OXNARD COLLEGE

MIDTERM REPORT

Submitted to:

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

Submitted by:

Oxnard College
4000 S. Rose Avenue
Oxnard, California 93033

September 18, 2020

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

From:

Luis Sanchez, President

Oxnard College
4000 S. Rose Avenue, Oxnard, CA 93033

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substances of this institution.

Signatures:

Dr. Greg Gillespie, Chancellor, Ventura County Community College District	(Date)
Mr. Bernardo Perez, Chairperson, Board of Trustees, Ventura County Community College District	(Date)
Luis Sanchez, JD, LLM, President, Oxnard College	(Date)
Dr. Art Sandford, Accreditation Liaison Officer, Vice President of Academic Affairs	(Date)
Amparo Medina, Classified Senate President	(Date)
Lorena Ortiz, Associated Student Government President	(Date)
Dr. Amy Edwards, President, Oxnard College Academic Senate	(Date)

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Statement of Report Preparation

The Oxnard College 2020 Accreditation Midterm Report was prepared in an inclusive and systematic process, providing for multiple opportunities for input and revision by all campus constituencies. The report provides an update on accomplishments and progress made in response to the comprehensive accreditation visit in 2016, as well as further implementation of college-wide initiatives resulting from the 18-month follow-up report in 2017. The relatively uneventful preparation of this report was disrupted by the abrupt changes implemented in response to the COVID-19 pandemic. College leadership was deep into the planning for a campus-wide Annual Retreat (the first) when the campus had to be closed to all but essential personnel. Several of the initiatives envisioned as part of the Annual Retreat had to be postponed until the college resumes normal operations. Nonetheless, through virtual contact, faculty, administration, classified staff and students continued to collaborate on several important initiatives, including the re-working of the Participatory Governance Manual and this report.

Throughout the process of preparing this report, Oxnard College leadership coordinated with its sister colleges, adhering to an agreed-upon timeline (below).

Month	Campuses	District Office
August/September 2019	• Review timeline • Discuss actions re: recommendations	
October/November/December 2019	• Complete gap analyses • Form work groups for QFE review • Complete action items to address recommendations	Oct 3 & Nov 1: • Work Group – 1st and 2nd meetings Dec 13: • Campus gap analysis complete • All gap analyses submitted to DAC
January 2020	• Write first draft report	Jan 17 • Work Group – 3rd meeting

February/March 2020	• Review first draft report • Presidents share draft report with college community for feedback • Planning Retreats • Review draft report • Revise report incorporating feedback • Final reading of revised draft	Feb 13: • First draft college reports submitted to DAC
April 2020	Academic Senate • 1st and 2nd readings of revised draft Classified Senate • Review of revised draft Presidents • Review of revised draft	Apr 6: Review of revised draft reports completed through shared governance
May 2020	• Finalize report incorporating feedback • Approve final draft	May 15: Approve final draft at Chancellor's Cabinet May 18: Final draft college reports due for submission to Policy, Planning and Student Success Board Committee meeting May 21: Policy, Planning and Student Success Board Committee Meeting May 29: Final draft college reports due for submission to June Board Agenda Review
June 2020		June 16: Board of Trustees meeting – 1st Reading June 23: Board of Trustees Strategic Planning Session – 2nd Reading/Approval

| July/August/September 2020 | Submit final report to ACCJC | |
| October 2020 | Oct 15: deadline for submission to ACCJC | |

At the college, the midterm report was prepared in accordance with this schedule, created by the ALO in September 2019:

Midterm Report Process and Timeline

ALO drafts timeline for preparing Midterm Report	September 2019
ALO, Deans, VPs, Senate Presidents/ASG recruit Accreditation Team members	September 2019
ALO and Senate Presidents convene Accreditation Steering Committee (ASC) ASC conducts Gap Analyses of all sections of the report	October 2019
ASC establishes workgroups and they begin writing their sections of report	October – Dec. 2019
Workgroups submit drafts to ALO and co-chairs	January 2020
Preliminary Draft of Midterm Report vetted at Academic Senate, Classified Senate, ASG, All-Campus Forum / First Draft submitted to District	February 2020
First and Second Readings of Midterm Report at Academic Senate, Classified Senate	March – May 2020
President's Cabinet reviews Final Draft of Midterm Report	May 2020
Draft submitted to District Policy, Planning and Student Success Committee	May 2020
Draft submitted to Chancellor's Cabinet	May 2020
Draft submitted to Consultation Council	May 2020
Draft submitted for Board of Trustees first reading	June 16, 2020
Draft submitted for Board of Trustees second reading	June 23, 2020
Report sent for publication	July 2020
Report submitted to ACCJC	September 2020

Contributors to the Midterm Report

The following members of the College Community contributed to this report:

Dr. Amy Edwards	Academic Senate President
Amparo Medina	Classified Senate President
Christopher Renbarger	Vice President, Business Services
Dr. Oscar Cobian	Vice President, Student Development
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Mr. Luis Sánchez, JD, LLM	College President

Standard and Plan	Update	Next Steps	Assigned to:
Standard I.A Mission Develop a process and a timeline for reviewing and making necessary changes to the College Mission, Vision and Values during the 2016-17 academic year.	The Mission, Vision and Values were reviewed during the process of drafting the 2016 ISER.(5.A.01) The College leadership had established a date for a college-wide Annual Planning Retreat which was to be held in April 2020, with the goal of making this an annual event in which the Mission, Vision and Values are reviewed and revised as needed. The college leadership will reschedule the retreat for some time during the 2020-21 academic year.	Include time and format for reviewing Mission, Visions, and Values at Annual Planning Retreat. (5.A.02) Codify in Participatory Governance Manual (PGM).	College President, Dean of Institutional Effectiveness
Standard I.A.4 Strategic Plan Complete a College Strategic Plan by June 2017.	Administrators, faculty and staff began the process of drafting the follow-up report in spring 2017. In fall of 2017, college accreditation team leaders conducted two all-campus forums (5.A.03) during which they presented the highlights of the draft report and engaged in collegial dialogue with attendees. Accreditation team leaders then guided the report through the rest of the vetting process, including at President's Cabinet, Planning and Budget Council, Student Services Leadership Team, Associated Student Government,	Strategic Plan objectives and actions will be updated annually. Objectives at the department, program and service unit level need to be incorporated into the annual program review process for updates and revision. (5.A.05)	Dean of Institutional Effectiveness, Vice President of Academic Affairs, Academic Senate President, Classified Senate President

Standard and Plan	Update	Next Steps	Assigned to:
	Classified Senate, and Academic Senate (first and second readings). The 2018-2023 Strategic Plan was completed and approved in May 2018. (5.A.04)		
Standard I.B. Assuring Academic Quality and Institutional Effectiveness Complete an Educational Master Plan (EMP) by spring 2017.	Current Educational Master Plan (EMP) expired in December 2019. (5.A.06) The process for drafting a new EMP will begin in earnest in 2020-21, and be incorporated into the Annual Planning Retreat in the 2020-21 academic year.	Include time and format for reviewing EMP at Annual Planning Retreat.	College President, Dean of Institutional Effectiveness, Vice President of Academic Affairs, Academic Senate President, Classified Senate President
Standard I.B The Office of Academic Affairs of the College Administration will develop Student Learning Outcomes to assess its performance in improving instruction.	The Office of Academic Affairs completed an extensive program review in fall 2019. (5.A.07) The program review document highlighted achievements and challenges in all of its service areas: Distance Education, Program Review technical support, SLO technical support, Accreditation, Enrollment Management, Curriculum and Articulation. Program Effectiveness & Planning Committee (PEPC) reviewed programs in spring 2020. (5.A.08)	The Office of Academic Affairs has begun an information and training campaign to assist faculty with improving their processes for SLO assessment, documenting the assessments, analyzing the data, and incorporating that analysis into the program review process for each instructional program.	Vice President of Academic Affairs, Academic Senate President, Classified Senate President

Standard and Plan	Update	Next Steps	Assigned to:
		Discussions and trainings have taken place at Academic Senate, Department Chairs Council, Deans Council, and Student Success Committee. The Office of Academic Affairs staff created and disseminated a step-by-step training video for managing SLO assessments in eLumen. For fall 2020, faculty facilitators will be selected to assist their colleagues with the SLO assessment process.	
Standard I.B. 4 and II.C Student Services to develop, assess and document assessments and mapping of SLOs/SUOs.	All Student Services programs have developed, mapped, and are assessing SUOs. (5.A.09) Student Services programs use surveys, sign-in sheets, and other measures to track their progress in meeting SUOs. As an example, the Admissions and Records Office conducts student surveys via SurveyMonkey in the spring and fall semesters to measure the two SUOs: • Students will leave our office with a feeling of satisfaction that their needs have been met (mapped to Standard II.A).	Student Services programs will continue to develop and refine the process for developing and assessing SUOs. These SUO assessments will be incorporated into the revised program review template for student services during the 2020-21 program review cycle.	Vice President of Student Development Dean of Student Success

Standard and Plan	Update	Next Steps	Assigned to:
	• GI Bill recipients are knowledgeable of benefits and services available to them and are informed of the military service-related rights and benefits (mapped to Standard II.A). Results from the surveys are used to determine if they are meeting the needs of students and if improvements in the current process can be refined. A staff meeting is held annually to discuss the results and any changes to the current process.		
Standard II.C Establish a robust on-line counseling system that will be accessible through the college website and student portal. Students will be able to access counseling services online for the following services: complete an educational plan, transfer and career advisement, and follow-up services.	In fall, 2019 the Dean of Student Success established an implementation team consisting of the dean, Counseling Department chair, two full-time counselors and one office assistant. The team created an implementation plan (5.A.10). The dean emailed all counselors and instructed them on how to set up a Zoom professional license provided for free by the State Chancellor's Office. On December 5, 2019, counselors at CSU Channel Islands presented a workshop about how they implemented and use Zoom. This information served as the guide for OC's implementation and process (5.A.10)	The implementation team worked in the spring 2020 on setting up how appointments will be scheduled and created guidelines and training for counselors and students. Three counselors piloted online counseling sessions in spring 2020. The goal was to have all counselors trained and using Zoom by summer 2020. The COVID-19 pandemic resulted in all counselors and counseling staff being trained to conduct remote counseling	Dean of Student Success, Counseling Department Chair

Standard and Plan	Update	Next Steps	Assigned to:
		sessions via ConferZoom.	
Standard III.B. 4 Facilities The college will hire a consultant to help develop an updated Facilities Master Plan (FMP).	The current Facilities Master Plan is a component of the recently expired Educational Master Plan (EMP). The Vice President of Business Services and the Director of Maintenance and Operations convened a Facilities Master Plan Workgroup in December 2019. (5.A.11)	The college will hire a consultant to facilitate the FMP drafting process in spring 2020. The FMP will be vetted campus-wide and sent for board approval before the end of the fall 2020 semester.	Vice President of Business Services, College Services Supervisor, Director of Maintenance and Operations, Classified Senate President, Academic Senate President
Standard IV.A Participatory Governance Develop an evaluation/revision cycle for participatory governance processes and structures as outlined in the Participatory Governance Manual (PGM).	The Participatory Governance Workgroup reviewed and substantially revised the PGM. All existing PG committees were tasked with reviewing and revising their charges, membership and committee names.	The revised PGM (5.A.12) was vetted and approved through and by the Senates in spring 2020. As part of the revised participatory governance structure at the college, the College Planning Council will conduct an annual review of participatory governance as outlined in the PGM.	Vice President of Business Services, Vice President of Academic Affairs, Classified Senate President, Academic Senate President
Standard IV.B. 4 All participatory governance committees' agendas will reference	All PG committees are including relevant accreditation Standards on their agenda. (5.A.13)	Continue practice.	Vice President of Business Services,

Standard and Plan	Update	Next Steps	Assigned to:
relevant accreditation Standards.			Vice President of Academic Affairs, Classified Senate President, Academic Senate President

Recommendations to Meet the Standards Secction 6.A (1)

College 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.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; ER 4, 5, 6, 8, 11, 14, 18, 19)

Summary

In September of 2016, Oxnard College received one *Recommendation to Meet Standards* that bridged multiple Standards. (6.A.01) The Commission reaffirmed Oxnard College's accreditation for an 18-month period, and required the college to complete a follow-up report to address how the college had met, or was meeting, the above Standards. The college submitted the Institutional Follow-Up Report to the ACCJC in October 2017 and, in June 2018, the college received notice from the Commission that it had reaffirmed Oxnard College's accreditation for the remainder of the seven-year accreditation cycle.

Prior to the college receiving official notification (6.A.02) of the Commission's action (in February, 2017), the college leadership had begun to formulate a plan for addressing the deficiencies in strategic and integrated planning processes. In the months following receipt of the recommendation, college leadership mobilized to form a task force to coordinate the college's efforts. Administrators, faculty and staff began the process of drafting the follow-up report in spring 2017. In fall of 2017, college accreditation team leaders conducted two all-campus forums (6.A.03) during which they presented the highlights of the draft report and engaged in collegial

dialogue with attendees. Accreditation team leaders then guided the report through the rest of the vetting process, including at President's Cabinet, Planning and Budget Council, Student Services Leadership Team, Associated Student Government, Classified Senate, and Academic Senate (first and second readings).

Update on Strategic Planning

Completion and implementation of the 2018-2023 Strategic Plan (6.A.04) was an essential component of the college's efforts to address the Commission's recommendation. The process for completing the plan took some 18 months and involved faculty, classified professionals, administrators, students, and the community. The implementation of the plan is an on-going process, one that helps guide the college's efforts to integrate planning, assessment of outcomes, and resource allocations, while remaining true to the college's mission.

The college employed an inclusive, systematic, four-step approach to the creation of the Strategic Plan. The first step of the process involved creating a Strategic Planning Steering Committee (SPSC) to guide the process from start to finish to implementation. The SPSC conducted an environmental scan, analyzing relevant demographic, economic, and labor market data. Thirdly, the SPSC led the review and discussion of the college's mission, vision, and values, soliciting input from faculty, classified professionals, and administrators. Finally, the SPSC coordinated the collection of feedback from students and the community.

As a result of these efforts, the SPSC proposed four Strategic Planning 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.

For each initiative, three to four goals were created, vetted and agreed upon by the campus community. Additionally, the college developed Institutional Objectives, aligned to one or more initiatives and goals. These three objectives are:

1. Review OC's Participatory Governance process(es) and enhance as needed to maintain compliance with ACCJC and regulatory requirements by end of spring 2019.

Update:

In response to this recommendation, and to comments from Accreditation visiting team members, the college is re-designing its participatory governance committees in order to reduce confusion, eliminate redundancies, and to foster a more inclusive campus decision-making environment. Revisions to the college's participatory governance processes have been extensive and ongoing, but are still under review and modification as of this writing. As will be discussed in the update on the integrated planning process (page XX), the college has implemented changes to the program review process in order to be more inclusive and transparent, and to

strengthen the links between program performance data, program review, and resource allocations.

Parallel to this process, the Participatory Governance (PG) Workgroup (6.A.05) has been meeting regularly since January 2019, and has encouraged broader participation in the reformation of the participatory governance bodies and systems. The PG Workgroup requested that each PG committee review its description, charge and membership, and that they propose and discuss changes at the committee level, and with the Academic Senate, Classified Senate, Associated Student Government. Significant changes are being proposed for spring 2020 adoption and fall 2020 implementation.

It was noted by the visiting team in 2016 that college has two participatory governance committees that include the word "planning" in their title: PEPC (Program Effectiveness and Planning Committee) and PBC (Planning and Budget Council.) It was not clear to the team, however, where any actual planning took place. As a result, under consideration is the modification of the Program Effectiveness and Planning Committee to become simply the Program Review Committee (PRC), given that the primary responsibility of this committee is program review. Further, the Planning and Budget Council (PBC), will be re-purposed as the Budget Committee (BC). The BC will be charged with reviewing college budgeting procedures, analyze the sustainability of programs and services, and ensure that all budgeting and spending be consistent with the College's Mission, Vision and Values. In addition, the BC will take on the task of collecting, analyzing and presenting cost data from resource requests arising from the program review process. These vetted and ranked resource requests will then be passed on to the new College Planning Council (CPC) for review and final recommendation to the college president.

Among other functions, the CPC will be responsible for making recommendations to the college president regarding college planning, budgetary priorities, and participatory governance structures and functions. It will serve as the forum in which to discuss program improvement plans and program discontinuance. The CPC will be representative of the body of faculty, classified staff, administrators, and students.

2. Develop and implement Guided Pathways and make them easily accessible for students by 2022.

Update:

The Guided Pathways (GP) Workgroup has been meeting on a monthly basis since September 2018. (6.A.06) The group began by reviewing dozens of examples of career and major clusters, or meta-majors, at other community colleges. They completed, vetted and submitted the GP Work Plan to the State of California Chancellor's Office, and identified eight of the 14 "Key Elements" of the plan to address in the first year of implementation. The Workgroup has attended multiple training sessions, conferences, and webinars that led to the drafting of eight career clusters or "areas of interest" that were then vetted, edited and ultimately adopted by the Academic Senate. The committee leaders completed, vetted and submitted the GP "Scale of

Adoption and Assessment (SOAA)" (6.A.07) to the State Chancellor's Office in February 2019. In the spring of 2019, the GP Workgroup finalized the college meta-majors/areas of interest.

In the summer of 2019, GP leaders hired faculty as professional experts to work collaboratively on the mapping of all college majors to the eight chosen areas of interest. During the fall 2019 semester, the mapping of degree/certificate programs to areas of interest was completed, and presented to the local GP Workgroup and the district-wide GP Workgroup for discussion and alignment among the three colleges in the District. The next step in the process is to align careers to areas of interest and our degree/certificate programs. This work is expected to be completed in spring of 2020.

Once this step is completed, the GP Workgroup will work with instructional departments on creating course sequences that can be aligned with degree/certificate programs & areas of interest. This work is expected to begin in the summer and fall of 2020. The goal will be to have completed draft program maps to be vetted during the spring of 2021.

3. Develop and implement an integrated institution-wide Communication Plan by spring 2020.

Update:

The Communication Plan Workgroup formed in spring 2019 and developed a Campus Communication Survey. Prior to administering the survey, however, there was an interruption in senior college leadership, which disrupted the workgroup's plan. Parallel to this process, though, the District had contracted with a consultant group, Collaborative Brain Trust, to conduct an in-depth survey and analysis of employee perceptions. (6.A.08) The data from this study will inform the outline of the draft Communication Plan. With the turnover in senior leadership, and the anticipated hiring of a Director of Marketing and Outreach in fall 2019, the Communication Plan Workgroup went on hiatus in fall 2019. The group reconvened in spring 2020, with faculty, classified professional, and administrator tri-chairs, and with the support of the new Director of Marketing and Outreach, to complete the Communication Plan by the end of the fall 2020 semester. (6.A.09) As of this writing, the Communication Plan is proceeding through the participatory governance review process.

In addition, the Campus Use Development and Safety (CUDS) Committee prioritized the creation and vetting of a Crisis Communication Plan (6.A.10) for the college. This plan was written in October 2019 with assistance from faculty in the Public Safety program and provides guidelines and procedures for college personnel for the coordination of communication in case of a campus or outside emergency affecting the campus. The plan identifies key personnel and defines their roles in the communication process at the college, district and the media.

Update on Integrated Planning Processes:

The college has succeeded in bringing all campus areas and operations into the annual program review and resource allocation process. Prior to the implementation of an integrated planning process, differing areas of college operations conducted their own version of program review, with little to no coordination or consistency. This lack of coordination and consistency created

the appearance of a lack of transparency in resource allocations and hampered efforts to improve the college's overall effectiveness.

As a result of the implementation of an integrated planning/resource allocation process, each college program or service area, whether academic, student services, or business services, submits either an annual (abbreviated) or multi-year (more in-depth) Program Evaluation and Effectiveness Report (PEPR). (6.A.11)

Members of the Program Effectiveness and Planning Committee (PEPC) review discuss and rate the effectiveness of each program based on their report. Programs or service areas that request additional resources must justify those requests based on program effectiveness data. The Planning and Budget Committee (PBC) leadership collects the resource requests and distributes them to the college committee or workgroup charged with providing leadership in that area. For example, requests for additional full-time faculty are sent to the Academic Senate for their consideration. Likewise, requests for additional classified personnel are sent to the Classified Senate. The Technology Task Force reviews requests for computers and instructional technology. Campus Use, Development and Safety (CUDS) coordinate requests for new or improved facilities. With input from faculty and classified professionals, the Deans Council reviews requests for instructional supplies and equipment.

Program Review Resource Request Review Process

Resource Category	Assigned to:
Classified Personnel	Classified Senate
Full-Time Faculty Positions	Academic Senate
Computers and Related Instructional Equipment	Technology Taskforce
Other Instructional Equipment	Deans Council
Instructional Supplies	Deans Council
Facility Improvements, including capital projects	Campus Use Development and Safety Committee
Non-Instructional Equipment	Business Services Council
Professional Development	Professional Development Committee

Each committee hears presentations from constituents, and reviews and ranks each request. The committee chair then sends those recommendations to the Planning and Budget Council (PBC). The PBC reviews and discusses the committees' findings and rankings, and then sends its final recommendations to the college president. There are opportunities at all review committees for those programs requesting resources to provide additional input in support of their requests. Finally, the college's Executive Team reviews all resource requests prior to finalizing and communicating the prioritized lists to the campus community.

Central to the creation of an integrated program review, planning and resource allocation process is the evaluation of the process. Each spring semester, PEPC members take time to assess the efficiency and effectiveness of the process and to make the required modifications. Members

discuss the relevancy of the data provided to each program, the readability and accessibility of the data, and the timeline for completing the program effectiveness reports, and the manner and timing of the review of each program. For example, in order to improve the efficacy of the program review process, PEPC will be moving away from the current fillable PDF form, to the use of the existing *eLumen* program review product, which is fully integrated with the Student Learning Outcome assessment data for each program. (6.A.12)

The integration of program review and resource allocation processes across all sectors of the college has improved transparency and accountability at all levels of college operations. With these campus-wide reforms, the college has developed a process that ensures that programs and service areas engage in self-evaluation, and are also evaluated by their peers. Requests for additional resources must be justified using relevant program data, and resource allocations for technology, equipment, personnel and facilities are aligned to this peer-review, transparent process.

Section 6.A(2) Recommendation to Improve Quality:
Oxnard College received one Recommendation to Improve Quality in its 2016 Comprehensive Evaluation: Recommendations to Improve Quality -- College Recommendation 2a
In order to improve effectiveness, the College should define the elements of distance education and then develop, implement, and assess a comprehensive Distance Education plan. (Standard II.A.2, II.A.16; ER 2, 3, 9, 10, 11, 12, 13)

Oxnard College Distance Education (DE) is primarily the responsibility of the Distance Education Committee, a subcommittee of the Curriculum Committee and advisory to the Vice President for Academic Affairs and Student Learning. The elements of distance education at Oxnard College include the following: Collective Bargaining Agreement parameters, Distance Education Handbook, faculty training, and tech support for DE Students.

The parameters for faculty involvement in distance education are outlined in the District collective bargaining agreement, which states, "… as instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. A class in which any portion of the instructional class hours are delivered in this mode is considered a distance education class." (AFT/VCCCD Agreement 2016-19 Article 23) (6.A.13)

The Distance Education Committee developed the Distance Education Handbook (6.A.14) and it 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.

The Instructional Technologist/Designer develops and facilitates faculty training on best practices for online instruction, accessibility standards, uses of technology in instruction, and online classroom management. The Instructional Technologist/Designer communicates with the Distance Education Committee, Deans, Department Chairs, and the Vice President of Academic Affairs about trends, ongoing issues, outreach, and general distance education success.

DE students are provided with 24/7 support and online training from Canvas, by phone, device apps and a website called the Canvas Community. The Canvas Community has student-specific user guides, tutorials, video training, frequently asked questions and question and answer forums. Students can access the student support options with the "Help" button available on every page in Canvas, which includes a link to "Ask the Instructor."

The Distance Education Plan (6.A.15) is part of the larger Oxnard College Strategic Plan. The goals of the DE Plan have been aligned to meet the goals of the OC Strategic Plan and to support the Mission, Vision and Values of Oxnard College. A key tenet of the Oxnard College mission 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.

Section 6.B(1) Reflection on Improving Institutional Performance: SLOs (Standard I.B.2)
Reflect on the college's assessment processes since the last comprehensive review:
• What are the strengths of the process that helps lead the college to improve teaching and learning?

Across the campus, each semester, faculty are encouraged by their department chairs and deans to complete CSLO assessments for each course they teach. Faculty are largely willing to complete assessments and many do full assessments. During the spring semester, department chairs generally dedicate one department meeting, usually April, to review and revise the CSLOs. The department chairs review all discipline CSLOs, review reflection summary feedback, and engage their departments in transparent and meaningful dialogue about the observations and feedback from the assessments of the CSLO data.

For example, departments such as Letters (which includes American Sign Language, English, and Spanish) regularly review and revise their Course Student Learning Outcomes (CSLOs) to align with the college's Institutional Student Learning Outcomes (ISLOs). All SLO assessments are recorded, tracked and mapped to Program Level Student Learning Outcomes (PSLOs) in the college's adopted application *eLumen*. (6.B.01)

Institution set standards (6.B.02) and the college Equity Plan (6.B.03) receive regular vetting across constituencies and undergo collaborative revision via the participatory governance process. The Student Success Committee, a representative body of faculty, classified staff, students, and administrators, is charged with reviewing and revising the institutional goals. The Academic Senate provides feedback and input. The Office of Institutional Effectiveness (IE) provides the committee baseline and outcomes data in early spring semester, goals are adjusted and recommendations for improvement are brought to the president.

• What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

Growth opportunities the college has identified are to promote and ensure greater participation among all faculty across all departments for the timely completion of CSLO assessments, as well as to engage in a routine review process to ensure that CSLOs are relevant, appropriate, and

applicable for the classes for which they are associated. More assessment from departments will contribute to the culture of assessment on campus. The Office of Academic Affairs shares data with department chairs who then share the data with their departments, thus encouraging a culture of data. However, the culture of assessment is still developing as faculty are continually encouraged to work towards completing CSLO assessments and to revise existing CSLOs as needed.

The Student Success Committee will benefit from a more systematic review of data for all student success initiatives across the campus to include Guided Pathways, AB705, strategic enrollment management metrics, and grant-funded initiatives such as the First Year Experience (FYE) program and STEM initiatives. Adhering to a data review calendar will ensure integrated assessment that will drive a cycle of continuous improvement.

In the past, some faculty have expressed their displeasure with the choice of the *eLumen* software, so the college's Technical Data Specialist has worked diligently to simplify the process for creating, mapping and assessing all SLOs. She has created training materials; (6.B.04) regularly presents at Department Chair meetings, and offers one-on-one training sessions. Department chairs are encouraged to participate in the ongoing CSLO discussion at Department Chairs meetings with the Office of Academic Affairs. In the last 3 years, there have been few complaints.

• *Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.*

Academic departments at the college are using SLO assessment data to make informed decisions about student learning in order to increase student success. The following are several examples of how this has been working in different areas at the college:

Faculty who teach Spanish have been developing heritage speaker classes to better meet the educational needs of the students at Oxnard College. As a result of CSLO review in the Letters department, Spanish revised existing CSLOs and wrote new ones so that the CSLOs now reflect each specific class better, and the assessments provide more meaningful, actionable data. (6.B.05)

The Communication Studies department has ongoing SLO discussions every year as part of their program review and at various department meetings throughout the academic year. Recent discussions have been geared toward the growth of their program; for example, there was a lot of discussion about whether it would be beneficial for students to add more Communication Studies courses when a new full-time instructor was hired. These discussions also led to the writing of new courses and a discussion about how the new curriculum bridges with existing courses. SLO discussions also inform scheduling future Communication Studies courses (alternating theory courses with skill-based courses) and graduating more Communication Studies students with a clear pathway for their success. This dialogue also ensures that instructors use accurate measures for each course, and helps in the development and implementation of Open Educational Resources. Further, SLO discussions help Communication Studies faculty identify a skills-based

pathway for students in the major, so they graduate more majors who are more prepared for transfer institutions. (6.B.06)

In the English Department, SLO results are annually reviewed and adjusted their SLOs/PSLOs per the data and discussions. (6.B.07) English faculty have been diligent about tasking colleagues with either revising or keeping the existing CSLOs as well as revising the PSLOs based on the effectiveness for students in the classroom. They have many discussions about how and why this process is important to improve their services to their students. Recently, the department members even evaluated the effectiveness of their action plan questions for each of their respective courses and invited the OC Institutional Researcher to their meeting to get her take on the data and how best to analyze it.

• In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule.

The Office of Academic Affairs shares SLO-specific information with the department chairs at the Department Chairs monthly meeting and encourages departments to complete their CSLO assessments. (6.B.09) The Office of Academic Affairs continues to work toward developing a culture of assessment and data, but there still is room for improvement. In spring 2020, the Office of Academic Affairs and Student Learning proposed that faculty SLO leaders be identified; receive additional training and funds to attend SLO-related workshops, and partner with the Technical Data Specialist in developing trainings and videos to improve the participation in and effectiveness of the Student Learning Outcome assessment process. The faculty SLO leaders will assist their colleagues from across multiple disciplines in refining SLOs and SLO assessments, data analysis, and using the *eLumen* system.

In collaboration with the Office of Academic Affairs, the Institutional Effectiveness (IE) office will encourage departments to invite IE staff to participate in CSLO discussions to offer guidance, feedback and support. Additionally, IE will regularly provide data analysis and SLO workshops at the fall FLEX professional development days. Further, the Office of Academic Affairs will collaborate with Academic Senate and Classified Senate leaders to stress the importance of assessing student learning and service unit outcomes as an integral and required element of the program review and resource allocation processes.

Section 6.B(2) Institution Set Standards (Standard I.B.3)
 "The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information."

Institution Set Standards on the 2019 Annual Report (6.B.10) are vetted across constituencies and undergo collaborative revision via the Participatory Governance process. The Academic Senate provides feedback and input. The Student Success Committee, a representative body of faculty, classified staff, students, and administrators, reviews and revises the institutional goals. The Office of Institutional Effectiveness (IE) provides the committee baseline and outcomes data in early spring semester, goals are adjusted and recommendations for improvement are brought to the president.

Has the college met its floor standards?

Oxnard College has consistently met floor standards for degrees and certificates awarded. In FY 15/16 and 16/17, course completion rates fell one percentage point below the floor standard. In FY 16/17 and FY 17/18, the college did not meet transfer floor goals. We fell short by 15 and 40 students respectively.

Has the college achieved it stretch (aspirational) goals?

In both FY 16/17 and FY 17/18, Oxnard College achieved the stretch goals for degree completions. By FY17/18 Oxnard College achieved the stretch goal for certificates awarded.

What initiative(s) is the college undertaking to improve its outcomes?

Oxnard College has three active Hispanic Serving Institution (HSI) grants. (6.B.11) In each of these grants, there is an emphasis on supporting students to develop the skills and mindsets to succeed academically. These grants also include institutional support to develop a culture of transfer at the college. Practices and programs are expected to be institutionalized and self-sustaining by the end of the grant cycles.

The college has also applied for a fourth HSI grant and a TRIO Student Support Services grant to augment our existing academic support services to first-generation, low-income students and those with disabilities. The college is also leveraging our Student Equity and Achievement Plan funds to improve instruction and support services. Grants and categorical funds are supporting the First Year Experience (FYE), a First STEP Center, transfer awareness, college success skills, proactive counseling, STEM support, career exploration and readiness, and work based learning opportunities.

Additionally, in the implementation of AB 705, the California reform of "remedial education," Oxnard College has developed transfer-level math and English with co-requisite support classes, and trained, imbedded tutors. (6.B.12) With the implementation of these supports, and the use of multiple measures to guide math and English placements, Oxnard College anticipates increased numbers and percentages of students who complete transfer-level English and math in their first year. This year the college has also placed a focus on strengthening our strategic enrollment management with an emphasis on student-centered scheduling and pathway completion.

How does the college inform its constituents of this information?

Oxnard College informs its constituents about goals, outcomes, and initiatives in the following ways:

- The ACCJC Annual Report is published on the Institutional Effectiveness webpages;
- The Student Success Committee, a broadly representative body, reviews goals and outcomes annually; members share with their respective constituents;
- Institutional Effectiveness shares and encourages input at Academic Senate and Classified Senate;

- College Institutional Effectiveness webpages contains numerous reports on college success and outcomes. (6.B.13)

Section 6.C Report on Outcomes of Quality Focus Essays

Quality Focus Area 1: Improved Use of Data in Transitional Studies – Update

The Quality Focus Essays (6.C.01) were drafted prior to the approval and implementation of California's Assembly Bill (AB) 705. The Governor of the State of California signed AB 705 bill into law in 2017, and it took effect in 2018. (6.C.02) AB 705 mandates that California Community Colleges do everything possible to maximize the possibility that students will attempt and complete transfer-level courses in English and math during their first academic year (three years for students who begin their studies by taking ESL courses). Colleges are required to adopt a multiple measures approach that incorporates high school courses and grade point average. Colleges are prohibited from "requiring students to enroll in remedial English and mathematics coursework" without valid and reliable placement research that indicates that students are unlikely to be successful in transfer-level English or mathematics courses without taking a remedial course or courses. Community colleges were required to demonstrate compliance with AB 705 by fall semester 2019.

Beginning in fall 2017 and through summer 2019, faculty in English and mathematics began the process of restructuring their curricula, assessment practices, and support services to better serve Oxnard College students and to comply fully with AB 705. (6.C.03) Faculty in both disciplines attended multiple trainings and workshops sponsored by the California Acceleration Project (CAP), collaborated with colleagues in counselling and assessment offices, and engaged in substantive and collegial discussions regarding how best to improve outcomes for all students.

English faculty decided on a co-requisite model for freshman composition, adding a 2-unit support course (6.C.04) to approximately 20% of all sections of English R101. Math faculty collapsed two semesters of algebra into one, and reduced the total units of the combined classes. (6.C.05) They also created a support course for Introduction to Statistics. (6.C.06) They also developed plans to train and deploy embedded tutors in the classroom. At all phases of the process, instructional faculty consulted and collaborated with student support services, and college administration. As of this writing, the data collection and analysis process for these initiatives is ongoing, with support from the Office of Institutional Effectiveness. It is expected and hoped that by fall 2020, a clearer picture of the effectiveness of the implementation of AB 705 will be better understood and discussions will continue on how to improve the graduation and transfer rates of all students.

Quality Focus Essay Area 2: Revisions to Shared Governance Processes

The Quality Focus Essay related to shared (participatory) governance helped guide the efforts to reform and refocus the college's participatory governance structures, functions, and flow. During the last comprehensive accreditation cycle, it had become clear that committee charges had

morphed over time, areas of purview had become blurred; there was abundant duplication of efforts against a backdrop of a lack of collaboration, coordination and communication.

As discussed in Section 6.A, the college began the process of reviewing and revamping its participatory governance structures and processes even before the Commission issued its findings. The chart below summarizes the changes made and the changes made in spring 2020.

Evaluation Question from QFE Area 2	Update
How can the process of shared governance be streamlined (e.g., fewer hours spent on the process) while ensuring that a goal of full participation is met?	The Participatory Governance Workgroup has created a new structure and functional map for all participatory governance bodies. (6.C.07) The goal is to streamline committee charges and clarify reporting structures while broadening participation. The two committees with the term "planning" in their names (PEPC and PBC) have been refocused to concentrate on program review, and fiscal operations, respectively.
Have relevant committees been established that enable constant campus-wide dialogue on all matters pertaining to student success?	The Student Equity and Success Committee (SESC) has been meeting regularly since 2010. (It was previously called the Student Success Committee.) The committee has revised its charge to put more of an emphasis on equity, and equitable student success and student learning outcomes. This committee will incorporate oversight for Student Learning Outcomes that was once the purview of LOT (Learning Outcomes Team), but with an emphasis on achieving equitable outcomes for all subpopulations of students.
Are committee meetings scheduled within a time frame that encourages participation?	Beginning in the fall semester of 2020, all participatory governance committees will begin their meetings at 2:30 p.m. (rather than 2:00 p.m.) in order to allow more teaching faculty to attend. College leadership has encouraged supervisors of classified employees to allow greater flexibility for their staff in order to promote greater classified participation on participatory governance committees.
Have adequate pathways been established to effectively solicit student representation?	The college Student Activities Specialist has worked closely with Associated Student Government (ASG) to train students on parliamentary procedure and to inform them of participatory governance committees and their

	purposes. Student participation as voting members (or non-voting members, depending on the committee) has been written into the membership list for all participatory governance committees.
What is the role of Classified Senate in any new-shared governance structure?	Several committees have adopted a tri-chair model (faculty, administration and classified professionals) for leading participatory governance committees. The number of classified professionals to serve on each participatory governance committee has been codified into the committee charge. This number will be incorporated into the latest version of the Participatory Governance Manual.
Have we met expectations for improved communication, especially between student services and academic affairs?	There is always room for greater and improved communication between Academic Affairs and Student Services. That said, the newly integrated program review process provides greater transparency and understanding between both offices. Further, both Student Services and Academic Affairs faculty, staff, and Administration serve on multiple operational and participatory governance bodies including: Department Chairs Council, President's Cabinet, Curriculum Committee, and the Student Equity and Success Committee.
Have we increased general campus understanding of shared governance?	Although it is difficult to assess general campus understanding of participatory governance, the changes made in the make-up of participatory governance committees, and the leadership of said committees, along with common formatting of agendas and minutes have served to create a greater awareness in the general campus community relative to participatory governance. In addition, in fall 2019, the Vice President of Business Services and the Classified Senate President presented a workshop in which they explained the roles of the various participatory governance committees, proposed changes, and provided an opportunity to give input and ask questions regarding the proposed changes. (6.C.08)
Is the linkage between shared governance, strategic planning, budgeting, and resource	The integration of program review to include academic, business, and student services has

allocation clearly defined and understood by the campus?	helped create a better understanding on campus of the links between participatory governance structures, strategic planning, budgeting, and resource allocation. Clearly, faculty, classified professionals and administrators understand the critical role that data-driven program review plays in the strategic planning and resource allocation processes. The budgeting process on campus is becoming more transparent, and the new Budget Committee will be charged with ensuring the integrity of the budgeting processes and communicating with the campus community their findings and rationale for their recommendations to the college president.

Quality Focus Area 3: Re-establishment of Centrality of Strategic Planning Process -- Update

As discussed in section 6.A, the college's lone recommendation to meet the Standards focused on the lack of a Strategic Plan, and the lack of integrated, centralized program review, planning, and resource allocation processes. The chart below summarizes the changes that the college has implemented, or is in the process of implementing, in order to continue to meet this Standard.

Essential Elements of Centralized, Integrated Strategic Planning and Resource Allocation Processes	Update
1. Integration of program review across all college programs and service areas	The college now requires that all college entities participate in the program review process. The updated process has been modified to accurately assess the effectiveness of academic, student services, and business services areas. (6.C.09)
2. Resource requests and resource allocations are linked to an integrated program review process for human, physical, technological and financial resources.	Requests for resources must be supported by program review data. (6.C.10) The college has developed a system for reviewing resource requests based on the category of the resource: full-time faculty, classified personnel, instructional equipment, instructional supplies, instructional technology, professional development and facilities improvements or construction.
3. The program review, planning and resource allocation process is evaluated regularly.	Each spring semester the Program Review Committee assesses the efficiency and

	effectiveness of the process, and makes necessary modifications. (6.C.11)
4. The college has clear and widely understood process for the allocation of resources, planning, and program initiatives.	The revised Participatory Governance Manual includes the modification of the committee structure designed to eliminate redundancies and clarify the roles of each committee. There will be standing committees for program review (Program Review Committee – PRC), budgets (Budget Committee – BC), and one centralized planning committee (College Planning Council – CPC).
5. There are established procedures for assessing the overall effectiveness of the college and for planning innovative strategies to improve student success.	Each spring semester, (except in spring 2020) executive leadership, along with the Classified and Academic Senates, will conduct an Annual Planning Retreat. (6.C.12) At the planning retreat, stakeholders will: • review the college mission, vision and values • assess student success data, performance on institution set standards, and discuss strategies for improving equity across all college operations • review the college's fiscal health and state-wide financial outlook • participate in the creation or revision of the Educational Master Plan • analyze enrollment trends and review marketing strategies

Section 6.D Fiscal Reporting
Section 6.D.01 2019 Annual Fiscal Report

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Annual Fiscal Report
Reporting Year: 2017-2018
Final Submission
04/01/2019

Oxnard College
4000 South Rose Avenue
Oxnard, CA 93033

General Information

2.	District Name:	**Ventura County Community College District**

3.	a. Name of College Chief Business Officer (CBO)	**Dr. Michael Bush**
	b. Title of College CBO	**Vice President, Business Services**
	c. Phone number of College CBO	**805-678-5812**
	d. E-mail of College CBO	**mbush@vcccd.edu**
	e. Name of District CBO	**Dr. David El Fattal**
	f. Title of District CBO	**Vice Chancellor, Business and Administrative Services**
	g. Phone number of District CBO	**805-652-5537**
	h. E-mail of District CBO	**delfattal@vcccd.edu**

DISTRICT DATA (including single college organizations) Revenue

4.	(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)	FY 17/18	FY 16/17	FY 15/16
	a. Total Unrestricted General Fund Revenues	$ 183,674,914	$ 165,741,453	$ 175,799,565
	b. Other Unrestricted Financing Sources (Account 8900)	$ 4,913,415	$ 13,178,591	$ 8,702,928

5.	(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)	FY 17/18	FY 16/17	FY 15/16
	a. Net Unrestricted General Fund Beginning Balance	$ 55,404,942	$ 60,998,784	$ 43,879,302
	b. Net Unrestricted General Fund Ending Balance	$ 72,070,922	$ 55,404,942	$ 60,998,784

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

6.	(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)	FY 17/18	FY 16/17	FY 15/16
	a. Total Unrestricted General Fund Expenditures	$ 167,008,934	$ 171,335,295	$ 158,680,083
	b. Total Unrestricted General Fund Salaries and Benefits, accounts 1000, 2000, 3000	$ 142,633,129	$ 136,773,474	$ 131,561,273
	c. Other Unrestricted General Fund Outgo (6a - 6b)	$ 24,375,805	$ 34,561,821	$ 27,118,810
	d. Unrestricted General Fund Ending Balance	$ 72,070,922	$ 55,404,942	$ 60,998,784

Liabilities

7.		FY 17/18	FY 16/17	FY 15/16
	Did the district borrow funds for cash flow purposes?	No	No	No

8.	Total Borrowing	FY 17/18	FY 16/17	FY 15/16
	a. Short Term Borrowing (TRANS, etc)	$ 0	$ 0	$ 0

		FY 17/18	FY 16/17	FY 15/16
b.	Long Term Borrowing (COPs, Capital Leases, other long term borrowing):	$ 0	$ 0	$ 0

		FY 17/18	FY 16/17	FY 15/16
9.	a. Did the district issue long-term debt instruments (not G.O. bonds) during the fiscal year noted?	No	No	No
	b. What type(s)	N/A	N/A	N/A
	c. Total amount	$ 0	$ 0	$ 0

		FY 17/18	FY 16/17	FY 15/16
10.	Debt Service Payments (General Fund/Operations)	$ 0	$ 0	$ 0

Other Post Employment Benefits

		FY 17/18
	(Source: **Most Recent District Audit**)	
11.	a. Total OPEB Liability (TOL) for OPEB	$ 194,715,076
	b. Net OPEB Liability (NOL) for OPEB	$ 174,970,906
	c. Funded Ratio (Fiduciary Net Position (FNP/TOL)	10.14 %
	d. NOL as Percentage of OPEB Payroll	193.7 %
	e. Service Cost (SC)	$ 3,218,645
	f. Amount of annual contribution to SC and NOL	$ 14,261,582

12.	Date of most recent OPEB Actuarial Report (mm/dd/yyyy):	11/25/2018

			FY 17/18	FY 16/17	FY 15/16
13.	a. Has an irrevocable trust been established for OPEB liabilities?	Yes			
	b. Amount deposited into Irrevocable OPEB Reserve/Trust		$ 0	$ 0	$ 500,000
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB		$ 0	$ 0	$ 0
	d. OPEB Irrevocable Trust Balance		$ 21,110,529	$ 19,744,170	$ 17,582,523

Cash Position

		FY 17/18	FY 16/17	FY 15/16
14.	Cash Balance (Unencumbered cash): District Balance from the Annual Audit Report	$ 83,718,623	$ 67,262,829	$ 73,864,860
15.	Does the district prepare cash flow projections during the year?	Yes		

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the district's response to any audit exceptions:	03/20/2019

NOTE: Audited financial statements are due to the ACCJC no later than January 15th of the calendar year following the close of the fiscal year. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.

17.	Summarize Material Weaknesses and Significant Deficiencies from the annual audit report (enter n/a if not applicable):	
	FY 17/18	**Financial Statements** **Material Weaknesses:** none **Significant Deficiencies:** none **Federal Awards**

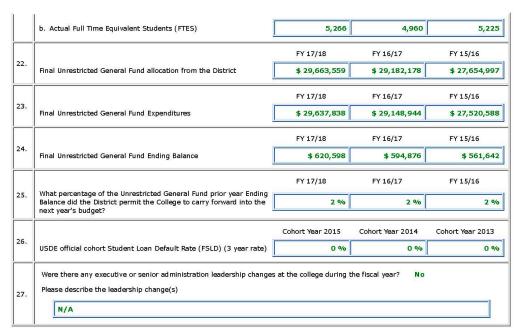|	FY 16/17	**Material Weaknesses: none** **Significant Deficiencies: none** **State Awards** **Material Weaknesses: none** **Significant Deficiencies: none**
		Financial Statements **Material Weaknesses: none** **Significant Deficiencies: none** **Federal Awards** **Material Weaknesses: none** **Significant Deficiencies: none** **State Awards** **Material Weaknesses: none** **For attendance accounting purposes, districts are required to clear the rolls of all inactive students as of each course section's drop date. The drop date is the date used to clear the rolls of the inactive enrollment for attendance accounting purposes. For noncredit distance learning courses, the drop date to clear the rolls of inactive students shall be the day prior to each of the two census dates. As of the interim testing by external auditors, the District did not have affirmative confirmation that steps were taken by the instructors to clear their rolls of inactive enrollment before the census day. Therefore, the FTES for these students is ineligible for apportionment. The District did a 100 percent audit of all students who dropped on census day. The outcome of this audit revealed the following FTES, which the District removed from their attendance by submitting a revised 320 attendance report. The District has updated attendance procedures with improved census certification reports, an automated email reminder system, and an enhanced user-interface for certification. Along with heightened communication, additional training is being planned.**
	FY 15/16	**Financial Statements** **Material Weaknesses: none** **Significant Deficiencies: none** **Federal Awards** **Material Weaknesses: none** **Significant Deficiencies: none** **State Awards** **Material Weaknesses: none** **Significant Deficiencies: 1) Moorpark College had initially reported a student on the CCFS-320 report as a resident during the Spring 2016 term when the student had not met the one year and one day requirement of living in the State to be classified as a California resident as stated in Title 5. The student paid resident fees for the Spring 2016 for 15 units. The District reviewed all student athletes who attended out-of-state high schools and did not find any additional exceptions. The District amended their CCFS-320 report in their recalc report dated September 23, 2016.**

Other District Information

			FY 17/18	FY 16/17	FY 15/16
18.	a.	Budgeted Full Time Equivalent Students (FTES)(Annual Target):	26,100	26,468	26,005
	b.	Actual Full Time Equivalent Students (FTES):	26,668	25,407	26,467

		FY 17/18	FY 16/17	FY 15/16
19.	Number of FTES shifted <u>into</u> the fiscal year	592	0	685

20.	a. During the reporting period, did the district settle any contracts with employee bargaining units?	Yes
	b. Did any negotiations remain open?	No
	c. Describe significant fiscal impacts:	
	Salary and benefit increases funded mainly by apportionment; some use of reserves. As allowed, categorical and restricted programs used for positions funded by these programs.	

College Data

21.	NOTE: For a single college district the information is the same that was entered into the District section (Question 18) of the report.			
		FY 17/18	FY 16/17	FY 15/16
	a. Budgeted or Target Full Time Equivalent Students (FTES)	5,097	5,225	5,029

		FY 17/18	FY 16/17	FY 15/16
	b. Actual Full Time Equivalent Students (FTES)	5,266	4,960	5,225
22.	Final Unrestricted General Fund allocation from the District	FY 17/18	FY 16/17	FY 15/16
		$ 29,663,559	$ 29,182,178	$ 27,654,997
23.	Final Unrestricted General Fund Expenditures	FY 17/18	FY 16/17	FY 15/16
		$ 29,637,838	$ 29,148,944	$ 27,520,588
24.	Final Unrestricted General Fund Ending Balance	FY 17/18	FY 16/17	FY 15/16
		$ 620,598	$ 594,876	$ 561,642
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	FY 17/18	FY 16/17	FY 15/16
		2 %	2 %	2 %
26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	Cohort Year 2015	Cohort Year 2014	Cohort Year 2013
		0 %	0 %	0 %
27.	Were there any executive or senior administration leadership changes at the college during the fiscal year? **No** Please describe the leadership change(s) N/A			

The data included in this report are certified as a complete and accurate representation of the reporting college.

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Section 7 Appendices

List of Evidence – Section 5

5.A.01 2016 Institutional Self Evaluation Report

5.A.02 2020 Annual Planning Retreat Draft Agenda

5.A.03 2017 All Campus Forum Agenda

5.A.04 2018 Strategic Plan

5.A.05 Revised Program Review Template

5.A.06 2010-19 Educational Master Plan

5.A.07 2019 Office of Academic Affairs Program Review

5.A.08 Spring 2020 PEPC minutes review of Office of Academic Affairs

5.A.09 Student Services Service Unit Outcomes (selected SUOs)

5.A.10 Zoom Counseling Plan

5.A.11 Facilities Master Plan Workgroup Meeting Minutes 2019-20

5.A.12 Revised Participatory Governance Manual

5.A.13 Sample Agenda with Accreditation Standards referenced

List of Evidence – Section 6.A

6.A.01 Recommendation to Meet Standards (February 2017)

6.A.02 Official Notification of the Commission's Action (February, 2017)

6.A.03 2017 All Campus Forums (four) Agenda

6.A.04 2018-2023 Strategic Plan

6.A.05 Participatory Governance (PG) Workgroup Minutes

6.A.06 Guided Pathways (GP) Workgroup Minutes

6.A.07 Guided Pathways Scale of Adoption and Assessment (SOAA)

6.A.08 Collaborative Brain Trust Survey and Analysis of Employee Perceptions

6.A.09 Communication Plan

6.A.10 Crisis Communication Plan

6.A.11 Program Evaluation and Effectiveness Report(s)

6.A.12 *eLumen* Program Review System for Oxnard College

6.A.13 AFT/VCCCD Agreement 2016-19 Article 23

6.A.14 Distance Education Handbook

6.A.15 Distance Education Plan

List of Evidence – Section 6.B

6.B.01 Letters Department CSLO Review

6.B.02 Institution Set Standards Review

6.B.03 Equity Plan Review

6.B.04 SLO Screen-Capture Videos

6.B.05 Spanish Department SLO Data

6.B.06 Communication Studies Department SLO data

6.B.07 English Faculty SLO Discussion

6.B.08 Department Chair Meeting Minutes – SLO Discussion

6.B.09 2019 Annual Report to ACCJC

6.B.10 Summary of Title V HSI Grants

6.B.11 AB 705 Implementation for Math and English

6.B.12 Institutional Effectiveness Website – Summary of Available Reports

List of Evidence – Section 6.C

6.C.01 Quality Focus Essays from 2016 ISER

6.C.02 AB 705

6.C.03 English and Math AB 705 Multiple Measures and Assisted Self Placement

6.C.04 English R101S Support Course Outline of Record

6.C.05 Math R015 Combined Beginning and Intermediate Algebra Course Outline of Record

6.C.06 Math R055S Intro to Statistics Support Course Outline of Record

6.C.07 Participatory Governance Revised Diagram

6.C.08 Participatory Governance Fall 2019 Workshop

6.C.09 Academic, Student Services and Business Services Program Review Forms

6.C.10 Resource Request Form

6.C.11 PEPC April 2019 Minutes

6.C.12 Annual Planning Retreat Agenda

Fiscal Reporting – Section 6.D

6.D.01 2019 Annual Fiscal Report