



## AACC SUMMIT ON THE REDESIGN OF DEVELOPMENTAL EDUCATION

### OXNARD COLLEGE ACTION PLAN

#### DATA

Utilize the self-assessment tool, Poppy Copy, to conduct a *system-wide* analysis of Oxnard College. The purpose of the self-assessment is to determine how current practices fit with and reflect the findings from the literature regarding what are known to be effective practices for developmental education. The areas to be assessed are: organizational and administrative practices, program components, staff development and instructional practices.

#### ***Additional data we need to collect***

- 3SP data
- Review CCSS data
- Review VFA data
- Drill down on data regarding Transitional Studies (e.g., high school, etc.)
- Student focus groups

#### ***Steps we need to take to share data***

Please refer to attachments 1 and 2: “Developmental Redesign Logic Model” and “Activities Timeline”. Immediate action to be taken will include but is not limited to:

- Initiate “Big Picture Meetings” with multiple on-campus and off-campus stakeholders
- Develop metric measures and research calendar
- Refine communication process with “*outcomes*” tracking
- Continue to have follow-up training with Deans and Department Chairs and others reflective of “Active Learning”.

#### **STEPS TO REFINE COLLEGE BIG BETS**

Please refer to the Oxnard College “Developmental Redesign Logic Model” , “Activities Timeline” and the “New Transitional Division Organizational Chart” which embed the next steps. (Attachments 1, 2 and 3)

## **NEW IDEAS TO CONSIDER**

- Exploration and development of STEM, Non-STEM and Certificate Meta-majors pathways
- Consistent application of the multiple measures assessment which identifies specific components and criteria
- College assessment (Compass Testing) in high school starting at the 11<sup>th</sup> grade level
- Dual enrollment programs starting in 9<sup>th</sup> grade through 12<sup>th</sup> grade: “Get focused / Stay focused” program
- Expansion of Success Coaches
- Embedded Tutoring and certified training for Tutors
- Professional development for faculty on “student success” strategies “Productive Persistence”
- Training of Deans and Department Chairs (Habits of Mind)
- Use of technology (videos) and infusion of Instructional Technology resources
- Partnership and workshops with the National Alliance for Partnerships in Equity (NAPE)
- Evaluate the Math/English sequence and curriculum: aligned with Meta Majors Pathways
- Development of pre-assessment intervention/training that includes study guides and resource links to include the use of Kahn Academy videos for pre-assessment preparation

## **STEPS TO TAKE BACK HOME – Plan to Scale Up**

**Please refer to the attached Logic Model, Activities Timeline and Transitional Studies Division Organizational Chart (Attachments 1,2,3)**

- Conduct Poppy Copy survey and analyze via the Student Success Committee. This committee structure includes all disciplines and levels within Oxnard College.
- Build-out the new Transitional Studies Division (see organizational chart)
- Create a detailed implementation matrix with functional operations for Fall 2015 (e.g., workloads, operations, etc.)
- Set goals for accomplishments – determine specific metric measures
- Create implementation matrix for overall re-design and project-specific activities

## **KEY INSIGHT FROM SUMMIT**

- A “Systems Approach” that includes evaluation/CQI process is absolutely imperative to assure an effective *Student Success Pathway*.

## **ATTACHMENTS**

#1: Logic Model – Developmental Education Redesign Project

#2: Activities Timeline – Developmental Education Redesign (Year 1)

#3: Organizational Chart – New Transitional Studies Division