as closed captioned videos, meets 504 and 508 compliance standards

Goal III. Increase breadth of courses available via Distance Education and DE enrollments

Objective III. A. Create an accelerated degree program with online and hybrid online courses and non-traditional class scheduling	Action Step III.A.1 Work with division deans, department chairs, and other faculty to identify two high demand programs of study (geared to working adults) that could reasonably be completed in six to eight 9-week sessions.
	Action Step III.A.2 Create a matrix of courses for the first cohort of students in each program.

	Action Step III.A.3 Identify or hire qualified instructional faculty and identify and involve appropriate Student Services professionals to assist in outreach, orientation, assessment, registration, etc.
	Action Step III.A.4 Identify and provide additional resources required such as extended custodial hours, instructional supplies, equipment, materials and ideal facilities
	Action Step III.A.5 Create and execute marketing and outreach plan for the Accelerated Flexible Degree Program
Objective III.B. Increase OC DE outreach, publicity and advertising	Action Step II.B.1 Create a Marketing Plan for OC DE courses in OC's service area for GE and outside of service area for unique programs
	Action Step II.B.2 Include a discussion and overview of what it is like to take a DE course during outreach events at local high schools
Objective III.C. Provide incentives for programs with few DE courses to explore DE	Action Step III.C.1 Encourage department chairs to arrange DE demonstrations at department meetings
	Action Step III.C.2 Give PDC funding priority to faculty in programs lacking DE offerings who wish to attend DE workshops, trainings, or conferences

Oversight for distance education is primarily the responsibility of the Distance Education Committee, a subcommittee of the Curriculum Committee and advisory to the V.P. for Academic Affairs. <http://www.oxnardcollege.edu/committees/curriculum-committee/distance-education/de-meetings> The mission of the DE Committee is to "...focus on the delivery of distance education and its environment...and to take a proactive leadership role on educational, technological and professional development issues surrounding distance education." (Source: DE Committee Charge in PG Manual) The committee is led by a faculty co-chair and an administrative co-chair, with support from the campus Instructional Technologist. Faculty representatives from all divisions, including Student Services, and multiple disciplines serve on the DE Committee.

The DE Committee produces the Distance Education Handbook (last approved in spring 2017 http://www.oxnardcollege.edu/sites/default/files/files/committees/curriculum/distance-education/oxnard_college_distance_education_handbook_final_april_2017.pdf) that outlines faculty training and support, expectations for students, regular and effective contact, best instructional practices, and legal, regulatory and accreditation requirements for distance education classes. In addition, the DE Committee serves as the primary body in which faculty participate in demonstrations and share and discuss the latest in DE-enhancing applications and technology, features of the Learning Management System (LMS), trends in distance education, accessibility issues, and overall best practices in distance education. Further, the OC DE Committee is represented at the district ITAC (Instructional Technology Advisory Committee), and the District-Wide Distance Education Committee (DWDE).

II. INTEGRATED PROGRAM REVIEW



OXNARD
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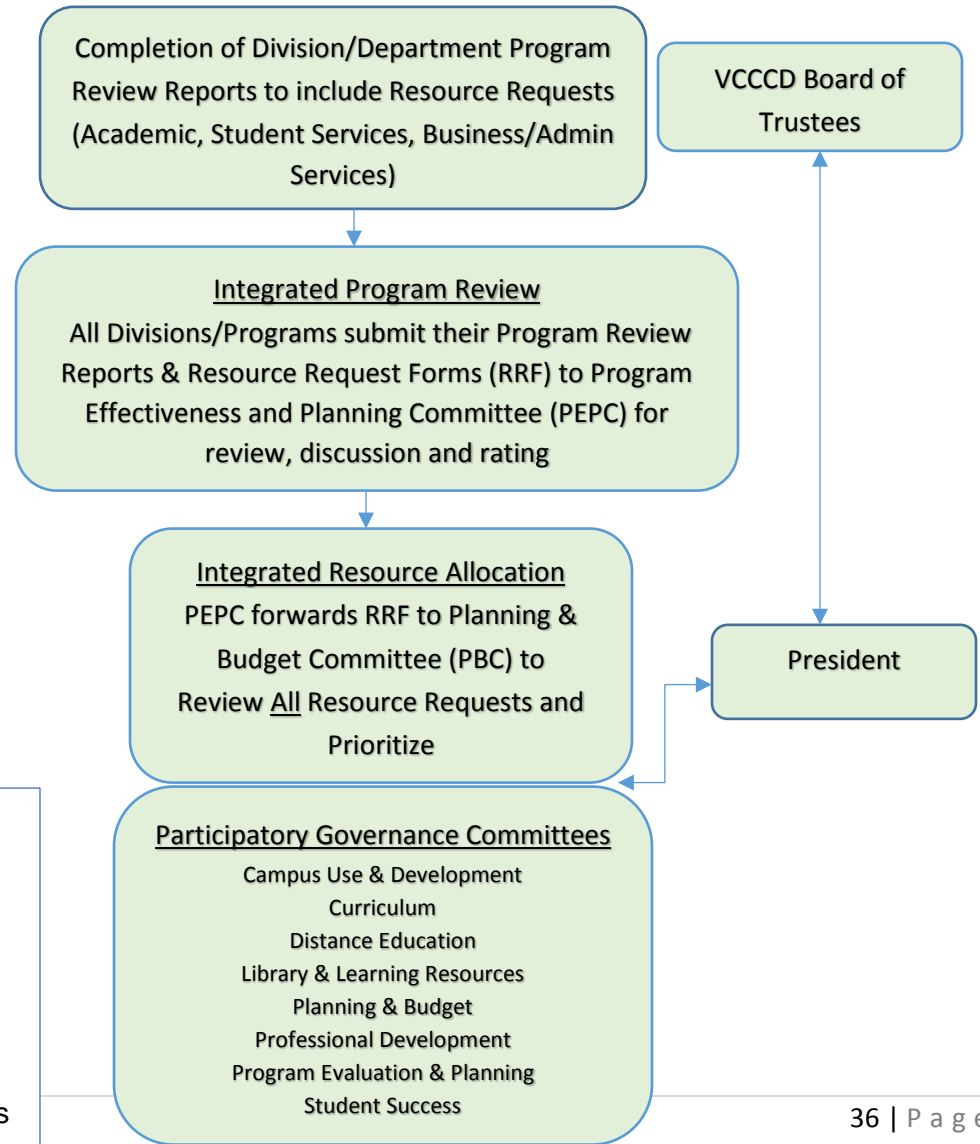
Program reviews are completed in all three Divisions: Instructional, Student and Business Services.

Updates made: Integrated Planning is achieved by having all programs provide their Program Review Reports to PEPC and Resource Requests to the PBC for integrated interdisciplinary reviews & recommendations.

OXNARD COLLEGE INTEGRATED PLANNING PROCESS



**PROPOSED 2017-18 PROCESS FOR PROGRAM REVIEW & RESOURCE ALLOCATION
(STRATEGIC PLANNING PROCESS UNDERWAY – EXPECTED TO GO TO BOARD OF TRUSTEES IN APRIL 2018)**



Strategic Planning Process:

- Creation of Strategic Planning Steering Committee
- Implementation of Stakeholder Charrettes (3)
 - Faculty & Staff, Community, Student
- Revisions to Vision & Value Statements
- Development of Oxnard College Initiatives and Goals
- Development of Objectives & Action Steps
 - Institution-wide, Division, Department/Program
- Continuous Quality Improvement via Integrated Planning Process

Since the Accreditation visit in September 2017, OC's major focus has been on the development of a strategic plan by the Spring 2018. In alignment with the new proposed strategic plan initiatives & goals and to meet accreditation standards; interim discussions, reviews and revisions are occurring to continually improve integration, program review and the prioritization of resource allocations, where needed. The aforementioned diagram on the previous page best outlines the proposed interim processes for integrated program review and resource allocation for 2017-18 until such time that the strategic plan is approved by the Board of Trustees in Spring 2018.

Once the Strategic Plan is approved, Oxnard College will review its organizational structures and participatory governance committees to reduce redundancy, promote additional integration and assure alignment with the new Strategic Plan's Initiatives and Goals.

INTEGRATED PROGRAM REVIEW, RESOURCE ALLOCATION AND BUDGET CYCLES - UPDATES

At the time of the ACCJC site visit in September 2016, Program Reviews were completed in the Spring semester every year so that they could include the previous Fall semester's data and qualitative surveys.

Business Services utilized their Business Services Council to review their division's program review reports, Student Services utilized their Leadership Team to review program review reports and Academic Services utilized the Program Effectiveness and Planning Committee (PEPC).

Program Review was not integrated across the divisions, nor did the timing allow for proper vetting of an integrated resource request process at the Planning and Budgeting Council (PBC) so that it was in alignment with the college's budget cycle.

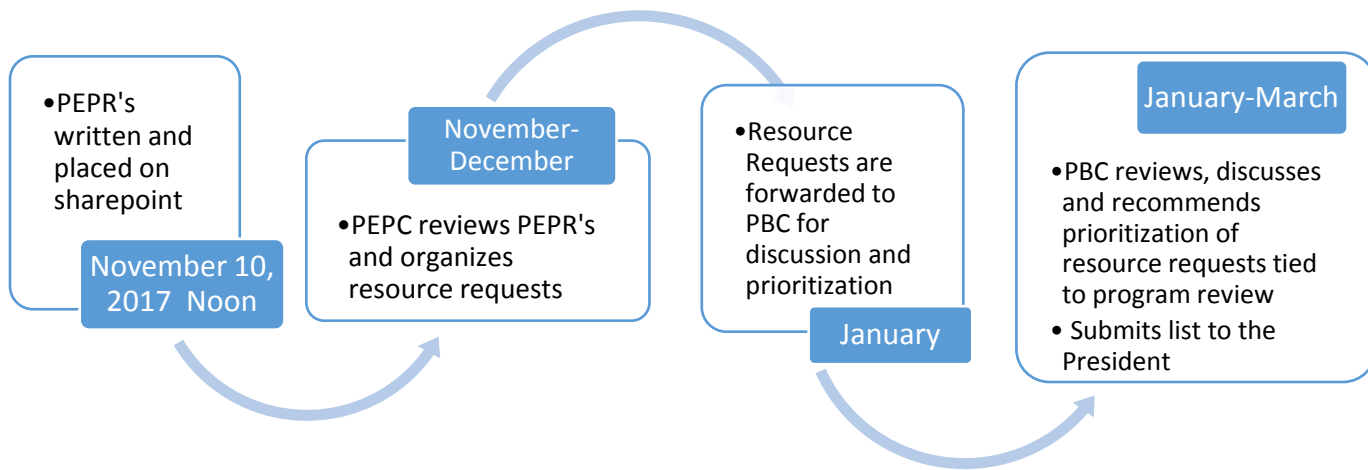
In order to maintain compliance with the ACCJC standards, three major actions were taken to better integrate program review and resource allocation at Oxnard College in-the-interim while awaiting final approval of the strategic plan.

After lengthy discussion in the Program Effectiveness and Planning Committee (PEPC) in August 22, 2017 and the September 20th Planning and Budget Council (PBC) meeting; the committees agreed:

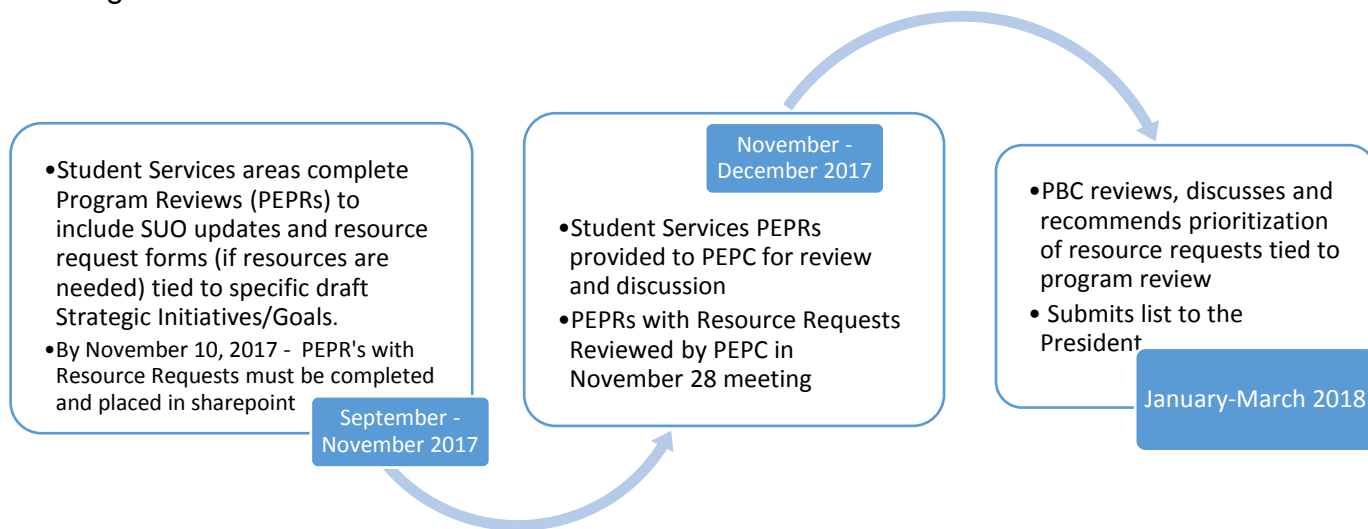
1. to consolidate program reviews for Business, Academic, Student Services under the PEPC. All program reviews in all Divisions would be submitted, reviewed and discussed in a college-wide PEPC meeting(s). Completion of the various program review reports, which includes resource allocation requests, would need to be placed into sharepoint by November 10, 2017 to allow PEPC ample time to review all of the college's programs.
2. PEPC would complete its review of all of the college's Program Review Reports by January. By doing this, the PEPC is able to provide all resource requests to the Planning and Budgeting Council (PBC) by January-February.
3. PBC would then review all of the Resource Request forms and make resource allocation recommendations to the President by March/April to maintain alignment with the college's budget cycle.

The aforementioned integrated processes will be staggered during the interim inaugural year (2017-18) to accommodate report completion by the various divisions who were accustomed to completing their reports in December and accommodating the increased workload for the PEPC and PBC members. The following annual review cycle (2018-19) will be corrected and on-track for all programs, campus-wide.

The following diagram identifies the proposed process to be initiated in 2017-18 for Academic Services and Business Services.



Some flexibility is needed for Student Services to be in alignment with the proposed 2017-18 cycle. Therefore the “interim” timeline was agreed upon in the September 26, 2017 PEPC meeting which included members from the PBC.



There were also discussions in the PEPC and PBC that the Resource Request Form include a section for individuals to identify the relationship of the request to one or more of the strategic plan initiatives or goals, once the strategic plan was approved by the Board of Trustees.

III. Integrated Resource Allocation



As identified in the ACCJC site-visit and in coordination with the transitions occurring to the timing and integration of program review; the resource allocation process has also been undergoing modifications.

In 2016-17 and prior, the program review cycles were off-sync relative to Business Services, Student Services and Academic Services; making an integrated resource allocation process very difficult.

To maintain compliance with the ACCJC standards and to better integrate the college-wide resource request/allocation process (while awaiting the finalization of the OC strategic planning process) there was a motion made in the May 10, 2017 Planning and Budgeting Council (PBC) meeting (final Spring Semester PBC meeting). This motion was to assure that all 2016-17 instructional and non-instructional resource requests were reviewed in an integrated manner until PBC's first meeting in September 2017, where further discussion could occur.

In collaboration with the data submitted for program reviews, the motion made was for all resource requests to be collected for both non-instruction & instruction and then merge these resource requests with the existing PEPC list. Once this merging occurred, all of the resource requests would be given to the Deans to review, prioritize and then submit the recommendations to the President. The results of this process were to be reported in the following Fall Semester (in the August 22, 2017 PEPC meeting and the September 20, 2017 PBC meeting). This temporarily resolved the issue for 2016-17 to assure an integrated resource allocation process until the integrated program review process was underway for 2017-18.

In the first Fall semester PBC meeting, September 20, 2017, the PBC members discussed the creation and use of Ad-Hoc Subcommittees to draft Rubrics/Matrix' for prioritizing Personnel Requests and Supply & Equipment Requests. The rubrics/matrix' would be used in the prioritization of all resource requests that were to be presented to the PBC in the beginning of the Spring Semester 2018. A motion was made and accepted by the PBC members.

A draft budget calendar was presented to assure that an integrated resource allocation process would occur in 2017-18 that was in alignment with the District and College Budget Cycle and Calendar.

The following page identifies the draft budget calendar & resource allocation cycle that was approved in PBC for 2017-18 for integrating the review all resource requests resulting from the program reviews in Business Services, Academic Services and Student Support Services. This draft calendar assures an integrated resource allocation process that is integrated with the program review process across the college.

DRAFT BUDGET CALENDAR & RESOURCE ALLOCATION CYCLE

	STATE	DISTRICT	OXNARD COLLEGE
September			PBC Adopts Budget Calendar and develops rubrics/matrix' for prioritizing personnel resource requests
October			PBC finalizes rubrics/matrix' for personnel resource requests Develops rubrics/matrix' for supply and equipment requests
November			
December			
January	Governor's Proposed Budget (10 th)		PBC receives resource requests from Business Services, Student Services and Academic Services
February			PBC prioritizes personnel requests
March		Preliminary Budget Targets	PBC prioritizes facilities requests
April			PBC prioritizes Supply and Equipment Requests Tentative Budget for Auxiliary Funds (28 th)
May	Governor's Revised Budget (12 th)	Final Targets for Tentative Budget (12 th)	Tentative Budget due for General Fund and Restricted Funds (17 th)
June	Legislators send Budget to Governor (15 th) Governor signs Budget (30 th)	District Tentative Budget (13 th) must go through: <ul style="list-style-type: none"> • DCAS • Administrative Services Committee • Consultation Council Prior to BOT meeting. 	
July		Final Targets for Adopted Budget, General Fund (27 th)	Adoption Budget for Auxiliary Funds Due (27 th)
August			Adoption Budget for Restricted Funds due (1 st) Adoption Budget for General Fund (3 rd)
September		District Adopts Budget (15 th) Must go through: <ul style="list-style-type: none"> • DCAS • Administrative Services Committee • Consultation Council Prior to BOT meeting. 	

IV. Institutional Effectiveness

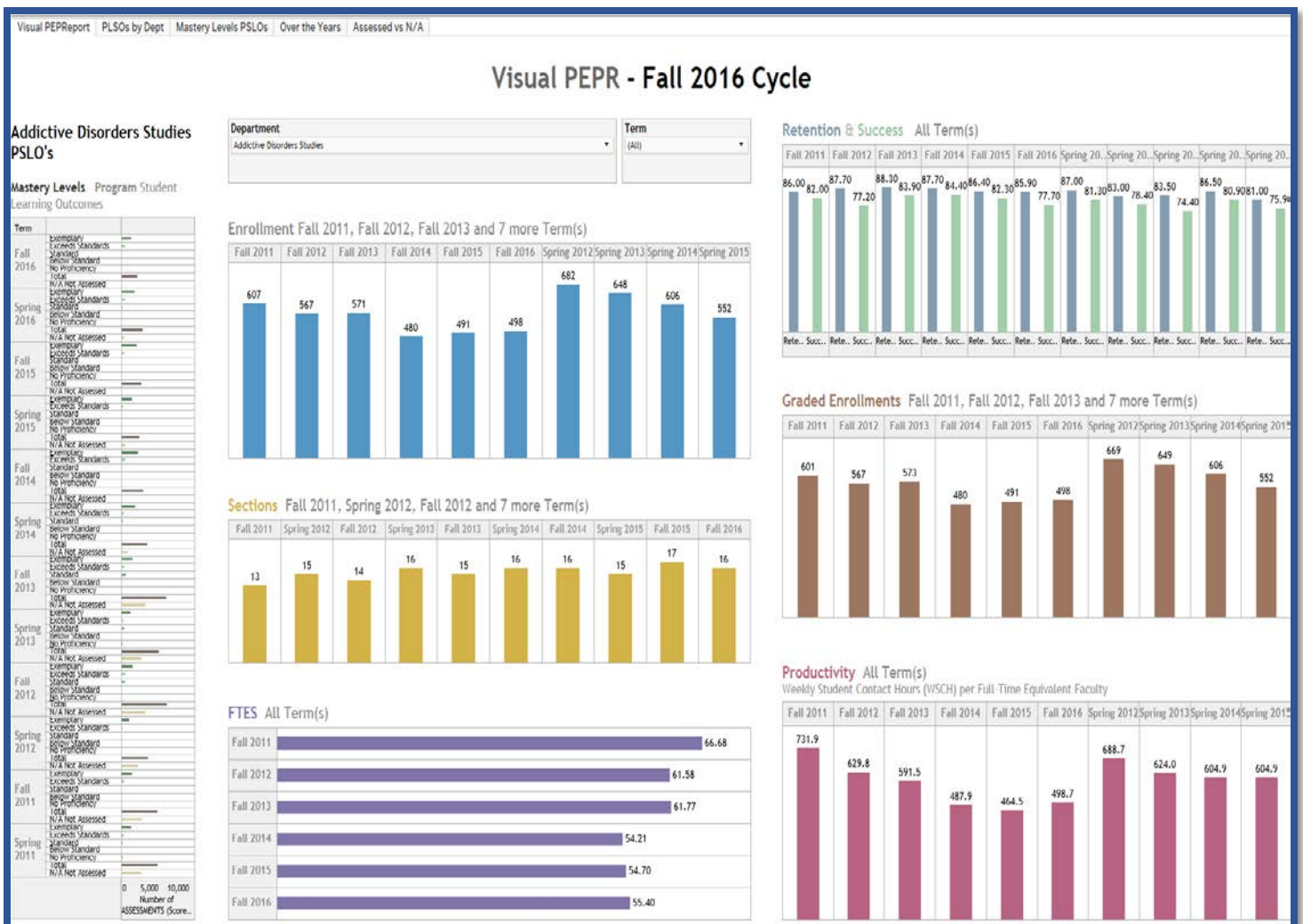


DASHBOARDS FOR PROGRAM REVIEW

Program Effectiveness & Planning Reports (PEPRs)
 Updates since Accreditation Visit in September 2016

Data has always been used for the purposes of Program Review Reports and 7 binders of data were organized for the September 2016 ACCJC visit as evidence. However, following the ACCJC site visit, the data was expanded and converted into user friendly dashboards. These visualizations as well as the spreadsheets and Institutional Effectiveness reports were placed on the Institutional Effectiveness Division's public website. The data has been combined and visualized using an application called *Tableau*.

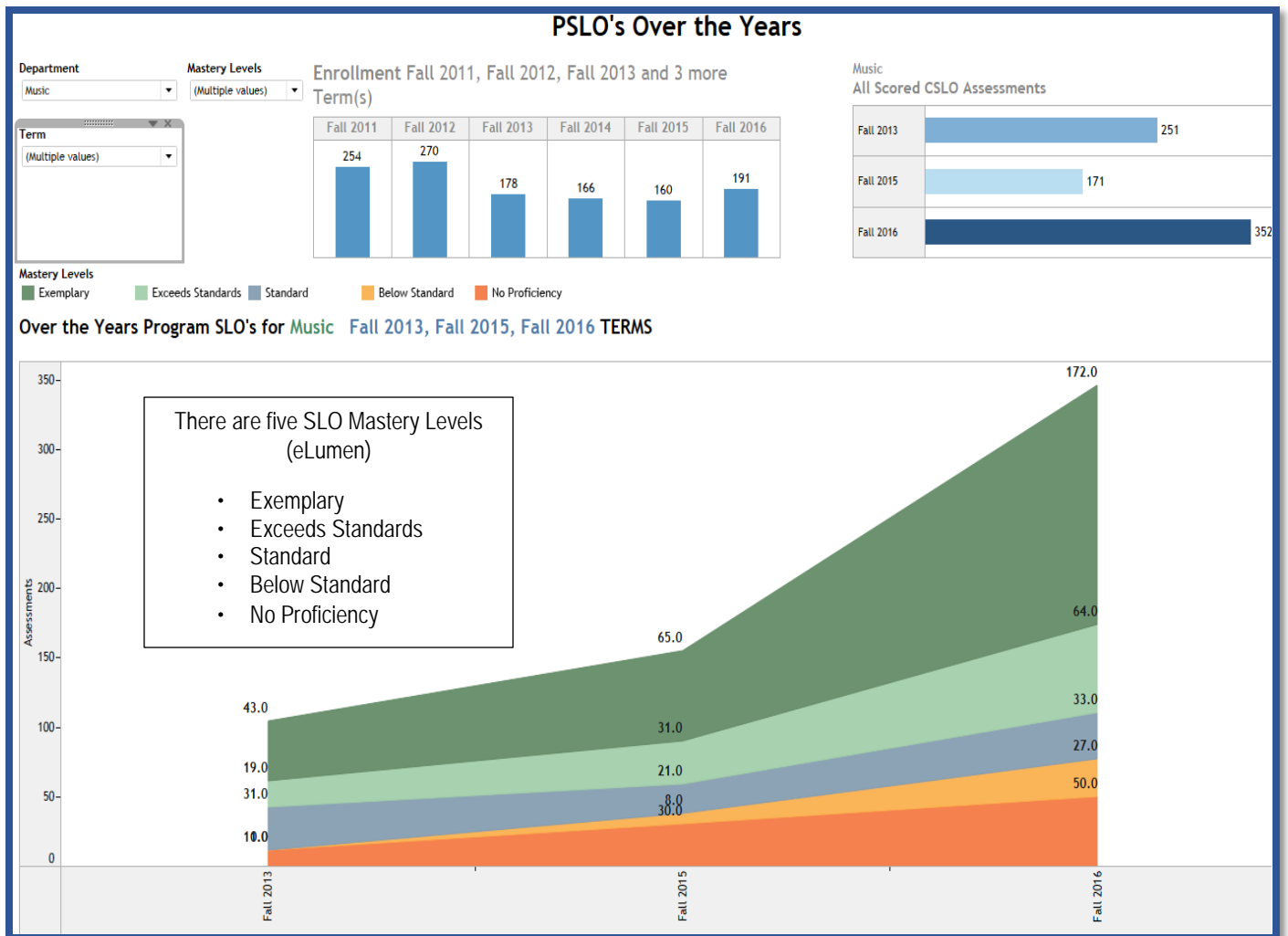
Tableau allows for an interactive dashboard that enables the user to disaggregate data and select specific data depending upon the need or purpose (face-to-face, hybrid, on-line). The application resides on the website and is also available via links. Below is a snapshot of a visual Program Effectiveness & Planning Report (PEPR).



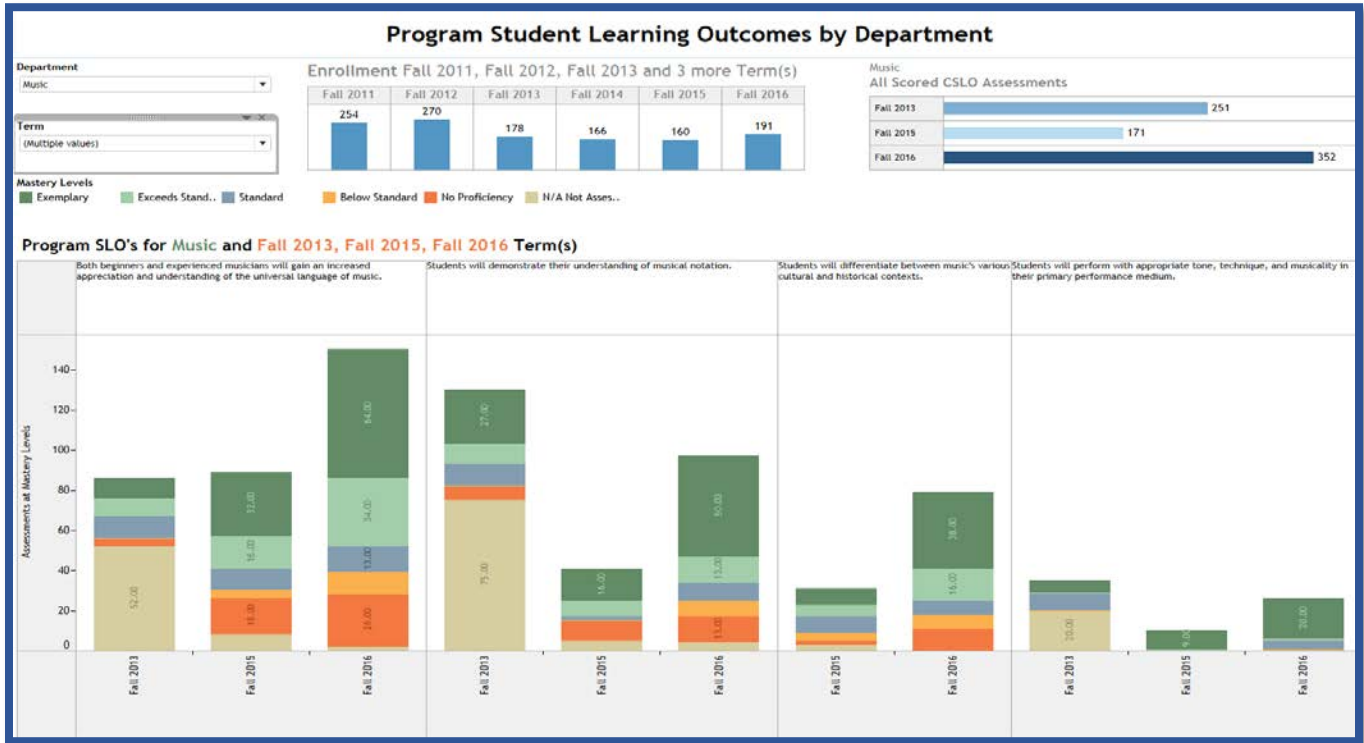
This was also the first visualization to incorporate the Program Student Learning Outcomes (PSLO's) data from the application *eLumen*. Visualization of the PSLO's mastery levels are now available without logging into *eLumen* and wading through lengthy reports. This was especially helpful as several of the multi-year reports (3-year cycle) requested the review of Student Learning Outcome trends to identify continuous quality improvement (CQI).

The visualization of multiple year data on one dashboard allowed for an instant ability to identify improvement, trends and gaps. Unlike the paper PEPR's, both Spring and Fall data (by term) are included. The user can select different values/datasets to see all terms or isolate data by semester (spring or fall). Key indicators for enrollment, FTES, productivity, success & retention, section-specific, and graded enrollments are also added to facilitate a strong and in-depth program evaluation.

This first generation, Spring 2017, of visualizations can be viewed at: https://tableau.vcccd.edu/t/Public/views/Visual_PEPR_PSLOs_Fall_AND_Spring/VisualPEPRReport?embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no Additional tabs in the Spring 2017 show data for Program Student Learning Outcomes, which originate from the *eLumen* application.

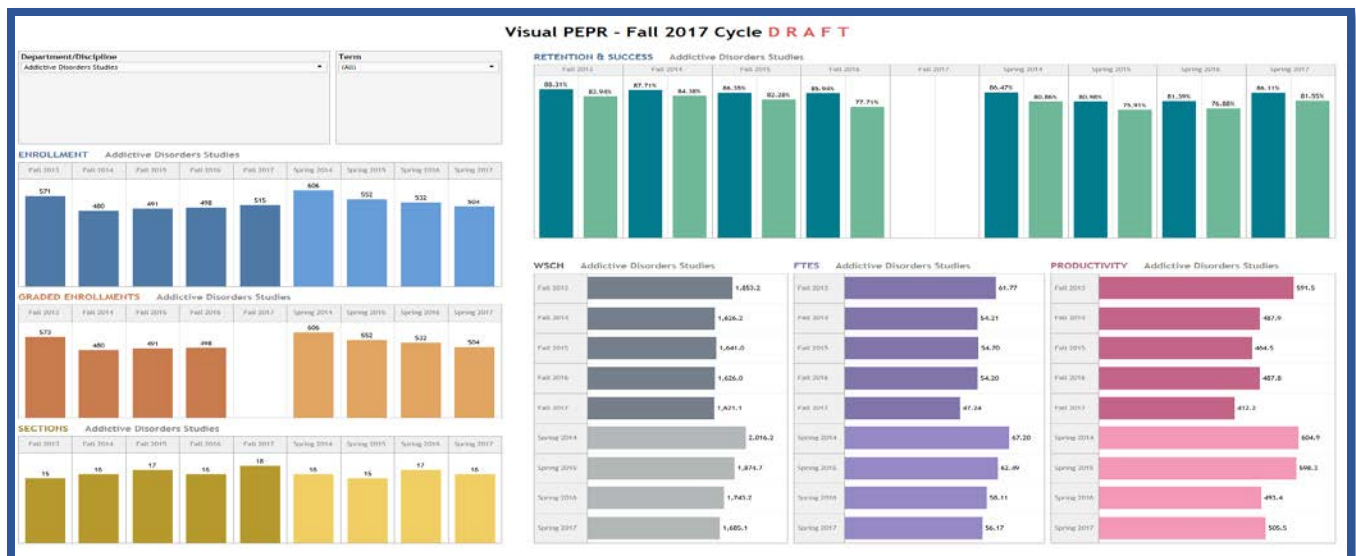


In Fall 2017, the *Tableau* visualization of Key Indicators was modified per user's requests to include the Weekly Student Contact Hours (WSCH) because of its importance in calculating other key data. The SLO portion remains the same as the previous screen shots of PSLO's.



The Fall 2017 visualization also presents the Key Indicators by data type, actual numbers of enrolled, graded and section numbers on the left, and the calculations of these numbers (WSCH, FTES, PRODUCTIVITY and RETENTION & SUCCESS).

https://tableau.vccd.edu/t/Public/views/Visual_PEPR_2017-18_V2/VisualPEPR-Fall2017Cycle?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no



INTERNET/WEBSITE DASHBOARDS MAJOR UPDATES SINCE ACCJC SITE-VISIT SEPTEMBER 2016
<http://www.oxnardcollege.edu/departments/administrative/institutional-effectiveness/facts-dashboards>

[MAPS – Success & Completion](#) (Measures of Achievement & Performance - Students)

[MAPS – GPA Averages](#)

[MAPS – Population Charts by Gender](#)

[MAPS – Persistence](#)

[MAPS – Academic Standing](#)

[Visual PEPR Report & PSLO Mastery Levels](#)

[Student Learning Outcome Reports \(SLOs\)](#)

[Institutional SLOs and Program SLOs](#)

[Program Student Learning Outcomes Dashboard](#)

https://tableau.vcccd.edu/t/Public/views/Visual_PEPR_DISTANCE_Only/DISTANCEEDUCATION?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no

https://tableau.vcccd.edu/t/Public/views/Visual_PEPR_2017-18_Enrollment/VisualPEPR-Fall2017Cycle?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no

https://tableau.vcccd.edu/t/Public/views/LibraryReferenceInstruction/LibraryReferenceInstructionStatistics?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no

https://tableau.vcccd.edu/t/Public/views/FacultyStaffOxnardSpring17/OCFacultyStaff?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no

https://tableau.vcccd.edu/t/Public/views/TransitionalMath1-2_Fall2016/Week?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no

https://tableau.vcccd.edu/t/Public/views/Student_Success_Transfers/ProgramsofStudy?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no

https://tableau.vcccd.edu/t/Public/views/Enrollment_by_Course_WSCH/EnrollmentbyCourse?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no

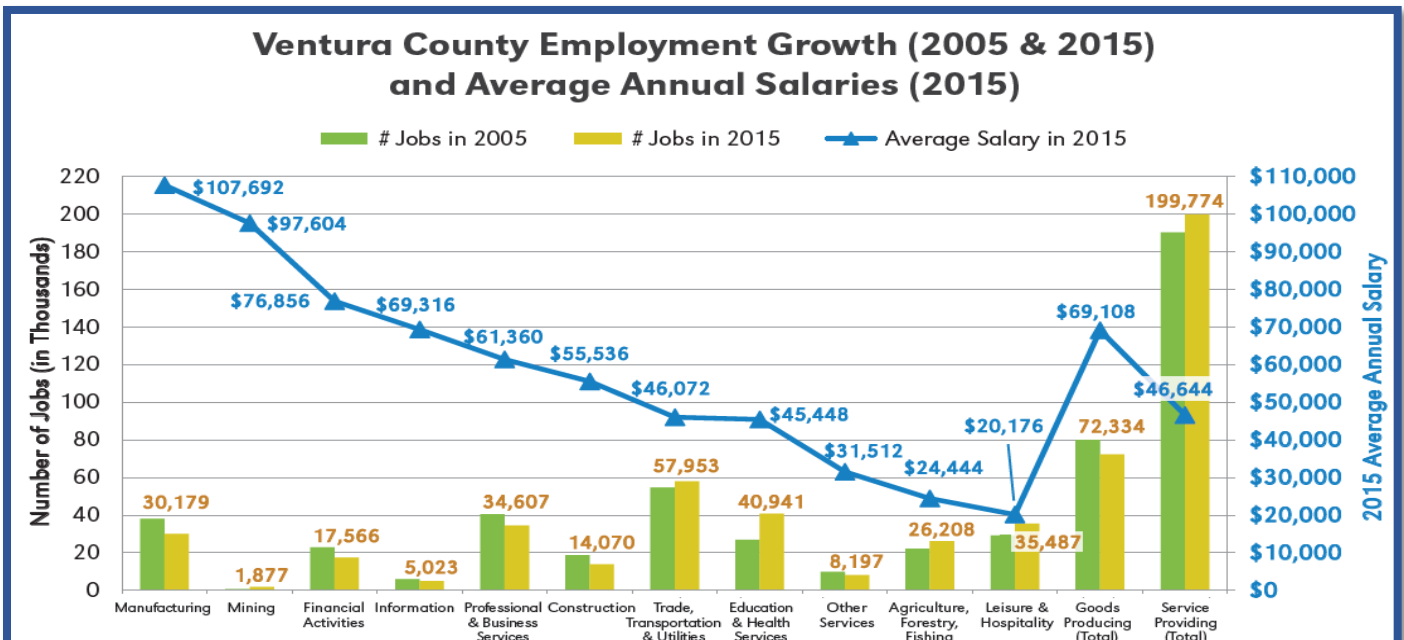
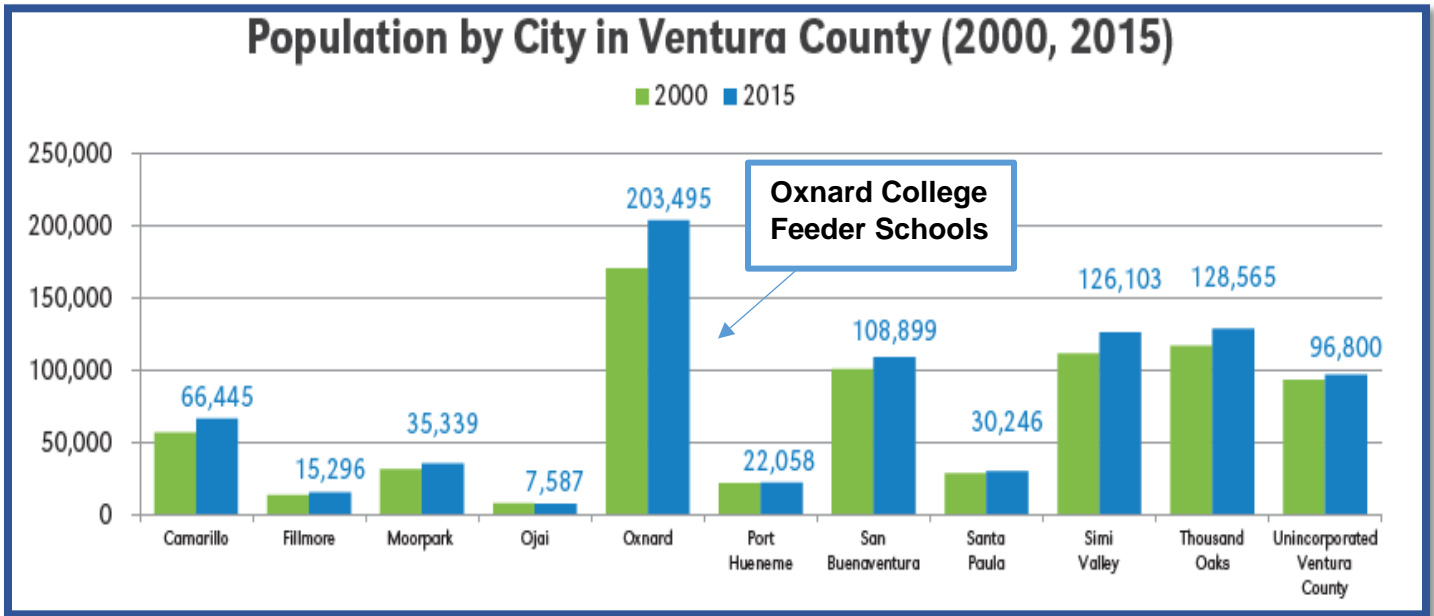
https://tableau.vcccd.edu/t/Public/views/Luis_Gonzalez_SuccessCompletion/DEMOGRAPHICSSuccessCompletion?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no

https://tableau.vcccd.edu/t/Public/views/Gateway_Classes/GatewayRetentionSuccess?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no

https://tableau.vcccd.edu/t/Public/views/Gateway_HighEnrollment/AcademicYearScatter?:embed=y&:display_count=no&:showShareOptions=true&:showVizHome=no

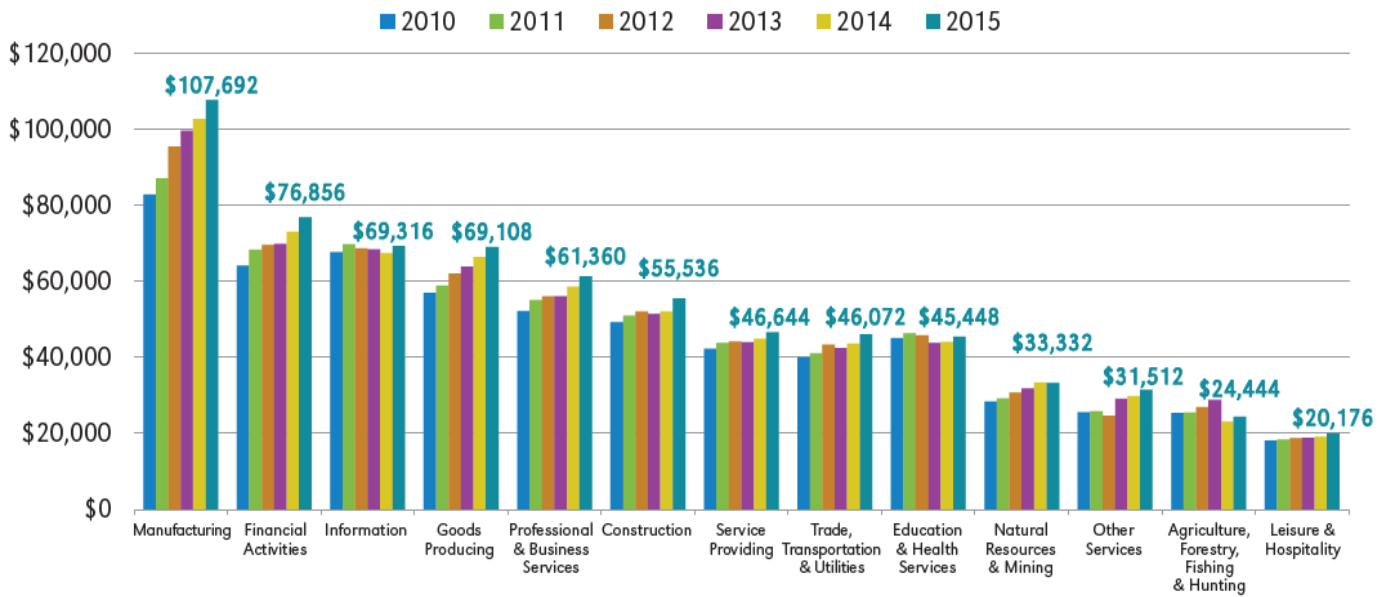
In addition to the dashboards, the following pages contain some of the I E and Environmental Scan data used to inform the Charrettes as well as the development of the Initiatives and Goals during the Strategic Planning process in 2016-17/18. This information was also shared with the Strategic Planning Steering Committee, Academic Senate, Classified Senate, Student Success Committee, PEPC and PBC; as well as President's Cabinet and Deans Council.

ENVIRONMENTAL SCAN... FRAMING for Input



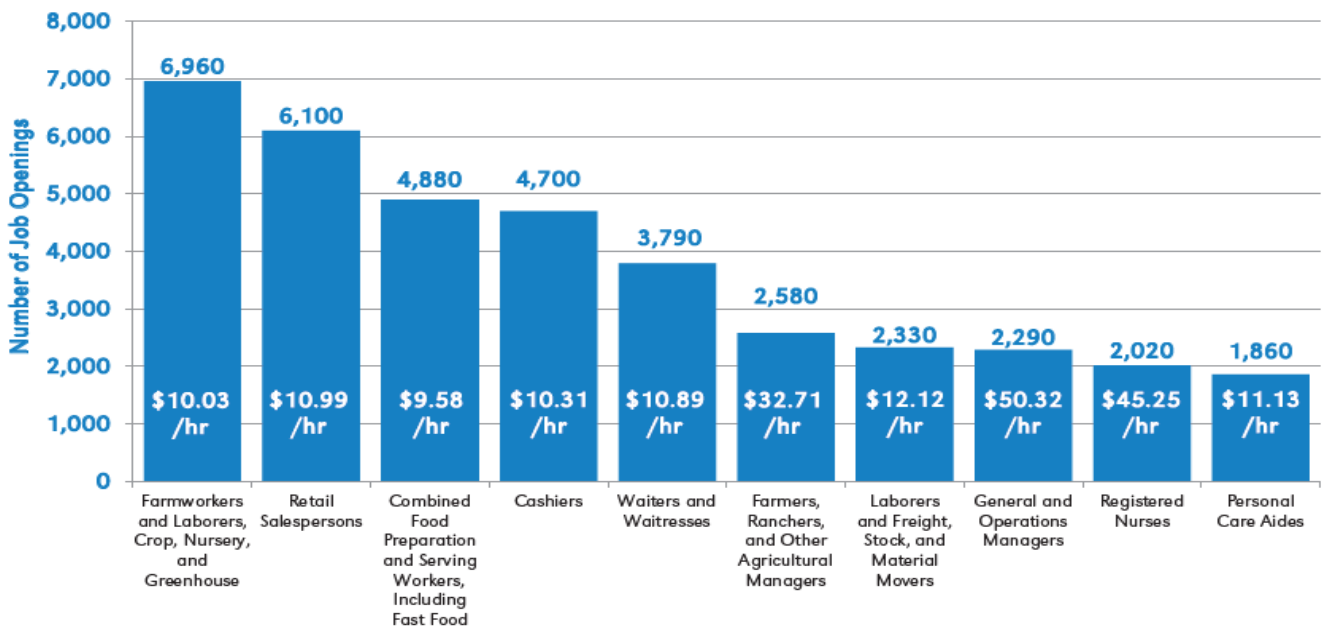
The Employment Growth, per the 2017 Ventura County Civic Alliance Report indicated that jobs that are growing tend to be relatively low-paying, while higher paying work is disappearing.

Ventura County Salaries by Sector (2010 - 2015)



Salaries in most job categories have been rising while the lowest paying sectors were leisure and hospitality, with an average salary of \$20,176, and agriculture, forestry, fishing and hunting — a category that includes farm laborers — at \$24,444.

Projected Top 10 High Demand Jobs & Median Hourly Wage in Ventura County (2014 - 2024)

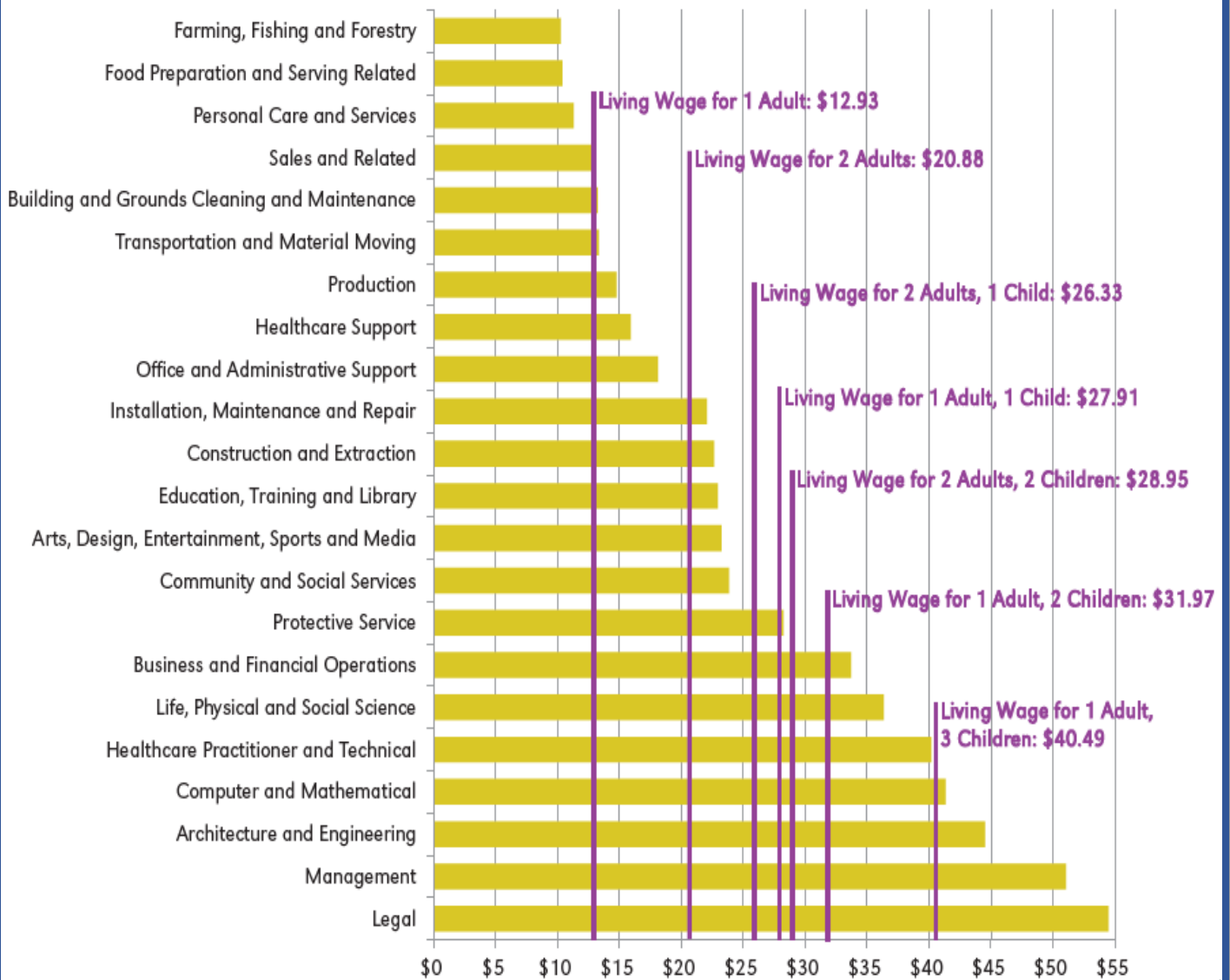


The job categories with the most openings are generally low paying, with wages of around \$10 per hour in the top five: farmworkers, retail sales workers, food preparation and service workers, cashiers and waiters.

The Cost of Living measure is the hourly wage a full-time worker in Ventura County must earn to support a family. It represents the income needed to cover housing, food, child care, transportation, health care and various expenses. Most jobs in Ventura County are insufficient to support a family. The living wage for a single adult was \$12.93 per hour in 2015 (latest statistic) per the 2017 Ventura County Alliance State of the Region report.

One adult with two children must earn \$31.97 per hour to cover typical expenses. Only jobs at the top of the pay scale, such as lawyers, managers, engineers, finance workers and healthcare practitioners earn wages above that level as seen on the chart below.

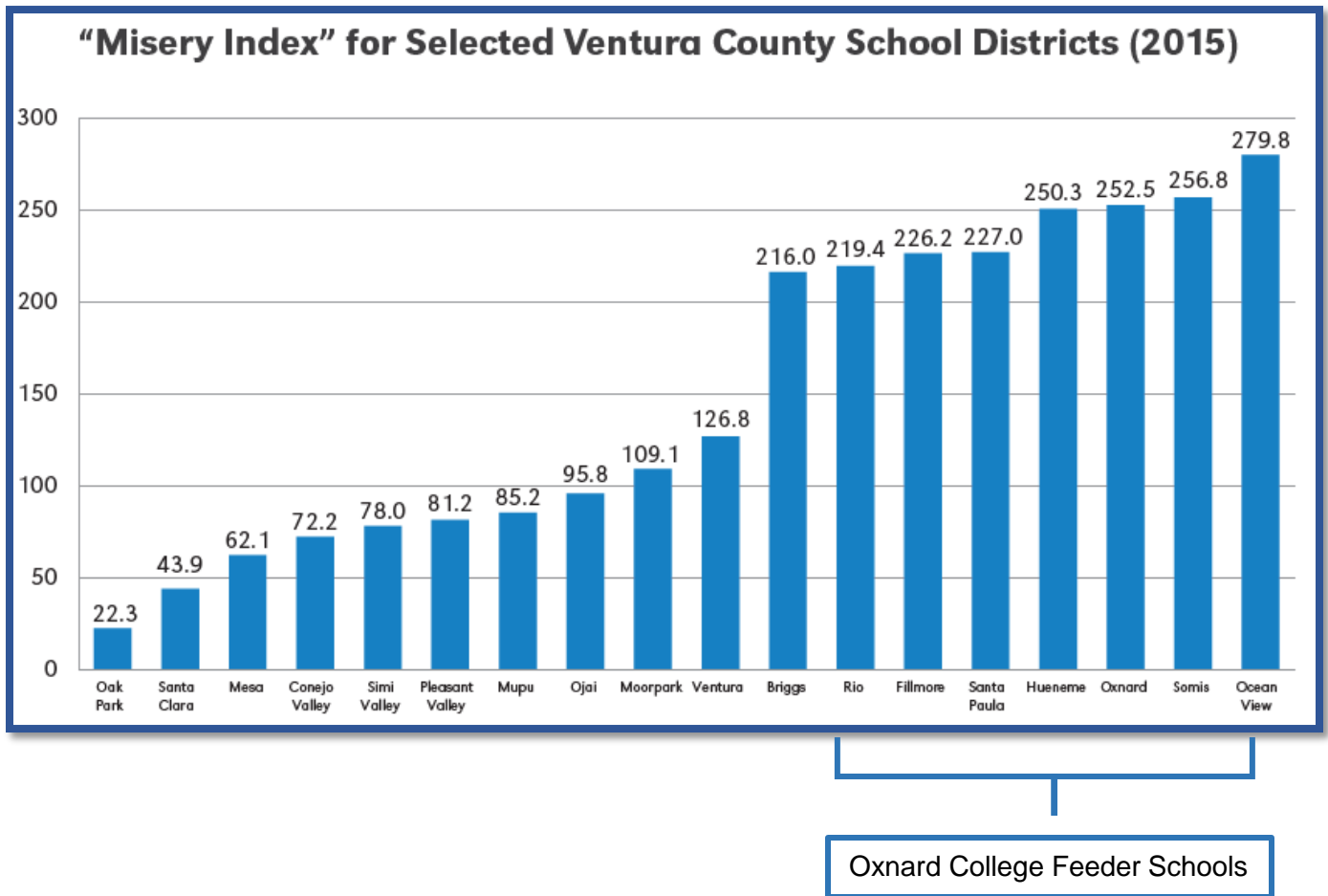
Ventura County Cost of Living and Hourly Wage Comparison (2015)



The “Misery Index” is a measure which is made up of six socioeconomic indicators, applied to 18 school districts in Ventura County. The indicators are:

1. the poverty rate among children 5 and younger;
2. the percentage of women-led households with children 5 and younger who live below the federal poverty line;
3. the percentage of adults 25 and older without a high school diploma;
4. the percentage of people who speak English “less than very well”;
5. the percentage of students classified as English learners;
6. the percentage of students eligible for free or discounted meals at school. The percentages are added together and weighted equally for the index. A higher index indicates greater socioeconomic challenges. As noted on the following chart, inequality persists in Ventura County.

Oxnard College’ feeder high schools lie within the County where the Misery Index is the highest!

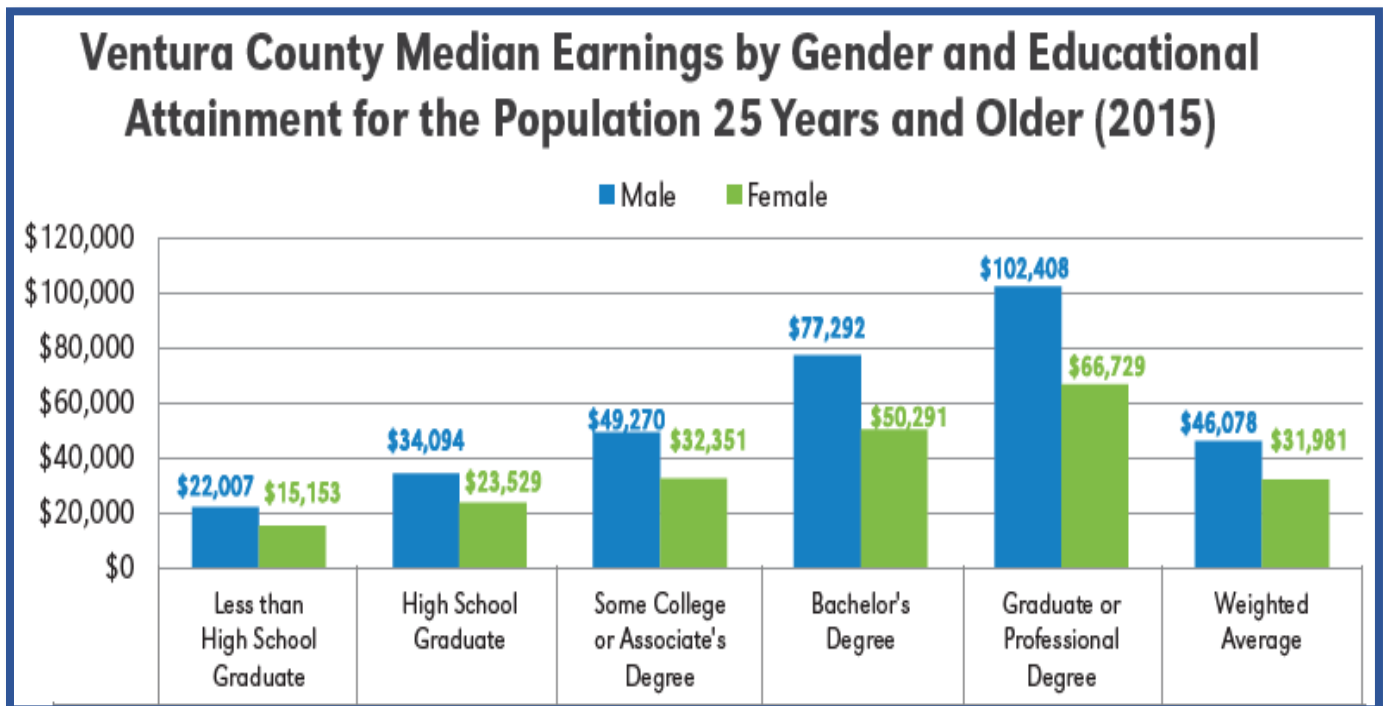


Higher Education pays-off in Ventura County. Education is the single most important factor in determining future prosperity. Every level of additional schooling, from high school on, produces lifelong benefits. This is true for men and women; however, there is an across-the-board gender disparity.

The 2017 Ventura County Civic Alliance report identifies that the benefits of high school and higher education are enormous. Men in Ventura County without a high school degree earned an average of \$22,007 in 2015, while men with a graduate or professional degree earned \$102,408.

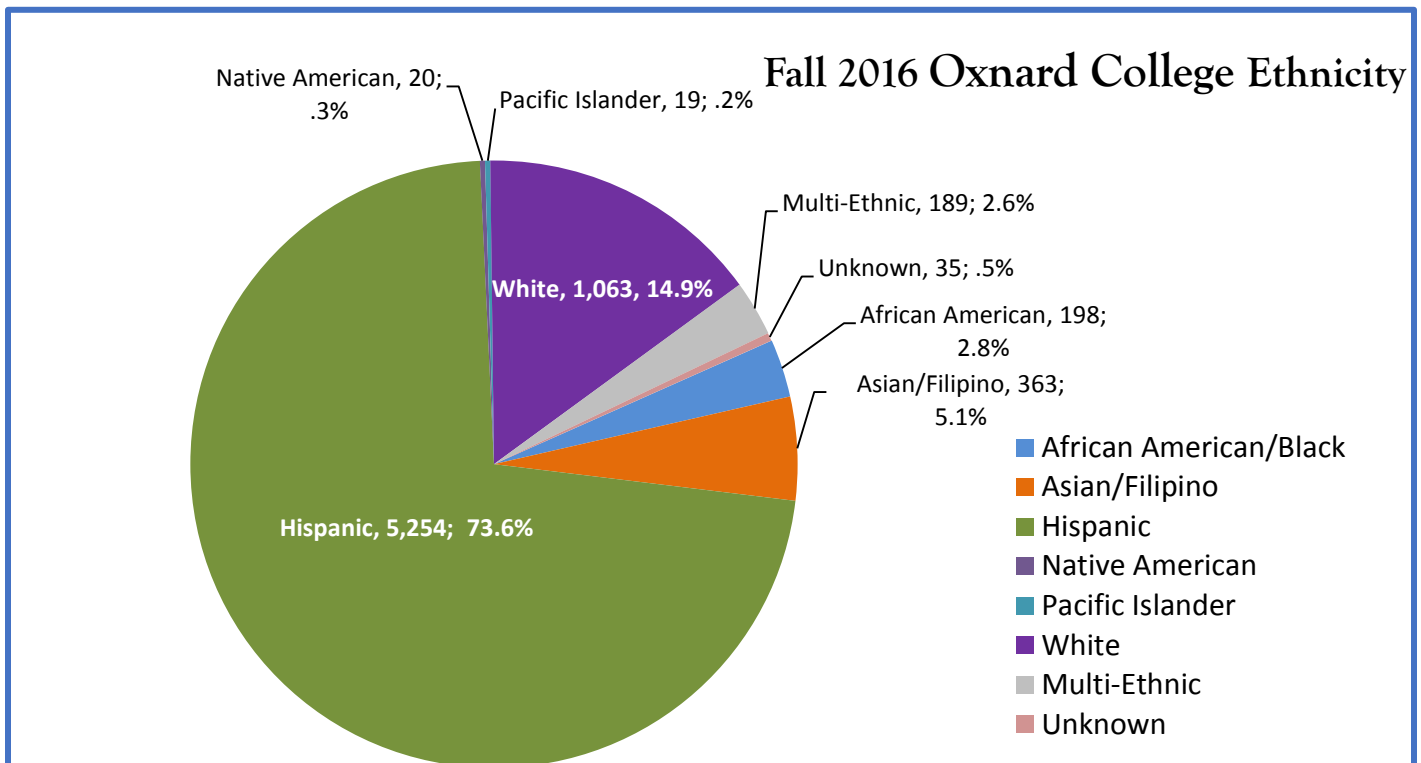
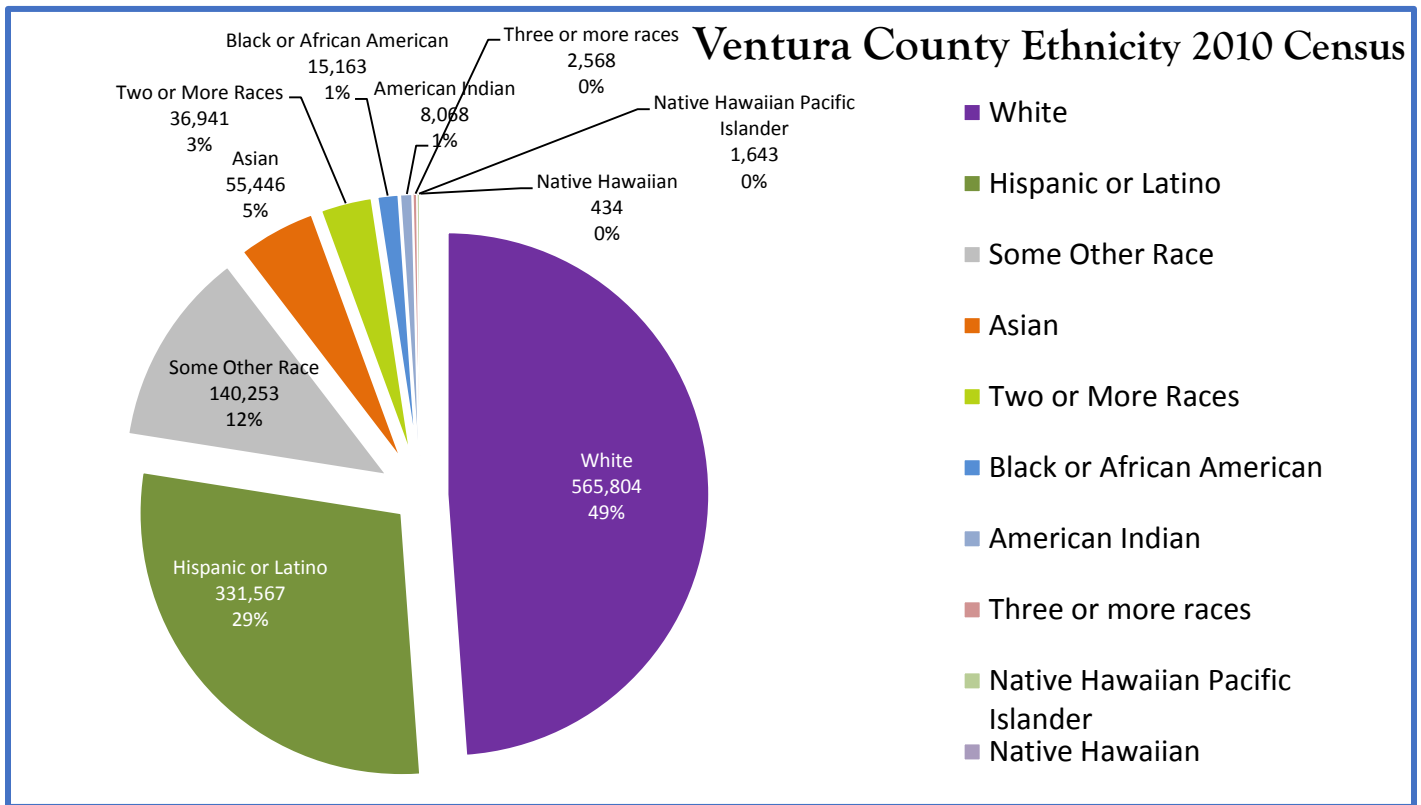
Just graduating from high school provides a huge earnings boost: 55 percent for both men and women, when compared to residents without a high school diploma.

A bachelor's degree provides a similar boost when compared to a community college degree or some college experience without a degree. At the level of graduate and professional degrees, the financial returns begin to diminish: residents with those degrees made around 32 percent more than those with bachelor's degrees.

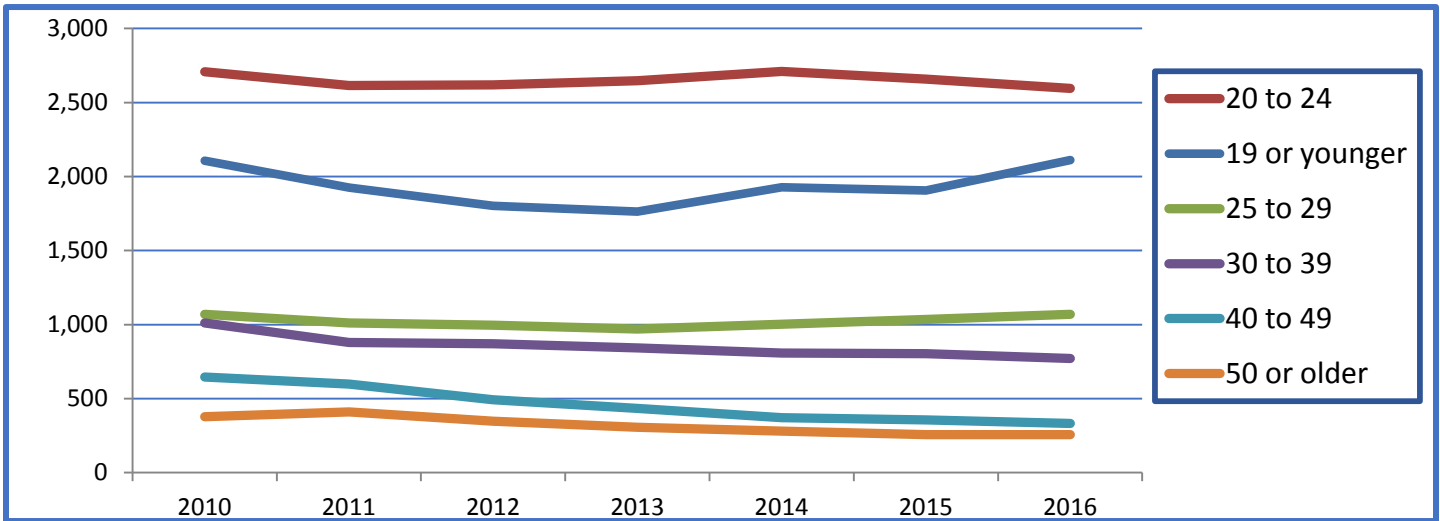


INSTITUTIONAL EFFECTIVENESS DATA

DEMOGRAPHIC DATA

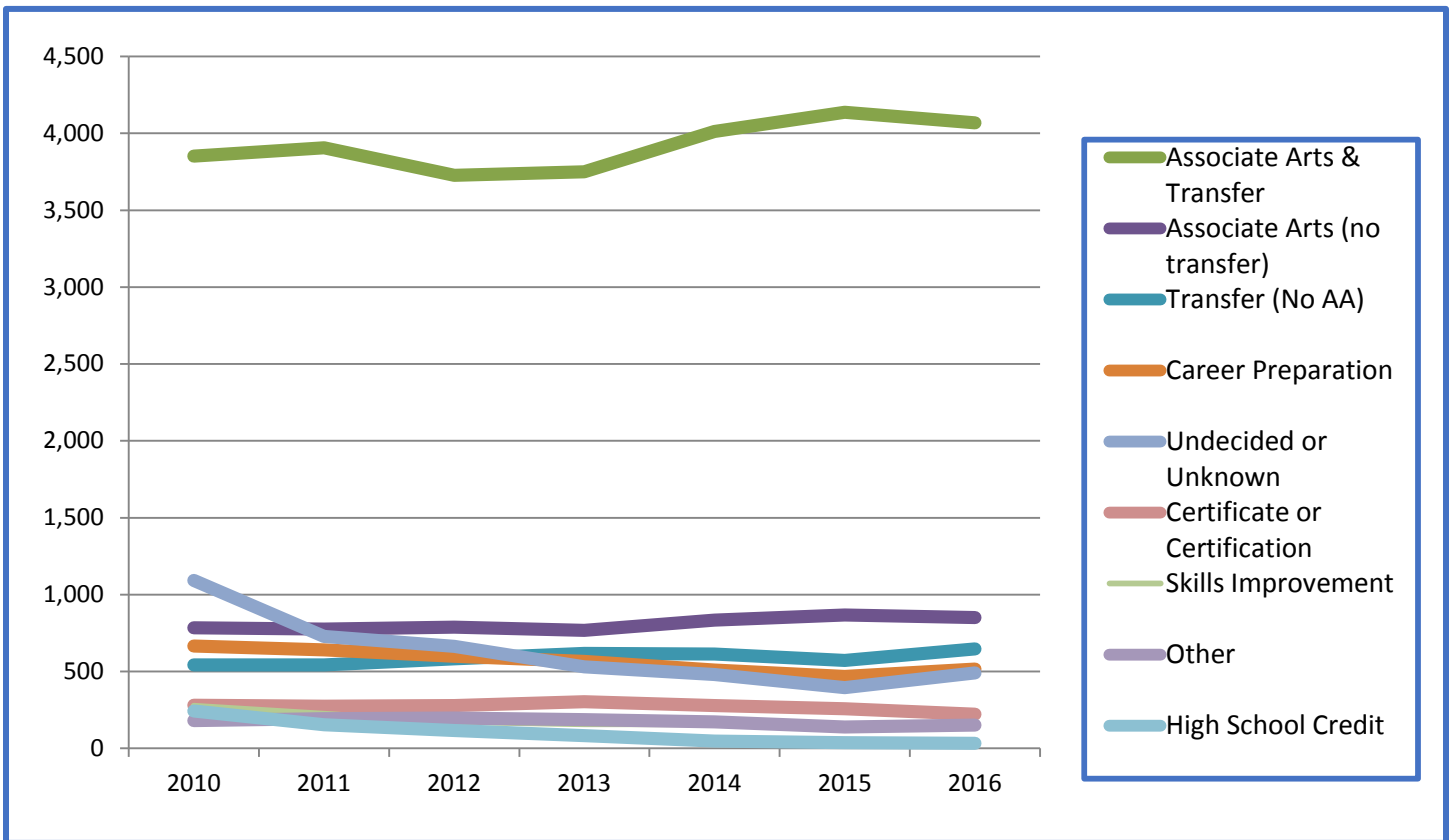


FALL ENROLLMENT BY AGE GROUP

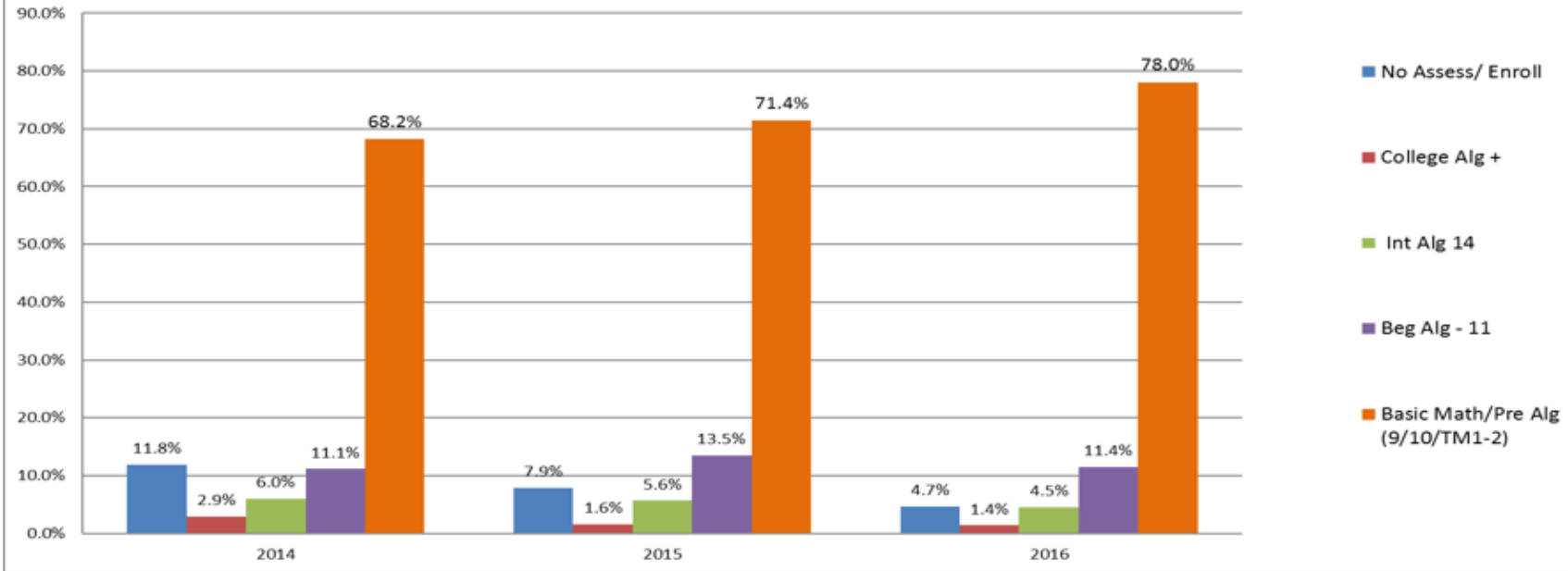


Year	2010	2011	2012	2013	2014	2015	2016
Total Count	7,918	7,440	7,126	6,872	7,103	7,014	7,138

SELF-IDENTIFIED STUDENT GOALS



Math Placement - Assessment/First Math for Incoming OUHSD Graduates Fall 2014 - Fall 2016



Number of All OUHSD students Fall 2014-2016

Fall Term	High School	Total Incoming HS	No Assess/Enroll	College Algebra+	Intermediate Algebra Math 14	Beginning Algebra Math 11	Basic Math Pre-Algebra (9/10/TM1-2)
2014	OUHSD	701	83	20	42	78	478
2015	OUHSD	762	60	12	43	103	544
2016	OUHSD	665	31	9	30	76	519

% of All OUHSD students Fall 2014-2016

Fall Term	High School	Total Incoming HS	No Assess/Enroll	College Algebra+	Intermediate Algebra Math 14	Beginning Algebra Math 11	Basic Math Pre-Algebra (9/10/TM1-2)
2014	OUHSD	701	11.8%	2.9%	6.0%	11.1%	68.2%
2015	OUHSD	762	7.9%	1.6%	5.6%	13.5%	71.4%
2016	OUHSD	665	4.7%	1.4%	4.5%	11.4%	78.0%

Placement is determined by COMASS test score or first term Math enrollment if the COMPASS test was not taken

Subsequent Progression through MATH within 3 years (Fall 2013 through Summer 2016)

Cohort *	Starting Math	Starting Group	Passed TM1	Passed Elem Algebra (TM2/Math 11)	Passed Intermediate Algebra (Math 14 -Math Competency minimum)	Passed Transfer Level (Math 101+)
Starting Fall 2013 – Progress as of Summer 2016	Transitional Math 1	486	270	168	124	53
Progression Pass Rate for the 486 Student Cohort			55.6%	34.6%	25.5%	10.9%
% of the 486 Student Cohort who did not Progress			44.4%	65.4%	74.5%	89.1%
Average Number of Primary Terms** to Pass			1.31	2.78	3.49	4.48

What happened to the 216 students who did not successfully complete TM1 within 3 years?

139 of the 216	Enrolled at Oxnard the following spring (Spring 2014). 5 more enrolled at VC or MC
47 of the 216	Were enrolled at Oxnard the end of year three (Spring 2016). 9 more enrolled at VC or MC
40 of the 216	Were enrolled at Oxnard the start of year four (Fall 2016). 9 more enrolled at VC or MC
10 of the 216	Students received a certificate

* Cohort Progression Source: Basic Skills Cohort Tracker; CCCCCO Data Mart

** Primary Terms - Fall and Spring Terms. Students completing a class in the Summer are counted in the Spring numbers.

2017 INSTITUTION EFFECTIVENESS GOALS

SCORECARD DATA:

Cohorts of First-Time College Students Tracked for Six Years

Most recent cohort is the 2009-10 cohort, tracked through 2015-16

Short-term and Long-term goals established by Student Success Committee

I. PROGRAM COMPLETION RATES (6-YEAR COHORT TRACKING)

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

(I.A) OVERALL Completion Rate

Year	2011-12 (06-07 Cohort)	2012-13 (07-08 Cohort)	2013-14 (08-09 Cohort)	2014-15 (09-10 Cohort)	2015-16 (10-11 Cohort)	Short- Term Goal 1-year	Long- Term Goal 6-years
Success Rate	42.1	44.4	44.1	43.5	42.4	43.0%	46.0%
N	1038	1125	1185	1048	875		

(I.B) College-Prepared Completion Rates

Student's lowest course attempted in Math and/or English was college level.

Year	2011-12 (06-07 Cohort)	2012-13 (07-08 Cohort)	2013-14 (08-09 Cohort)	2014-15 (09-10 Cohort)	2015-16 (10-11 Cohort)	Short- Term Goal 1-year	Long- Term Goal 6-years
Success Rate	70.6	67.2	73.6	68.7	69.6	71.0%	75.0%
N	204	244	273	227	161		

(I.C) Unprepared for College Completion Rates

Student's lowest course attempted Math and/or English was pre-collegiate level.

Year	2011-12 (06-07 Cohort)	2012-13 (07-08 Cohort)	2013-14 (08-09 Cohort)	2014-15 (09-10 Cohort)	2015-16 (10-11 Cohort)	Short- Term Goal 1-year	Long- Term Goal 6-years
Success Rate	35.1	38.1	35.3	36.5	36.3	36.9%	40.0%
N	834	881	912	821	714		

Scorecard Data Continued:

Cohorts of First-Time College Students Tracked for Six Years

Most recent cohort is the 2009-10 cohort, tracked through 2015-16

Short-term and Long-term goals established by Student Success Committee

II. CAREER TECHNICAL EDUCATION RATE

Percentage of students tracked for six years and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate or transferred.

Year	2011-12 (06-07 Cohort)	2012-13 (07-08 Cohort)	2013-14 (08-09 Cohort)	2014-15 (09-10 Cohort)	2015-16 (10-11 Cohort)	Short- Term Goal 1-year	Long- Term Goal 6-years
Success Rate	54.8	54.9	48.1	53.3	55.0	55.2%	56.0%
N	657	767	802	838	726		

III. REMEDIAL RATE: MATH, ENGLISH, ESL

Percentage of credit students tracked for six years who started college below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

(III.A) Math

	2011-12 (06-07 Cohort)	2012-13 (06-07 Cohort)	2013-14 (06-07 Cohort)	2014-15 (06-07 Cohort)	2015-16 (06-07 Cohort)	Short- Term Goal 1-year	Long- Term Goal 6-years
	24.3	26.7	27.7	31.4	31.5	33.0%	40.0%
N	1148	111	1179	1291	1166		

(III.B) English

	2011-12 (06-07 Cohort)	2012-13 (06-07 Cohort)	2013-14 (06-07 Cohort)	2014-15 (06-07 Cohort)	2015-16 (06-07 Cohort)	Short- Term Goal 1-year	Long- Term Goal 6-years
	38.8	36.8	34.5	40.5	47.9	49.0%	50.0%
N	688	703	802	770	775		

(III.C) ESL

	2011-12 (06-07 Cohort)	2012-13 (06-07 Cohort)	2013-14 (06-07 Cohort)	2014-15 (06-07 Cohort)	2015-16 (06-07 Cohort)	Short- Term Goal 1-year	Long- Term Goal 6-years
	4.1	8.5	10.9	11.6	8.9	9.0%	15.0%
N	241	248	239	181	214		

ANNUAL COMPLETION DATA

*Internal Data- Banner (Not Scorecard Cohort) Includes all students in identified timeframes
Short-term and Long-term goals established by Student Success Committee*

IV. SUCCESSFUL COURSE COMPLETION

Percentage of students who earn a grade of “C” or better or “credit” each academic year

2017 ACCJC Annual Report	2011-12 (Fall 2011)	2012-13 (Fall 2012)	2013-14 (Fall 2013)	2014-15 (Fall 2014)	2015-16 (Fall 2015)	Short-Term Goal 1-year	Long-Term Goal 6-years
72.5%	68.5	69.6	71.6	72.6	72.4	72.5%	75.0%

V. COMPLETION OF DEGREES (COUNT OF DEGREES CONFERRED IN AN ACADEMIC YEAR)

Number of associate degrees completed each year & number of student receiving one or more associate degrees

2017 ACCJC Annual Report		2011-12	2012-13	2013-14	2014-15	2015-16	Short-Term Goal 1-year	Long-Term Goal 6-years
	Awards	461	536	562	636	795	825	900
700	Students	419	475	513	565	694	700	750

VI. COMPLETION OF CAREER CERTIFICATES (COUNT OF CERTIFICATES CONFERRED IN ACADEMIC YEAR)

Number of Chancellor’s Office-approved, Gainful Employment Eligible certificates completed each year/ number of student receiving one or more certificates.

2017 ACCJC Annual Report		2011-12	2012-13	2013-14	2014-15	2015-16	Short-Term Goal 1-year	Long-Term Goal 6-years
	Awards	216	239	259	222	227	235	260
225	Students	209	223	246	213	219	225	240

VI.A. COMPLETION OF TRANSFER CERTIFICATES

(Count of Certificates Conferred in Academic Year) Number of Chancellor’s Office-approved, transfer certificates (IGETC and TCSUGE)/number of student receiving one or more certificates.

2017 ACCJC Annual Report		2011-12	2012-13	2013-14	2014-15	2015-16	Short-Term Goal 1-year	Long-Term Goal 6-years
	Awards	75	44	83	158	270	330	350
330	Students	74	44	83	158	256	330	350

ANNUAL COMPLETION DATA

Internal Data- CSU Analytical Studies, UC

(Not Scorecard Cohort) Includes all students in identified timeframe

Short-term and Long-term goals established by Student Success Committee

VII. NUMBER OF STUDENTS WHO TRANSFER TO 4-YEAR INSTITUTIONS

(# of Transfers Each Academic Year)

Number of students who transfer to a four-year institution, including CSU, UC, or private university each year

2017 ACCJC Annual Report	2011-12	2012-13	2013-14	2014-15	2015-16	Short-Term Goal 1-year	Long-Term Goal 6-years
450	417	388	438	443	440	450	475

VIII. FULL-TIME EQUIVALENT STUDENTS – Banner Internal Data

2011-12	2012-13	2013-14	2014-15	2015-16	Short-Term Goal 1-year	Long-Term Goal 6-years
4694.4	4517.6	4895.2	5208.1	5224.9	Not Set	Not Set

Brief Summarization of Activities:

Oxnard College has placed tremendous effort into strategic planning to assure compliance with the ACCJC standards and Eligibility Requirements. To better align with ACCJC standards, modifications have been implemented to accelerate the integration of program review and resource allocation processes, while enhancing the use of data by creating Tableau dashboards that are website accessible and easy to understand.

Continuous quality improvements are on-going with the anticipation of a strategic plan to be completed and approved by the Board of Trustees in the Spring 2018. Additional actions will be initiated based on the strategic plan’s initiatives, goals, objectives and action steps over the following three to four years to maintain ACCJC compliance.

The following crosswalk matrix provides evidence to support the compliance with the one ACCJC Recommendation to include Standards I.A.2, I.A.3, I.B.2, I.B.4, I.B.5, I.B.8, I.B.9, III.A.6, III.A.9, III.B.2, III.B.4, III.C.2, III.D.1, III.D.2, III.D.3, III.D.4, IV.A.2, IV.A.3, IV.A.4, IV.A.6, IV.B.3; and Eligibility Requirements 6, 8, 11, 14,18, 19.

Strategic Planning, Program Review, Resource Allocation, Institutional Effectiveness Integrated Crosswalk

ACCJC Recommendation 1:

In order to meet the Standards, the team recommends that the College develop, implement, and assess its academic, student services, and business services plans for human, physical, technological, and financial resources. College integrated plans and processes must be developed, implemented, and assessed informing resource allocation decisions for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel initiated through Program Review

	Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity							Standard III: Resources								Standard IV: Leadership and Governance						
	I.A.2	I.A.3	I.B.2	I.B.4	I.B.5	I.B.8	I.B.9	III.A.6	III.A.9	III.B.2	III.B.4	III.C.2	III.D.1	III.D.2	III.D.3	III.D.4	IV.A.2	IV.A.3	IV.A.4	IV.A.6	IV.B.3	
I. STRATEGIC PLANNING	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	
ELIGIBILITY REQUIREMENTS	6	8	11	14	18	19																→
EVIDENCE UPDATES FOR STRATEGIC PLANNING (SINCE SEPTEMBER 2016 ACCJC VISIT)																						
SPSC 1.6.17 Meeting Packet	SPSC 6.5.17 Meeting Packet							Academic Senate Minutes 2.27.17 Charrette & Strategic Planning Discussion								Draft BSI,SE,SSSO Integrated Plan						
SPSC 1.18.17 Meeting Packet	SPSC 6.19.17 Meeting Packet							Academic Senate Meeting 3.27.17 Faculty/Staff Charrette, Integrated Planning Discussion								LLRC 3.20.17 Meeting Minutes Strategic Planning						
SPSC 1.31.17 Meeting Packet	SPSC 7.17.17 Meeting Packet							Academic Senate Meeting 4.10.17 SPSC updates								LLRC 11.21.16 Meeting Minutes Strategic Planning Discussion						
SPSC 2.13.17 Meeting Packet	SPSC 8.15.17 Meeting Packet							Academic Senate Minutes 5.8.17 Discussion of Mission Vision Values								PBC 10.19.16 Meeting Minutes, re: Strategic and Integrated Planning						
SPSC 3.6.17 Meeting Packet	SPSC 9.19.17 Meeting Packet							OCAS Agenda 8.28.17 Strategic Planning Discussion								PBC 11.16.16 Strategic Planning Process PowerPoint Presentation						
SPSC 3.24.17 Meeting Packet	SPSC 5.15.17 Meeting Packet							Academic Senate Minutes 8.28.17 Strategic Planning Framework Discussion								PBC 1.18.17 Minutes – Vision/Value Session & Charrette discussion						
SPSC 4.3.17 Meeting Packet	OCAS Agenda 11.28.16 Strategic Planning Discussion Dr. Azari							ASG Meeting 1.9.16 SPSC student membership participation								PBC 2.15.17 Meeting Minutes, Charrette, Strategic Planning Discussion						
SPSC 5.1.17 Meeting Packet	Academic Senate Minutes 11.28.16 Strategic Planning Discussion Dr. Azari							ASG Meeting 2.6.17 Strategic Planning Discussion								PBC 4.19.17 Meeting Minutes, Strategic Planning session and summer work-plan						

VCCCD Strategic Plan 2016-19	Academic Senate Minutes 2.13.17 Strategic Planning Charrette, Integrated Planning etc. Dr. Azari	Classified Senate Agenda 8.31.17 Strategic Planning and Integrated Plan updates	PBC 5.10.17 Meeting Minutes, Strategic Planning Discussion
Community Charrette	DE Committee Members 2017-2018	5.4.17 DE Meeting Packet	http://www.oxnardcollege.edu/committees/curriculum-committee/distance-education/de-meetings
Faculty & Staff Charrette	OC DE Handbook 2017	9.7.17 DE Meeting Packet	http://www.oxnardcollege.edu/committees/curriculum-committee/distance-education
Student Charrette	Draft Distance Education Strategic Plan Objectives 2017	Academic Senate Meeting 2.13.17 DE Handbook Vetting	PBC 5.10.17 Meeting Minutes, Strategic Planning Discussion
All College Review Vision And Value Session	Outline for DE Strategic Plan for Oxnard College	Academic Senate Meeting 2.27.17 DE Enrollment and Handbook discussion	PBC 3.08.17 Meeting Minutes, Strategic Planning & All Campus Review Discussion
Planning Presentation for PBC, PEPC, Student Success, Department Chair Meeting & Managers November 2016	2.2.17 DE Meeting Packet	Academic Senate Minutes 4.10.17 DE Updates and Discussions	Academic Senate Minutes 2.27.17
PBC 9.20.17 Meeting Minutes, Strategic Planning Update	Academic Senate Minutes 1.23.17	Academic Senate Minutes 3.27.17	Academic Senate Meeting 8.28.17
Department Chair Meeting Minutes 9.5.17	Academic Senate Minutes 4.24.17	Academic Senate Minutes 5.8.17	Academic Senate Minutes 9.11.17
Department Chair Meeting Packet 9.5.17	Oxnard College February 23, 2017 Charrette Input		

	Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity							Standard III: Resources							Standard IV: Leadership and Governance						
	I.A.2	I.A.3	I.B.2	I.B.4	I.B.5	I.B.8	I.B.9	III.A.6	III.A.9	III.B.2	III.B.4	III.C.2	III.D.1	III.D.2	III.D.3	III.D.4	IV.A.2	IV.A.3	IV.A.4	IV.A.6	IV.B.3
II. INTEGRATED PROGRAM REVIEW	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
ELIGIBILITY REQUIREMENTS	6	8	11	14	18	19															

EVIDENCE UPDATES FOR INTEGRATED PROGRAM REVIEW (Since September 2016 ACCJC Visit)

Academic Annual Program Evaluation & Planning Reports (PEPRs)

Addictive Disorders Studies	Automotive Technology	CNIT	Dance
Art	Business	Coastal Environmental Studies	Early Childhood Ed (ECE)
Auto Body	CAOT	Culinary (CRM)	EMT
ESL	Geology	Mathematics	Sociology
Film, TV & Electronic Media	Health Education - PE	Philosophy	Transitional English
Fire Academy	History	Physics-Astronomy-Physical Science	
Fire Technology	ICA (Athletics)	Political Science	
Geography	Letters ASL, SPAN, ENGL	Psychology	
Multi-Year Program Evaluation & Planning Reports (PEPRs)			
Anthropology	Life Sciences	Environmental Control Technology	Paralegal
Chemistry	Dental Assistant	Communication	
Economics	Dental Hygiene	Music	

Program Evaluation & Planning Report (PEPR) Feedback

Accounting-Business	Coastal Environmental Studies	Geography	Physical Science
Addictive Disorder Studies	Computer Applications	Geology	Physics
Art	Computer Networking	Health Education	Political Science
ASL	Culinary	History	Psychology
Astronomy	EMT	Math	Sociology
Athletics	Fire Academy	Philosophy	Spanish
Auto Body	Fire Technology	Physical Education	Auto Tech

Program Evaluation & Planning Committee (PEPC) Minutes

9.27.16 Meeting Packet	1.24.17 Meeting Packet	3.28.17 Meeting Packet	8.22.17 Meeting Packet
10.25.16 Meeting Packet	2.28.17 Meeting Packet	4.25.17 Meeting Packet	9.27.17 Meeting Packet
11.22.16 Meeting Packet	PEPRs Instructions Email	PEPC Review Teams	Resource Request Form

Relative Meeting Discussions

Academic Senate Meeting 2.13.17 The PEPR discussion	LLRC 3.20.17 Meeting Minutes Service Unit Outcome Discussions	LLRC 8.24.17 Meeting Agenda Program Review Process	PBC 4.19.17 Meeting Minutes PEPR discussion, Student Services Timing and Academic Reviews
Academic Senate Meeting 2.27.17 PEPR and Resource Request Discussion	LLRC 5.15.17 Meeting Minutes SUO Discussion	LLRC 11.21.16 Meeting Minutes SUO/SLO discussion	

Business Services Program Review

Business Council Meeting Packets

9.01.16 Meeting Packet	12.01.16 Meeting Packet	3.06.17 Meeting Packet	
10.13.16 Meeting Packet	1.09.17 Meeting Packet	4.03.17 Meeting Packet	
11.03.16 Meeting Packet	2.07.17 Meeting Packet	5.08.17 Meeting Packet	

Business Services Program Reviews																						
Bookstore	College Services						Fiscal Services						Information Technology									
Campus Police	Custodial						Grounds						Maintenance & Operations									
BSC Minutes Request Rankings	8.31.17 Grounds Resource Request						2016-2017 Resource Requests						Student Business Office									
Student Services Program Review																						
Program Review Template	Program Outline Template						Counseling Program Outline						SUO Workshop – Power Point									
Library Services	Admissions and Records						Assessment						Cal-Works									
Financial Aid	EOPS						EAC						Counseling									
Forms and Templates	Guardian Scholars						Student Health Center															
		Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity						Standard III: Resources						Standard IV: Leadership and Governance								
		I.A.2	I.A.3	I.B.2	I.B.4	I.B.5	I.B.8	I.B.9	III.A.6	III.A.9	III.B.2	III.B.4	III.C.2	III.D.1	III.D.2	III.D.3	III.D.4	IV.A.2	IV.A.3	IV.A.4	IV.A.6	IV.B.3
III. INTEGRATED RESOURCE ALLOCATION		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
ELIGIBILITY REQUIREMENTS		6	8	11	14	18	19															
EVIDENCE UPDATES FOR INTEGRATED RESOURCE ALLOCATION (Since September 2016 ACCJC Visit)																						
Planning And Budget Council (PBC)																						
9.21.16 Meeting Packet	10.19.16 Meeting Packet						11.16.16 Meeting Packet						1.18.17 Meeting Packet									
2.15.17 Meeting Packet	3.08.17 Meeting Packet						4.19.17 Meeting Packet						5.10.17 Meeting Packet									
9.20.17 Meeting Packet																						
Deans Council																						
5.25.17 Meeting Packet	6.1.17 Meeting Packet						6.15.17 Meeting Packet						6.29.17 Meeting Packet									
9.21.17 Meeting Packet	Academic Senate Meeting 5.8.17 Program Review and Resource Allocation update																					

	Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity							Standard III: Resources							Standard IV: Leadership and Governance						
	I.A.2	I.A.3	I.B.2	I.B.4	I.B.5	I.B.8	I.B.9	III.A.6	III.A.9	III.B.2	III.B.4	III.C.2	III.D.1	III.D.2	III.D.3	III.D.4	IV.A.2	IV.A.3	IV.A.4	IV.A.6	IV.B.3
IV. INSTITUTIONAL EFFECTIVENESS	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
ELIGIBILITY REQUIREMENTS	6	8	11	14	18	19															
EVIDENCE UPDATES For INSTITUTIONAL EFFECTIVENESS (Since September 2016 ACCJC Visit)																					
I.E. Website Dashboard Updates	VCCCD I E 2017 Report							Academic Senate IE Discussion (OCAS Agenda 9.12.2016)							Academic Senate Meeting 4.10.17 Institution Goals discussion						
Academic Senate Meeting Minutes 5. 8.17 Student Success statistics																					
18 MONTH FOLLOW-UP REPORT PREPARATION EVIDENCE																					
Accreditation Status Email	OC Accreditation Website							Accreditation Follow up Report Email							Accreditation Follow Up Report Meeting Agenda						
OC Evaluation Team Report	OC ISER							Accreditation Standards – Out of Compliance							Accreditation Follow Up Report Timeline						
9.13.17 Accreditation Follow Up Meeting Packet																					
District Recommendation #1																					

VCCCD Recommendation 1

III.A.6

District Recommendation 1 (Compliance)

In order to meet the Standard, the teams recommend the District include use of the results of assessment of learning outcomes to improve teaching and learning as a formal component of the evaluation processes for faculty, academic administrators and other personnel directly responsible for student learning. (III.A.6)

District response:

The assessment of SLOs is an ongoing process. SLOs are assessed at the course level, program level, and institutional level. Faculty members collaborate on the design and implementation of SLO assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs on a rotational basis, such that all courses are assessed within a five-year period. The assessment data are entered into SLO assessment software (eLumen). Reports are generated and the results are used to create initiatives to improve student success in the courses and programs that are submitted to the Program Review Committee. Once the initiatives are implemented, faculty members reassess the SLOs to see if the initiatives brought a higher level of student attainment.

As part of the annual program review process at Oxnard College, every instructional and student service program is required to assess and evaluate its student learning outcomes. All faculty and staff are expected to participate in course and program Student Learning Outcome (SLO) assessment as required by their department assessment cycle. The results of this assessment, along with changes made to improve their programs are documented in the Program Effectiveness and Planning Report (PEPR).

Further, as part of the colleges' integrated planning process, program plans require departments to document their SLO assessment and changes that their program made to improve course or program effectiveness. SLO assessment data is also tied to resource requests to ensure they are data driven. The program planning process is one method by which programs, and the faculty and staff within them, are evaluated in terms of how results of SLO assessment are being used to improve teaching and learning. During program review, programs discuss their assessment results and program improvements with the college's Vice Presidents (Academic, Business, Student Services) and Academic Senate President; as well as other members of the Program Effectiveness and Planning Committee (PEPC).

Student learning outcomes are linked to the course outlines of record in CurricUNET, as well as syllabi. Within the faculty evaluation process, syllabi are reviewed by division deans to ensure that faculty members are consistently informing students of the SLOs and that the course content and evaluation measures are consistent with the official course objectives and SLOs.

Within the District, faculty evaluation is a collective bargaining issue, and the process and criteria for evaluation are outlined in the Agreement between the Ventura County Community College District (hereafter VCCCD) Moorpark, Oxnard, Ventura and Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO (hereafter AFT) July 1, 2013 through June 30, 2016.

According to the current agreement cited above, faculty are required to participate in the assessment of learning outcomes and use results to improve teaching and learning, as discussed in Accreditation Standard II, Student Learning Programs and Support Services. This participation is reflected in the Administrator and Peer Evaluation Form for Contract Tenured Faculty that must be completed by each member of the evaluation committee.

Within the components of the *Administrator and Peer Evaluation Form for Contract Tenured Faculty*, each faculty member being evaluated is required to provide their evaluation committees with materials demonstrating course preparation and adherence to course outlines. The evaluation committees consider these materials as one of the evaluation components, along with the student evaluations of teaching effectiveness and direct observation both in and out of the classroom. Through the Faculty Handbooks, faculty members have been advised of the requirement to list student learning outcomes (SLOs) on their course syllabi. The faculty evaluation process also requires the peer evaluators to assess the degree to which the person being evaluated uses effective teaching techniques, engages students in the lesson observed, and measures student performance in fair and valid ways.

The faculty members at each of the three colleges within the District are aware that participation in assessment of SLOs is required and must be listed on all course syllabi. Syllabi review is a required component in the faculty evaluation process. Discussions of and concerning the assessment of student learning outcomes (SLOs) and the use of results are a part of the department and division meetings. These are appropriate occasions in which to discuss how the SLO assessment can provide the tools to improve teaching and learning. These discussions provide an effective opportunity to support individual faculty as well as administrative and student services staff in their efforts to improve student learning and success.

Currently, there is no formal component for SLO assessment in the Administrator and Peer Evaluation of Contract Tenured Faculty, but future collective bargaining efforts with AFT and the Service Employees International Union Local 99 (hereafter SEIU), the collective bargaining agent for classified personnel, may result in making SLO assessment data a formal component of the evaluation processes for faculty and other personnel directly responsible for student learning within the District. Until then, deans and department chairs do routinely discuss participation in the course and program SLO process with all faculty and work to ensure faculty use the results of the assessment of learning outcomes to improve teaching and learning.

Analysis and Evaluation:

Student learning is the result of the collective and collaborative efforts among a program's faculty rather than an individual faculty member. In the case of VCCCD, the assessment of SLOs is an ongoing process. SLOs are assessed at the course level, program level, and institutional level. Faculty members within a department or program collaborate on the design and implementation of SLO assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs.

While not a formal, separate component of the current evaluation of Contract Tenured Faculty and other personnel directly responsible for student learning, all faculty and classified staff are expected to participate in their course and program SLO assessment as required by their department assessment cycle. The end result is that faculty members and classified personnel recognize the value and importance of SLO assessment in improving teaching, learning and services and; creating a culture of student success throughout the District. Please refer to *Administrator and Peer Evaluation Form for Contract Tenured Faculty* under Section IV